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

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

Please contact the appropriate personnel for information pertaining to schools, departments, programs, and courses. For all other bulletin inquiries you may contact the Assistant Registrar for Publications & Communication in the Office of Academic Records by email at bulletin@andrews.edu or by phone at (269) 471-3233.

Volume 107

POSTMASTER: Send change of address P.S. 3579 to Andrews University Bulletin, Andrews University, Office of Admissions, Berrien Springs, Michigan 491
# Table of Contents

- Program & Degree Index ................................................................. 5
- Campus Resources ........................................................................... 8
- Campus & Student Life ................................................................. 14
- General Academic Policies ............................................................ 20
- Undergraduate Academic Policies ............................................... 24
- Andrews Core Experience (ACE) Program .................................... 31
- School of Graduate Studies ........................................................ 36
- Financial Information ................................................................. 46
- Charges ......................................................................................... 52
- Undergraduate Financial Assistance ........................................... 56
- Graduate Financial Assistance .................................................... 63
- College of Arts & Sciences .......................................................... 70
- School of Architecture & Interior Design ................................... 291
- School of Business Administration ............................................. 303
- School of Distance Education and International Partnerships ...... 342
- School of Education ................................................................. 350
- School of Health Professions ...................................................... 470
- Seventh-day Adventist Theological Seminary ............................. 540
- University Personnel ................................................................. 645
- Accreditations & Memberships .................................................... 663
- Academic Calendar ...................................................................... 666
### Course Prefixes and Numbers

Courses are listed by course prefix and course number. Course prefixes are listed below in alphabetical order. At the end of each prefix designation is an abbreviated symbol in parentheses for the school in which the prefix occurs. Symbols are as follows:

<table>
<thead>
<tr>
<th>College of Arts &amp; Sciences (CAS)</th>
<th>School of Business Administration (SBA)</th>
<th>School of Health Professions (SHP)</th>
<th>Seventh–day Adventist Theological Seminary (SEM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT  Accounting (SBA)</td>
<td>EDUC  Education—General (SED)</td>
<td>MUCT  Music Composition &amp; Theory (CAS)</td>
<td></td>
</tr>
<tr>
<td>AFLT  Aviation Flight (SBA)</td>
<td>ENGL  English (CAS)</td>
<td>MUED  Music Education (CAS)</td>
<td></td>
</tr>
<tr>
<td>AGRI  Agriculture (CAS)</td>
<td>ENGR  Engineering (CAS)</td>
<td>MUHL  Music History &amp; Literature (CAS)</td>
<td></td>
</tr>
<tr>
<td>ALHE  Allied Health (SHP)</td>
<td>ENSL  Intensive English (CAS)</td>
<td>MUPF  Music Performance (CAS)</td>
<td></td>
</tr>
<tr>
<td>ANSI  Animal Science (CAS)</td>
<td>FDNT  Nutrition (SHP)</td>
<td>MURE  Music—Religious (CAS)</td>
<td></td>
</tr>
<tr>
<td>ANTH  Anthropology (CAS)</td>
<td>FILM  Film (CAS)</td>
<td>NRSG  Nursing (SHP)</td>
<td></td>
</tr>
<tr>
<td>ARCH  Architecture (SAID)</td>
<td>FMST  Family Studies (CAS)</td>
<td>NTST  New Testament Studies (SEM)</td>
<td></td>
</tr>
<tr>
<td>ART   Art (Studio) (CAS)</td>
<td>FNCE  Finance (SBA)</td>
<td>OTST  Old Testament Studies (SEM)</td>
<td></td>
</tr>
<tr>
<td>ARTH  Art History (CAS)</td>
<td>FREN  French (CAS)</td>
<td>PBHL  Public Health (SHP)</td>
<td></td>
</tr>
<tr>
<td>AVIA  Aviation (SBA)</td>
<td>FTES  Fitness &amp; Exercise Studies (SHP)</td>
<td>PBTC  Phlebotomy (SHP)</td>
<td></td>
</tr>
<tr>
<td>AVMT  Aviation Maintenance (SBA)</td>
<td>GBST  Global Studies (CAS)</td>
<td>PHTH  Physical Therapy (SHP)</td>
<td></td>
</tr>
<tr>
<td>BCHM  Biochemistry (CAS)</td>
<td>GDPC  Graduate Psychology &amp; Counseling (SED)</td>
<td>PHYS  Physics (CAS)</td>
<td></td>
</tr>
<tr>
<td>BHSC  Behavioral Sciences (CAS)</td>
<td>GEOG  Geography (CAS)</td>
<td>PLSC  Political Science (CAS)</td>
<td></td>
</tr>
<tr>
<td>BIBL  Biblical Languages (CAS)</td>
<td>GNST  General Studies (CAS)</td>
<td>PORT  Portuguese (CAS)</td>
<td></td>
</tr>
<tr>
<td>BIOL  Biology (CAS)</td>
<td>GRMN  German (CAS)</td>
<td>PREL  Public Relations (CAS)</td>
<td></td>
</tr>
<tr>
<td>BSAD  Business Administration (SBA)</td>
<td>GSEM  Seminary—General (SEM)</td>
<td>PSYC  Psychology (CAS)</td>
<td></td>
</tr>
<tr>
<td>BSCM  Construction Management (SAID)</td>
<td>GSEM  Seminary—General (SEM)</td>
<td>PTH  Physical Therapy—Professional &amp; Post–Professional (SHP)</td>
<td></td>
</tr>
<tr>
<td>CHEM  Chemistry (CAS)</td>
<td>HIST  History (CAS)</td>
<td>RELB  Religion—Biblical Studies (CAS)</td>
<td></td>
</tr>
<tr>
<td>CHIS  Church History (SEM)</td>
<td>HLED  Health Education (SHP)</td>
<td>RELG  Religion—General (CAS)</td>
<td></td>
</tr>
<tr>
<td>CHMN  Christian Ministry (SEM)</td>
<td>HONS  Honors (all undergraduate)</td>
<td>RELH  Religion—History (CAS)</td>
<td></td>
</tr>
<tr>
<td>CIDS  Comm &amp; Intel Development (CAS)</td>
<td>HORT  Horticulture (CAS)</td>
<td>RELP  Religion—Professional &amp; Applied Studies (CAS)</td>
<td></td>
</tr>
<tr>
<td>COMM  Communication (CAS)</td>
<td>IDAS  International Dev Admin St (CAS)</td>
<td>RELT  Religion—Theology (CAS)</td>
<td></td>
</tr>
<tr>
<td>CPTR  Computing &amp; Software Engineering (CAS)</td>
<td>IDAS  International Dev Admin St (CAS)</td>
<td>ECON  Economics (SBA)</td>
<td></td>
</tr>
<tr>
<td>DSGN  Design (CAS)</td>
<td>IDSC  Interdisciplinary Studies (CAS)</td>
<td>INT  Interior Design (SAID)</td>
<td></td>
</tr>
<tr>
<td>DSRE  Discipleship &amp; Religious</td>
<td>ILES  International Language</td>
<td>ITLN  Italian (CAS)</td>
<td></td>
</tr>
<tr>
<td>EDUC  Education (SEM)</td>
<td>&amp; Global Studies (CAS)</td>
<td>JOUR  Journalism (CAS)</td>
<td></td>
</tr>
<tr>
<td>ECON  Economics (SBA)</td>
<td>INF5  Information Systems (SBA)</td>
<td>JOUR  Journalism (CAS)</td>
<td></td>
</tr>
<tr>
<td>EDAL  Educational Administration &amp; Leadership (SED)</td>
<td>ITLN  Italian (CAS)</td>
<td>JOUR  Journalism (CAS)</td>
<td></td>
</tr>
<tr>
<td>EDCI  Educational Curriculum &amp; Instruction (SED)</td>
<td>LEAD  Leadership (CAS)</td>
<td>JOUR  Journalism (CAS)</td>
<td></td>
</tr>
<tr>
<td>EDFN  Educational Foundations (SED)</td>
<td>LEAD  Leadership (CAS)</td>
<td>JOUR  Journalism (CAS)</td>
<td></td>
</tr>
<tr>
<td>EDRM  Educational Research Methods (SED)</td>
<td>MKTG  Marketing (SBA)</td>
<td>LEAD  Leadership (CAS)</td>
<td></td>
</tr>
<tr>
<td>EDTE  Teacher Education (SED)</td>
<td>MLSC  Medical Laboratory Science (SHP)</td>
<td>LEAD  Leadership (CAS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MNSS  World Mission (SEM)</td>
<td>LEAD  Leadership (CAS)</td>
<td></td>
</tr>
</tbody>
</table>

### COURSE NUMBERS

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Credit</td>
<td>Below 100</td>
<td>Courses enabling the student to qualify for freshman standing</td>
</tr>
<tr>
<td>Undergraduate Lower Division</td>
<td>100–199</td>
<td>Courses usually taken during the freshman year</td>
</tr>
<tr>
<td>Undergraduate Upper Division</td>
<td>200–299</td>
<td>Courses usually taken during the sophomore year</td>
</tr>
<tr>
<td></td>
<td>300–399</td>
<td>Courses usually taken during the junior year</td>
</tr>
<tr>
<td></td>
<td>400–499</td>
<td>Courses usually taken during the senior year – Approved courses also open for graduate credit</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>500–599</td>
<td>Courses for graduate students – Approved courses also open for undergraduate credit</td>
</tr>
<tr>
<td></td>
<td>600–699</td>
<td>Courses for graduate students only</td>
</tr>
<tr>
<td></td>
<td>700–999</td>
<td>Courses for post–masters students</td>
</tr>
</tbody>
</table>
## Program & Degree Index

### J.N. Andrews Honors Program
- Interdisciplinary Innovation and Entrepreneurship Certificate ........................................... 65

### College of Arts & Sciences
- Pre-Professional Program in Dental Assistant and Dental Hygiene .............................................. 70
- Pre-Professional Program in Dentistry ............................................................................................ 70
- Pre-Professional Program in Law .................................................................................................... 71
- Pre-Professional Program in Medicine ............................................................................................ 71
- Pre-Professional Program in Occupational Therapy ........................................................................ 71
- Pre-Professional Program in Optometry .......................................................................................... 72
- Pre-Professional Program in Pharmacy ............................................................................................ 72
- Pre-Professional Program in Physician Assistant ............................................................................ 72
- Pre-Professional Program in Public History ..................................................................................... 73
- Pre-Professional Program in Respiratory Care .................................................................................. 73
- Pre-Professional Program in Veterinary Medicine .......................................................................... 73

### Agriculture
- Agriculture AS ....................................................................................................................... 74
- Agriculture, Agribusiness Concentration BT .................................................................................. 74
- Agriculture, Animal Husbandry Concentration BT ....................................................................... 75
- Animal Science BS ..................................................................................................................... 75
- Horticulture, Landscape Design BT ............................................................................................... 75
- International Agriculture Development BT ..................................................................................... 76
- Agriculture Minor ...................................................................................................................... 77
- Horticulture Certificate .................................................................................................................. 77
- Pre-Professional Program in Veterinary Medicine ......................................................................... 77

### Behavioral Sciences
- Behavioral Sciences BS .............................................................................................................. 83
- Behavioral Sciences, Anthropological Archaeology Concentration BS ........................................... 84
- Behavioral Sciences, Anthropology Concentration BS .................................................................. 85
- Psychology, Brain and Cognition BS .............................................................................................. 86
- Psychology, General BA ............................................................................................................... 86
- Psychology, General BS ............................................................................................................... 87
- Psychology, Pre-Professional BA .................................................................................................... 88
- Psychology, Pre-Professional BS .................................................................................................... 89
- Sociology BA .................................................................................................................................. 90
- Sociology BS .................................................................................................................................. 90
- Sociology, Community and International Development Concentration BS ................................. 91
- Sociology, Criminal Justice Concentration BS .............................................................................. 91
- Sociology, Criminal Justice Concentration BS (Pre-Professional) .................................................. 92
- Sociology, Emergency Preparedness Concentration ....................................................................... 93
- Anthropology Minor ..................................................................................................................... 93
- Behavioral Sciences Minor ............................................................................................................ 93
- Community and International Development Minor ........................................................................ 94
- Criminal Justice Minor .................................................................................................................. 94
- Family Studies Minor .................................................................................................................... 94
- Psychology Minor .......................................................................................................................... 94
- Sociology Minor ............................................................................................................................ 94
- Community and International Development MSCID ................................................................. 95
- Master of Science in Community & International Development/Master of Youth & Young Adult Ministry Dual Degree MSCID/MAYYAM ............................................................. 96
- Master of Science in Community and International Development/Master of Divinity MSCID/MDiv .................................................................................................................................. 97
- Master of Science in Community and International Development/Master of Social Work Dual Degree MSCID/MSW .......................................................... 101

### Biology
- Biology, Biological Science Concentration BS ............................................................................... 118
- Biology, Biomedical Science Concentration BS ............................................................................ 118
- Biology, Neuroscience Concentration BS ....................................................................................... 119
- Environmental Science Minor ........................................................................................................ 120
- Environmental Science Minor ........................................................................................................ 120
- Biology MS .................................................................................................................................... 120

### Chemistry & Biochemistry
- Biochemistry BS ....................................................................................................................... 128
- Biochemistry BS (ACS Approved) .................................................................................................. 128
- Biotechnology, Chemistry Concentration BS ................................................................................. 129
- Chemistry BS .............................................................................................................................. 130
- Chemistry BS (ACS approved) ...................................................................................................... 130
- Chemistry BS (Secondary Education) ............................................................................................ 131
- Chemistry Minor ........................................................................................................................... 131
- Chemistry Minor (Secondary Education) ......................................................................................... 131

### Engineering & Computer Science
- Computer Science BS .................................................................................................................. 136
- Computing, Computer Science Concentration BS .......................................................................... 137
- Computing, Software Systems Concentration BS ......................................................................... 138
- Engineering, Chemical Engineering Concentration BS ................................................................ 138
- Engineering, Electrical and Computer Engineering Concentration BSE ..................................... 139
- Engineering, Mechanical Engineering Concentration BSE ......................................................... 140
- Computing Minor .......................................................................................................................... 141
- Engineering Minor .......................................................................................................................... 141

### English
- English ........................................................................................................................................... 148
- English, English Education Concentration BA .............................................................................. 148
- English, Literature Concentration BA ............................................................................................ 149
- English, Writing Concentration BA ............................................................................................... 150
- English Education Minor ................................................................................................................ 151
- English Minor ............................................................................................................................... 151
- Teaching English to Speakers of Other Languages Minor ............................................................. 151
- Writing Minor .................................................................................................................................. 152
- English MA .................................................................................................................................... 152
- Teaching English to Speakers of Other Languages (TESOL) MA .................................................... 153
- Elementary Education, Language Arts Concentration BSELEDA ................................................... 153
- Language Arts Minor ....................................................................................................................... 154

### History & Political Science
- History BA ....................................................................................................................................... 164
- Political Science BA/BS .................................................................................................................. 165
- Social Studies BS ............................................................................................................................ 165
- History Minor .................................................................................................................................. 166
- Legal Studies Minor ......................................................................................................................... 166
- Political Science Minor .................................................................................................................... 167

### International Languages and Global Studies
- French BA .......................................................................................................................................... 174
- Global Studies BA ............................................................................................................................ 174
- Language and International Business BA/BBA .............................................................................. 175
- Language for International Trade BA ............................................................................................. 176
- Spanish BA ..................................................................................................................................... 177
- Spanish for K-12 Education BA ......................................................................................................... 178
- Spanish/Speech-Language Pathology & Audiology BA/BS .............................................................. 178
- French for Education Minor ............................................................................................................. 179
- French Minor ................................................................................................................................... 179
- Global Studies Minor ....................................................................................................................... 179
- Portuguese Minor ............................................................................................................................ 179
- Spanish for Education Minor ............................................................................................................. 179
- Spanish Minor .................................................................................................................................. 180
- Business French Certificate ............................................................................................................. 180
- Business Spanish Certificate ............................................................................................................ 180
- Spanish Translation/Interpretation Certificate .................................................................................. 180
- Adventist Colleges Abroad Program ............................................................................................... 180

### Liberal Arts, General Studies & Interdisciplinary Studies
- General Studies AA .......................................................................................................................... 188
- General Studies AS .......................................................................................................................... 188
- General Studies BA .......................................................................................................................... 188
- General Studies BS .......................................................................................................................... 188
- Liberal Arts, Humanities Concentration BA .................................................................................... 189
- Liberal Arts, Interdisciplinary Concentration BA/BS .......................................................... 189
- Liberal Arts, Sciences Concentration BS ......................................................................................... 190
- Liberal Arts, Social Sciences Concentration BS ............................................................................ 190
- General Studies Minor ..................................................................................................................... 191

### Mathematics
- Mathematics .................................................................................................................................... 193
- Mathematics BS ............................................................................................................................. 193
- Mathematics Education BS ............................................................................................................ 193
- Mathematical Studies Major ........................................................................................................... 194
- Mathematics Education Minor ........................................................................................................ 194
- Mathematics Minor .......................................................................................................................... 195
- Minor in Mathematics of Economics and Finance .......................................................... 195

### Music
- Music BA .......................................................................................................................................... 199
- Music BSM ..................................................................................................................................... 200
- Music Education, Teacher Certification BMus .............................................................................. 201
<table>
<thead>
<tr>
<th>School of Business Administration</th>
<th>303</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, General Business Concentration AS</td>
<td>303</td>
</tr>
<tr>
<td>Business Administration BS</td>
<td>304</td>
</tr>
<tr>
<td>International Business and Language BA/BBA</td>
<td>305</td>
</tr>
<tr>
<td>Business Administration Minor</td>
<td>306</td>
</tr>
<tr>
<td>Business Administration MBA</td>
<td>306</td>
</tr>
<tr>
<td>Business Administration MBA (Interactive Online)</td>
<td>307</td>
</tr>
<tr>
<td>Organizational Management MSA</td>
<td>308</td>
</tr>
<tr>
<td>Master of Business Administration/Master of Social Work Dual Degree MBA/MSW</td>
<td>309</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounting, Economics &amp; Finance</th>
<th>312</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting BBA</td>
<td>312</td>
</tr>
<tr>
<td>Finance BBA</td>
<td>313</td>
</tr>
<tr>
<td>International Business BBA</td>
<td>314</td>
</tr>
<tr>
<td>Accounting Minor</td>
<td>315</td>
</tr>
<tr>
<td>Economics Minor</td>
<td>315</td>
</tr>
<tr>
<td>Finance Minor</td>
<td>315</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aviation</th>
<th>321</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation, Flight Concentration AT</td>
<td>321</td>
</tr>
<tr>
<td>Aviation, Maintenance Concentration AT</td>
<td>321</td>
</tr>
<tr>
<td>Aviation, Aviation Management - Flight Concentration BT</td>
<td>322</td>
</tr>
<tr>
<td>Aviation, Aviation Management - Maintenance Concentration BT</td>
<td>323</td>
</tr>
<tr>
<td>Aviation, Flight and Maintenance Concentration BT</td>
<td>323</td>
</tr>
<tr>
<td>Aviation, Flight Concentration BT</td>
<td>324</td>
</tr>
<tr>
<td>Aviation, Individualized Concentration BT</td>
<td>325</td>
</tr>
<tr>
<td>Aviation, Maintenance Concentration BT</td>
<td>325</td>
</tr>
<tr>
<td>Aviation, Aviation Maintenance Minor</td>
<td>325</td>
</tr>
<tr>
<td>Aviation, Flight Minor</td>
<td>326</td>
</tr>
<tr>
<td>FAA Certification</td>
<td>326</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management, Marketing &amp; Information Systems</th>
<th>332</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Systems BBA</td>
<td>332</td>
</tr>
<tr>
<td>Management BBA</td>
<td>333</td>
</tr>
<tr>
<td>Marketing BBA</td>
<td>334</td>
</tr>
<tr>
<td>Information Systems Minor</td>
<td>335</td>
</tr>
<tr>
<td>Management Minor</td>
<td>335</td>
</tr>
<tr>
<td>Marketing Minor</td>
<td>335</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Distance Education and International Partnerships</th>
<th>342</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Education</td>
<td>350</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching, Learning &amp; Curriculum</th>
<th>357</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Bachelors/Masters Dual Degrees</td>
<td>369</td>
</tr>
<tr>
<td>Dual Degree BA/BS - MAT Secondary Education</td>
<td>369</td>
</tr>
<tr>
<td>Dual Degree BSELED - MAT Secondary Education</td>
<td>370</td>
</tr>
<tr>
<td>Elementary Education, Two Minors BSELED</td>
<td>362</td>
</tr>
<tr>
<td>Integrated Science for Elementary Education BSELED</td>
<td>362</td>
</tr>
<tr>
<td>Integrated Science for Secondary Education BS</td>
<td>363</td>
</tr>
<tr>
<td>Language Arts for Elementary Education BSELED</td>
<td>364</td>
</tr>
<tr>
<td>Secondary Education BA/BS</td>
<td>365</td>
</tr>
<tr>
<td>Social Studies for Elementary Education BSELED</td>
<td>366</td>
</tr>
<tr>
<td>Social Studies for Secondary Education BS</td>
<td>367</td>
</tr>
<tr>
<td>Integrated Science Minor</td>
<td>368</td>
</tr>
<tr>
<td>Language Arts Minor</td>
<td>368</td>
</tr>
<tr>
<td>Reading Minor</td>
<td>368</td>
</tr>
<tr>
<td>The Planned Program Minor</td>
<td>369</td>
</tr>
<tr>
<td>Curriculum and Instruction MA</td>
<td>371</td>
</tr>
<tr>
<td>Elementary Education MAT</td>
<td>374</td>
</tr>
<tr>
<td>Individualized MAT</td>
<td>375</td>
</tr>
<tr>
<td>Secondary Education MAT</td>
<td>375</td>
</tr>
<tr>
<td>Special Education, Adventist Specialty Endorsement</td>
<td>376</td>
</tr>
<tr>
<td>Special Education, Learning Disabilities K-12 Endorsement MS</td>
<td>376</td>
</tr>
<tr>
<td>Special Education, Research Emphasis (Certification Eligible)</td>
<td>377</td>
</tr>
<tr>
<td>Special Education, Research Emphasis (Without Certification)</td>
<td>378</td>
</tr>
<tr>
<td>Curriculum and Instruction EdD</td>
<td>378</td>
</tr>
<tr>
<td>Curriculum and Instruction EdS</td>
<td>378</td>
</tr>
<tr>
<td>Curriculum and Instruction PhD</td>
<td>383</td>
</tr>
<tr>
<td>College and University Teaching Certificate</td>
<td>387</td>
</tr>
<tr>
<td>Post-Baccalaureate/Master’s-Level Teacher Certification, Elementary Certification</td>
<td>387</td>
</tr>
<tr>
<td>Post-Baccalaureate/Master’s-Level Teacher Certification, Secondary Certification</td>
<td>388</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>388</td>
</tr>
</tbody>
</table>
Campus Resources

Andrews University Mission Statement

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

Andrews University students will:

Seek Knowledge as they

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

Affirm Faith as they

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

Change the World as they go forth to

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

The University

Andrews University was established over a century ago, in 1874, as Battle Creek College in Battle Creek, Michigan—a collegiate program that offered literature, languages, science and mathematics, training for teachers, and theology. Its founders, the visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including higher education.

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartments, and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University and located in Washington, D.C., were moved to the campus of Emmanuel Missionary College. The following year the three entities united under one charter bearing the name Andrews University—with an integrated board of trustees, administration and faculty. The name honors John Nevins Andrews (1829–83), pioneer Adventist theologian and intellectual and the denomination’s first official missionary to serve outside North America.

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts and Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. The present organizational structure of the School of Graduate Studies was adopted in 1987. In 1993, the Department of Architecture became the Division of Architecture, and in 2012 became a school. It is now the School of Architecture & Interior Design. In 2011, the School of Distance Education was formed to support distance education and educational programs offered at locations across North America and the world. Because of the many international partnerships, the school has been renamed as the School of Distance Education & International Partnerships. Also in 2012, five departments housed in the College of Arts and Sciences together became the School of Health Professions. All of the colleges and schools offer both undergraduate and graduate degrees, except for the Seventh-day Adventist Theological Seminary, which maintains graduate and professional programs only. The only Seventh-day Adventist doctoral research university, Andrews University is also a comprehensive institution of higher learning integrating an exemplary liberal arts and sciences core with six prestigious professional schools and a number of excellent graduate programs.

Rooted in a tradition of visionaries who saw what was possible and enriched by an international and diverse faculty and student body, Andrews University now offers a wealth of choices in degree and certificate programs to prepare its graduates for life in a complex, fast-changing world. The goal of this distinguished institution, however, remains the same—to provide excellent academic programs in an environment of faith and generous service to God and humankind.

Accreditation

Recognizing that students benefit from studying at an accredited institution, Andrews University is accredited by the Higher Learning Commission for programs through the doctoral level, as well as by the Adventist Accrediting Association of the General Conference of Seventh-day Adventists. Professional organizations have accredited specific degree programs of the University and other programs are moving toward accreditation. (Please see the complete listing of university accreditations, approvals, and memberships.)

Quality Academic Programs

The high quality of the educational experience at Andrews University is evidenced by its listing in U.S. News and World Report’s annual report on “Best Colleges.” Andrews University is also listed among the “30 Great Small Colleges for STEM Degrees.” A strong undergraduate honors program attracts such outstanding students as National Merit Finalists, secondary-school valedictorians and others with outstanding secondary-school achievement.

Andrews provides a carefully designed advising program to help students make sound career choices. Undecided students can fulfill General Education requirements and learn practical skills through a variety of courses while they explore career options.

Students also develop skills for post-graduation employment. They develop those skills through practice teaching, career practica, cooperative work-study programs with businesses and corporations, or clinical rotations in health-care settings.

Students wishing to increase their academic success will benefit from comprehensive assessment of academic learning styles and skills, courses in writing, reading, and math and tutoring services (see Student Success and UCRLA)

International Opportunities

Each year, students from 80–100 different countries enroll at Andrews University. More than 20% of the students come from other countries. This places the university among the national universities in U.S. News and World Report’s annual report with most international students. One experiences the reality of a global village while attending college.

International students who wish to immerse themselves fully in American culture may enroll in the Action America program on the Andrews campus.

International education opportunities include study abroad, study tours and short-term service learning opportunities abroad.

Academic Resources

Andrews International Center for Educational Research

269-471-6080

Andrews International Center for Educational Research (AICER) is the research and international service center for the School of Education. Its mission is to promote and disseminate faculty research on regional and global education, with a special focus on Adventist education. AICER seeks to promote research which develops the empirical knowledge-base and best-practices related to education through the development of a network of international researchers that provide technical research and evaluation services to international educational organizations. AICER’s researchers focus their agendas on learning, teaching, spiritual and ethical development, educational leadership, and evaluations of programs. AICER promotes research in elementary, secondary and tertiary educational organizations as well as community groups engaged in educational services.
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 includes 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 Sensema, FAIA, an architect who practiced in his own firm for over 30 years in the Washington, D.C. area. This exceptional collection includes classic rare books and photographs of architecture dating from the 19th century to the present. Vernon Watson, a Chicago Prairie Style Architect, donated his valuable and rare book collection to the ARC. Mr. Watson designed Griggs Hall, which was the original campus library, as well as several Prairie Style homes in Berrien County. In addition the ARC is now the official repository for the EDRA archive collection. This means professors, scholars and researchers, if they choose, will donate their private and personal collections to the collected works in the ARC.

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

Center for Adventist Research
James White Library, Lower Level car@andrews.edu 269-471-3209
The Center for Adventist Research (CAR) contains historical materials and resources on Seventh-day Adventist history and Ellen G. White, a key founder of the Seventh-day Adventist denomination. Comprised of the Adventist Heritage Center, the Ellen G. White Estate Branch Office, and AU Archives, the CAR holds nearly 300 collections (1,200 linear feet) of personal papers of Adventist leaders. In addition to rare books, the CAR houses the finest collection of its kind in the world including many one-of-a-kind titles. The CAR also has copies of her books and articles, and thousands of pages of other documents related to the history and development of the Adventist Church.

The Branch Office houses numerous resources for students interested in research. The most important of these are (1) The Letter and Manuscript File of 60,000 pages with topical index; (2) the Ellen G. White published writings on compact disc (CD-ROM), making possible full-text computer searches of Ellen White’s writings; (3) a Biographical Index covering the span of Ellen White’s life and documenting her travels and activities; (4) 1,600 Manuscript Releases (with indexes); (5) an extensive Document File covering many aspects of the writings of Ellen White and of the history of the Seventh-day Adventist Church; and (6) a Question and Answer File with index.

Department of Digital Learning & Instructional Technology
Griggs Hall, Room 123
dlt@andrews.edu 269-471-3960
The Department of Digital Learning and Instructional Technology (DLIT) provides instructional technology leadership, support and resources to the faculty, staff, and students of Andrews University. DLIT serves main campus, online campus, and off-campus programs. DLIT also oversees the operations of the Consortium of Adventist Colleges and Universities. DLIT provides technology support for enterprise level instructional technology tools such as Learninghub, the campus Moodle learning management system; student response systems (clickers); Panopto, our video streaming and recording service; and Zoom, our webinar and videoconferencing software. The Department of Digital Learning and Instructional Technology provides coordination and review for online program and course development, as well as technical support, instructional design advice and training, and materials design and conversion for course development for main campus, online campus, and off-campus courses. For more information, visit DLIT in the School of Distance Education.

Center for Statistical Services
Bell Hall (Education), Room 212 269-471-6214 269-471-3478F
The Center for Statistical Services provides help with all aspects of empirical research. Services include: 1) research design, 2) development of questionnaires and measurement instruments, 3) data entry, 4) statistical analysis and 5) interpretation and reporting of results.

Center for Teaching and Learning Excellence
Mary Jane Mitchel Multimedia Center
James White Library, Top Level 269-471-3272
The Center for Teaching and Learning Excellence advances the ongoing professional growth of Andrews University faculty members related to their primary campus duty—teaching. By helping faculty members focus on student learning through various lenses—scholarship of teaching and learning, faith-learning integration, diversity, assessment and service, among others—the Center for Teaching and Learning Excellence promotes pedagogies of engagement that enrich the learning environment and lead to transformational teaching.

Center of Continuing Education for Ministry
Seminary Hall, Room N206
inministry@andrews.edu 269-471-3514
The Center of Continuing Education for Ministry (CCEM), housed in the InMinistry Center, primarily serves ministers in the North American Division. CCEM provides continuing education for ministry employees of the church. It identifies, develops, and promotes continuing education courses and events and issues CEU certificates. More info: https://www.andrews.edu/sem/inministry/ or inministry@andrews.edu.

Greek Manuscript Research Center
Seminary Hall, Room N124 269-471-3313
The Greek Manuscript Research Center (GMRC) is part of the Department of New Testament of the Seventh-day Adventist Theological Seminary. Its primary goal is to help develop a more complete understanding and appreciation of Christianity’s primary documents—the original, handwritten Greek manuscripts of the New Testament. The GMRC is a participant in the International Greek New Testament Project, an ongoing endeavor 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 of the Seventh-day Adventists, the development of prophetic interpretation and the history of the doctrine of conditional immortality. The George B. Suhrie Bible Collection features an extensive collection of Bibles. Rare materials include books dating as early as the 15th century and several original editions of Martin Luther and other Reformers’ pamphlets. In 2005, the Review and Herald Publishing Association donated their rare book library (approximately 2,500 volumes) to the Center. The Voice of Prophecy and Faith for Today historical archives also are located at the Center.

Ellen G. White Estate Branch Office
Located within the Center for Adventist Research, the Ellen G. White Estate Branch Office contains a complete set of the letters and manuscripts of Ellen G. White (1827–1915). It also has copies of her books and articles, and thousands of pages of other documents related to the history and development of the Adventist Church.

The Branch Office houses numerous resources for students interested in research. The most important of these are (1) the Letter and Manuscript File of 60,000 pages with topical index; (2) the Ellen G. White published writings on compact disc (CD-ROM), making possible full-text computer searches of Ellen White’s writings; (3) a Biographical Index covering the span of Ellen White’s life and documenting her travels and activities; (4) 1,600 Manuscript Releases (with indexes); (5) an extensive Document File covering many aspects of the writings of Ellen White and of the history of the Seventh-day Adventist Church; and (6) a Question and Answer File with index.
providing off-campus seminary education. The Center facilitates masters-level publication, and education at Andrews University, the communities of Michiana, Horn (1908-1993), the Horn Archaeological Museum houses over 8,500 ancient Near-Eastern artifacts including coins, pottery, sculptures, tools, weapons, figurines, jewelry, seals and glass vessels. Nearly half of these objects came from university-sponsored archaeological excavations at Tel Gezer, Israel; and Tall Hisban, Tall al-Umayri and Tall Jalul, Jordan.

The museum building, which is shared with the Institute of Archaeology (see Institute of Archaeology), contains offices, work rooms, the Siegfried Horn Archaeological Library, and the collection display area. Eleven oil-painted murals by Nathan Greene help visitors understand the cultures of Bible times. A special viewing room contains the Andrews University Cuneiform Texts (formerly the Hartford Cuneiform Tablet Collection). This collection has 3,000 ancient clay tablets dating from the Sumerian period to Neo-Babylonian times. The museum sponsors a regular lecture series, occasional field trips and a quarterly subscription newsletter.

InMinistry Center Seminary Hall, Room N206
269-471-3514
A ministry of the North American Division, the InMinistry Center specializes in providing off-campus seminary education. The Center facilitates masters-level learning events at most NAD unions for the MA in Pastoral Ministry degree, and the first part of the Master of Divinity. It also houses the Center of Continuing Education for Ministry For more info: https://www.andrews.edu/sem/ministry/ or inministry@andrews.edu.

Institute for Prevention of Addictions
Adjacent to the Sutherland House
ipa@andrews.edu
269-471-3558
The Institute for Prevention of Addictions (IPA) conducts research focused on the extent and causes of the use and abuse of alcohol and drugs as well as other addictions and risk behaviors. Based on this research it fosters prevention education programs and policies designed to reduce youth risk behaviors. The IPA provides specialized resource services and consultation to Church, government and private agencies on policy and program initiatives designed to prevent youth risk behavior. The IPA is supported by Andrews University and General Conference Presidential, as well as projects sponsored by assorted foundations, governmental and private agencies. The IPA is affiliated with the Department of Health Ministries of the General Conference of the Seventh-day Adventist Church and the International Commission for the Prevention of Alcoholism & Drug Dependency (ICPA). It works through program centers for prevention, policy, education, and research and evaluation. The Institute associates with organizations whose goals harmonize with its philosophy and objectives.

Institute of Archaeology
9047 Old US 31
9047 Old US 31
hornmuseum@andrews.edu
269-471-3273
The Andrews University Institute of Archaeology coordinates the archaeological programs and activities of the university. It fosters archaeological research, publication, and education at Andrews University, the communities of Michiana, and all entities of the Seventh-day Adventist Church.

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

Institute of Church Ministry
Seminary Hall
269-471-3407
The Institute of Church Ministry (ICM), an entity of the Seventh-day Adventist Theological Seminary, shares the expertise and resources of Andrews University with the Seventh-day Adventist Church in North America, thus aiding denominational leaders in the accomplishment of its goals. The ICM serves as a North American Division Strategic Resource Center but also works for the General Conference, local conferences, local churches and Adventist journals. ICM also represents the North American Division in the Cooperative Congregational Studies Partnership (CCSP) of various faith groups under the direction of the Hartford Institute for Religion Studies.

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

Institute of Hispanic Ministry
Seminary Hall, Room N210
hispanicministry@andrews.edu
269-471-6170
The Institute of Hispanic Ministry (IHM) of the Seventh-day Adventist Theological Seminary responds to the growing needs of Hispanic congregations in North America and beyond.

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

Institute of Jewish-Christian Studies
Seminary Hall, Room N107
269-471-3349
Jews and Seventh-day Adventists share much of the same spiritual heritage and the same ideals of hope and lifestyle. Moreover, since the events of Auschwitz during World War II, Jewish-Christian issues have become a relevant part of theological concern. Therefore, the Institute of Jewish-Christian Studies organizes meetings with world renowned experts, provides a wide range of educational material and supplements the graduate programs of the Seminary with concentrations in Jewish-Christian studies. These include courses in Jewish History, rabbinics and languages. In all its work, the Institute seeks to train lay persons and ministers to foster constructive relations with Jews in their communities and to develop a global consciousness in all outreach and service.

Institutional Effectiveness
Bell Hall, Room 206
269-471-3308
The Office of Institutional Effectiveness coordinates three major aspects of University support: assessment, accreditation, and institutional research. The office assists faculty in the development and measurement of student learning outcomes, and oversees assessment of outcomes related to the University's mission as well as general education. Assessment and institutional research data are used to enhance the quality of Andrews University's programs and services, and to inform institutional planning.

Center for Intensive English Programs (CIEP)
Nethery Hall, Room 203
269-471-2260
The Center for Intensive English Language Programs (CIEP) offers a courtesy placement test for incoming students to assess language proficiency. Classes in the English for Academic Purposes (EAP) Program are offered in grammar, reading & writing, listening & speaking, pronunciation, reading & discussion, conversation skills, public speaking skills, and academic writing for students whose first language is not English and who do not meet English proficiency requirements as listed in the Bulletin. The EAP is offered in Fall semester, Spring semester, and in a June/July Summer semester. A short-term intensive study session, combined with cultural and professional experiences and travel, is offered through the Andrews English Experience Program (formerly called Action America) in July. The CIEP also participates in the Language Bridge Program, providing the ESL classes that students take to meet the requirements of the Language Bridge Program. Tutorial services can be arranged for a fee on a case-by-case basis, and certain specialized English classes, such as a TOEFL preparation class, are offered for a fee and are open to the community.

International Religious Liberty Institute
Seminary Hall, Room N331
269-471-3500
The purpose of the International Religious Liberty Institute is to foster the study of the principles of religious liberty and church-state relations upon sound methods of biblical, historical, legal and philosophical scholarship and to spread these principles through publications, lectureships, conferences, symposiums and the support of public advocacy.

James White Library
269-471-3275
The James White Library and its two branches hold print books, bound periodical volumes and multimedia materials totaling more than 1.6 million items. The
100,000 square-foot main library provides study and research facilities and the library faculty provide reference and consultation and a library instruction program, a library liaison program for collection development, and interlibrary loan services.

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

Through the Michigan Library Consortium, the library provides access to MelCat, a statewide union catalog, patron-initiated interlibrary loan service and book delivery system. Students, faculty and staff can access over 7.8 million unique books and other materials through MelCat.

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

The Seminary Library, the Center for Adventist Research and the Mary Jane Mitchell Multimedia Center are housed in the main library. The Architecture Resource Center and the Music Materials Center are located in their respective departmental buildings on campus.

North American Division Evangelism Institute
Seminary Hall, Room 5303
269-471-8303

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

Marine Biological Field Station
Anacortes, Washington Department of Biology
360-293-2326
269-471-3243

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

Mary Jane Mitchell Multimedia Center
James White Library, Top Level
269-471-3272

The Multimedia Center is the primary library location for microforms, audiovisual materials (cassettes, videotapes, etc.), multimedia and pamphlets and serves the entire university. It also includes a textbook collection for the School of Education, houses small collections of children’s and young adult literature and a small computer lab for general patron use. A computer workstation is dedicated to serve disabled students. The Clear View magnifying reading machine and the Kurzweil 3000 program are available.

Music Materials Center
Hamel Hall
269-471-6217

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

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

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

Mathematics Center
Haughey Hall (Science Complex), Room 112
269-471-6662

The Mathematics Tutoring Center provides free assistance for students enrolled in University mathematics courses. Faculty and staff are also invited to visit the Center for help. The Center is equipped with eight computers that can be used for ALEKS and other web-based math assignments. An appointment is not necessary. For more information and the most current schedule, see the posted schedule or call the Department of Mathematics at 471-3423.

Museum of Natural History
Price Hall (Science Complex) Lower Level
269-471-3243

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

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

Seminary Library
James White Library, Main Level
269-471-3269

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

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

Seminary Online Learning Center
S144 Seminary Building
scol@andrews.edu
269-471-3062

The Seminary Online Learning Center (SOLC) offers a variety of distance education courses at the graduate level. These online courses not only serve students who are enrolled in different Seminary programs on campus and off campus, but support faculty and students who are working at their local churches throughout the states, and around the world, by promoting partnership and creating community to nurture Adventist education. The Seminary partners with the Department of Digital Learning and Instructional Technology (DLIT) which helps in the development, technical support and design of the online courses.

Student Success Center
Nethery Hall, Room 100
success@andrews.edu
269-471-6096

The Student Success Center (SSC) exists for the sole purpose of helping students succeed. This center supplements the educational process by providing academic guidance, support and developmental instruction. The SSC collaborates to identify students’ needs; to facilitate their physical, emotional, social, intellectual and spiritual development through support and leadership; and to provide resources for faculty, staff, and parents who share their concerns for student success. The Student Success Center serves as a resource for all students—from freshmen to doctoral candidates—in all schools of the University. The SSC also networks with all other campus support centers and functions as a referral base for students and advisors.

The Student Success Center

- facilitates academic advising for undergraduates
- maintains on-campus referral and academic support information for all students
- effects major and advisor changes for undergraduate students
- manages a peer-to-peer tutoring class for undergraduate students
- facilitates accommodations for any student with documented disabilities
- provides guidance for students who need to have a disability documented
- coordinates student interventions, providing follow-up as needed
University Center for Reading, Learning & Assessment
Nethery Hall, Room 101
269-471-6096

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

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

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

Writing Center
Nethery Hall, Room 101
writery@andrews.edu
269-471-3358

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

Campus Resources

ADA Services for Students with Disabilities
Nethery Hall, Room 135
269-471-6096

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

A Healthy U
ahealthyu@andrews.edu
269-471-6086

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

Andrews Community Counseling Center
Bell Hall, Room 159
269-471-6238

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

Andrews University Airpark
Airpark
airinfo@andrews.edu
269-471-3120

Andrews University Airpark is licensed by the State of Michigan as a general utility airport (C-20). Services include flight instruction, maintenance instruction, aviation fuel (100LL), and a full-service aircraft repair center along with hanger and tie-down facilities. Andrews’ air traffic unicom frequency is 122.7.

Andrews University Archives
James White Library, Lower Level
archives@andrews.edu
269-471-3373

The Andrews University Archives is an independent university-wide entity under the leadership of the Office of the Provost. It functions as one of the entities of the Center for Adventist Research. The Andrews University Archives, formally established in 1999, is the official repository for non-current University administrative records of historical, fiscal, legal, or administrative value. Records held in the Andrews University Archives date from the beginning of the University as Battle Creek College to the present. The Archives include the correspondence of the presidents, vice presidents, and deans; minutes of the Board of Trustees, administrative and faculty committees; and other records of the central administrative offices, student services, the various schools, departments, institutes and other entities of the University.

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

Andrews University Bookstore
Campus Plaza
269-471-3287

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

Andrews University Press
Sutherland House
aupress@andrews.edu
269-471-6134

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

Center for Youth Evangelism
Seminary Hall, Room S103
cye@andrews.edu
269-471-8380

www.cye.org

The Center for Youth Evangelism (CYE) was established in 1979 and is incorporated within Andrews University to support the Seventh-day Adventist Theological Seminary to provide training, research, resources and programing for youth ministry within the North American Division (NAD) and the General Conference (GC) world church.

CYE offers "active learning" opportunities for seminarians, interns, youth professionals and local church leaders.

A few CYE sample offerings: 180 Symposium, 411 Youth Ministry Newsletter, Church of Refuge, Cruise with a Mission, International Camporees, WeCare Mission Trips, Union Youth Evangelism Congress, Music & Worship Conference, Easter Passion Plays, and other children, youth and young adult support. Executive Director, Ron Whitehead, 269-208-1344, whitehead@andrews.edu

Christian Leadership Center
Seminary Hall
269-471-8332

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

The Center provides a place for academicians and field practitioners to link in a process of theological reflection that shapes the Seventh-day Adventist Church’s understanding of leadership and clarifies transformational leadership development across cultures. The biblically-based model of servant leadership promoted by the Christian Leadership Center grows from that reflection. The Center focuses on transformation of the person, development of essential leadership patterns and
Take 6. The on-campus radio station, WAUS FM 90.7, which is also located in the Howard Center, is the performance home for the Andrews University music ensembles: the Symphony Orchestra, Wind Symphony, University Singers, University Chorale, Men's Chorus and Canta Bella. The Howard Center also hosts Howard Center Presents...a concert series with a blend of musical genres. It has hosted classical artists such as Canadian Brass, Vienna Boys Choir and King's Singers, as well as Christian artists such as Sandi Patty, Point of Grace, SELAH and Take 6. The on-campus radio station, WAUS FM 90.7, which is also located in the Howard Center, sponsors a chamber music series, Second Sunday Concert Series.

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

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

The Howard Center is an important center of activity on campus. The concert hall offers a variety of concerts and other performances throughout the school year. Visit www.howard.andrews.edu/events for a complete listing of events.

Information Technology Services
Information Services Building
269-471-6016
Information Technology Services (ITS) provides a variety of services for students, faculty and staff. These services include support of administrative records systems, networking infrastructure, telecommunications and support for students, faculty and staff computer use.

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

The ITS Computer Store provides certain hardware and software resources at educational pricing. The Microsoft Office Suite and latest Microsoft operating system are available through a Microsoft Campus License Agreement for the cost of the media. Anti-virus software for Windows-based computers is also available for students, faculty and staff personal use for the cost of the media. ITS also maintains a limited phone assistance service for hardware or software questions. Telecommunications services provided by ITS in residence hall or apartment packages include local phone service with unlimited local calling, caller ID, call waiting and basic CATV service. Premium CATV service is provided for an additional fee. (For more information call 471-3455).

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

Institute for Diversity and Multiculturalism
Nethery Hall
269-471-3174
The Institute for Diversity and Multiculturalism (IDM) fosters understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age and gender in several ways.

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

2. It conducts workshops, seminars and conferences on diversity for a variety of other audiences.

3. The Institute provides consultation and training services to businesses, church organizations, law enforcement agencies, human resource professionals and educational entities.

4. The IDM is a resource for the world church in dealing with the increasing multicultural and diverse nature of its membership and its mission.

5. The Faculty Research Forum, a unit within the Institute, researches issues of diversity and multiculturalism and disseminates its findings.

LithoTech
Harrigan Hall (main floor, front entrance)
litho@andrews.edu
269-471-6027
LithoTech provides full service in digital color and black and white printing. In addition, LithoTech offers offset printing and bindery services. Brochures, black and white copies, color copies, color posters, church bulletins, resumes, paperback books, newsletters, letterhead and envelopes, business cards and a wide variety of paper are a few of the items that can be provided.

Office of the Ombudspersons
269-471-3244, 269-471-3214
The Office of the Ombudspersons is a confidential, independent and neutral dispute resolution service for the University community. As such, it facilitates understanding, communication and resolution of conflict among students, faculty and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus and as a means, apart from formal grievance procedures, of resolving differences. The office was established as part of the University’s Christian commitment to foster a courteous and considerate climate conducive to productivity and well-being for the University community.

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

Radio Station WAUS 90.7 FM
Howard Performing Arts Center
waus@andrews.edu
269-471-3400
WAUS began broadcasting in January 1971 and now broadcasts 24 hours a day to listeners in southwestern Michigan and northern Indiana. The day-by-day programming, production and student-broadcast training take place in a facility featuring a broadcast studio, a production studio, a music library and staff offices. Station programming includes classical music, news updates and religious programs. WAUS contributes to the local community by being the only 24-hour provider of classical music and arts information, providing student training and employment, and public relations exposure for Andrews University.

Student Insurance
Administration Building, Main Floor
stuins@andrews.edu
269-471-3097
The Office of Student Insurance provides information regarding student accident and sickness insurance as well as providing a student advocate to help mediate for the student, if necessary.

The University School
Ruth Murdoch Elementary, 8885 Garland Ave
rmes@andrews.edu
269-471-3225
Andrews Academy, 8833 Garland Ave
academy@andrews.edu
269-471-3138
The University School is a coeducational day school located on the Andrews University campus. It consists of two divisions: Ruth Murdoch Elementary School (K-grade 8) and Andrews Academy (grades 9–12). In addition to providing education for young people enrolled in the school, the University School serves as a demonstration school and a laboratory for educational innovation and research. The faculty and administration work with the School of Education in coordinating a teacher-training program.

Application for admission to either division of the University School should be made at least four weeks before the student plans to enter. The first semester begins approximately the last week of August. Information on admission may be obtained from the Office of Admissions, Ruth Murdoch Elementary School, 8923 Garland Ave, Berrien Springs MI 49104-0570; or from the Office of Admissions, Andrews Academy, 8833 Garland Ave, Berrien Springs MI 49104-0560.
As a Seventh-day Adventist institution, we seek to integrate faith, learning and whole-person education at the heart of Andrews University's mission. Together with the academic curriculum, co-curricular education delivers the core Seventh-day Adventist Christian values. Distance degree and PTC (Permission to Take Classes for non-degree purposes) students complete a "Community Values Agreement" in which they note their understanding and respect of the Andrews University commitment to embrace Seventh-day Adventist Christian values. Distance degree and PTC students are invited to consider these values as they strive to remain in good standing with their local communities and to optimize the benefits of the University's whole-person educational philosophy.

A Faith-Based University

Seventh-day Adventist Faith and Values

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

Campus Ministries

The Office of Campus Ministries promotes faith development through pastoral care, resources and services to the University campus. The University chaplain and associate chaplains function to enrich the faith and intellectual life of the campus through incarnational ministry and the provision of a variety of opportunities appropriate to a spiritual, cultural and socially diverse student and professional population. The chaplains operate at a level that ignites the passion of those who have been transformed by or are considering a relationship with Jesus Christ.

The essential question for the existence for AUCM is embraced in the transformative prayer of Jesus in the Gospel of John chapter 17. Here Jesus' heart for a close and life-changing relationship with man is revealed. Campus Ministries exists to promote close proximity with God. In this PROXIMITY our goals are to:

- Be Clear on who God is: "And this is eternal life that they may know you, the only true God and Jesus Christ whom you have sent." John 17:3
- Be Close to God: "The glory which you gave me I have given them, that they may be one just as we are one....father I desire that they whom You gave me be with me where I am." John 17:23-24
- Be Clean by God: "Sanctify them by your truth. Your word is truth." John 17:17
- "I give myself as a holy sacrifice for them so they can be made holy by your truth." John 17:23
- Be Confident in God's Calling: "As you sent me into the world, I have sent them into the world." John 17:18

A Whole Person Approach

Students engage in faith and learning outside the classroom as part of a comprehensive educational experience, developing skills and dispositions that complement their academic degrees. Undergraduate students and Seminary students agree to participate in a minimum number of co-curricular experiences each semester.

Co-curricular learning targets individual and campus community outcomes in four areas.

- A Healthy U focuses on building physical fitness, maintaining a balanced diet and achieving personal wellbeing.
- A Successful U focuses on sharpening academic skills, boosting creative capacities and ensuring career readiness.
- A Committed U focuses on engaging in faith development, seeking spiritual support and pursuing a life purpose.
- A Better U focuses on gaining cultural competence, practicing service to others and developing leadership ability.

Together with the academic curriculum, co-curricular education delivers the whole-person education at the heart of Andrews University's mission.
To learn more about the undergraduate co-curricular requirement, including program structure, costs and expectations, please refer to bulletin.andrews.edu > Student Handbook > A Whole Person Approach.

A Residential Campus

Residential Living Policy
Andrews University is operated as a residential college on the undergraduate level. The University also offers residential options for graduate students. This means that the residential environment plays a significant role in the mission of the University and its efforts to foster the holistic development of each student.

Therefore, in accordance with the University's Residential Living Policy, all single undergraduate students under 22 years of age who are (1) pursuing an on-campus degree and taking seven or more credits (including distance learning courses) or (2) enrolled in full-time language study must live in one of the University residence halls and participate in a meal plan at the University’s cafeteria. Single undergraduate students must be 22 years of age by the first day of a semester in order to be approved to live in the community for that semester.

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

To review the complete Residential Living Policy, please refer to andrews.edu/sl and to the "Student Handbook" at bulletin.andrews.edu > Student Handbook > Residential Living Policy.

Residence Halls
The University maintains three residence halls: Lamson Hall (for women), Meier Hall (for men), and University Towers. University Towers is a residence hall designed for single, older students—Damazo is for undergraduate age 22+ and graduate females, while Burman is for undergraduate age 21+ and graduate males. Double-occupancy rooms are standard. Single occupancy is permitted by special request, if space allows, for an additional fee.

Apartments and Houses for Rent
The University owns 304 apartments and 36 houses. The apartments are available to married students, students with children, and single undergraduate age 22+ and graduate students. Accommodations are available only to those who have been officially accepted as university students. Since apartments are limited, applicants are advised to apply six to nine months before their first semester of studies.

Most apartments are furnished. Tenants must supply their own linen and kitchen utensils. Unfurnished apartments have a stove and refrigerator. Pianos may be placed in the apartments only by prior arrangement with the University Apartments director. Pets are not allowed in University apartments or houses.

Further information on University housing may be obtained through the “University Apartments Handbook” online. Please visit andrews.edu/apartments for applications and further information.

If internet access is desired in the apartments, a modem must be obtained from the Office of University Apartments. There is a $100 refundable deposit required for this.

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

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

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

Code violations include, but are not limited to, the use or possession of tobacco, alcoholic beverages, illegal drugs or dishonestly acquired or misused prescription drugs; dishonesty; sexual immorality; physical abuse or assault as well as domestic/relationship violence; sexual misconduct including but not limited to nonconsensual sexual contact, nonconsensual penetration, sexual exploitation and sexual harassment; theft; vandalism; lingering in proximity to alcohol, illegal drugs or drug paraphernalia, such as in events or parties where alcohol or illegal drugs, etc., are present and served by another host; hosting/planning events in one’s own residence or elsewhere where alcohol is served or consumed and/or illegal drugs or drug paraphernalia are present; patronizing places of questionable entertainment or activities such as sexually suggestive or explicit dancing; profanity or vulgarity; possessing lewd or obscene materials; on-campus possession of weapons, firearms or look-alike firearms; engaging in improper associations—participating in organizations that have not been registered with and approved by the Student Life office; insubordination of a University official; disrespect or slander; and threatening and harassing behavior.

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

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

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

Andrews University Student Association (AUSA) and Publications
The Student Association serves all undergraduate students enrolled at Andrews University for 6 or more credits. AUSA sponsors recreational and educational activities for the undergraduate student body. It responds to student needs and serves as a collective voice for student concerns. Additionally, it coordinates activities that include the publishing of the "Cast" (pictorial student directory), the "Cardinal" (University yearbook), and the "Student Movement" (University student paper). The editors and managers of these publications are approved by the Student Association Senate and elected by the members of AUSA. The Senate, composed of about 30 student leaders, exercises legislative and management powers given to it by the constitution of the Association.

Details about AUSA and its sub-organizations appear in the "Andrews University Student Association Constitution and Bylaws."

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

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

Student Clubs and Organizations
Numerous campus organizations serve the social, spiritual, academic and leisure interests of students. Clubs for international and cultural groups, as well as those for commonly held pursuits and causes, provide for the diverse interests of students. Student organizations must be overseen by a full-time staff or faculty sponsor, led by at least three student officers, and guided by an official constitution. Organizations must register in the Andrews OrgSync portal each year.
with the Office of Student Activities & Involvement in order to function on campus. Students are not allowed to participate in unregistered organizations, and those who do jeopardize their student status. A list of registered organizations can be found on the Andrews OrgSync portal.

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

Information Released to Third Parties
In accordance with FERPA, Andrews University does not disclose personally identifiable information from educational records without a student's consent except in limited circumstances. FERPA does permit institutions to define classes of information as "directory information." FERPA permits the disclosure of directory information without the consent of the student, unless the student has informed the University Registrar, in writing, of her/his refusal to permit the dissemination of directory information. A form for opting out of the disclosure of directory information, which must be filled out and submitted each semester, is available in the Office of Registrar. The University has designated the following information as "directory information": name, local address, local telephone number, email address, gender, marital status, hometown, date and place of birth, school, academic program (degree, major, and minor), enrollment status, class standing/classification (i.e., freshman, sophomore, junior, senior or graduate), participation in officially recognized activities, dates of attendance, degree(s) received, honors and awards, and photographs. Even where directory information may be released, Andrews University reserves the right to withhold such information from third parties.

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

Motor Vehicles
Andrews requires all vehicles on campus to register with the Office of Campus Motor Vehicles. Upon registering you will receive a decal which must be affixed to your vehicle's window as intended. Failure to register your vehicle may result in a fine.

Vehicle Registration
You must show a valid state registration, current proof of insurance and driver's license. Upon registering you will receive a decal which must be affixed to your vehicle's window as intended. Failure to register your vehicle may result in a fine.

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

Auto Insurance
All vehicles must be covered with liability insurance while driven on campus. Expiration or cancellation of insurance automatically revokes motor-vehicle registration and driving privileges. All vehicles must be maintained in legal operating condition while on property.

AU Alert
To ensure multiple means of emergency communication for our campus, Andrews University uses a third party company, Rave Mobile Safety, to send emergency notification alerts to the campus via AU Alert.

To receive emergency alert text messages, emails, and voice calls, please visit getrave.com/login/andrews/ and login with your Andrews University username and password. AU Alert does not charge subscribers to send or receive SMS messages. Standard or other messaging charges apply depending upon your wireless carrier plan and subscription details. Once registered, you can opt out of SMS messages at any time by texting STOP to 67283 or 226787.

Dining Services
Dedicated to providing our guests the finest in Vegetarian and Vegan dining options, Bon Appetit at Andrews University Dining Services is committed to creating food that is alive with flavor and nutrition and prepared from scratch using authentic ingredients. We do this in a socially responsible manner for the wellbeing of our guests, communities and the environment.

Our main office is located on the first floor of the Campus Center with convenient weekday hours to assist students with their residence hall meal plans or Cafe Accounts. Guests with questions or concerns are welcome to stop in anytime during office hours. Guests with special dietary needs are invited to meet with the General Manager and the Executive Chef to discuss how those needs can be met--please contact jonathan.daniels@cafebonappetit.com for more information. For guests choosing to dine with us on Sabbath, please come in during the week to set up a Cafe Account that can be used to purchase your Sabbath meal.

We have several dining options from which to choose--all accept your residence hall meal plan, cafe account, cash and credit/debit cards.

The Terrace Cafe is located on the second floor and features an all-you-care-to-eat format with several dining options from which to choose. Andrews Classics features favorite dishes from around the world and Classics Too offers healthy dining alternatives with a focus on special dietary needs. Our Grill features a variety of Latin foods that are self-serve for your convenience. The Salad Bar and Deli area has a wide variety of fresh ingredients and delicious breads to make your own salad, sandwich or panini. The World Market features scratch-made pizzas and a variety of delicious breads to make your own sandwich or panini. The Salad Bar and Deli area has a wide variety of fresh ingredients and delicious breads to make your own salad, sandwich or panini. Our Breakfast Zone offers waffles, cereal, an assortment of beverages and yogurt. Be sure to visit the Bakery for a delicious selection of sweet treats.

The beautiful Dining Room is equipped with booth seating as well as table seating next to the large stone fireplace. Several smaller conference rooms can accommodate your private group needs. Our Front of House team will be happy to assist you with seasonal and creative fresh food ideas and personal service. Guests wishing to dine in our event rooms utilizing the Terrace Cafe meal option should contact ds@andrews.edu to book that event.

The Gazebo is located downstairs across from the Office of Dining Services. The Gazebo features a large selection of scratch-made smoothies, salads, burrito wraps, sub sandwiches and hot grilled dishes. You can also choose from a wide variety of locally baked pastries, grab-and-go sandwiches, salads and parfait cups. There is a retail area that sells convenience items and snacks.

Vending Services are available in various buildings across campus and provide quick snacks and drinks for our guests.

Catering Services are available for guests wishing to customize a meal and create a special event. Guests wishing to book a catering event should contact catering@andrews.edu for assistance. We offer catering services to any on-campus venue and a variety of off-campus locations.

Additional information and menus are available on the Dining Services website at http://andrews-university.cafebonappetit.com/. For daily menu alerts, upcoming special events and more information about Dining Services, be sure to follow us on Facebook at Andrews University Dining Services.

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

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

Physician appointments and nurse visits, as well as most short-term medications, are available to residence hall students. These basic services are included in the rent/health plan and are not charged separately to the residence hall student. However, charges are made for lab work, X-rays and accident cases involving third-party liability. University Medical Specialties (UMS) charges the insurance company
for any coverage applicable to the services provided to residence hall students, thus students should take their insurance information with them when utilizing UMS services. UMS waives any copay or deductible (for the student/family) for the limited health care provided.

Non-residence-hall students living in the apartments or off-campus housing may use University Medical Specialties according to established fees.

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

Health-related Concerns

Lilian Akawobsa

Insurance—Injury/Sickness

Every international student in “student status” and every other student with a minimum of part-time enrollment status is required to be covered by an Injury and Sickness insurance plan—please visit the website for exceptions. The student will be able to select coverage by completing the student insurance section in Registration Central. The payment for this coverage is charged to the student’s account the same as tuition and is non-refundable. Students who have proof of alternative insurance that is equal to or exceeds the minimum coverage and provisions offered by the AU plan may waive the University plan by completing a waiver in the student insurance portion of Registration Central and presenting their insurance card to the Student Insurance Office. Please visit the website for more details regarding requirements that must be met in order to waive AU Student Insurance and for additional information. Coverage for a student’s spouse and dependent children is also available for an additional fee. All students from outside of the United States must cover dependents who accompany the student to the States. A brochure describing the insurance coverage is available at the Student Insurance Office in the Administration Building or online at andrews.edu/services/hr/students/insurance/.

Judith Fisher

Counseling & Testing Center

The Counseling & Testing Center (CTC) is the primary mental health care facility for the University and serves as a supportive medium at enhancing the positive and learning environment as it provides timely and comprehensive short-term counseling to University students and their spouses. The Center is staffed by licensed psychologists, counselors, and intern clinicians committed to utilizing all available resources in the delivery of services. These include personal, group, premarital and marital counseling; career development; outreach and consultation; academic and psychological assessments; teaching and research; and training and supervision. Workshops, wellness screenings, and other prevention programming are also coordinated by the CTC throughout the academic year. The CTC also offers self-help educational information through the CTC webpage and virtual pamphlets. The CTC uses a brief model of treatment and offers up to eight (8) counseling sessions per semester at no charge. Additional counseling sessions are considered on an individualized basis. The Center also provides referrals to community psychiatrists and other mental health professionals.

The Counseling & Testing Center endorses a whole-person approach in working with students by facilitating the integration of the emotional, spiritual, physical and social dimensions of the individual. The Center is fully accredited by the International Association of Counseling Services (IACS) and serves as a training facility for graduate counseling and social work interns. Psychological testing, career assessment and other testing services are offered for a nominal fee.

National standardized testing—including the ACT, SAT, GRE subject, LSAT, MPRE, MELAB, TOEFL, CLEP and other academic tests needed at both the undergraduate and graduate levels—is offered at the Counseling & Testing Center. To contact the Center call 269-471-3470 or email the staff at ctcenter@andrews.edu. You may also find us on Facebook at facebook.com/AUCTC.

Student Employment

Eligibility Pre-Employment I-9 Form

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

Employment Eligibility Certification

The Immigration Reform and Control Act charges all employers to examine and verify certain documents that establish the employment eligibility of all new employees. New and returning students who have not completed an I-9 for Andrews University work in the past and who plan to seek any employment on the Andrews University campus must supply documents of identity and employability.

Some documents serve for both purposes (List A), but if not available, two documents may be presented (one each from List B and List C). The acceptable documents are listed below; however, as the list may be subject to change, please refer to the U.S. Citizenship and Immigration Services (USCIS) website for the most updated information.

List A

Documents That Establish Both Identity and Employment Eligibility:

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

List B

Documents That Establish Identity:

- Driver’s license or ID card issued by a state or outlying possession of the United States if it contains a photograph or information such as name, date of birth, gender, height, eye color and address
- ID card issued by federal, state or local government agencies or entities provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address
- School ID card with a photograph
- Voter’s registration card
- U.S. Military card or draft record
- Military dependent’s ID card
- U.S. Coast Guard Merchant Mariner Card
- Native American tribal document
- Driver’s license issued by a Canadian government authority

For persons under age 18 who are unable to present an identity document listed above (for List B):

- School report or report card
- Clinic, doctor or hospital record
- Day-care or nursery school record

List C

Documents That Establish Employment Eligibility:

- A Social Security Account Number card, unless the card includes one of the following restrictions: (1) NOT VALID FOR EMPLOYMENT, (2) VALID FOR WORK ONLY WITH INS AUTHORIZATION, (3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION
- Certification of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350)
- Original or certified copy of a birth certificate issued by a state, county, municipal authority or territory of the United States bearing an official seal
- Native American tribal document
- Identification Card for Use of Resident Citizen of the United States (Form I-179)
- Unexpired employment authorization document issued by the Department of Homeland Security

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

The Office of Employment

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

Office of Employment
Phone: 269-471-3570
Fax: 269-471-6293
Email: employment@andrews.edu
Website: www.andrews.edu/hr

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

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

Employment (International Students)

An international student on a nonimmigrant F-1 visa is permitted to work on-campus a maximum of 20 hours per week during the school year and full-time during school breaks and vacations. Dependents with F-2 visa status cannot work on- or off-campus under any circumstances.

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

Other Campus Services

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

Immigration Information for International Students

International students on F-1 or J-1 visas who come to study at Andrews University (AU) should be informed about the immigration laws and regulations in matters related to their visa status. It is the responsibility of the international student to maintain his/her student I-20 (for F-1) and DS-2019 (for J-1) status at all times. Failure to follow immigration regulations, whether intentional or unintentional, is a violation of the student visa status. Consequently, the status of the international student would be terminated and he/she must apply to the USCIS to be reinstated back into the legal student visa status or depart the US and re-enter with F1 or J1 status again to be legally admitted to study.

The personnel at the Office of International Student Services and programs (OISSP) consists of the director, called the Principle Designated School Official (PDSO), and the Designated School Official (DSO). They are appointed by Andrews University and authorized by United States Citizen and Immigration Services (USCIS) to issue I-20s and sign legal students’ documents. The Office of International Student services’ director is also the RO (Responsible Officer), and therefore, is now authorized to issue its own DS 2019 documents for it J1 (student/researcher/exchange visitor) and J2 (dependent of J1) applicants. This office also has an ARO (Alternate Responsible Officer) for assisting in the preparation of the DS2019 document. The PDSO, RO, ARO and DSO are also required to advise international students in areas related to student life on campus such as study, work and travel, etc.

The Office of International Student Services communicates information to the international students in matters related to the government laws and immigration by several methods. First, the orientation for new international students is required upon arrival at Andrews University at the start of each of the 3 semesters (fall, spring and summer). Failure to attend the orientation program may result in student not having relevant information to live in accordance to the requirements to live by the student visa status they arrived upon and to failure to maintain legal status during the duration of the time spent on campus. Please visit the Office of International student services as soon as possible to receive the non-immigrant guidelines. Other means of communication include the Andrews “Bulletin,” the International Student Services website, the Andrews Agenda and email. All international students are required to immediately update the Office of International Student Services of any changes in their student visa status, address, change of major or change of academic level.

**F2 visa status holders are dependents of F1. F2 visa holder who is a spouse, is not permitted to study nor work during the entire duration of their stay in the US. F2 dependent children are permitted to go to school but not work. However, when the F2 dependent completed high school, F2 dependent should change his/her visa status to F1 so s/he would like to continue with their education at a college/university.**

General requirements for maintaining status as international students:

1. Have a valid passport at all times.
2. Continue to carry a full course of study.
3. Leave the United States once the courses for the academic program are completed, unless the student applies for a work permit (for F-1: OPT, for J-1: Academic Training).
4. Apply through the Office of International Student Services for a new I-20 if it is desired to change programs, to continue for another academic level within the same school or to transfer out to another institution of higher learning within the US.
5. Extend the current I-20 if additional time is required to complete student’s program of study. Extend request process begins with the Office of International Student services.
6. Keep the I-20 (F-1) or DS-2019 (J-1) updated at all times. The most recent signature by the PDSO or DSO on one of these documents should be within 12 months from the time of signature. If it has exceeded, another signature must be obtained prior to travel outside of the U.S.
7. Maintain a legal work permit (on- or off-campus according to USCIS regulations).

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

Attendance at Another School

International students that come to study with an Andrews University I-20 or the DS-2019 should always maintain a full course of study at Andrews University. With an Andrews University I-20, international students may take additional classes from other schools if approved by the academic advisor and the Office of International Student Services.

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

Transfer to Another School in the U.S.

J-1 students who want to change schools or their academic program must first check with their sponsoring organizations. If an F-1 student intends to change schools for any reason during the program, or after receiving a degree, he/she must initiate a transfer and obtain a new I-20 from the new school. Also, the Office of International Student Services at Andrews University will require you to submit a letter of admission from the school you will be transferring to. The transfer instructions that need to be followed are normally given by the new school. Once the receiving school is ready to issue the new I-20, the student should inform the ISS office so that the student’s current legal file can be transferred electronically to the new school.

Full Course of Study

USCIS requires every student on an F-1 or DS-2019 student visa to enroll full-time every semester at the school they are authorized to attend beginning immediately after the report date on the I-20 or DS-2019. Full-time class enrollment is as follows:

| Undergraduate | 12 credits (minimum) |
| Graduate | 9 credits (minimum) |
| MDiv | 9 credits (minimum) |
| Center for Intensive English Programs (CIEP) | 12 clock hours (minimum) |
| Academy | |
| Fall Qtr | 2.0 units (minimum) |
| Winter/Spring Qtr | 1.5 units (minimum) |

International Students cannot AUDIT courses at anytime or Withdraw ("W") if it would put the student below the minimum credits required for their degree.
Summer semester is the vacation semester for those who start a regular school year (fall semester). International students do not have to enroll for a lesser course load during summer except if the initial attendance reporting date on the I-20 or DS-2019 is dated for the spring or summer semesters. If so, the student must enroll for a full study load during the summer. Additional information is available in the Office of International Student Services.

1. International students with medical problems must provide a document from a physician recommending an interruption to take the semester off or reduction in study load.
2. Graduate international students who have completed formal course work and are engaged in comprehensive exam preparation, project, thesis or dissertation are required to register for such. Thereupon they are considered to be pursuing a full course of study provided the "Bulletin" states the course registered for is considered to be full-time.
3. An international student who registers in his/her last semester for less than the minimum credits required must present a RCL (Reduced course load) from his/her academic advisor verifying that these are the only credits that the student needs to fulfill all course requirements.
4. An F-1 student engaged in post-completion Optional Practical Training maintains his/her full visa status. A student in F-1 status doing full-time Curricular Practical Training is also considered to be pursuing a full course of study. But if an international student is engaged in part-time Curricular Practical Training or part-time Optional Practical Training, he/she is required to enroll in classes concurrently.
5. International students on an F-1 visa are not permitted to be in a program of study that is offered solely or entirely online. There may be exceptions for students on an F-1 visa—please contact the International Student Services office for clarification.

Students On Exchange Visitor Visas (J1/J2) and the Two-year Home Country Physical Presence Requirement
The two-year home country physical presence requirement is one of the most important characteristics of the Exchange Visitor J-1 status. If the international student is bound by this regulation, it will be stated on the J-1 visa and on the bottom left corner of the DS-2019. Exchange Visitors, including their dependents, can apply for a waiver of the requirement to return home for two years upon completion of their studies. Without the waiver, such students are not eligible to change their status in the U.S. to another category. Neither can such students become eligible for any change of status until they have been physically present in their country of nationality or the country of last legal permanent residence for a minimum of two years following departure from the U.S.A.

Employment For J-1 and F-1 Students
Immigration laws are very strict about employment. International students desiring to work must be sure to comply with these laws. UNAUTHORIZED OFF-CAMPUS EMPLOYMENT CAN LEAD TO TERMINATION OF STUDENT VISA STATUS AND DEPORTATION.

J-1 students may engage in two kinds of employment:
1. Academic training related to the course of study or
2. Work on-campus or off-campus (on severe economic hardship basis) for a maximum of 20 hours per week while school is in session and full-time during vacation.

J-1 students must obtain a letter from the RO or AROs authorizing employment before beginning work.

F-1 students may work on-campus up to 20 hours per week while school is in session and full-time during vacations (upto 29 hours during their first 12 months of stay in the US and then upto 40 during the following year for the semester of break and holidays.

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

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

Clinicals, Practicums or Internships
International students who are paid for clinicals, practicums or internships as part of a degree program MUST apply for Curricular Practical Training (CPT) and be issued a new I-20 accordingly with the CPT notation. The CPT notation has to be made prior to start of employment. Failure to do so will consider their work illegal.

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

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

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

Additional Information
Should you need additional information, please visit andrews.edu/services/iss/, call us at 269-471-6395/269-471-3310, or email us at iss@andrews.edu. We look forward to working with you and serving your needs as an international student here at Andrews University.
General Academic Policies

General Academic Information

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

Attendance at the University

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

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.

Regulation

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

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

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

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

Credit Hour Definition

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

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

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

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

Grading System and Grade-point Averages

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

\[
\begin{align*}
A & : 4.00 \\
A- & : 3.67 \\
B+ & : 3.33 \\
B & : 3.00 \\
B- & : 2.67 \\
C+ & : 2.33 \\
C & : 2.00 \\
C- & : 1.67 \\
D & : 1.00 \\
F & : 0.00
\end{align*}
\]

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

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

Other Grade Report Entries

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

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

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

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

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

DG—Deferred Grade. A DG may be given in certain courses recognized to be of such a nature that all the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, internships, projects, intensives, comprehensive exams, independent study courses, courses requiring research such as theses and dissertations, and undergraduate upper division courses where mastery learning is required. The Office of Academic Records records a DG for the above listed courses previously recommended by a department and approved by the dean of the appropriate school and/or graduate program committee.

An instructor may designate a time limit for a given course or a specific situation for the DG to be changed to a letter grade. All DGs are required to be cleared before a student can graduate, unless they are DGs earned in another currently enrolled degree. An instructor may change the DG to a letter grade (A–F), S/U or DN (Deferred and Not Completable) as appropriate.

DN—Deferred and Not completable. A DN indicates the course has not been completed and no longer can be completed because time has run out.
I—Incomplete. An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

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

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

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

NC — No Credit.

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

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

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

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

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

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

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

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

Resolution of Grade Disputes
Students who dispute the grade received for a course are encouraged to seek a resolution through the steps delineated below. Succeeding steps should be taken only if the previous step fails.

Step 1: Informal resolution in person. The student must first seek a resolution in person with the instructor. Should such attempt fail, the student may seek a resolution through the instructor's immediate supervisor, the department chair or, in the absence of the chair, the dean of the school. The chair or dean may arrange a joint discussion between the student and the instructor.

Step 2: Written grade complaint. The student may file a written grade complaint with the instructor's immediate supervisor, requesting an investigation of the grade. The request must include the reasons for the student's belief that the grade was assigned as a result of carelessness, arbitrariness, or capriciousness. If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given. Complaints filed after a full semester has elapsed since a grade was given, or a written grade complaint that does not detail the evidence called for above, shall not be investigated. A department chair or the instructor's immediate supervisor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the instructor's immediate supervisor is to render a written report on his/her findings within a week (if school is in session; if not, within the first week after school reconvenes). If the student does not receive a report or remains dissatisfied, he/she may proceed with Step 3.

Step 3: Grade Grievance. A student may file a written grade grievance with a dean of a relevant school to resolve a grade problem. The grade grievance must be filed within three weeks of receiving a response to the original filing of the written grade complaint. The written grade grievance shall provide evidence for the claim that the grade was assigned as a result of arbitrariness, capriciousness, or carelessness. Should the dean be the instructor in question, the dean shall direct the grade grievance to the provost. A written grade grievance that does not detail the evidence called for above, or that is filed more than three weeks after the response to the original filing of the complaint, will not be investigated.

Providing the student has met the conditions for filing a grade grievance, the relevant dean or the provost shall appoint a Grade Review Committee of three (3) faculty members with authority to investigate the matter further and to recommend a resolution.

The dean or provost shall issue a written verdict in response to a specific Grade Review Committee within one week after having received the written recommendations of the Committee. This shall be final and binding on both student and faculty member. The verdict may necessitate a grade change.

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

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

Class Attendance. Regular attendance at all classes, laboratories and other academic appointments is required of each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

Teacher Tardiness. Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.
Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

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

Excused Absences. Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences due to illness are issued directly from the dean’s office.

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

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

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

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

- Falsifying official documents;
- Plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials); Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. A record of academic integrity violations is maintained by the Faculty Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.

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

For a synopsis of the current policy on academic integrity, please see the Student Handbook.

Peer-to-Peer File Sharing. Please see university policy.

Human Subjects Research. All students, faculty and staff conducting any research involving human subjects must apply for approval from the Institutional Review Board (IRB). A full description of the planned research along with the required supporting documents must be submitted by completing and emailing an IRB Review form directly to irb@andrews.edu. Additional information is available from IRB at the Office of Research and Creative Scholarship, Administration Bldg. Room 322. Tel. (269) 471-6361.

Graduation Procedures and Degree Conferral

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

Participation without completion applies only to students on the Andrews University main campus. Candidates from off-campus sites must complete all degree requirements and obtain clearance through the Office of Off-Campus Programs to participate in main campus graduation ceremonies. Candidates must meet the following Applications and Final Clearances guidelines for graduation or participation:

Applications and Final Clearances

- Students must file an Application for Graduation/Marching form. Undergraduate graduation/marching forms are available at and must be returned to the Office of Undergraduate Records. The Graduate Graduation Application is available online. The following are the Graduation/Marching Application deadlines:

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>December Graduation</th>
<th>May Graduation</th>
<th>August Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Thursday of September</td>
<td>3rd Thursday of September</td>
<td>3rd Thursday of May</td>
<td></td>
</tr>
</tbody>
</table>

- Transcripts for transfer credit must reach the Office of Academic Records a minimum of 15 days before graduation/degree conferral.

- All Incompletes and Deferred Grades in classes needed to complete degree requirements must be changed to a satisfactory grade in the Office of Academic Records a minimum of 15 days before graduation/degree conferral.

- Students must receive financial clearance from the Student Financial Services Office to participate in graduation ceremonies or to receive a diploma.

- Diplomas will be ready for distribution beginning two weeks after commencement/degree conferral.

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

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

Participation in Graduation Ceremonies

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

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

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

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

OR

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

Graduate Criteria

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

OR

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

2. Master or Specialist students without a thesis or project option who have been advanced to degree candidacy, lack no more than 4 semester credits for completion and by the official deadlines have met all other graduate degree requirements, including passing comprehensive exams (if required in the program). Credits lacking include I’s, DG’s and unregistered work.

3. Master or Specialist students with a thesis or project option who have completed all coursework, passed comprehensive exams (if required), and obtained approval of their thesis/project by the appropriate graduate committee, but have yet to file the thesis/project, as required. Notification of thesis/project approval must reach the Office of Academic Records no later than 10 days before graduation.

4. Doctoral students who have completed all coursework, have met all graduate degree requirements, including passing comprehensive exams, and no later than four weeks before the graduation ceremony obtain approval of the appropriate graduate committee following successful defense of their dissertation/project (if required in the program), with one of the following results: "Accept the dissertation/project as defended" or "Accept the dissertation/project with minor revisions." For candidates whose result is "Accept the dissertation/project with major revisions," written notification from their committee that they have made satisfactory revisions as required must reach the Office of Academic Records no later than 10 days before graduation. For graduation procedures applying to the PhD in Religion and ThD programs see bulletin section on PhD program requirements, "Oral Defense of Dissertation: After the Defense," and the PhD Program Handbook.

5. Doctor of Physical Therapy students who have completed all coursework, have met all degree requirements including passing comprehensive exams, and who either lack completion of the
   1. last two internships, and/or
   2. capstone project
which is expected to be completed before the next graduation event.

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

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

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

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

Application Process for All Undergraduate Students
Andrews University strongly encourages all interested individuals to apply online and submit the $30, nonrefundable fee. The online application for undergraduate admissions is available at andrews.edu/apply and must be submitted by a:

- First time applicant to an Andrews University baccalaureate degree program
- Continuing AU student who has not been enrolled during at least one academic term
- Andrews University graduate applying for a second baccalaureate degree

Apply Early
Applications for admissions, the non-refundable $30 fee, and all required documents should be submitted by the following priority deadlines:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Session 1</th>
<th>Summer Session 2</th>
<th>Summer Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 15</td>
<td>November 15</td>
<td>March 15</td>
<td>April 15</td>
<td>May 15</td>
</tr>
</tbody>
</table>

Applicants may request changes to the entry term of a submitted application for up to one semester. If changes to the entry term is for two or more semesters, a new application and fee will need to be submitted.

Freshman Admission Requirements
Students who will attend college after high school graduation are encouraged to apply before their final high school transcript is available. A preliminary 6-semester transcript (through the 11th grade) with a cumulative GPA and ACT or SAT test scores before they can attend classes. ACT/SAT scores are reviewed by the Undergraduate Admissions Committee for a decision.

Freshman Admission Required Documents

<table>
<thead>
<tr>
<th>Academic Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Official transcript from an accredited high school, or</td>
</tr>
<tr>
<td>• Home School transcript showing courses taken and grades earned. Transcript must be signed by the learning coach, or</td>
</tr>
<tr>
<td>• GED certificate with minimum scores of 145 on each section of the test, or</td>
</tr>
<tr>
<td>• Official academic credential from an equivalent overseas secondary school or Ministry of Education (if high school completed outside of the United States)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Readiness Test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSAT</td>
</tr>
<tr>
<td>• ACT</td>
</tr>
<tr>
<td>• SAT</td>
</tr>
</tbody>
</table>

Freshman Admissions Standards

PSAT-Based Admissions
- A minimum overall high school GPA of 3.25
- PSAT scores at the 75th percentile. Currently, this is a composite score of 1100

Regular Admissions
- A minimum high school cumulative GPA of 2.50
- ACT or SAT Test Scores at the 50th percentile. Currently, these scores are ACT composite score of 20 and SAT composite score of 1020

Students who do not fully meet minimum requirements, but have unique circumstances may be considered for admissions after review of other appropriate evidence of ability to successfully complete academic work at AU. The Undergraduate Admissions Committee reviews and makes a final decision on students who do not fully meet minimum requirements no later than July 15 for fall semester enrollment and November 15 for spring semester enrollment.

Students who have earned college credit while still in high school are required to have transcripts sent directly to Andrews University Undergraduate Admissions.

Mail:
Office of Undergraduate Admissions
Andrews University
4150 Administration Dr
Berrien Springs MI 49104-0740
E-Transcript:
derggrad@andrews.edu (accepted as official only if sent from a secure authenticated designated party)

Although Andrews University has minimum freshman admission requirements, meeting these minimum standards does not guarantee admissions. The individual admissions status of each applicant is subject to the review and final decision of the Undergraduate Admissions Committee.

Note to Home Schooled Students. Andrews University School of Distance Education operates Griggs International Academy (GIA), an accredited online secondary education program. GIA will work with home school students who take a minimum of their last six high school courses through Griggs International Academy to obtain a fully accredited high school diploma. Contact GIA at 800-782-4769 or enrollgia@andrews.edu.

Transfer Student Admission Requirements
Students who have attended any type of institution of higher learning after high school graduation are considered Transfer Students. All transfer students are required to submit a final official high school transcript and official college transcripts before they can attend classes.

Transfer Student Admission Required Documents

<table>
<thead>
<tr>
<th>Academic Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete academic transcripts from all colleges attended</td>
</tr>
</tbody>
</table>

Transfer Student Admission Standards

<table>
<thead>
<tr>
<th>Academic Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transfer students must have a minimum college cumulative GPA of 2.50. Transfer students who have earned 25 or more semester credits before applying to Andrews are evaluated on the basis of their cumulative college GPA. ACT/SAT scores are recommended, but not required.</td>
</tr>
<tr>
<td>• Students who have attended a post-secondary institution since graduating from high school, but have completed less than 25 college level credits are admitted based on the same admission standards required of Freshman students. Students who do not fully meet minimum requirements, but have unique circumstances may be considered for admissions after review of other appropriate evidence of ability to successfully complete academic work at AU. The Undergraduate Admissions Committee reviews and makes a final decision on students who do not fully meet minimum requirements no later than July 15 for fall semester enrollment and November 15 for spring semester enrollment.</td>
</tr>
</tbody>
</table>

24
Transfer of Credits
Students who have attended any college or university classes are required to have transcripts sent directly to Andrews University Undergraduate Admissions. Official transcripts must be requested at the time of admissions in order to ensure a timely evaluation of the credits.

In order for college-level courses to be accepted at Andrews University, they must have been taken at an accredited institution and have received a grade of C- or higher.

Transfer credits will not appear on an official Andrews University transcript.

Documents Needed for Transcript Evaluation
- Complete college official transcripts from each institution attended.
- If a student attended an international school, an official WES evaluation is required. (This does not apply to students who have completed at least one semester abroad as part of their studies at a US Institution or for those who have attended an accredited Seventh-day Adventist Institution.)
- Additional student documents may be needed for international transfer.

Limit on Number of Transfer Credits.
- The university allows up to 70 semester hours to be transferred from two-year institutions and applied to a baccalaureate degree. More may be approved by the dean as part of a major course of study.
- Remedial/precollege courses are not acceptable for transfer.
- ESL/EFL/ELL courses are not acceptable for transfer.

Transfer of Credits from an Unaccredited School. Students who have attended an unaccredited post-secondary institution are admitted based on regular admission criteria for Freshman students. Transfer credits may be accepted as elective credits based on an evaluation of the institution issuing the credits. The credits may then be applied to a program of study when approved by the department chair/program director and/or ACE director as appropriate. On occasion, Andrews University may create an articulation agreement with an unaccredited institution based on prior history with the success of students from the institution.

Review of Credit for Prior Learning Granted by Other Institutions. Credit for Prior Learning (CPL) credits on transcripts are not transferable. Students may present the original documentation (transcripts, certifications, portfolios) to the Prior Learning Coordinator for evaluation in accordance with Andrews University CPL policies and procedures.

International Student Admission Requirements

**International Student Admission Required Documents**

**Academic Records**

- **First Time In Any College (Freshman)**
  - International Students applying as First-time In Any College or University (freshman) must submit official documentation of completion of upper secondary high school. To know which document is required for the country in which high school studies was completed, see the *International High School US Equivalency Document*. (International students studying outside the U.S. will be required to take the ACT/SAT if offered at their secondary schools.)

- **Transfer Student**
  - Students that have completed college or university course work at an international institution must submit an official WES ICAP evaluation. (This policy does not apply to students who have completed at least one semester abroad as part of their studies at a US Institution or for those who have attended an accredited Seventh-day Adventist Institution.)

**English Proficiency**

Students who did not complete all years of upper secondary high school or two years of college or university level courses at an English-medium institution must demonstrate adequate English proficiency to be admitted into a degree program.

**International Students Admission Standards**

- International freshmam students must meet the minimum required cumulative GPA of 2.5 on a complete high school transcript or meet the minimum passing marks with a 2.5 or higher GPA based on AACRAO on the secondary school certificate required for the country in which high school studies was completed.
- Transfer students must have a minimum cumulative GPA of 2.50. Transfer students who have earned 25 or more semester credits before applying to Andrews are evaluated on the basis of their cumulative GPA.
- Students who have attended a post-secondary institution since graduating from high school, but have completed less than 25 college or university level credits are admitted based on the same admission standards required of freshman students. ACT/SAT scores are recommended, but not required. Students who do not fully meet minimum requirements, but have unique circumstances may be considered for admissions after review of other appropriate evidence of ability to successfully complete academic work at AU. The Undergraduate Admissions Committee reviews and makes a final decision on students who do not fully meet minimum requirements no later than July 15 for fall semester enrollment and November 15 for spring semester enrollment.

**English Proficiency Requirement.** The table below shows the minimum requirements for the different English Proficiency Exams accepted, including the requirements for the minimum components. Exams must be taken within two years prior to enrollment on any campus.

* Paper-based TOEFL is only accepted when administered by our Center of Intensive English Program or through a partner institution that holds an official agreement with Andrews University.

Concordance Table: Minimum Composite Score

<table>
<thead>
<tr>
<th>AU Admissions</th>
<th>MELAB</th>
<th>TOEFL iBT</th>
<th>TOEFL ITP*</th>
<th>IELTS [Academic]</th>
<th>PTE [Academic]</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU Admissions</td>
<td>80</td>
<td>80</td>
<td>500</td>
<td>6.5</td>
<td>54</td>
</tr>
</tbody>
</table>

Concordance Table: Minimum Component Scores

<table>
<thead>
<tr>
<th>MELAB</th>
<th>TOEFL iBT</th>
<th>TOEFL ITP*</th>
<th>IELTS</th>
<th>PTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Reading</td>
<td>all components (except Writing and Speaking)</td>
<td>55</td>
<td>Reading 6</td>
</tr>
<tr>
<td>17</td>
<td>Writing</td>
<td>Writing</td>
<td>80</td>
<td>Writing 5</td>
</tr>
<tr>
<td>18</td>
<td>Speaking</td>
<td>Speaking</td>
<td>3</td>
<td>Speaking 6</td>
</tr>
</tbody>
</table>

Two applicants with the same total score may have very different abilities. Minimum component scores help to ensure that admitted students have the profile of language abilities necessary to be successful in their department. For more information, contact the CIEP at 269.471.2260.

Language proficiency must be met before enrolling full-time in regular course work. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus and passing the Exit Exam for English as a Second/Foreign Language. Degree programs with higher admissions requirements may also have higher English proficiency requirements.

Students with a score lower than the required minimum may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Center for Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within three semesters in order to continue in the degree program. Not all degree programs allow students to participate in the Language Bridge program. Please contact the Center for Intensive English Programs (CIEP) for additional information at 269.471.2260 or ciep@andrews.edu.
The ESL course work for a student is formulated on the basis of the results of MELAB (Michigan English Language Assessment Battery), TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or PTE Academic (Pearson Test of English) and placement test results, and the student’s course load is adjusted accordingly. Students are required to take English language studies until English language skills are at an acceptable level. Students who need to take ESL courses will need to budget for additional costs.

The Counseling & Testing Center in Bell Hall offers the Internet–based TOEFL and MELAB by appointment. The Center for Intensive English Programs (CIEP) in the College of Arts & Sciences offers the Institutional paper–based TOEFL (ITP).

**Certificate of Eligibility for Nonimmigrant Student Status (I-20).** International students who will be living in the US while studying online or on the main campus must provide all required admissions documents and receive admissions to Andrews University in order to begin the process of obtaining an I-20. The following information is required in order to have an I-20 processed:

1. Academic acceptance into a degree program
2. Balanced estimated budget sheet
3. Support for all personal funds and/or sponsorship (bank statement or letter of sponsorship)
4. Current bank documentation (last three months)
5. One-time, non-refundable International Student Fee of $100.
6. Advance deposit of $3,000 (Citizens of Bahamas, Bermuda, Canada & Mexico are exempt from paying the international deposit)
7. Copy of Passport
8. Mailing Address (No P.O. Box Addresses) and telephone number
9. Two MMR vaccines received after 12 months of age
10. A blood test proving immunity to the diseases.

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>MELAB</th>
<th>TOEFL IBT</th>
<th>TOEFL ITP*</th>
<th>IELTS [Academic]</th>
<th>PTE [Academic]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Bridge</td>
<td>69-79</td>
<td>61-79</td>
<td>500-549</td>
<td>5.5-6.0</td>
<td>43-53</td>
</tr>
<tr>
<td>ESL Only</td>
<td>68 or below</td>
<td>60 or below</td>
<td>499 or below</td>
<td>5.0 or below</td>
<td>42 or below</td>
</tr>
</tbody>
</table>

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

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

Guest Student Status

Guest Student is a temporary enrollment status, not an admission category. Enrollment as a guest student is no guarantee of admission as an undergraduate degree seeking student. Guest Student enrollment status is valid for one semester and students must submit an enrollment form for each semester they want to attend.

International students who reside in the US and have a current I-20 and wish to enroll in online or main campus classes for more than one semester must provide Andrews University with copy of the F1 or J1 visa, copy of valid passport and copy of current I-20 or DS-2019.

**Qualifications for Guest Student Status.** Guest Student status is assigned to any of the following:

- Current regular students at another school but wanting to take courses at Andrews without seeking to earn a degree.
- Individuals who need certain courses to qualify for certification or admissions to an undergraduate program of study.

**High School Students Taking College Classes.** High School students are eligible to take courses approved for High School Registrations if they meet the following criteria:

- Students are enrolled in Grade 10, 11 or 12 or equivalent education levels.
- Students have a minimum cumulative GPA of 3.00 from an accredited high school. If a transcript from an accredited high school cannot be submitted, standardized test scores are required.
- Students must also maintain a 3.0 GPA in their Andrews University courses.
- Students whose first language is not English or who have not completed the last four years in schools where English is the language of instruction must provide evidence of English proficiency.
- Signed approval is required from a parent and the school registrar (unless home schooled).

**Financial limitations apply:**

- To qualify for the high school tuition rate, a student must register for and start the course(s) prior to graduating from high school or taking the GED or equivalent high school completion test.
- A maximum of two courses per semester will be approved at the high school tuition rate. Students must meet any prerequisites.

- As each school makes its own decision about whether university courses fulfill high school diploma requirements, the student is responsible for clarifying credit status with their school counselor before registering.
- High school students taking Andrews University courses are held to the same academic policies, procedures and deadlines as university students. These students will be personally motivated and responsible for their college level studies, requesting support as needed.

**Delivery of courses.** Andrews University college courses are available to eligible high school students in the following formats:

- On-campus courses taken by an individual student or by groups of students through the Berrien RESA or area high schools, taught by Andrews University faculty or adjunct faculty.
- Interactive online courses taken by individual students or by groups of students through Adventist Academies or Griggs International Academy affiliate schools, taught by Andrews University faculty or adjunct faculty.
Concurrent enrollment courses taken by groups of students attending an Adventist Academy, taught by approved academy teachers who serve as Andrews University adjunct faculty. More information for high school students, parents and advisors, as well as schools interested in concurrent enrollment, is available through www.andrews.edu/precollage

Limitation of Credits Taken on Guest Student Status. Students who eventually apply and receive regular admission, may ask that up to 30 of the Andrews undergraduate credits taken as a Guest Student be applied towards the proposed degree. A minimum grade of C must be received in each course to be accepted for degree credit.

Students Accepted with Prescribed Intervention
Some freshmen who do not meet regular admissions standards but whose high school performance or test scores indicate a possibility of success may be accepted. They are advised through the Student Success Center. They will receive skills assessments and will be placed in classes selectively to enhance their academic success. Many will be required to take skills building classes. Our goal for students accepted with intervention is to have them improve skills deficits and achieve satisfactory academic performance to progress in their academic program.

Refusal or Annulment of Admission
Applicants may be refused admission
● when they do not meet the admission standards
● when they submit transcripts or records found to be fraudulent.
Admission status may be canceled or annulled
● when students do not meet the conditions specified for continuing enrollment
● when the admission status was based on documents later found to be fraudulent.
● when information that differs from the expectation of integrity agreed to in the Andrews University application is disclosed.

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

Required Placement Tests. Before registration, all new students must take two placement tests for use in academic advising:
● ACT or SAT
  The ACT or SAT is required for admission and should be taken before arriving on campus. (International students studying outside the U.S. will be required to take the ACT/SAT if offered at their secondary schools.)
● TOEFL, MELAB, IELTS, or PTE
  International students that have not had four years of secondary school that was taught in English are required to take the TOEFL, MELAB, IELTS, or PTE.
● Mathematics Placement Test
  The Mathematics Placement Test is given on campus.

Direct questions concerning advising, tutoring and student success to the Student Success Center. (phone 269-471-6096, e-mail: success@andrews.edu).

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

How to be Well-Prepared Academically
If you want to be well prepared for your university studies at Andrews University, we recommend that you take the following courses during your high school/academy/secondary home school years (or the equivalent of grades 9 through 12 in the U.S. educational system):
● Three years of math, including algebra I and II;
● Three years of lab sciences courses, with biology, chemistry and/or physics recommended;
● Four years of English courses, including ones that emphasize writing and vocabulary;
● Two years of a foreign language if your plans include a Bachelor of Arts degree at Andrews;
● One year-long computer course, including development of skills in database, web page development and other advanced skills; and
● Two years of social studies courses, including world or U.S. history (or history for your country of residence) and geography.

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

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

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

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

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

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

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

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

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

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

- Successfully complete at least 66% of all courses attempted following initial enrollment.
- Maintain an overall GPA of at least 2.00 (average grade of C).

If a student fails to maintain an overall GPA of 2.00 (on a 4.00 system), his/her enrollment category is changed to probationary.

### Academic Probation Procedures

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

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

- Students on academic probation are removed from probation when their academic status changes to good academic standing.
- Part-time employment should be no greater than 12 hours per week and extra-curricular activities should be limited:
  - Students on academic probation status shall not be allowed to:
    - Be a member of Andrews Gymnics or Cardinals sports teams
    - Be a member of any performing group that requires frequent absences from campus
    - Hold an officer position in AUSA or any departmental club.

**UG Academic Dismissal.** Students are subject to academic dismissal from the University in one of the following ways:

- Earning during a given semester a GPA of 1.25 or less
- Two consecutive or three total semesters on academic probation
- Violations of the Academic Integrity Code as outlined in the Andrews University Academic Integrity Policy

Students may also be dismissed from a department or program if the specific requirements for a degree are not met by that individual.

### Dismissal in December

Students may be dismissed in December if they:

- Were admitted on academic probation as a transfer student from another institution, and were listed on academic probation at Andrews based on Fall Semester grades
- Were dismissed at the end of their most recent semester at Andrews and had their dismissal revoked on appeal, but failed to achieve Good Academic Standing based on Fall Semester grades
- Were readmitted for Fall Semester after an academic dismissal but failed to achieve Good Academic Standing based on Fall Semester grades

### Dismissal in May

Students may be dismissed in May if they:

- Have had two consecutive semesters, or three total semesters, on academic probation status and failed to achieve Good Academic Standing based on Spring Semester grades
- Were dismissed at the end of their most recent semester at Andrews and had their dismissal revoked on appeal, but failed to achieve Good Academic Standing based on Spring Semester grades
- Were readmitted for Spring Semester after an academic dismissal but failed to achieve Good Academic Standing based on Spring Semester grades
- Received notice in December that their academic probation status would result in dismissal at the end of Spring Semester unless their GPA improved significantly based on Spring Semester grades (Deferred Dismissal)

### Appeal Process:

- A dismissal that follows Andrews University policy will not normally be eligible for an appeal. Students who feel there are extenuating circumstances that override policy may appeal a dismissal decision to their Academic Dean. Consultation with the Director of the Student Success Center, departments, and/or academic advisors may be necessary before appeal decisions are made.
- Academic Deans will communicate decisions on appeals to students and copy these decisions to Student Success.

### International Collegiate Programs

The following apply to transfer credit from institutions outside of the United States.

#### Evaluation of Transfer Credit

Transfer credits from institutions outside of the United States must be evaluated by the World Education Services International Credential Advantage Package (WES ICAP). Students are required to submit official transcripts in the original language accompanied by an authorized translation to the World Education Service for WES ICAP evaluation.

This does not apply to students who have completed at least one semester abroad as part of their studies at a US Institution or for those who have attended an accredited Seventh-day Adventist Institution.

#### Advanced Credit

Students who have attended schools in systems of education extending beyond the equivalent of 12 years of elementary and secondary school in the United States may be awarded advanced credit.

- **A-Level Passes.** Students with A-level passes may be awarded up to 10 credits for each A-level pass. These credits may be used as applicable toward graduation requirements, including major, concentration, minor, Andrews Core Experience and general electives.

#### European Advanced Standing

Andrews University may grant varying amounts of advanced standing credits (0 to 32 semester credits) in general education only, to students graduating from countries with high school completion standards at the level of select European gymnasiums. Students are required to submit official transcripts in the original language accompanied by an authorized translation to the World Education Service for WES ICAP evaluation.

#### Cambridge Pre-U

Credit is awarded for Pre-U grades of M3 or higher.

#### International Baccalaureate Exam

A score of 4 (Higher Level) or better will be accepted for general education credits.

#### Advanced Placement Exams

Students with AP scores of 3 (Higher Level) or better will be accepted for general education credits.

#### Credit For Prior Learning

Andrews University approves credit for prior college-level learning earned through recognized advanced standing, standardized and department exams, validation and portfolio assessments. Other options are reviewed by the Articulation Council. For information about evaluation of transfer credits, see Bulletin Undergraduate Academic Policy: Transfer of Credits.

No form of credit for prior learning will be approved to replace grades earned through Andrews University.

In order for credit to be assessed and articulated:

1. The student must have matriculated and be in good and regular standing at the time prior learning credit is requested.
2. Prior learning credits must be evaluated prior to registration in the last 12 credits required for program completion.
3. The total of all credit awarded for prior learning, excluding credits transferred from accredited institutions must not exceed 30% of the total credits required for program completion.

Before first registration, students should discuss all prior college-level learning (documented and undocumented) with their academic advisor and the Prior Learning Coordinator. Assessed prior learning is assigned a pass or fail grade. Only passing grades are recorded as prior learning credit.

#### Advanced Placement Exams

Credits for advanced high school learning may be applied toward major, concentration, minor, core experience and elective requirements. The following options are currently recognized:
External exams administered by the department for internal evaluation. Students must complete at least 12 credits in their current program prior to changing the world during their degree program. Credit for Off-Campus Study/Experience - After Admission to AU. Students may take standardized exams to demonstrate achievement of a specific course’s learning outcomes. Transfer credit awarded for scores of 62 or higher in Science and Language subject exams; and scores of 50 or higher in all other subject exams. CLEP – College Level Exam Program. Transfer credit awarded for scores of 62 or higher in Science and Language subject exams; and scores of 400 or higher in all other subjects. DSST – DANTES Subject Standardized Test. Transfer credit awarded for scores of 434 or higher in Science and Language subject exams; and scores of C or higher will be accepted on all other approved subject exams. UEXCEL – Excelsior College. Transfer credits awarded for scores of B or higher on listed Language and Science exams; and scores of C or higher will be accepted on all other approved subject exams. Scores meeting departmentally established minima will be articulated as transfer credit with a passing grade. Students may take standardized exams at any approved testing center, including Andrews University Counseling and Testing Center.

Departmentally Administered Assessments. In some programs, challenge or performance exams can be arranged to waive requirements, place into courses (meet prerequisites), or earn credits meeting program requirements. Departmentally-constructed tests may be written, oral or skill assessments, or external exams administered by the department for internal evaluation.

Validation of Non-Traditional Learning. Professional certifications or performance exams may be evaluated for alignment to Andrews University course outcomes. Credit awarded does not meet residency requirement. Andrews University recognizes college-level learning validated through entities such as the American Council on Education (ACE), the National College Credit Recommendation Service (NCCRS), and Joint Services Transcripts (JST). Some transfer credits from unaccredited entities not recognized by American Council on Education may be approved by the Chair of the Department and the respective Dean.

Portfolio Assessment. When none of the above methods apply, prior learning may be validated and credit granted through review of a portfolio of evidence demonstrating achievement of a specific course’s learning outcomes. Students begin the prescribed portfolio process by contacting the Prior Learning Coordinator and their academic advisor.

Students must complete at least 12 credits in their current program prior to applying for Andrews University portfolio assessment. Portfolios may be assessed through the Council of Adult and Experiential Learning (CAEL). Credit that may be awarded does not meet residency requirement.

Credit for Off-Campus Study/Experience - After Admission to AU. In keeping with the Andrews mission statement, many opportunities are available for students to engage in changing the world during their degree program. Academic credit is available for some of these experiential learning commitments.

Adventist Colleges Abroad Studies. Andrews University co-sponsors Adventist Colleges Abroad, a program in which qualified students study overseas while completing requirements for graduation at Andrews. This language and cultural immersion is available in eight locations: Argentina, Austria, Brazil, England, France, Italy, Singapore, and Spain.

Andrews degree-seeking students earn Andrews University credit for courses listed in the current Andrews bulletin which are available on ACA campuses. Working with both Andrews and ACA advisors, students may be able to transfer additional credits offered by the ACA colleges which are not listed in the Andrews bulletin. More information is available at http://www.aca-noborders.com/ or https://www.andrews.edu/cas/inslprograms/aca.html

Educational Tours. Tours enrich required classes.

Internships/Practicum/Externships/OPT. Work opportunities may be offered for professional programs that require an internship for degree completion. They contribute to preparation to obtain a license. Externships may be arranged through departmental connections for new graduates. No grade is assigned.

Student missions. Students may volunteer to serve in another culture or state, breaking their full-time study for one or more semesters. In addition to curricular mission-preparation, students may arrange to complete one or more courses through distance learning or independent study at special tuition rates. Students may wish to discuss options with their academic advisor to maximize the global learning during this mission experience.

Transcript credit. Students may take and transfer credit from another college or university after being admitted to an Andrews degree program. A transient form should be completed prior to taking courses elsewhere to ensure credits meet degree requirements.

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

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

Baccalaureate Degree Requirements

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

Credit Requirement

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

Course Requirements

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

Residence Requirements

- A minimum of 30 of the last 36 semester credits applied to a baccalaureate degree must be earned on campus OR a minimum of 50% (62 credits) of undergraduate credit requirement. Before a student takes non-Andrews University courses for any part of the other 6 semester credits, the dean of the college/school in which the student is enrolled must approve.
- A minimum of one-third of the credits required for a major, and 3 credits required for a minor must be earned on campus and in courses numbered 300 or above.
- School of Business Administration students seeking a BBA must complete at least 50% of the core and major (33 of the total 66 credits) in residence.

Grade Requirements
One Degree with Multiple Majors. Students may earn more than one major for a single degree. When more than one major is chosen, all the requirements for each major must be met to include all cognates for each major. If the majors represent more than one degree the student must specify which degree he/she wishes to receive (i.e., BA, BS or Professional degree) and complete the General Education requirements for that degree. A course may be used to fulfill the requirements for more than one major or minor if at least 75% of the major/minor credits are not also counted for another major/minor. A course may not be used to fulfill the requirements of more than one major or minor used for teacher certification. Any courses that fulfill cognate requirements for one major/minor may also be counted for another major/minor. One diploma will be issued for the single degree even if there are multiple majors.

Multiple Degrees. Students who earn more than one major and the majors are in different degrees may wish to earn a degree for each major (i.e., BA, BS or Professional degree). If more than one degree is chosen the General Education requirements for each degree must be completed. A General Education course may be used to fulfill the General Education requirements for multiple degrees. All the requirements for each major must be met to include all cognates for each major. A course may be used to fulfill the requirements for more than one major or minor if at least 75% of the major/minor credits are not also counted for another major/minor. A course may not be used to fulfill the requirements of more than one major or minor used for teacher certification. Any courses that fulfill cognate requirements for one major/minor may also be counted for another major/minor. One diploma will be issued for each degree earned.

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

Request for Graduation. Degree candidates must file an Undergraduate Graduation Application with approval of the advisor and Office of Academic Records.

Second Baccalaureate Degree Requirements

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

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

Associate Degree Requirements

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

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

Residence Requirements.
Andrews Core Experience (ACE) Program

ANDREWS CORE EXPERIENCE (ACE) PROGRAM
Nethery Hall, Room 135
269-471-6157
Donald May, Director
may@andrews.edu

Philosophy of the Andrews Core Experience Program
The rapid expansion of knowledge in a global community requires those who would be truly educated citizens to adopt a philosophy of lifelong learning. One must engage the mind in the study of many fields, from the fine arts and humanities to the empirical, quantitative, and social sciences. This broad encounter with the varied perspectives of the liberal arts tradition forms the domain of General Education, one of the two pillars of American higher education. By contrast, the other pillar is one’s chosen major, usually a focused study of a specific discipline and the development of required skills. The university will provide a cohesive Andrews Core Experience Program, supported by faculty committed to an effective core curriculum.

The Andrews Core Experience Program aims to develop students notable for their knowledge, the ethical values, interests, abilities, communication competence, quantitative skills, and a balanced university life, further development of basic academic skills, and a sense of belonging to the Andrews University community.

Andrews Core Experience Learning Outcomes
Seek Knowledge
• Strengthen the ability to communicate effectively. Oral and Written.
• Develop the ability to think critically, observe accurately, analyze quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems.
• Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity.
• Master content knowledge across the academic disciplines identified in the General Education tables. By specifying courses to that end, Andrews University recognizes the learning outcomes foundational to developing thoughtful citizens of the world.

Affirm Faith
• Construct a thoughtfully conceived worldview that recognizes the roles of Scripture, nature, and human discovery as sources of truth.
• Consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one’s chosen profession.
• Understand the heritage and mission of Andrews University in furthering the teachings of Christ within the context of Seventh-day Adventist faith and practice with a view to the heritage and mission of Andrews University.
• Exhibit compassionate behavior towards other individuals and show respect for the dignity of all people, affirming the Biblical view of all persons being created in the image of God who in Christ wants all human beings to be one, independent of gender or ethnic background.

Change the World
• Enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community.
• Evaluate one’s interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities.
• Understand one’s role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one’s wider community.

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

Andrews Core Experience (ACE) Program Requirements

Andrews Core Experience: BA & BS Degrees
The Andrews Core Experience requirements for BA & BS Degrees may also be viewed in a Printable Format.

<table>
<thead>
<tr>
<th>Religion Credits: 12</th>
<th>Mathematics Credits: 3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELT 100 - God and Human Life (first year)</td>
<td>Take one course from the following:</td>
</tr>
<tr>
<td>Credits: 3</td>
<td>MATH 145 - Mathematics for the</td>
</tr>
<tr>
<td>Recommend students take one course for</td>
<td>(Mis)Information Age Credits: 3</td>
</tr>
<tr>
<td>each academic year in attendance from RELB,</td>
<td>MATH 165 - College Algebra OR</td>
</tr>
<tr>
<td>RELG, RELP, RELT. Credits: 9</td>
<td>MATH 166 - College Algebra for</td>
</tr>
<tr>
<td></td>
<td>Business Credits: 3</td>
</tr>
<tr>
<td></td>
<td>MATH 168 - Precalculus Credits: 4</td>
</tr>
<tr>
<td></td>
<td>MATH 191 - Calculus I Credits: 4</td>
</tr>
<tr>
<td></td>
<td>MATH 195 - Calculus I for</td>
</tr>
<tr>
<td></td>
<td>Business Credits: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language/Communication Credits: *BA 13/BS 9</th>
<th>Service Credits: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 115 - College Writing I Credits: 3</td>
<td>BHSC 100 - Philosophy of Service</td>
</tr>
<tr>
<td>ENGL 215 - College Writing II Credits: 3</td>
<td>and Civic Engagement Credits: 2</td>
</tr>
<tr>
<td>COMM 104 - Communication Skills Credits: 3</td>
<td>Take one course from the following:</td>
</tr>
<tr>
<td>*BA Language, Intermediate Level Credits: 4</td>
<td>BHSC 300 - Philosophy of Service</td>
</tr>
<tr>
<td></td>
<td>Fieldwork</td>
</tr>
<tr>
<td></td>
<td>S-designated course</td>
</tr>
<tr>
<td></td>
<td>Application Process—40 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences Credits: 6</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take one Foundation course from the following:</td>
<td>BHSC 220 - An Interdisciplinary</td>
</tr>
<tr>
<td>ANTH 200 - Cultural</td>
<td>Approach to Contemporary Social</td>
</tr>
<tr>
<td>Anthropology Credits: 3</td>
<td>Issues Credits: 3</td>
</tr>
<tr>
<td>ECON 225 - Principles of</td>
<td>BHSC 235 - Culture, Place and</td>
</tr>
<tr>
<td>Macroeconomics Credits: 3</td>
<td>Interdependence Credits: 3</td>
</tr>
<tr>
<td>GEOG 110 - Survey of</td>
<td>FNCE 206 - Personal</td>
</tr>
<tr>
<td>Geography Credits: 3</td>
<td>Finance Credits: 3</td>
</tr>
<tr>
<td>PLSC 104 - American</td>
<td>PLSC 237 - The Individual, State,</td>
</tr>
<tr>
<td>Government Credits: 3</td>
<td>and Marketplace Credits: 3</td>
</tr>
<tr>
<td>PSYC 101 - Introduction to</td>
<td>PSYC 180 - Dealing with Your</td>
</tr>
<tr>
<td>Psychology Credits: 3</td>
<td>Mind Credits: 3</td>
</tr>
<tr>
<td>SOCI 119 - Principles of</td>
<td>FMST 201 - Personal</td>
</tr>
<tr>
<td>Sociology Credits: 3</td>
<td>Relationships Credits: 3</td>
</tr>
<tr>
<td>Take one Interdisciplinary course from the following:</td>
<td></td>
</tr>
<tr>
<td>BHSC 220 - An Interdisciplinary</td>
<td></td>
</tr>
<tr>
<td>course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts/Humanities Credits: 6</th>
<th>Fitness Education Credits: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a total of 6 credits from</td>
<td>HLED 120 - Fit for Life</td>
</tr>
<tr>
<td>the following categories:</td>
<td>Credits: 1</td>
</tr>
<tr>
<td></td>
<td>Recommend students take one course</td>
</tr>
<tr>
<td></td>
<td>each academic year in attendance.</td>
</tr>
</tbody>
</table>
Andrews Core Experience: Professional Degrees

The Andrews Core Experience for Professional Degrees & Programs may also be viewed in a Printable Format.

See list below for programs and degrees eligible for the Professional Andrews Core Experience.

Religion
Recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT.
RELB 100 - God and Human Life

Mathematics
Take one course from the following:
MATH 145 - Mathematics for the (Mis)Information Age
MATH 165 - College Algebra OR MATH 166 - College Algebra for Business
MATH 168 - Precalculus
MATH 191 - Calculus I
MATH 195 - Calculus I for Biology
STAT 285 - Elementary Statistics

Language/Communication
ENGL 115 - College Writing I
ENGL 215 - College Writing II
COMM 104 - Communication Skills

History
Take one course. Recommend one of the following:
HIST 117 - Civilizations and Ideas I
HIST 118 - Civilizations and Ideas II
HIST 204 - American Experience I
HIST 205 - American Experience II
HIST 110 - Worldviews, Cultures and Gods

Service
Determined by each professional program

Life/Physical Sciences
Take one Life Science AND one Physical Science course as recommended below or major level Life and Physical Science course.

*Science majors and minors requiring science cognates take a minimum of 8 credits of science lab courses from two areas of science. Life Science:

BIOL 100 - Human Biology Credits: 4
BIOL 110 - Principles of Biology Credits: 4
BIOL 208 - Environmental Science Credits: 4
BIOL 330 - History of Earth and Life Credits: 4
FDNT 230 - Nutrition/FDNT 240 - Nutrition Laboratory Credits: 3 + 1
HORT 150 - iGrow Credits: 4

Physical Science:
CHEM 100 - Consumer Chemistry Credits: 4
CHEM 110 - Introduction to Inorganic Chemistry Credits: 4
PHYS 110 - Astronomy Credits: 4
PHYS 115 - Mythbusting Credits: 4
PHYS 225 - Sound and Waves Credits: 4

Total Semester Hours
Bachelor of Science: 56-57
Bachelor of Arts: 60-61

Revised 12-04-2015
Andrews Core Experience: Associate Degrees

Associate of Arts (AA)/Associate of Sciences (AS)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Take RELT 100 and recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT</td>
</tr>
<tr>
<td>Language/Communication</td>
<td>ENGL 115, ENGL 215 &amp; COMM 104</td>
</tr>
<tr>
<td>History/Arts/Humanities</td>
<td>Choose one course from History, Visual Arts, Humanities or Music</td>
</tr>
<tr>
<td>Life/Physical Sciences</td>
<td>Choose one course from Life Science, Physical Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 145 or higher</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Choose one Social Sciences course</td>
</tr>
<tr>
<td>Service</td>
<td>Take BHSC 100</td>
</tr>
<tr>
<td>Fitness Education</td>
<td>Take HLED 120 and one activity course</td>
</tr>
<tr>
<td>Total</td>
<td>30-35</td>
</tr>
</tbody>
</table>

Associate within Professional Programs

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Take RELT 100 and recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT</td>
</tr>
<tr>
<td>Languages/Communication</td>
<td>ENGL 115 and COMM 104</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>Choose with advisor</td>
</tr>
<tr>
<td>Life/Physical Sciences</td>
<td>Choose with advisor</td>
</tr>
<tr>
<td>Mathematics</td>
<td>P2 Minimum Required</td>
</tr>
<tr>
<td>Fitness Education</td>
<td>Take HLED 120 and one activity course</td>
</tr>
</tbody>
</table>

Multiculturalism/Diversity in the Andrews Core Experience Curriculum

The Andrews Core Experience Program at Andrews University includes an explicit emphasis on multiculturalism and diversity. This emphasis recognizes the historical development of various cultures and groups in the United States, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the university with more than ninety countries from around the world represented on campus. The focus on multiculturalism and diversity includes specific emphasis in the following courses: COMM 104 - Communication Skills; BHSC 100 - Philosophy of Service and Civic Engagement; ENGL 115 - College Writing I; RELT 100 - God and Human Life; and HIST 117 - Civilizations and Ideas I & HIST 118 - Civilizations and Ideas II.

Andrews Core Experience Mathematics

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

The skill requirement, competence in arithmetic and high school algebra, is met by an official Mathematics Placement Exam (MPE) score of at least P2, which may be obtained through testing or by completing the skills course material in MATH 091 and MATH 092.

The skill requirement (MPE score) by testing.

The MPE score provides information essential to planning the college career; thus, almost all students (see exceptions below) must obtain an official MPE score during the first semester of residence. Students with ACT or SAT scores will have an official MPE score assigned, based on their performance on the math portion of the test. All incoming students, new and transfer (see exceptions below), should check their record for an MPE score. If they do not have a score or believe that the placement is inaccurate, then they can obtain an official MPE score by taking a proctored assessment. For details go to the department Web site at https://www.andrews.edu/cas/math/mathematicsplacement/

The skill requirement (MPE score) by skill course.

The skill course sequence, MATH 091 and MATH 092 Arithmetic and Algebra Review is offered for students with MPE scores of E0, E1, M1, P0, P1. Students with these scores should usually enroll in MATH 091 Arithmetic and Algebra Review during their first semester. Many students should plan to enroll first in MATH 091 and then MATH 092 (for two successive semesters) to bring their skills up to the required level. Completion of the MATH 091/MATH 092 sequence with a passing grade in both courses fulfills the skill requirement and awards a P2 score. An R grade in MATH 092 indicates that the student is making reasonable progress but needs to re-register for MATH 092 to complete the material. For more information on MATH 091 and 092, go to the Department of Mathematics Web site.

The reasoning requirement.

MATH 145 Reasoning with Functions is the course which most non-science students will find appropriate for meeting the reasoning requirement. MATH 165, MATH 166, MATH 168, MATH 191, and MATH 195 also meet the reasoning requirement.

Transfer policy.

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

Exceptions

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 both the mathematics reasoning and skill requirements.

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 email the Andrews University Department of Mathematics a link to the course description found on the Web site of the institution offering that course.

3. Students enrolled in the Center for Intensive English Programs are not required to obtain an official MPE score until the first semester of enrollment in regular college-level courses.

Transfer Policy for Andrews Core Experience Credits

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

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

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

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

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

Transfer Student Credit Articulation Guidelines for BA/BS Andrews Core

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

Transferring with*

87 or more credits

86 credits

85 credits

84 credits

83 credits

82 credits

81 credits

79 credits

78 credits

77 credits

76 credits

75 credits

74 credits

73 credits

72 credits

71 credits

70 credits

69 credits

68 credits

67 credits

66 credits

65 credits

64 credits

63 credits

62 credits

61 credits

60 credits

59 credits

58 credits

57 credits

56 credits

55 credits

54 credits

53 credits

52 credits

51 credits

50 credits

49 credits

48 credits

47 credits

46 credits

45 credits

44 credits

43 credits

42 credits

41 credits

40 credits

39 credits

38 credits

37 credits

36 credits

35 credits

34 credits

33 credits

32 credits

31 credits

30 credits

29 credits

28 credits

27 credits

26 credits

25 credits

24 credits

23 credits

22 credits

21 credits

20 credits

19 credits

18 credits

17 credits

16 credits

15 credits

14 credits

13 credits

12 credits

11 credits

10 credits

9 credits

8 credits

7 credits

6 credits

5 credits

4 credits

3 credits

2 credits

1 credit

Transfer credits are determined on the basis of courses taken prior to attending Andrews University.

English—2 courses

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

33
Communication—1 course
- A speech course:
  - Public Speaking
  - Interpersonal Communications

History—2 courses
- 1 Ancient World History course
- 1 Modern World History course
  - May substitute American History course

Fine Arts/Humanities—2 courses
- Any fine arts course
  - Art History or Appreciation
  - Music History or Appreciation
  - Literature History or Appreciation, 200-level or higher
- Philosophy
- Applied art for a minimum of 3 credits

Life/Physical Sciences—2 courses with labs
- 1 Life Science course
  - Biology, Environmental or Nutrition
- 1 Physical Science course
  - Chemistry or Physics

Mathematics—1 course
- The course must be clearly equivalent to MATH145 Reasoning with Functions.
  - Courses that will be accepted include: College Algebra, College Algebra with Trigonometry, Precalculus, Precalculus Algebra, Precalculus Trigonometry, Calculus, a Cambridge "A Level" pass in Mathematics, or AP Calculus.

Computer Literacy—1 course
- A lab-based course covering multiple computer skills necessary for college success, e.g. a working knowledge in word processing, spreadsheets and PowerPoint (a course taken for a computer-related major, by petition approval only)

Service—1 course
- Course relating to service and/or service fieldwork upon petition approval

Social Sciences—2 courses
- Sociology, Psychology, Anthropology, Marriage and Family, Geography

Transfer Student Credit Articulation Guidelines for Professional Degrees

Andrews Core

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

<table>
<thead>
<tr>
<th>Transferring with</th>
<th>Religion Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 credits or fewer</td>
<td>Four AU religion courses required</td>
</tr>
<tr>
<td>24–56 credits</td>
<td>Three AU religion courses required</td>
</tr>
<tr>
<td>57–86 credits</td>
<td>Two AU religion courses required</td>
</tr>
<tr>
<td>87 or more credits</td>
<td>One AU religion course required</td>
</tr>
</tbody>
</table>

* Transfer credits are determined on the basis of courses taken prior to attending Andrews University.

English—2 courses
- English Composition
  - English Composition I: An introduction to written composition. A general freshman composition course.
  - English Composition II: An introduction to general research and/or critical writing from sources using documentation.

Communication—1 course
- A speech course:
  - Public Speaking
  - Interpersonal Communications

History—1 course
- Ancient World History
- Modern World History
- American History, Canadian History (for Canadian students)

Fine Arts/Humanities—1 course
- Any fine arts course
  - Art History or Appreciation
  - Music History or Appreciation, ensemble music (for a minimum of 3 credits)
  - Literature History or Appreciation, 200-level or higher
  - Philosophy
  - Applied art for a minimum of 3 credits

Life/Physical Sciences—1 course with lab
- 1 Life Science course
  - Biology, Environmental or Nutrition or
- 1 Physical Science course
  - Chemistry or Physics

Mathematics—1 course
- College-level math, including statistics

Computer Literacy—per department
- Check with your department program for requirements

Social Sciences—1 course
- Sociology, Psychology, Anthropology, Marriage and Family, Geography

Fitness Education—2 courses

Michigan Transfer Agreement

The Michigan Transfer Agreement (MTA) is designed to ease the transition from a Community College to a Michigan baccalaureate institution. The MTA satisfies a portion, but not all of the Andrews Core Experience (ACE) Requirements for general education. Transfer students from sending institutions who are accepted into Andrews University and have satisfied the MTA will have their courses evaluated to determine how the transferring courses meet ACE Requirements (See Table below). The MTA does not satisfy major, minor, or cognate course requirements. Students are responsible for requesting official transcripts from the awarding institution.

<table>
<thead>
<tr>
<th>Religion</th>
<th>4 courses</th>
<th>Not Satisfied</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>2 courses</th>
<th>MTA satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Composition I: An introduction to written composition. A general freshman composition course.</td>
<td>MTA satisfied</td>
</tr>
<tr>
<td></td>
<td>English Composition II: An introduction to general research and/or critical writing from sources using documentation.</td>
<td>MTA satisfied</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>1 course</th>
<th>MTA satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>A speech course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>2 courses</th>
<th>MTA satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ancient World History course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Modern World History course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May substitute American History course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts/Humanities</th>
<th>2 courses</th>
<th>MTA satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any fine arts course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History or Appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music History or Appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature History or Appreciation, 200-level or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Area</td>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Applied art for a minimum of 3 credits</td>
<td></td>
</tr>
<tr>
<td>Life/Physical Sciences—2 courses with labs</td>
<td>One additional lab</td>
<td></td>
</tr>
<tr>
<td>• 1 Life Science course</td>
<td>Biology, Environmental or Nutrition</td>
<td></td>
</tr>
<tr>
<td>• 1 Physical Science course</td>
<td>Chemistry or Physics</td>
<td></td>
</tr>
<tr>
<td>Mathematics—1 course</td>
<td>MTA satisfied IF below is true.</td>
<td></td>
</tr>
<tr>
<td>• The course must be clearly equivalent to MATH145 Reasoning with Functions.</td>
<td>Courses that will be accepted include: College Algebra, College Algebra with Trigonometry, Pre-calculus, Pre-calculus Algebra, Pre-calculus Trigonometry, Calculus, a Cambridge “A Level” pass in Mathematics, or AP Calculus.</td>
<td></td>
</tr>
<tr>
<td>Statistics—1 course</td>
<td>MTA satisfied for Health Professions</td>
<td></td>
</tr>
<tr>
<td>Service—1 course</td>
<td>Not satisfied</td>
<td></td>
</tr>
<tr>
<td>Social Sciences—2 courses</td>
<td>MTA satisfied</td>
<td></td>
</tr>
<tr>
<td>• Sociology, Psychology, Anthropology, Marriage and Family, Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness Education—4 courses</td>
<td>Not satisfied</td>
<td></td>
</tr>
<tr>
<td>• 1 course in concepts of health/wellness, 3 activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Service-Learning Requirements**

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

The service-learning component consists of two requirements: (1) BHSC 100 - Philosophy of Service and Civic Engagement, and (2) Fieldwork (0–2 credits). * The fieldwork requirement can be met in three ways: by registering for BHSC 300 - Philosophy of Service Fieldwork, by taking an "S" course (service-learning course) in the student’s major or minor (such courses are marked with the symbol "S" in the Bulletin), or by waiving the requirement based on the steps outlined in the "Service Learning Packet," available in the Behavioral Science Department. Larry Ulery supervises the waiver process for the fieldwork requirement.

A student in a degree program which includes Service/Fieldwork who does not complete the program will need to complete the Service/Fieldwork requirement as specified.

* Transfer students with two years of course work elsewhere choose to take either BHSC 100 or Fieldwork.
School of Graduate Studies

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

The Dean of the School of Graduate Studies office is located in the Administration Building, AD310, graduateschool@andrews.edu.

Graduate Enrollment & Admission Policies

The Admission Process

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

1. Applications for graduate programs should be submitted online at www.andrews.edu/apply along with the appropriate requirements. Once the application is complete and ready for review, the appropriate Academic Program and School will make an admission decision on the application. Graduate Enrollment Management processes the Admission Decision and communicates it to the applicant.

2. Applicants for the DPT Program must apply through the Physical Therapy Centralized Application Service (PTCAS). For more information, see the Physical Therapy section of this bulletin.

3. Applicants for the SPLAD Program must apply through the CSDCAS Application Service. For more information, see the Speech-Language Pathology & Audiology section of this bulletin.

How to Apply

The graduate application is to be submitted online along with the nonrefundable application fee. Online and paper application fee is $60. During the application process, you may pause and then reopen your online application file through a link that will be sent to the email address you provide. Your information is saved for up to 90 days.

Application Deadlines for Domestic and International Students

Domestic and International students are required to complete and submit all the application requirements before the deadlines listed below:

- Spring (January - April): November 15
- Summer (May - July): June 1
- Fall (August - December): July 30

Some departments may have different deadlines. Please click here to search for your program deadlines.

Eligibility Requirements

These are the eligibility requirements as stated by the School of Graduate Studies.

Graduate Certificate Programs

To qualify for regular admission to a Graduate Certificate program, students must meet the following minimum academic standards in addition to fulfilling the general admission requirements.

Master's Degree Programs

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

To qualify for regular admission to the master’s-degree programs governed by the School of Graduate Studies as listed above, students must meet the following minimum academic standards in addition to the appropriate admission requirements.

- Hold a four-year baccalaureate degree from a regionally accredited American university or senior college, or its equivalent from a comparably recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the US Department of Education or schools outside of the US must have government recognition in the country of origin or by the Adventist Accrediting Association. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.

- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation. Consult the specific school and departmental requirements.

- Indicate ability to handle master’s-level work in the language of instruction. See English Proficiency Requirement section for more information.

- Show evidence of ability to carry advanced study as listed below. Some specific programs require a higher GPA for admission—consult department/program requirements in other sections of this bulletin.

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

Doctoral and Advanced Degrees

Educational Specialist (EdS), Doctor of Education (EdD), Doctor of Philosophy (PhD), Doctor of Theology (ThD), Doctor of Missiology (DMiss), Doctor of Nursing Practice (DNP)

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

- Hold a baccalaureate degree or master’s degree in an area appropriate to the major emphasis of the specialist or doctoral program from a regionally accredited American university or senior college, or its equivalent from a comparably recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education, or schools outside of the U.S. must have government recognition in the country of origin or by the Adventist Accrediting Association. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.

- Evidence of adequate preparation for doctoral-level graduate work. Applicants who have completed at least 16 semester credits of graduate work must have a minimum GPA of 3.0. Applicants to the School Psychology program may see the program admission requirements.

- Provide evidence of adequate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation.

- Show evidence of the ability to handle specialist- or doctoral-level work in the language of instruction. See English Proficiency Requirement section for more information.

Physical Therapy Degrees and Programs

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

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

Theological Seminary Professional Ministerial Degrees

Master of Arts in Pastoral Ministry (MAPM), Master of Arts in Youth and Young Adult Ministry (MAYYAM), Master of Divinity (MDiv), Doctoral of Ministry (DMin)

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

Admission Requirements

Degree Requirements for Admissions into Graduate Programs

An earned degree is one of the requirements for admissions into a graduate program. Following is the degree requirement for admissions into Andrews University graduate programs:

1. Programs may admit students into doctoral programs on the basis of a bachelor’s degree. An applicant with a discipline specific bachelor’s degree may be admitted into a corresponding doctoral program. Students in these programs may earn an advanced degree en route to the doctoral program. (For example, currently, applicants with a bachelor’s in psychology may be admitted into the PhD in Counseling Psychology.) Normally, a student admitted into a doctoral program with a bachelor’s degree needs a minimum of 90 graduate credits for the doctoral degree.

2. Programs may admit students into doctoral programs on the basis of a master’s degree. Applicants with a masters may be admitted into a doctoral program; however, the credits from the master’s program shall not be transferred into the doctoral program. Only credits that do not apply to the master’s degree are applicable to the doctoral degree requirements and normally, a student needs a minimum of 60 post-masters credits for the doctoral degree.

3. Programs may admit students into master’s programs on the basis of a bachelor’s degree or another master’s degree. Normally, a student needs a minimum of 30 graduate credits for the degree.

*Professional doctorates, such as, the DMiss, DNP, DPT, DScPT, and T-DPT may require fewer post master’s credits.

These are the minimum admission requirements based on each degree level; however, note that each graduate program may have unique admission requirements. Also, international students will need to submit additional requirements:

1. **Graduate Certificate Requirements** (Communication, Leadership, Religious Education, Educational Leadership, Campus Spiritual Leadership)
   - Statement of Purpose - At least 500 words.
   - Professional History or Resume - Information about your employment, research, or special projects.
   - Recommendations - Two professional or academic recommendations are required.
   - Official Transcripts - From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to the Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school’s seal.

2. **Master Level requirements** (MA, MArch, MAT, MBA, MMus, MPH, MS, MSA, MSMLS, MSW, MSCID, MIDA)
   - Statement of Purpose - At least 500 words.
   - Professional History or Resume - Information about your employment, research, or special projects.
   - Recommendations - Two professional or academic recommendations are required.
   - Official Transcripts - From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to the Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school’s seal.
   - Standardized Test - Most programs require the GRE (Graduate Records Exam) or GMAT (Graduate Management Aptitude Test) exam. This exam must be taken within five years prior to admission. Visit this link to see a full list of the programs that require these tests.

3. **Professional Master level requirements** (MDiv, MAPM, MAYYAM)
   - Statement of Purpose - At least 500 words for MAPM and MAYYAM.
   - The MDiv program requires additional questions.
   - Professional History or Resume - Information about your employment, research, or special projects only required for MAPM and MAYYAM.
   - Recommendations - Three specific recommendations are required. Visit the appropriate program for more details.
   - Official Transcripts - From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to the Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school’s seal.
   - 16 PF test - Complete the Sixteen Personality Factor Questionnaire as directed. Students in the MAPM Spanish track, do not need to complete this test.

4. **Doctoral Level requirements** (EdS, EdD, PhD, ThD, t-DPT, DsCPT, DMin, DMiss, DNP, DPT)
   - Statement of Purpose - At least 500 words. Each program may require specific questions. Visit the appropriate program for more details.
   - Professional History or Resume - Information about your employment, research, or special projects.
   - Recommendations - Three professional or academic recommendations are required. Visit the appropriate program for more details.
   - Official Transcripts - From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to the Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school’s seal.
   - Research Paper - Most programs require submission of a research paper that showcases your best writing work.
   - GRE (Graduate Records Exam) exam - Most programs require this test. It must be taken within five years prior to admission. Visit this link to see a full list of the programs that require this test.
   - Applicants for the DPT Program must apply through the Physical Therapy Centralized Application Service (PTCAS). For more information, see the Physical Therapy section of this bulletin.

5. **Post-Doctoral Certificate requirements** (Leadership)
   - Statement of Purpose - At least 500 words.
   - Professional History or Resume - Information about your employment, research, or special projects.
   - Recommendations - Two professional or academic recommendations are required.
   - GRE (Graduate Records Exam) exam - This exam must be taken within five years prior to admission.

International Students

In addition to fulfilling the regular admission requirements, international students need to submit additional documents in order to complete their graduate application.

Additional Admission Requirements

- **Transcripts:**
  - Domestic and International prospective students who graduated from an educational institution in the U.S. must upload unofficial transcripts directly in the Graduate Application system during the application process. Official final transcripts will be required only after admission decision.
  - Domestic and International prospective students who graduated from an educational institution outside the U.S. and are applying to an on campus or online program must provide a WES International Credential Advantage Package (WES ICAP) which includes verified copies of official transcripts. An unofficial copy of the WES ICAP may be uploaded in the Graduate Application system during the application process. The official document will be required after admission decision.
• Domestic and International prospective students who graduated from an educational institution outside the U.S. and are applying to an overseas or U.S. extension program must upload unofficial original language and literal English translation of the transcripts in the Graduate Application system during the application process. A copy of a diploma may also be required. Official final transcripts will be required only after admission decision.

• English Proficiency: International students must demonstrate their proficiency in English. See English Proficiency Requirement section for more information.

• Bachelor’s degree diploma: A copy of the literal English translation of the diploma, along with the original-language document may be sent by email. The copy of the diploma is not needed if the transcripts come through an approved credential evaluation agency (WES, AAACRAO, ECE) listing the graduation date.

• Secondary documents: A copy of these secondary documents may be required where applicable:
  - Baccalaureate for the French System
  - Abitur Diploma for the German System
  - A-level results for the British system

Special Requirements
International students who wish to become full time students (F1 visa) must obtain an I-20 form before applying for a visa. The requirements for obtaining and I-20 form are:

• Academic acceptance
• Payment of $3,000 advance deposit (not required for Mexico or Canada)
• Submit the Estimated Budget Sheet form
• Notarized affidavit of support for all personal funds and/or sponsorships
• Bank documentation for the previous 12 months
• A full semester payment in advance is required for citizens of Kenya and Ethiopia
• A full semester payment in advance is required for students in the Master’s of Divinity program

Please visit the Office of International Student Services for more information.

Full-Time Status
International students must retain their status as full-time students as required by the United States Immigration and Naturalization Service (INS). They must enroll for a minimum of 8 credits each semester (MDiv minimum is 9 semester credits) for a minimum of 8 credits each semester (MDiv minimum is 9 semester credits) while in the U.S. They may also work on a part-time basis only on campus and if satisfactory academic performance is maintained and such work is allowed by the INS. School of Education students should visit Full-time Status.

English Proficiency Requirements
English is the language of communication and instruction on the Andrews University campus for all programs. All students whose first language is not English must demonstrate proficiency in English in order to continue in the degree program. Not all degree programs allow students to participate in the Language Bridge Program.

The Counseling & Testing Center in Bell Hall offers the Internet-based TOEFL and MELAB by appointment. The Center for Intensive English in the College of Arts & Sciences offers the Institutional paper-based TOEFL (ITP).

Required Tests

GRE and GMAT
Students are expected to take the GRE General Test or GMAT exam prior to admission. To learn if your program required the GRE or GMAT, please review the admission requirements of your program of interest.

Minimum GRE Scores
Applicants are expected to meet the GRE requirement before admission into the program. The table below provides a breakdown of the proposed minimum scores – programs may establish higher minimum scores. Students who meet the minimum required scores may be admitted on regular status. Students who do not meet the minimum required scores may be admitted provisionally with explicit documentation (such as identified courses, GRE class, etc.) of how the provisions shall be met.

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>Verbal Reasoning</th>
<th>Quantitative Reasoning</th>
<th>Analytical Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>142</td>
<td>142</td>
<td>3.0</td>
</tr>
<tr>
<td>Masters</td>
<td>140</td>
<td>140</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The GRE is not required for all programs. To learn if you program required the GRE, please review the admission requirements of your program of interest.
Refusal or Annulment of Admission

A plan and a deadline to remove the deficiency is made clear. Deficiencies must be met and the regular status must be granted by the time the student completes the coursework. Students who fail to meet these conditions specified for continuing enrollment

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

Admission Enrollment Categories

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

Regular Status. Students are admitted on a regular basis when they meet the:
- General admission requirements
- Minimum academic standards for graduate programs at Andrews University
- Specific admission requirements of the departments/programs in which they plan to enroll.

Provisional Status. Students who fail to meet one or more of the requirements for regular admission may be admitted on provisional status. This can be done if the appropriate dean, department chair, or graduate program coordinator believes the student has the ability to be successful in the desired program. At the time the provisional admission is granted, the student’s deficiency is noted. A plan and a deadline to remove the deficiency is made clear. Deficiencies must be met and the regular status must be granted by the time the student completes 50% of the total requirements for graduate certificate or master’s programs or 16 credits for EdS and doctoral programs. Students who fail to meet these requirements are dropped from the program in which they had provisional admission. Students enrolled on provisional status may not:

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

Guest Student

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

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

Guidelines

- Enrollment on Guest Student status does not guarantee or imply future admission to a degree program.
- Normally, transcripts are not required for Guest Student enrollment.
- Guest Student enrollment must be requested each semester that the student wishes to enroll in a course.
- Courses taken on Guest Student status generally do not count toward a graduate degree. However, after the student has been accepted into a graduate program: up to 6 credits, 15 credits in some theological seminary programs, and up to 50% of the graduate certificate programs may be applied by petition.
- Petition requests should be filed during the first semester the student is enrolled in the graduate program. Petitions are evaluated on an individual basis and they are not automatically approved.
- Students registered on Guest Student status cannot have dual enrollment. If the student applies simultaneously for a graduate program, the department and school will notify the student in writing of their admission decision.

Dual Enrollment/Dual Degree Statuses

Dual Enrollment is associated with a student concurrently enrolled in classes at two different levels (for example undergraduate/graduate or high school/college).

Dual Enrollment is available to Undergraduate students who want to earn graduate credits while finishing their undergraduate degree and/or high-school students who want to earn college credits while completing the high school diploma. See the undergraduate and graduate dual degree enrollment sections of the Bulletin to learn more.

A. Undergraduate and Graduate Dual Enrollment

In order to qualify for graduate and undergraduate dual-enrollment status the student must work with their financial aid advisor because their dual enrollment status may affect their financial aid package. Undergraduate credits earned toward the baccalaureate degree may not be used towards the graduate program. The GPA on undergraduate credits does not count toward the graduate GPA. Additionally, they must satisfy or abide by the following requirements:
- The student must be within 12 credits of completing an Andrews University undergraduate degree
- The student must complete the dual enrollment form.
- The student may normally take no more than 16 credits combined graduate and undergraduate each semester

B. Professional Undergraduate/Graduate Accelerated Degrees

Departments may establish undergraduate/graduate dual degree programs in order to facilitate completion of both the bachelor’s degree and the master’s degree in 5 years. These dual degree programs may require sequential conferral of the bachelor’s degree first, followed by the master’s degree (called sequential conferral), or they may require concurrent conferral of the bachelor’s and master’s degrees at the same time (called concurrent conferral).

1. Students apply for the dual-degree program through the department.
The student must receive a recommendation from the M.Div. advisor indicating their suitability for pursuing the dual degree program.

The student must apply for and receive acceptance into the master's degree program subsequent to completion of the first year in the M.Div. program.

- As part of the articulation agreement, the graduate programs shall limit the number of credits that overlap between the two degrees and establish the number of credits that are unique to each degree.
- Current examples include MSW/M.Div., M.Div./MPH, M.Div./MSCID, MSCID/MYYAM, etc. Students in Graduate Dual Degree Programs shall be admitted concurrently in each degree program. Dual degrees shall therefore be awarded at the same time.

### Special Types of Admission

#### Enrollment of Guest Students

Students who are enrolled in a graduate school of another college or university may enroll for courses in the graduate programs of Andrews University under the Guest Student status. Application forms for Guest Student admission are available at the Office of Graduate Enrollment Management.

#### Admission to a second Graduate Degree Program

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

#### Admission - Resident Scholars

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

#### Readmission of Students After Cancellation

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

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

### Graduate Academic Information

#### Academic Credit and Course Loads

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

#### Course Loads

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

#### Credits for Workshops and Independent Study

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

Residency Requirements
All PhD and ThD students must establish doctoral residency by enrolling in full-time doctoral course work at Andrews University three out of any four consecutive semesters. EdD students establish residency by enrolling full-time for any three out of nine consecutive semesters.

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

Active Status. Before advancement to candidacy, master's degree students are considered to be on active status in a program if they enroll, for credit, for at least one semester during each academic year (summer-spring terms). After advancement to candidacy a master's degree student must maintain active status by being registered continuously for credit courses or non-credit continuation status.

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

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

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

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

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

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

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

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

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

- School of Education students should visit Time Limits, in Doctoral Degrees (EdD/PhD) section for more information.

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

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

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

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

- The student's documenting the extenuating circumstances that merit a time extension;
- Continuous enrollment in dissertation credits or zero-credit dissertation continuation;
- A petition with the appropriate signatures explicitly describing the amount of work left to be done for the degree and the month and year the student plans to defend the dissertation.

The documents in support of the petition shall include:
1. a copy of the student's updated course of study, with projected graduation date, documenting which courses will fall outside the time limit based on the projected graduation date;
2. a letter demonstrating how the student has remained current in the specified content area (i.e., publications, seminars, conferences, independent readings, professional development courses, tutorials, coursework from other institutions, college level teaching assignments, additional job responsibilities, etc.);
3. any additional documentation or support for the student's request.

Inactive Status. Throughout the doctoral program, the student is expected to make progress and to keep in contact with the department. If one year passes without progress and without approval from the student's advisor, the student is put on inactive status and must apply to be reactivated. Students in the Department of Graduate Psychology & Counseling and the Department of Leadership should visit Time Limits, in Doctoral Degrees (EdD/PhD) section for more information.

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

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

- No more than 25% of the total program credits from courses 6–10 years old may be updated. No work over 10 calendar years old, calculated from the graduation year, may be updated.
- Not all courses between 6 and 10 years old may be updated. Each course must be approved by the department.
- No course work with a grade below a B (3.00) may be updated.
- Outdated work done elsewhere cannot be updated at Andrews University.
- Independent study, workshops, and directed readings cannot be updated.
The requirements for updating are specified by the department on a course-by-course basis.

Written evidence of the updating must be approved by the department chair and the appropriate dean or graduate program coordinator.

Updating a course does not change the grade in the course used in computing the GPA.

The updating fee is 20% of regular graduate tuition.

Academic Standards

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

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

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

DG—Deferred Grade. A DG may be given in certain courses recognized to be of such a nature that all the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, internships, projects, intensives, comprehensive exams, independent study courses, courses requiring research such as theses and dissertations, and undergraduate upper division courses where mastery learning is required. The Office of Academic Records records a DG for the above-listed courses previously recommended by a department and approved by the dean of the appropriate school or/and graduate program committee.

An instructor may designate a time limit for a given course or a specific situation for the DG to be changed to a letter grade. All DGs are required to be cleared before a student can graduate, unless they are DGs earned in another currently enrolled degree. An instructor may change the DG to a letter grade (A-F), S/U or DN as appropriate.

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

- The cumulative GPA must be at least 3.00 calculated using all graduate work taken at Andrews University including courses taken for other degrees, courses taken prior to the time limits for degrees, and courses taken PTC. Exceptions to this standard must be recommended by the dean/graduate program coordinator and approved by the dean of the School of Graduate Studies.
- A student whose cumulative GPA drops below 3.00 in any given semester is placed on academic probation. Such a student must work with the advisor to develop a schedule of courses that ensures the student will raise his/her cumulative GPA above the required 3.00 in a timely manner—normally, the following semester. The dean/graduate program coordinator of the school/college must approve such a plan. A student who does not meet such a plan may not continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies.
- Normally, students who accumulate more than 12 semester credits below B- (including U) are not allowed to continue. Petitions for exceptions must include a plan to maintain the required GPA for the degree and be approved by the appropriate dean/graduate program coordinator of the college/school and the dean of the School of Graduate Studies.
- Students who have been accepted provisionally to a degree program must meet the planned schedule for removing any deficiencies or earning a minimum GPA.
  - English-language deficiencies must be met by the time the student has completed no more than 50% of his/her course work for a master’s or specialist degree or 25% of his/her course work for a doctoral degree.
  - Undergraduate deficiencies should be met by the time the master’s degree student has completed no more than 50% of his/her course work. Doctoral students should take care of background deficiencies before starting on required doctoral course work.
  - A minimum GPA equal to the GPA requirements for graduation from the program must be met by the time the student has completed 9 graduate credits.
  - A student who does not meet this schedule is not allowed to continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies.
- Students on academic probation or provisional status may not:
  - Register for thesis, dissertation, or independent study (or workshop credit for doctoral students)
  - Register for project credit except by permission from the dean/graduate program coordinator of the college/school
  - Advance to degree candidacy or take comprehensive examinations.

Awarding Degrees for Graduate Programs

General Minimum Requirements for a Master’s Degree
(MA, MAT, MBA, MMus, MS, MSA, MSMLS, MSW, MIDA, MSCID)

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

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

General Minimum Requirements for the Clinical Doctorate Degrees (DPT, t-DPT, DScPT)
Consult Physical Therapy section of this bulletin and the Physical Therapy Student Handbook for information on degree requirements. Students must comply with all degree requirements listed in the bulletin and applicable handbook.

General Minimum Requirements for Doctoral Degrees (EdD, PhD, ThD)
Doctoral programs include a master’s degree or equivalent as a prerequisite. The Leadership and Counseling Psychology programs in the School of Education allow selected students to be admitted with a bachelor’s degree.

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

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

Transfer Credits
Credit for prior learning (CPL) credits on transcripts are not articulated. Students must present the original documentation (transcripts, certifications, portfolios, etc.) for prior learning evaluated in accordance with Andrews University CPL policies and procedures.

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

Transferring Master’s Degree Credits from Another Graduate School.
Graduate credits taken at another accredited/recognized institution less than six calendar years before the expected graduation year may be transferred and applied toward a comparably related master’s program at Andrews University.

- 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 are 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.
- The 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.
- The minimum number of dissertation credits required is 16.
  - The student has matriculated and is in good and regular standing at the student's institution where the credit was earned.
  - The student has accepted the credits and the credits have been approved by petition.

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

- The grade earned in each course is at least a B (3.00) and the overall GPA at Andrews University is at least 3.00.
- The courses meet similar requirements or electives within the master's program.
- A minimum of 80% of the requirements for the master’s degree must be transferred at Andrews University. The overall GPA and the GPA of the remaining courses taken for the master’s degree must meet the minimum required (3.00) for graduation.
- The credits to be transferred were taken fewer than six calendar years before the expected graduation year of the master’s program.
- The credits to be transferred were taken fewer than six calendar years before the expected graduation year of the master’s program.

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

Credit for Prior Learning (CPL)
In addition to acceptance of transfer credits from accredited colleges and universities (see Transfer Credit section), some graduate programs approve credit for prior graduate-level learning earned through departmental placement and challenge exams, competency and portfolio assessments. As needed, other options may be reviewed by the Graduate Admissions and Academic Policy Committee.

In order for credit to be assessed and articulated:
1. The student has matriculated and is in good and regular standing at the time CPL is requested.
2. The total of credits awarded for prior learning, excluding credits transferred from accredited institutions, and practicum and ex/internships recognized by the program, will not exceed 6 graduate credits.
3. The total of all credit awarded for prior learning and transfer credits will not exceed 20% of the credits required for the graduate program to which the student is admitted.
4. No form of CPL will be approved to replace grades earned through Andrews University.

Students should discuss any prior graduate-level learning independent of transfer credits with their academic or program advisor and the Prior Learning Coordinator in their first semester. All forms of credit for prior learning are evaluated on a pass/fail scale, with transcript record of passing grades only.

Advanced Placement. Graduate credits earned through undergraduate dual enrollment opportunities will be subject to the policies outlined in the Transfer and Dual Enrollment/Dual Degree Status sections of this bulletin.

Departmental Placement and Challenge Exams. In some programs, challenge or performance exams can be arranged to waive requirements, place into courses (meet prerequisites), or earn credits meeting program requirements. Departmentally-constructed tests may be written, oral or skill assessments, or external exams administered by the department for internal evaluation.
Validation of Non-traditional Learning. Professional certifications or performance exams may be evaluated for alignment to graduate course outcomes. Some transfer credits from unaccredited entities not recognized by ACE may be approved upon review by the department offering similar courses.

Portfolio Assessment. In some graduate programs, CPL may be validated and granted through the Andrews graduate portfolio process, with pre-approval from the student’s program director and the Prior Learning Coordinator. Students must complete at least one semester in an Andrews graduate program before portfolio submission will be approved. Visit the Portfolio Assessment webpages for procedural information.

NOTE: Any competency-based graduate programs using portfolios to document both prior and current learning are subject to program-specific portfolio guidelines. See program requirements for details.

Visit the Credit for Prior Learning webpage for more information.

Student Supervisory Committees

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

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

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

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

Comprehensive Examinations

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

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

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

Advancement To Degree Candidacy

Master’s Degree. During the semester before graduation, a student must apply for advancement to degree candidacy. Forms are available at the office of the appropriate dean or graduate program coordinator. The forms should be completed by the student, approved by the advisor and the department chair, and returned to the office of the dean or graduate program coordinator.

• At the time a student files an application for advancement to degree candidacy, he/she must have:
  o Received regular admission status
  o Applied for graduation

• A student who has not completed the Advancement to Degree Candidacy form during the semester before graduation is not allowed to register for further course work until the advancement to degree candidacy forms have been filed with the appropriate dean or graduate program coordinator.

• After a student has been advanced to degree candidacy, he/she may then request to take the comprehensive examinations.

• An application form for the comprehensive examinations is sent to the student at the time of notification of advancement to degree candidacy.

Educational Specialist Degree. Read Educational Specialist section of this bulletin and the School of Education Handbook for Educational Specialist Students for information on degree procedures.

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

Approval for degree candidacy is granted when the student has

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

Projects, Theses and Dissertations

Projects. The student who elects to complete a research project or projects as part of fulfilling the research requirement for the master’s degree or clinical doctorate reports it/them in conformity to the Andrews University Standards for Written Work. One copy of each report is submitted to the instructor under whose supervision it was prepared. It becomes the property of the department. Completed and signed approval forms for the project(s) must be filed in the Office of Academic Records no later than noon on Friday, one week before graduation, unless an earlier time is specified by the department. Some departments require approval of the project(s) before writing the comprehensive examinations. If students need time for project preparation beyond the semester(s) when regular project credits are accumulated, they may register for project continuation. Project continuation is a non-credit enrollment status that requires a small fee for each semester of registration.

Master’s Thesis. To fulfill the thesis option for the master’s degree, a student is required to write a thesis and successfully defend it in an oral examination at an officially designated time and place.

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

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

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

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

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

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

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

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

**After the defense.** After the defense

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

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

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

Andrews Partnership Scholarship
Andrews University is pleased to offer its full-time undergraduate students the Andrews Partnership Scholarship in recognition of their academic achievement. This scholarship affirms the university’s commitment to partnering with families and students to achieve an educational dream in a Christian environment at Andrews University. Scholarships range from $24,000 to $48,000 to complete a four-year degree for incoming freshmen who have never attended college. Andrews University also has an Andrews Partnership Scholarship to honor its continuing, transferring, Canadian and international students.

Estimated Costs for Undergraduate

<table>
<thead>
<tr>
<th>Acceptance Type</th>
<th>Per Credit</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Tuition</td>
<td>$14,136</td>
<td>$28,272</td>
<td></td>
</tr>
<tr>
<td>12–16 credit hours</td>
<td>$1,178</td>
<td>961</td>
<td></td>
</tr>
<tr>
<td>under 12 credit hours</td>
<td>$2,389</td>
<td>$4,778</td>
<td></td>
</tr>
<tr>
<td>Residence Halls (double occupancy - Lamson, Meier, Burman)</td>
<td>$1,800</td>
<td>3,600</td>
<td></td>
</tr>
<tr>
<td>Food (minimum)</td>
<td>$508</td>
<td>1,016</td>
<td></td>
</tr>
<tr>
<td>General Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$18,833</td>
<td>$37,666</td>
<td></td>
</tr>
</tbody>
</table>

*The Co-Curricular Fee is assessed until the end of the semester. It may be reduced or eliminated depending on a student’s level of completion of the co-curricular requirement. See Co-Curricular Fee.

Estimated Costs for Graduate

<table>
<thead>
<tr>
<th>School and Program/Course</th>
<th>Per Credit</th>
<th>General Fees per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Tuition</td>
<td>$1,106</td>
<td>$402</td>
</tr>
<tr>
<td>Master’s degree (12 credit hours)</td>
<td>$13,260</td>
<td>402</td>
</tr>
<tr>
<td>Doctoral degree (8 credit hours)</td>
<td>1,284</td>
<td>10,280</td>
</tr>
<tr>
<td>Seminary Masters (12 credit hours)</td>
<td>1,106</td>
<td>13,260</td>
</tr>
<tr>
<td>Seminary Doctoral (8 credit hours)</td>
<td>1,284</td>
<td>10,280</td>
</tr>
<tr>
<td>Educational Specialists (8 credit hours)</td>
<td>1,284</td>
<td>10,280</td>
</tr>
<tr>
<td>MDiv Registration Fee</td>
<td>$3,161</td>
<td>$402</td>
</tr>
<tr>
<td>Fall, Spring</td>
<td>2,376</td>
<td>$152</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td>$15</td>
</tr>
<tr>
<td>Seminary Student Activity Fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuation Fee</td>
<td>$250</td>
<td></td>
</tr>
<tr>
<td>Master’s Project/Thesis</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Doctoral Dissertation</td>
<td>645</td>
<td></td>
</tr>
<tr>
<td>Leadership (Program Dissertation Continuation)</td>
<td>1,284</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy Capstone Project/Program Continuation</td>
<td>258</td>
<td></td>
</tr>
<tr>
<td>Seminary Preparation for Comprehensive Exams</td>
<td>780</td>
<td></td>
</tr>
<tr>
<td>Seminary Preparation for Comprehensive Exams Others</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>AVIA460 Program Coordination</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Master’s Recital</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>School of Education Degree Reactivation</td>
<td>645</td>
<td></td>
</tr>
</tbody>
</table>

MDiv Students need to pay full semester in advance.

International Students must provide the following information

- Balanced Estimated Budget Sheet
- Letter of financial support
- Bank documentation
- Copy of Passport
- Mailing Address for I-20
- $3,100 advance deposit includes $100 non-refundable New Student International Fee (Except Citizens of Bahamas, Bermuda, Canada and Mexico)
- MDiv Students need to pay full semester in advance.

Refer to International Students for details.

Other Financial Information

Who To Contact

The Office of Student Financial Services (SFS) assists applicants in making financial arrangements to attend Andrews University through financial clearance. Students with questions about financial assistance that they may qualify for should contact Student Financial Services. Applicants of Federal Financial Aid need to apply and complete the process well in advance of enrollment to assure consideration of all resources, particularly limited ones, and to assure a smooth registration process. Contact information:

Website: www.andrews.edu/sf
Office of Student Financial Services
Andrews University
Address: 4150 Administration Dr
Berrien Springs MI 49104-0750
Telephone:269-471-3334 or 800-253-2874
Fax: 269-471-3228
E-mail: sfs@andrews.edu

Office of International Student Services. All international students who enter the U.S. on an Andrews University I-20 Form are considered Andrews University students. They must report immediately upon arrival to the Office of International Student Services. The office is located on the third floor in the Administration Building, Room 307.

Telephone:269-471-6395 or 800-253-2874
Fax: 269-471-6246
E-mail: iss@andrews.edu
Website: www.andrews.edu/iss

Tuition Per Credit

| Distance Campus - High School Dual Enrollment Rate | Discounted2 rate $135 |
| Seize the Summer - undergraduate | Discounted2 rate $185 |
| All self-paced courses - undergraduate | Discounted2 rate $395 |

SBA Masters in Business Administration  Discounted2 rate $553
SED Education Leadership Certificate Programs  Discounted2 rate $553
SED Online Masters Programs  $1106
SED Online Doctoral Programs  $1284
SHP DSCTP/DDPT Distance Program  Discounted2 rate $642
SHP Masters of Public Health in Nutrition and Wellness  Discounted2 rate $553
SHP Doctor of Nursing Practice  Discounted2 rate $642
SHP RN-BSN Completion  Discounted2 rate $395
See Financial Information Section for other fees

1 Full price per undergraduate credit: $1178
2 Full price per masters credit: $1106

Withdrawals and refunds for interactive and self-paced full-term online courses follows on-campus policy. The Self-Paced Calendar for open learning includes all details for the alternate withdrawal and refund deadlines for this type of course only. All withdrawals after the last day to drop or add a course require a drop/add form submitted to the Office of Academic Records. Distance students can email sfs@andrews.edu to request assistance with this procedure.
Office of Employment
The Office of Employment, which is part of Human Resources, assists students with on-campus employment needs. The office provides information regarding employment opportunities, assistance with necessary paperwork, administers employment tests and is responsible for updating employment files. The office is located in the Administration Building, Second Floor.
Telephone: 269-471-3570
Fax: 269-471-6293
E-mail: employment@andrews.edu
Website: www.andrews.edu/hr

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

Office of Student Insurance
Telephone: 269-471-3327
Fax: 269-471-6293
E-mail: stuins@andrews.edu

Insurance
Rates
Single student premium (approximately) $1,575
Each additional dependent coverage for one year $1,650
*Rates reflect 2017-2018 school year and are subject to change each school year.

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

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

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

Brochures. Information describing the health insurance coverage can be viewed at www.andrews.edu/hr/stu_insurance.html

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

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

Note: Medicaid from any other state will not be accepted as a valid waiver.

Student Employment
Students desiring part-time employment must be enrolled fulltime (12 undergraduate credits, 8 graduate credits, or 9 Master of Divinity credits) and they must complete the necessary paperwork at the Office of Employment. To be employed, students must show the Office of Employment original documents (no photocopies) that establish their identity and employment eligibility, such as a U.S. passport, birth certificate, or social security card.

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

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

Dictionary of Miscellaneous Money Matters & General Fees
Students have two types of expenses while attending the university—educational (tuition, books, insurance and fees) and living (housing and meals).

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

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

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

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

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

Carrying Charge of 1% is charged on all unpaid account balances including those in a payment plan monthly.

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

Change of Registration $35
Dropping/adding a course, changing from credit to audit, or from audit to credit after the "last day to enter any class" as published in the academic calendar, will be assessed a fee.

Club Dues. Clubs approved by Student Activities may recommend a maximum of three club dues to student accounts only during September and January.

Course/Lab Fees listed in online class schedule
Credit Balances on student accounts may be withdrawn by or at the direction of the person responsible for the student's account after the final statement is issued—usually thirty days after the last day of attendance.

Credit Card Payments will be accepted to pay account balances, but cannot be accepted for a student to make a cash withdrawal from his/her student account. Secure payment can be made via the Andrews web page at www.andrews.edu/fsf. We use a 3rd party provider, "TouchNet" to process credit card payments. This requires a login and password through TouchNet. There is a convenience fee of 2.75%. The following information is required:
Financial Clearance is required in order to:

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

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

Final Exam Date Change Fee $100

Free Class
For university employees, refer to section 4.6-100 of the Employee Handbook.

For university salaried full-time employee spouse, refer to section 2.726 of the Andrews University Working Policy.

General Fees for on and off main campus

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

| Undergraduate students | $508 |
| Graduate students      | $402 |
| Seminary students      | $402 |
| Seminary Student Activity Fee | $15 |
| Summer school students | $152 |
| All students taking less than 5 credits | $130 |

Distance degree students. All students admitted to distance and paying tuition directly to the main campus will be charged the following general fee each semester at registration.

- Doctor of Ministry (DMin) general fee (included in tuition) $0

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

- Undergraduate $120
- Graduate $135
- Doctor of Ministry (DMin) (included in tuition) $0
- Late Graduation Application Fee $90

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

- Lost, stolen or damaged cards $30

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

Incomplete Grade $35

Lab/Course Fees (listed in current class schedule)

Late Registration—service fee $90

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

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 1½ per month carrying charge will be added on my unpaid balance and I agree to pay this carrying charge in addition to any other debt. I recognize that the above figures displayed in Registration Central are estimates and I accept the responsibility for the payment of actual charges incurred. I explicitly agree to be responsible for those collection expenses in addition to the unpaid debt. I understand that Andrews University will be adding additional collection and attorneys' fees (within a range of 33.333% to 40%) if an account goes into default. I understand that sundry charges not listed in the above estimate are due the month in which they appear on the statement.

I also acknowledge that, should I choose a monthly payment plan, my monthly amount is required in full by the 25th of each month.

I give authorization for my Title IV aid after current term institutional costs are covered to: 1) pay non-institutional charges such as my living expenses while attending Andrews University, 2) apply to prior year balances, if any. I authorize Andrews University to hold my Title IV credit balances on my account unless requested by me through University procedure.

I have read and accepted the responsibility statement as presented.

Non-Sufficient Funds (NSF). Charge for returned checks. $40
Refund Check Policy

1. Cash Rebate Plans
   a. 3% Rebate Plan—Full time regular students with at least 12 undergraduate credits or at least 8 graduate credits may choose to pay their estimated Out-of-Pocket Expenses (charges less financial aid resources) for the full year by August 15 to receive a 3% rebate. After making payment, e-mail sfs@andrews.edu by the first day of class to request the 3% rebate. The student’s minimum Out-of-Pocket Expenses as calculated online in TouchNet must be at least $100 to qualify for a payment plan. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of spring semester. All approved rebates will be applied to the student account during the fall semester.

   b. 1% Rebate Plan—Full-time regular students with at least 12 undergraduate credits or at least 8 graduate credits may choose to pay their estimated Out-of-Pocket Expenses (charges less financial aid resources) in full for the semester to receive a 1% rebate per semester. The student’s minimum Out-of-Pocket Expenses as calculated online in TouchNet must be at least $100 to qualify for a payment plan. Each payment must be receipted by August 15 for fall semester and December 15 for spring semester. After making payment, e-mail sfs@andrews.edu by the first day of class to request the 1% rebate. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of that semester. All approved rebates will be applied to the student account during that semester.

   c. Monthly Payment Plan—Arrange to make monthly payments toward estimated Out-of-Pocket Expenses for the semester and any previous balances.
      1. All previous account balances (including monthly payment plan balances) must be paid in full.
      2. The plan is not to exceed more than 50% of the estimated Out-of-Pocket Expenses for the semester.
      3. Payments are to zero the account by the end of the semester to which the plan applies.
      4. Late payments will incur a late payment fee of $25.
      5. A 1% carrying charge will be posted to an unpaid balance at the end of the month.
      6. Minimum balance for monthly payment plan is $100 or above.

   Permission to Take Class Fee $30

   Post-Dated Checks are not accepted.

   Prior Accounts. Students may register only when accounts with other schools have been paid or arrangements made with them.

   Portfolio Assessment and Recording Fee non-refundable, per credit $160

Refund Check Policy

- For anyone other than the student to pick up the refund check, the student must sign a letter giving permission for that person to pick up their check. Without the appropriate documentation, the refund check will not be released.
- Federal regulations require that credit from Parent (PLUS) loans be returned to the parents. Written authorization from the parents is required before these funds can be released to the student.
- If you have received or are planning to receive Federal student loans, please be aware that you have the right to cancel all or a portion of your loan disbursements. However, you must act within 30 days of your loan disbursement. Contact your financial advisor if you need more information.
- Credit refund checks not picked up will be mailed to your statement mailing address.

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

Rescheduling senior exit tests and major field tests. $85

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

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

Student Missionary
- IDSC296 Recording fee—per semester $85
- Independent Study Recording Fee—per credit (undergraduate only) $50
- Mission Preparedness Assessment Fee $50
- Student Missions Application Fee $30
- Student Missions Background Check Fee Up to $40
- International Student Missionary Service $4500
- Domestic Student Missionary Service $3000

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

Textbooks $550

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

Thesis/Dissertation Fees
- Binding (each volume) for AU copies $20
- Binding (each volume) for personal copies $30
- Fees for copypasting of theses/dissertations are on a sliding scale basis, starting at $140 for 50 pages, plus $5 for each additional 10-page increment.

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

- Owing on a student or housing account, including payment plans not yet due
- Being in default on a government loan
- Needing to complete loan exit counseling

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

- An organization for scholarship or licensure purposes (AMCAS, AADS, or PTCAS)

Academic Transcript Exception Policy for Student Loan Borrowers in Default

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

For Educational Purposes

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

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

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

Wiring Funds
International wire fee $55
Domestic wire fee $30

International Students
Advance Deposit. Applicants attending the main campus from outside the United States (except Bahamas, Bermuda, Canada and Mexico) must make an advance deposit of $3,100 (includes $100 non-refundable new international student fee) before an I-20 will be issued. No university scholarships may be applied to pay the deposit. All international students (except Bahamas, Bermuda, Canada and Mexico) who apply for the MDiv program in the SDA Theological Seminary must pay for the first semester (tuition, general fee and health insurance) before an I-20 will be issued. Returning students must pay their balance in full before an updated I-20 will be issued. Exceptions to the deposit requirement are made if a student is staying on campus for less than a month. Under these circumstances, no deposit is required.

All students requiring an I-20 must be officially accepted into their chosen academic program. Students must also submit the following: an Estimated Budget for Students Attending on a Visa form, International deposit of $3100.00 (includes a $100 non-refundable new international student fee), financial statements showing that they can cover their first year expenses (see Resource Verification for more information), a copy of their passport, the mailing address and telephone number of the address where the I-20 is to be mailed. Please contact isfs@andrews.edu for the budget sheet and additional information.

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

SEVIS Fee. International students coming to the United States for the first time must pay a $200 SEVIS fee (subject to change), as mentioned previously, and the cost of the visa at the American Consulate of his/her home country. International students and exchange visitors are subject to the $200 SEVIS fee. To make this payment online or to find out more about the SEVIS fee please visit www.fmjfee.com. Please be sure to bring your original SEVIS payment receipt with you to the U.S. port of entry.

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

Student Financial Services will monitor the international student deposit account on an annual basis to determine the appropriate transfer of funds to the International Graduate Assistance Fund Account. At the discretion of Student Financial Services, these funds will be available as payment on account to assist graduate international students in their financial clearance process.
Current Gifts
Individuals interested in making a current donation to Andrews University of either cash or non-cash assets should contact:

Office of Development
Andrews University
8903 U.S. Hwy 31
Berrien Springs MI 49104-0660
269-471-3124

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

Office of Planned Giving & Trust Services
Andrews University
8903 U.S. Hwy 31
Berrien Springs MI 49104-0645
269-471-3613
Residence Hall Charges

Residence hall occupancy is based on two persons per room, for the duration of an entire term. All single undergraduates under 22 years of age should plan on living in the residence hall, unless living full-time with their parents.

Before the room assignment process is initiated, receipt of both the residence hall application and the room deposit are required. Prior to moving in, students must have been accepted for the session in question and be financially cleared.

Residence Hall Package Plans*

For fall and spring semesters
Double Occupancy (Lamson, Meier, Burman) $2,389
Double Occupancy (Damazo) $2,639
Single Occupancy (Lamson, Meier, Burman) $3,584
Single Occupancy (Damazo) $5,278

(available space in Lamson, Meier, Burman, Damazo)
Double Daily Rate (Lamson, Meier, Burman) $20
Single Daily Rate (Lamson, Meier, Burman) $30
Double Daily Rate (Damazo) $22
Single Daily Rate (Damazo) $44

For summer sessions
Summer room charges are calculated on a per day basis.

* The residence hall package plan includes unlimited access to laundry facilities, utilities, basic telephone, health club membership, and limited health care. It does not include health care lab work and x-rays, comprehensive psychological or substance use/abuse interventions or testing, health insurance, or miscellaneous expenses such as linens, cleaning, books, supplies, transportation or food.

University Medical Specialties (UMS) charges the insurance company for any coverage applicable to the services provided to residence hall students, thus students should take their insurance information with them when utilizing UMS services. UMS waives any copay or deductible (for the student/family) for the limited health care provided. Note: Lamson and Meier Halls will close at 9am on Wednesday morning following the end of Fall Semester and will reopen at 9am on Wednesday morning before the beginning of Spring semester. Residents needing housing during the closure time should speak with a residence hall dean.

Residence Hall Room Deposit Payment

The room deposit is $250, payable by each resident prior to room assignment. Assignments are made on a first-come first-served basis. For priority room assignment, submit your application and deposit by August 1 for fall term, December 1 for spring term, and May 1 for summer terms. If a deposit is received after those dates, expect to be assigned to temporary housing.

Residence Hall Room Deposit Refund

Room deposits are refunded if you do not move into the residence hall and cancel your application by August 1 for fall term, December 1 for spring term, and May 1 for summer term. Cancellation must be made through the residence hall housing office. Students will receive room assignment notification during the month of July for the upcoming fall semester. They are expected to confirm this room assignment online. Failure to confirm or cancel by August 1 will result in room cancellation as well as release of the room deposit. Rooms that have been confirmed and then canceled after August 1 will result in forfeiture of the room deposit.

Failure to Check Out Properly

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

Residence Hall Unreturned Key Charges (subject to change)
Unreturned or lost key fee $75
Unreturned or lost security drawer key fee $10

Personal Effects Insurance. The University does not provide personal effects insurance coverage. The University is not responsible for the loss or damage, from any cause, of personal belongings brought to the campus. This is true even though students are required by the University to purchase certain items or to keep them in a specified place. The University strongly recommends that students secure their own personal effects insurance coverage.

Meal Plan Charges

Residence Hall Meal Plan
Undergraduate residence hall students under age 22 are required to participate in the Declining Balance Meal Plan. The minimum meal plan charge is $1,800 per semester. The meal plan can be used for purchases at the Terrace Café, Gazebo and campus vending machines. In some cases, the minimum meal plan will not meet your complete food needs for the semester (for example, $1,800 should cover approximately two average meals each day, every day, throughout the semester). Students who know they will require a larger meal plan amount may opt to add additional funds through Dining Services.

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

No refund will be credited to the student’s account at the end of the semester if funds remain in the meal plan.

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

Meal plan cost per semester ($1,800)

Café Account
Minimum amount to open a Café Account ($50)

The Café Account is a plan for graduate and undergraduate students not living in a dormitory. Students may use their Café Account card to purchase food from the Terrace Café, Gazebo, or vending machines. To open a Café account with cash, check or credit card, visit the Office of Dining Services. To open a Café account with a credit balance on a student account, visit the Office of Student Financial Services.

University Apartments Charges

Apartments

Application Fee $320
The application fee is divided as follows:
Security Deposit $200
Cleaning Fee, non-refundable $100
Processing Fee, non-refundable $20

Rental Rates (each month)*

Efficiency $610
One-bedroom $630–710
Two-bedroom $700–770
Three-bedroom $760–825
Four-bedroom $880

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

Houses

Processing Fee, non-refundable $20
Before possession, the following is required:
Security Deposit $300
Cleaning Fee, non-refundable $100

Monthly Rental Rates

One–three bedroom houses ($555-1000)
The Office of University Apartments provides apartment descriptions and application forms upon request. Application forms can also be downloaded from www.andrews.edu/apartments/. If notice of cancellation is received before the date of stated occupancy, the application fee is refunded minus the $20 processing fee. Apartments or houses are assigned from the processing list in the order in which the application fee is received.

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

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

Rent Payments

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

Center for Intensive English Programs

Language Training (Short-Term Intensives)

Individuals and groups may register for short-term intensives: fall semester, beginning in August and late October; spring semester, beginning in January and early March. The program fees (tuition) will be pro-rated. Housing and meal plans are available for an additional fee.

CIEP Fall and Spring Semesters

- **For credit ESL**: Students taking ESL classes in the Center for Intensive English Programs (CIEP) for credit pay regular AU undergraduate tuition rates.
- **Non-credit ESL**: Students taking non-credit ESL classes in the Center for Intensive English Programs (CIEP) pay the following tuition rates:
  - 12-16 non-credit hours/week - $4800
  - Under 12 non-credit hours/week - $400/non-credit hour

CIEP Summer Semester

- **For credit ESL**: Students taking ESL classes in the Center for Intensive English Programs (CIEP) for credit pay regular AU undergraduate tuition rates.
- **Non-credit ESL**: Students taking non-credit ESL classes in the Center for Intensive English Programs (CIEP) pay the following tuition rates:
  - 12-16 non-credit hours/week - $4,000
  - Under 12 non-credit hours/week - $400/non-credit hour

Please contact the Center for Intensive English Programs at ciep@andrews.edu for information regarding discounts available for CIEP students.

Transportation will be provided to and from the South Bend Airport upon request. Students are responsible for transportation from other airports to Andrews University. Tuition and fees do not include textbooks, health insurance, transportation to and from Andrews University. Health insurance is available through Andrews University for $125 per month. Participants in each program must either show proof of insurance or purchase insurance at Andrews University.

Communication Club Fee for all Communication Majors and Communication MA students per year $25

General Studies Degree Plan (Main Campus) $285

International Language Studies

Reading examination in French or German for MA and doctoral candidates in the Seminary and the School of Graduate Studies & Research 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) $230

Music

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

Private music lessons (non-credit)

- Per 30-minute lesson $30
- Private music lesson practice room fee $75 per semester
- Music ensemble fee adjustments
  - Half tuition rate for students who register for music ensemble for credit and whose combined load exceeds 16 credits
  - No tuition for students who audit music ensemble and whose combined load exceeds 16 credits

Music organization uniform approx. $155

Wind Symphony, Chamber Singers, Ladies Chorus, Mens Chorus, and University Singers

MENC Collegiate Chapter Membership Fee $45

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

Lab fee for Music minors (per semester for two years) $50

Lab fee for Music majors (per semester, excluding summer) $50

Religion Professional Fees

Computer lab fees for theology/religion majors (per semester) taking more than 6 total credits $35

AMA (Andrews Ministerial Association) club fees for theology/religion majors (per semester) taking more than 6 total credits $20

Social Work Professional Fees

Freshmen and Sophomores $75

Juniors and Seniors $145

Graduate students $375

Full-time graduate students (summer) $120

(Charges per semester, excluding summer)

Department of Aviation Charges

Flight Majors: Flight training fees are to be paid at the beginning of each semester. This is to insure that flight training progresses without interruption due to financial limitations. Any additional flight or ground instruction, beyond each training module, will incur additional hourly training fees. Students must plan to cover their own costs of the 1st class FAA medical, and in the case of international students, the TSA application fee. FAA written flight tests, charts and other materials are additional and cannot be charged against the flight training fees.

Please note: Flight training fees are non-refundable. Students should plan to complete their training within the semester they have enrolled for the course. If, due to special circumstances, approved by the department; students unable to complete the training may be given a specified extension to finish their flight during the following break or semester. Beyond that exception, unused hours after the semester enrolled are forfeited and will be unusable.

Aviation Professional Fee

Fall $100

Spring $100

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

The fee is required for all non-U.S. students training as Private, Instrument and Multi-engine pilots. An approved application allot one year of training for each of the above flight ratings. If a student does not complete the rating in that time frame, they will be required to repay the TSA fee and reapply to continue training.

Community (Non-Flight Majors) Taking Flight Training

Flight-training fees will be on a pay-as-you-go basis. Ground School classes are available with no university credit for $370 per course for the private, instrument and commercial courses and $980 for the CFI course. Credit for such courses may be obtained by registering through the registrar’s office and paying regular tuition. For flight certificates without credit call the Department of Aviation for a cost estimate.

Flight Training Fees and Rates

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

Course Fees For Flight Training Labs

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

Flight Courses

(Note: Flight Training 1–8 required for Flight degree)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFLT121</td>
<td>Flight Training 1</td>
<td>$7,700</td>
</tr>
<tr>
<td>AFLT122</td>
<td>Flight Training 2</td>
<td>$7,845</td>
</tr>
<tr>
<td>AFLT226</td>
<td>Flight Training 3</td>
<td>$4,950</td>
</tr>
<tr>
<td>AFLT227</td>
<td>Flight Training 4</td>
<td>$10,550</td>
</tr>
<tr>
<td>AFLT321</td>
<td>Flight Training 5</td>
<td>$7,645</td>
</tr>
<tr>
<td>AFLT322</td>
<td>Flight Training 6</td>
<td>$5,470</td>
</tr>
<tr>
<td>AFLT323</td>
<td>Flight Training 7</td>
<td>$8,010</td>
</tr>
<tr>
<td>AFLT324</td>
<td>Flight Training 8</td>
<td>$6,450</td>
</tr>
</tbody>
</table>
university credit at a later date, the difference between the then-current university program ($589 per AU credit equivalent, includes lab fee). Should the student want certificates without university credit, there is a cost of $30,628 (52 credits) for the FAA Airframe and Powerplant Certificate. For those wishing to attend classes to earn the FAA Airframe and Powerplant Certificate, there is a cost of $25,000 (52 credits) for the FAA Airframe and Powerplant Certificate. **Subject to change**

### Flight Physical

- **Flight Physical** $110
- **Electronic Flight Bag (iPad 32GB minimum)** $200
- **Electronic Flight Publications (annually)** $100
- **Headset** $325

*Estimate

### FAA Exams (Flight)***

- **Written test** $150
- **Flight Test** $500

** Subject to change

### Aviation Maintenance

Required Minimum Tool Set $3,500

Note: Maintenance students are required to have a Windows-compatible personal laptop.

### FAA Exams (Maintenance)***

- **Written test** $150
- **Oral/Practical test (each) AU Student** $200
- **Oral/Practical test (each) Non-AU Student** $400

**Subject to change

### Community Non-Credit Classes for Aviation Airframe and Powerplant Certificate

For those wishing to attend classes to earn the FAA Airframe and Powerplant certificates without university credit, there is a cost of $30,628 (52 credits) for the program ($589 per AU credit equivalent, includes lab fee). Should the student want university credit at a later date, the difference between the then-current university tuition rate and the non-credit rate would have to be paid. FAA test fees are additional. Tool costs may be waived for students who own their own tools appropriate for program requirements. Contact the Department of Aviation for more details.

### School of Architecture & Interior Design Charges

BSA, BSCM & BID Professional program application fee $45

Professional education fees for BSA, MArch, BSCM & and BID programs
- Pre-professional year 1 $640
- Pre-professional year 2 $975
- Professional years 1 & 2 (BSCM) $640
- Professional years 1 & 2 (BID) $975
- Professional Track years 1 & 2 (BSA) $975
- MArch year $1110

(Charges per semester)

### Fee for ARCH330 & ARCH530 Analytical Summer Abroad

Varies

(Contact School of Architecture, Art & Design)

### Architecture Replacement Fees, if applicable

- **Mayline ruler** $150
- **Key for drafting desk** $15
- **Board cover** $50
- **Cleaning fee** $30

### School of Health Professions Charges

#### Medical Laboratory Sciences

- **Professional fees—Fall** $620
- **Spring** $620
- **Summer** $350

#### BS Nursing

- **Professional Fee for BS Nursing (on-campus program) per semester** $440

- **Distance Fee (per semester)** $130

#### Online RN

- **BSN** Nurses from hospitals having agreements/contracts with AU per credit hour. Nurses from hospitals without a contract/agreement per credit hour. $407

#### Departmental NLN Upward Mobility Examination Fee

- **$580

#### Public Health Nutrition & Wellness

- **Professional Fees** Nutrition and Dietetics Program, each semester (FDNT 351, 352, 441, 442) $360

- **Exercise Science, per semester (Fall, Spring)(FTES 305, 355, LED 411, 412) $360

- **BS Public Health (Fall, Spring) (PBHL 308, 315, 480) $360

#### Masters of Public Health

- **Professional fee per semester** $410

- **Distance Fee (per semester)** $130

- **Tuition per credit** $553

#### Cost for Graduate Certificate (Dietetic Internship) - 12 credits (eligible for loans)

- **Fee Title** Application fee

- **Deadline** February 15

- **Cost** $50 non-refundable

- **Confirmation fee** May 1

- **$400 non-refundable/non-transferable to another year

- **Professional fee** $385 per semester

- **Distance fee** $130 per semester

- **Tuition** $4856 per semester

#### Physical Therapy Professional Programs

These fees do not include transportation costs, general education fees, special tests, insurance, books, or graduation fees.

- **DPT**

- **Confirmation Fee (non-refundable/non-transferable to another year)** $500

- **DPT program block package rate**

- **Tuition per semester** $11,161

- **Professional fee per semester** $400

- **Total package per semester** $11,961

- **Continuation fee, Physical Therapy Capstone Project/Program Continuation**

- **$258

54
Program Specific Fees and Discounts

MA: Full-time on-campus students may apply for a tuition discount (based on GPA and other criteria), at the Seminary Dean's office each semester by drop/add date (see below).

MAR, MA (Rel Ed) Tuition Adjustment: 25% discount

MAPM, MAYYAM Tuition Adjustment: 25%–38% discount

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

The registration fee is due August 15 for fall semester, December 15 for spring semester, and May 10 for summer term. Any credits (over 14/16 for fall and spring semesters or over 12 for the summer) are charged at the regular per-credit master's tuition rate.

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

A per-credit recording fee is charged for prior learning (CPL).

DMin: NAD employees are eligible for a 56% discount off the published doctoral rate. Tuition includes general, graduation and editing fees.

DMiss: 50% discount off the published doctoral rate.

PhD/ThD: Visit the PhD program office for scholarship applications in January of each year

Seminary Scholarships and Discounts

Scholarships

Endowed/Named Scholarships—Application deadline will be set some time during spring semester for the next year.

Emergency Scholarship

Visit the Seminary Dean's office for details.

Seminary Spouse Discount

Available to master's-level students enrolled in Seminary programs whose spouses are enrolled full-time in a Seminary program. Student must submit application to Seminary Dean's office each semester by drop/add date. Details and applications are available in the Seminary Dean's office. Discount, if granted, would not Seminary master's tuition to $150 per credit (maximum 9 credits per semester).

Note: The purpose of this section is to summarize the most common Seminary fees. Seminary students are still responsible for all fees and policies as set forth in this Bulletin.

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

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

Andrews Partnership Scholarship

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

FTIACS (defined below)
- Confirmed U.S. SAT or ACT scores (Test must be taken by July 15)
- Confirmed U.S. cumulative GPA (following the conclusion of the sixth semester for academy or high school)

Transfer Students (defined below)
- Confirmed cumulative college GPA

Contact the Office of Undergraduate Admissions for further details.

FTIAC (First Time In Any College)
Andrews Partnership Scholarships are merit scholarships awarded to students who have taken fewer than 25 college semester credits after graduating from high school. The award amounts are based upon a combination of cumulative high school GPA and ACT or SAT and can be calculated at the website www.andrews.edu/aps. The award levels are as follows:

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>4-Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,000</td>
<td>$48,000</td>
</tr>
<tr>
<td>$10,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>$8,000</td>
<td>$32,000</td>
</tr>
<tr>
<td>$6,000</td>
<td>$24,000</td>
</tr>
</tbody>
</table>

Additional Andrews Partnership Scholarship for FTIAC (First Time In Any College)
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 30 to 33
2. SAT Evidence-based Reading and Writing (ERW) + Math combination score of 1390 to 1510.
3. pSAT-NMSQT ERW + Math Combinations score of 1350 to 1460.

Note: Andrews University awards the ACT/SAT Scholarship for students scoring a composite score of 34 (ACT) or 1520 (SAT Evidence-based Reading and Writing + Math) or higher or pSAT-NMSQT of 1470 (ERW and Math) or higher. This scholarship covers 100% tuition for up to 144 undergraduate credits for incoming freshman. For details listed below under National Merit/National Achievement Finalists Scholarship, National Hispanic Recognition Program Scholar and ACT/SAT Scholarship.

Continuing eligibility and time frames for this scholarship are the same as for the regular APS. Transfer students do not qualify for the additional APS for ACT or SAT scores since their APS is based upon their transfer cumulative college GPA. Transfer students may qualify for full tuition scholarship if they were National Merit/National Achievement Finalists, National Hispanic Recognition Scholar or ACT/SAT Scholarship. Students qualifying for the National Merit/National Achievement Finalists, National Hispanic Recognition Program Scholars or ACT/SAT Scholarship are not eligible for additional APS. All tests must be taken by July 15 to be evaluated to raise their APS.

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

<table>
<thead>
<tr>
<th>GPA</th>
<th>Scholarship Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.50 and higher</td>
<td>$9,000</td>
</tr>
<tr>
<td>3.00 to 3.49</td>
<td>$7,000</td>
</tr>
<tr>
<td>2.50 to 2.99</td>
<td>$5,000</td>
</tr>
<tr>
<td>Below 2.50</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

Transfer students may qualify for full tuition scholarship if they were National Merit/National Achievement Finalist, National Hispanic Recognition Scholar or ACT/SAT Scholarship.

Named Scholarships
Endowments and other restricted scholarship funds from alumni and friends of the university provide specially named scholarships as part of the Andrews Partnership Scholarship. Selected students are awarded, by their school, a named scholarship based on academic performance, declared major, and career goals. Because of this special recognition a thank-you letter is required to be submitted electronically to the Office of Development through finVue (can be found under the requirements section). Receipt of a named scholarship will not increase the total amount of financial aid awarded if an Andrews Partnership Scholarship was already given.

Student Missionary/Taskforce Volunteer Scholarship
This scholarship is awarded to an undergraduate student who has served as an AU Student Missionary or Taskforce Volunteer through Andrews University and enrolls full-time at Andrews University the year following the year of service. The scholarship is up to $1,500 scholarship. It is not transferable to any other school nor any other student. To apply for this scholarship fill out an application accompanied by a letter of evaluation from your mission field supervisor with the Student Missions Program in the Office of Campus Ministries. This scholarship is not part of the Andrews Partnership Scholarship.

Summer Ministries Scholarship Program
Summer camp scholarship will be based on $190 per week for a maximum of $2,470. Summer camps that pay minimum wage or higher are not eligible for this scholarship. Student Financial Services will determine the amount of the scholarship based on the information received from camp directors in time for financial clearance.

Magabooks and HHES are matched 50% of the net earnings. The entire net earnings must be placed onto the student’s account at Andrews University before the scholarship is given. The scholarship cap is $2,600.

All summer scholarships are awarded to full-time undergraduate and graduate students in a degree program attending the Berrien Springs campus and require full-time service. The scholarship closing date for consideration is October 31 of the current academic year.

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

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

Continuing Eligibility
To retain the Andrews Partnership Scholarship each student must meet all of the following:
- The university’s Satisfactory Academic Progress policy
- Complete a four-year degree in ten semesters or get permission for an APS extension from the associate vice president for Enrollment Management. Students are allowed terms of prorated APS for less-than-full-time attendance (minimum 6 full-price credits, i.e. half time; handled manually upon written request to Student Financial Services). A prorated term counts as one complete term of the ten Andrews Partnership Scholarship terms allowed. 9–11 credits=75% APS; 6–8 credits=50% APS.
outside resources are received after initial awarding. Services receives and processes these forms. Andrews Gift will be recalculated if the date is March 1. No electronic award letter will be prepared until Student Financial Services retrieves the Information Sheet and other documents if selected for verification. If you did not file a tax return, you will need to submit an IRS Tax Return Transcript. You can request one at www.irs.gov/individuals/get-transcript. The priority processing date is March 1. The United States Department of Education selects some students for whom the school must verify the information submitted on their FAFSAs.

When to do the FAFSA. Students can file the FAFSA online after October 1 for the following academic year and sign electronically with the student's FSA ID. The Federal office will process aid eligibility only after receiving an electronic signature.

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

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

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

- Accepted on regular, provisional, or probationary status (guest student status is not recognized for aid purposes).
- Enrolled in a program of study leading toward a degree or an approved certificate program.
- Registered for at least one-half of a full class load each semester.

A full class load is usually required for institutional aid.

Citizenship Requirements for Federal and State Aid.

1. A U.S. citizen or national (includes natives of American Samoa or Swains Island)
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:

2. A person who has an Arrival-Departure Record (I-94) from the Bureau of Citizenship and Immigration Services (BCIS) showing one of the following designations: "Refugee," "Asylee," "Parole," "[Conditional Entrant" (valid only if issued before April 1, 1980). They may also have a Refugee Travel Document (Form I-571).
3. Cuban Haitian Entrant having a stamped across the face of the I-94 indicating that they have been classified as a "Cuban-Haitian Entrant (Status Pending)." Students without I-94 documentation may have their status confirmed by a Customs and Border Patrol stamp, showing class of admission and date admitted or paroled on their passport.
4. Victims of human trafficking will have a letter from Health and Human Services or a T-visa. Battered immigrants under the Violence Against Women Act (VAWA) will have an I-797 form, a court order from an immigration judge, or an I-360 form with approval or prima facie finding by USCIS.
6. Persons with an unexpired foreign passport containing a machine readable immigrant visa (MRIV) in the passport, with a Customs and Border Protection inspector admission stamp and the statement "UPON ENDORSEMENT SERVES AS TEMPORARY I-551 EVIDENCING PERMANENT RESIDENCE FOR 1 YEAR." The MRIV must be in an unexpired foreign passport, endorsed, and is valid for one year from the date on the endorsement stamp.
7. Persons with a U.S. Travel Document containing a Re-entry Permit (I-327) or Refugee Travel Document (I-571) annotated with "Permission to Re-enter Form I-327."
8. Persons with at least 50% Native American blood born in Canada. They may need to provide proof of both qualifications.

**Notes:** Conditional Resident Aliens have documentation that expires. This documentation is acceptable to receive Federal Financial aid as long as the expiration date has not passed.

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

Certain Native American students born in Canada with a status under the Jay Treaty of 1789 may also be eligible for federal student aid. Undocumented students, including DACA recipients, are not eligible for federal student aid, but you may still be eligible for institutional aid, in addition to private scholarships.

### Class Loads and Financial Aid

Aid is awarded for an entire academic year (two semesters) and is based on full-time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non-enrollment periods. Most aid programs require students to be enrolled at least half-time. Students who enroll with a half-time class load may receive a maximum of 50% of the full-time award. Three-fourths time enrollment permits students to receive a maximum of 75% of the full-time award. Students who change their course load during a given semester should read the Financial Aid Refund Policy.

The student's continued eligibility for financial aid is also based on his/her academic progress as described in the following chart:

<table>
<thead>
<tr>
<th>Credit Hours for Class Loads</th>
<th>Full-load</th>
<th>3/4 Load</th>
<th>Half-load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12+</td>
<td>9-11</td>
<td>6-8</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>12+</td>
<td>9-11</td>
<td>6-8</td>
</tr>
</tbody>
</table>

### Cost of Attendance Limitations.

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

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

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

### Special Circumstances

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

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

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

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

### Priority Dates for Financial Aid Applicants

Students desiring financial aid must apply each year and submit the following documents:

- October 1 — The Free Application for Federal Student Aid (FAFSA) should be filed on-line at www.fafsa.ed.gov indicating Andrews University (school code 002238) as the first college to which the analysis report should be sent.
- After October 1 — Submit the AU Financial Information Sheet (Undergraduates only) and other documents if selected for verification. If you did not or could not use the IRS Data Retrieval Tool on the FAFSA, we will need an IRS Tax Return Transcript. You can request one at www.irs.gov/individuals/get-transcript. Some campus based funds may not be available after March.

### Financial Aid Refund Policy

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

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

William D. Ford Federal Direct Loan
Federal Perkins
Federal Pell
Federal SEOG

Other Title IV student assistance

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

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

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

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

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

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

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

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

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

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

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

Federal Perkins Loan Program

Students who are no longer enrolled, have not paid on a Federal Perkins Loan obtained at Andrews University and request their academic transcripts must contact the Perkins Loan Collection Office for more information. This office is part of Student Financial Services on campus and can be contacted by calling 269-471-6271.

Work Study Program

Students employed under the Federal Work Study (FWS) program receive their entire paycheck. Earnings are paid both by Andrews University and the Federal government. Students must do everything necessary to reach the work earnings that are estimated in their award. Otherwise they must be prepared to pay the difference from personal or parental resources.

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

Satisfactory Academic Progress (SAP)

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

SAP Policy for Undergraduate Students with Financial Aid

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

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

Students must complete at least 66.67% of the number of credits with a passing grade regardless of their enrollment status (full-time or half-time). Student Financial Services confirms that the student has met this requirement at the beginning of the student's new enrollment period. The student may attempt up to one and a half the number of credits required for their degree, over a six-year time frame. Credit grades include A, B, C, and D. Non-credit grades include withdrawal after drop-add date, audit, incomplete, failing, and non-credit.

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

<table>
<thead>
<tr>
<th>Semesters at AU</th>
<th>Minimum AU GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.50</td>
</tr>
<tr>
<td>2</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Financial Aid Probation Appeal. Students who fail to maintain Satisfactory Academic Progress and who lose current semester financial aid may appeal such an action. All appeals must be made in writing. Students must provide Student Financial Services with a copy of their Academic Plan made with their Academic Department. If an appeal is approved, a student will be placed on Financial Aid Probation. Students will be re-evaluated at the end of the probationary semester for continued Financial Aid eligibility.

Repeat Credits. Repeat credits are counted only once as part of the total credits attempted.
Adventist Colleges Abroad (ACA)

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

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

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

1. Complete the Free Application for Federal Student Aid (FAFSA) form online at www.fafsa.ed.gov indicating Andrews University as the first college of choice. Federal School code is 002238 for Andrews University.
2. Complete your financial aid award, you will need to submit the AU Financial Information Sheet and other documents if selected for verification. If you did not or could not use the IRS Data Retrieval Tool on the FAFSA, we will need an IRS Tax Return Transcript. You can request one at www.irs.gov/individuals/get-transcript.

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

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

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

When the verification process is complete, Student Financial Services credits the student’s aid award(s) directly to his/her student account at Andrews University. A student applying for the Federal Direct Loan must sign a master promissory note and do loan counseling if these have not been done here at Andrews University.

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
   1. All Andrews Student Missionary or Taskforce workers must register (before leaving for service) for IDSC296 or IDSC596 Student Missionary/Taskforce Experience for each semester they plan to be away. Students are charged a semester recording fee of $84. Students that have not completed any Andrews credits must pay the recording fee up front. (AU students are students that have applied, been accepted and have an AU ID number.)
   2. Students receive a non-credit continuation entry on their grade for each semester.
   3. During this time financial aid is not available.

2. Independent Study, TESOL Certificate, and Preparation for Mission Courses
   1. Students that have completed one term at Andrews are eligible to register for 6 undergraduate credits each semester (a total of 12 credits) at the reduced tuition rate of $47 per credit. Student missionaries are eligible to register for up to 8 credits of mission preparation courses during the summer prior to departure. These courses include: TESOL Certificate Program ENGL435 Topics in Linguistics: TESOL Certificate, ENGL460, ENGL465 and RELP235 Preparation for Mission Service.
   2. In consultation with the appropriate academic dean, students must develop an individualized list of courses for which they register that will apply toward general education requirements, majors, minors, emphases, or electives as approved by the dean.
   3. For each course in which they are registered, students work with a teacher before leaving to identify the course requirements. They must remain in regular contact with the teacher during the time spent off-campus.
   4. Students will receive a deferred grade (DG) for each course. Upon their return from service, students must contact the course teacher and complete all requirements within one semester after the date of return from service. (A suggested list of alternative courses is available from the dean’s office.)

Both categories of students must complete registration for both semesters before leaving the Andrews University campus for Student Missionary or Taskforce services. Financial Aid is not available for students enrolled in this program. A detailed procedure sheet for these programs may be secured from the Office of Campus Ministries.

3. Non-Andrews students do not register for any classes and work directly with Campus Ministries when requesting deferred payment on student loans.

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

The Student Missionary/Taskforce Experience course is designed so students who are registered will not lose their grace period and will not have to begin repayment of their student loan.

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

- Students currently choosing to make loan payments
- Students already in a loan deferment
- Students who have a Canadian Student Loan

Gift Assistance

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

Bureau of Indian Affairs. Grants are offered to students who are enrolled members of a federally recognized American Indian tribe and demonstrate financial need. Visit www.bia.gov and click "How do I..." to select your regional contact office.

Veterans’ Education Benefits & Services. The University is approved for certification of students eligible to receive educational assistance from the Department of Veterans Affairs (DVA). Eligibility for VA educational assistance is determined by the Department of Veterans Affairs. Our regional office is located in St. Louis, Missouri. University services for students who receive educational assistance through the DVA are located in the Administration Building, first floor, in the Office of Student Financial Services. Information concerning VA educational assistance may be obtained by phone 269-471-3286, e-mail veterans@andrews.edu, or a visit to the Office of Veterans Services. VA forms used for making application for educational assistance are available at the GI Bill webpage: www.benefits.va.gov/gibill. A printed copy of an application submitted online to the VA will be required by the University's Office of Veterans Services.
It is the responsibility of the student to complete a Veterans Registration form every term to continue receiving G.I. Bill money. The form is available in the Office of Veterans Services. Each term the required Certification of Enrollment (VA Form 22-1999) will be electronically submitted by the University's Veterans Certifying Official to the VA Regional Processing Office after the last day to add or drop a course. An earlier date for certification may be requested if the veteran feels certain his schedule will not be changed.

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration, or withdrawal from school must be reported immediately to the VCO in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs. If the student does not make satisfactory academic progress and is academically dismissed from the University, the U.S. Department of Veterans Affairs is notified and all veterans' benefits are ended by the USDVA. If a veteran is academically dismissed from the University but is later readmitted, the VA benefits cannot be resumed until the veteran has met the University requirements for reinstatement.

Vocational Rehabilitation & Employment. The University is approved for enrollment certification of veterans with service-connected disabilities who are eligible to receive Chapter 31, Title 38, U.S.C.: educational assistance from the U.S. Department of Veterans Affairs. University services for veterans are coordinated through the Veterans Certifying Official in the Office of Veterans Services which is located in the Administration Building, first floor, in the Office of Student Financial Services. Information concerning educational assistance and campus procedures may be obtained by phone 269-471-3286, e-mail veterans@andrews.edu, website www.andrews.edu/vf or by visiting the Office of Veterans Services.

The veteran should make contact with the Vocational Rehabilitation & Employment Office (28), Detroit Regional Office at 313-471-3800. Veterans use VA Form 28-1900 to apply for the Chapter 31 benefit. The form is available online at www.benefits.va.gov/vocerehab. Information and instructions are included on the reverse side of the application form. Following receipt of the application in the regional office, VA will make a determination of eligibility. If the veteran is eligible, VA will schedule an appointment with a Counseling Psychologist (CP) or Rehabilitation Counselor (RC) for an initial evaluation to establish the veteran's entitlement to vocational rehabilitation. Contractors may be utilized to assist in working with the veteran to gather information needed for the CP or RC to make an entitlement determination. The VRE case manager will provide VA Form 28-1905 Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status. This form is required for certification of enrollment which will be submitted to the VRE by the University Veterans Program Administrator in the Office of Veterans Services.

If the veteran requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University’s accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 100 Nethery Hall, success@andrews.edu or 269-471-6096.

It is the responsibility of the student to visit the University's Office of Veterans Services at the beginning of each term for which the student desires to receive VRE educational assistance. All required paperwork must be completed before the Certification of Enrollment (VA Form 28-1905) will be submitted to the Vocational Rehabilitation & Employment Regional Office. Certification will be submitted after the last day to add or drop a course each term. An earlier date for certification may be requested if the veteran feels certain his schedule will not be changed.

A Purchase Request Form that includes VRE purchasing guidelines is available in the campus bookstore. It is required for all purchases at the campus bookstore. Written approval must be obtained from the VRE case manager for certain purchases. Veterans should plan to make their purchases within thirty (30) days after the first day of classes each term. An invoice for tuition, academic fees, and books/supplies will be sent to the VRE after that date. Payment will be made to the University and credited to the 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 VCO in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs.

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

If the student requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University’s accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 100 Nethery Hall, success@andrews.edu or 269-471-6096.

**Tuition Discounts**

**Local Business Employee—33 Percent Tuition Discount.** Full-time employees of companies located in Berrien County and the South Bend/Mishawaka area may receive a 33% reduction of tuition for undergraduate courses. Application for the tuition reduction can be obtained at the dean's office and must be completed no later than the first two weeks of each semester. Students eligible for the reduction are not eligible to receive APS or any other Andrews discretionary funds. This discount does not apply to courses taken in the Center for Intensive English or online classes.

**Prior Baccalaureate Degree—33 Percent Tuition Discount.** Students who have earned a baccalaureate degree may receive a 33% tuition reduction for courses taken for a second baccalaureate degree. This discount applies only to courses required to complete the 2nd degree. Courses included in the package tuition, but are not required for the 2nd degree, will be billed at full tuition. This discount does not apply to courses taken in the Center for Intensive English or online classes.

Application forms are available at the offices of the respective deans. The completed forms must be filed with the respective dean no later than two weeks after the beginning of each semester for which the 33% tuition reduction is requested. An official transcript showing all class work and the awarding of a bachelor’s degree must be on file with the Office of Academic Records of the university before the 33% tuition reduction can be applied. Students eligible for the reduction must be enrolled for a second undergraduate degree and are not eligible to receive any other Andrews discretionary funds. Students enrolled in a graduate program but who must complete undergraduate prerequisites are eligible. Note: Forms are to be picked up at the dean’s office of your appropriate school.

**Limitations to the Prior Baccalaureate Degree Tuition Discount.** The following limitations apply to this plan:

1. No course taken under this plan may receive graduate credit or apply to a graduate degree.
2. In the School of Health Professions, this discount does not apply to PTH courses. the plan only applies to students accepted and enrolled for prerequisite requirements under the preferred acceptance guidelines.
3. This tuition reduction does not apply towards architecture degree.
4. In the School of Education, the student must be enrolled in a second baccalaureate degree; however, this plan is not available until one calendar year after graduation and is limited to 16 credits each semester.
5. In the School of Business Administration, the plan does not apply to independent study/readings/research or internship credits. Also, it does not apply to any course not offered as a regularly scheduled class in a given semester.
6. The plan applies to tuition only, not for housing, food and similar charges.
7. The discount does not apply to laboratory fees, surcharges for applicable courses, private music or flight lessons, independent study or reading courses, student teaching, courses in the Center for Intensive English, international languages taught as prerequisites for advanced degrees, courses taken off campus, study tours, May Express classes or private tutoring GNST 091.
8. This plan is applicable to classes where space is available and where hiring of additional faculty or staff is not required. In the event a class is not available, notification is given as soon as possible after the end of the drop/add period.

**Local Area Educators—33 Percent Tuition Discount.** Full-time teachers employed in Michigan and Indiana area schools who are not fully credentialed may receive a 33% reduction of tuition for undergraduate, Master of Arts in Teaching, and Master of Arts in Educational Administration courses taken toward the completion of their teacher certification requirements. Application for the tuition reduction can be obtained in the dean’s office and must be completed no later than the first two weeks of each semester. The student must provide proof of area school employment. Students eligible for this reduction are not eligible to receive APS or any other Andrews discounts or any other discretionary funds applied to the program receiving the 33% reduced tuition. This discount does not apply to courses taken in the Center for Intensive English or online classes.
Workers from Overseas Divisions—Tuition Discount. "When any division other than the North American Division sends its workers or their dependent children to attend colleges in the North American Division and makes financial payments from denominational funds on behalf of such students directly to the college concerned, the college will match dollar for dollar with the sending division, up to 25% of undergraduate tuition. If the person also receives a Federal or State scholarship (or grant), the school may reduce this discount in direct proportion to the amount of such scholarship. Such remittance must come through the division and on approval of the division committee" (North American Division Working Policy, F 80 15).

Retiree Tuition Discount. A retired person who has reached age 65 may receive a 50% tuition discount for up to three undergraduate or graduate credits annually.

Former Andrews University employees who have retired may receive a 50% tuition discount. Admission to limited enrollment courses is contingent upon space available in the class, with preference being given to students paying regular tuition rates. Any additional class fees and/or supply fees are the responsibility of the student.

This discount applies to credit, audit, or non-credit classes. This discount does not apply to independent study, directed reading, private music lessons, practicums, clinical experiences, or any instruction outside of the normal classroom setting. Application for this 50% discount should be made to the dean of the school involved. The dean then authorizes the appropriate discount.

Students eligible for this reduction are not eligible to receive APS or any other Andrews discounts or discretionary funds.
Graduate Financial Assistance

Qualifying Criteria
For financial aid eligibility, graduate students must meet the rules in the following two areas:

- **Enrollment Status**—Students must be accepted into a curriculum authorized by the faculty of their respective school. Students enrolled on guest student status are not eligible to receive federal or institutional financial aid.

- **Course Load**—Students are awarded financial aid based on their percentage of full-time enrollment as defined in Class Loads and Financial Aid.

Special regulations apply to students who have completed all course work and are preparing theses, projects, or dissertations.

College of Arts & Sciences
Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. A student may be deemed to be enrolled full-time provided the student meets one of the following criteria:

1. Is enrolled in one of the following courses: COMM 589 (Internship)
2. Is enrolled in a Project Continuation, Recital Continuation or Thesis Continuation course. Only students who have enrolled for the required number of project, recital or thesis credits but have not completed the work are eligible.

School of Health Professions
Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. A student may be deemed to be enrolled full-time provided the student meets one of the following criteria:

1. Is enrolled in one of the following courses: PTH 881, PTH 882, PTH 883, PTH 884 (Clinical Internship) NRSG 680 (Internship)
2. Is enrolled in a Project Continuation or Thesis Continuation. Only students who have enrolled for the required number of project, recital or thesis credits but have not completed the work are eligible.

Theological Seminary
Doctoral Students. Students who have completed all course work in an approved doctoral program must register for 1-6 credits under GSEM 796 - DMin Project/Dissertation or 1-12 credits under GSEM 995 PhD-ThD Dissertation, or 1-14 credits under DSRE 995 - Doctoral Dissertation. If the candidate does not complete the dissertation, he/she must register for GSEM 788 - DMin Project Continuation or GSEM 888 - PhD-ThD Dissertation Continuation until the dissertation is completed to qualify for status as a full-time student. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Master’s Students. To obtain full-time status for the MA degree, the student must register for GSEM 688 Master’s Degree Continuation after he/she has registered for the allowable thesis credits but has not finished the work. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Andrews Graduate Scholarship
The Graduate Scholarship is a tuition reduction percentage, based on the GRE or GMAT scores and admission GPA.

Availability
1. The Graduate Scholarship is available for students in:
   - All on campus Master programs (except professional master programs).
   - Professional Doctoral level programs: ED5, EDD, DPT.
   - Doctoral programs PhD, ThD.
2. The Graduate Scholarship may be overlap with another scholarship from an Andrews University budget.
3. The Graduate Scholarship will not be available for programs that already have a discounted tuition below the standard tuition rate. If the Graduate Scholarship is greater than the discount provided by the specific program, then the difference will be awarded as an additional scholarship.
4. The Graduate Scholarship does not apply for staff members that are using the free class benefit from Andrews University. If the Graduate Scholarship is greater than the discount for which the staff member is eligible for, the difference will be awarded as an additional scholarship.
5. The Graduate Scholarship will be assigned by the School of Graduate Studies and Research and applied by the Office of Student Financial Services at the time of a student’s registration.

Scores
The scholarship is awarded if the student meets the GRE or GMAT scores as listed below and an admission GPA equal or greater than 3.0.

<table>
<thead>
<tr>
<th>Tuition Reduction</th>
<th>Combined Verbal and Quantitative GRE scores</th>
<th>GMAT Scores</th>
<th>Admissions GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>≥300</td>
<td>≥500</td>
<td>≥3.00</td>
</tr>
<tr>
<td>25%</td>
<td>≥310</td>
<td>≥550</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>≥320</td>
<td>≥600</td>
<td></td>
</tr>
</tbody>
</table>

Time Limits
The scholarship is available for the following number of semesters:
- Master’s Level programs: 4 Semesters
- EDS, EDD, DPT: 6 Semesters
- PhD, ThD: 8 Semesters

Eligibility
1. Graduate students who meet the appropriate GRE/GMAT scores and cumulative GPA are eligible for the Graduate Scholarship. Students are required to take the GRE/GMAT and submit official transcripts prior to admission. Students who take the GRE/GMAT and submit official transcripts during their first semester (for example, the test is offered only on Sabbath or once per year in their home country) and are eligible for the scholarship will receive the scholarship during their first semester.
2. A new graduate student may take the GRE/GMAT test multiple times during their first semester for the purpose of increasing their scholarship. In that case, the highest score will count toward the GRE/GMAT scholarship.
3. In order to retain the Graduate Scholarship, students are required to maintain the minimum GPA for their program. Students whose GPA falls below the required minimum for their program will permanently forfeit the scholarship.
4. Students applying and accepted to a second graduate degree, who already had received the Graduate Scholarship, may be eligible for the scholarship for the new program.

Summary Sheet of Graduate discounts

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>Tuition Reduction **</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Religion</td>
<td>25%</td>
</tr>
<tr>
<td>MA Religion Education Program</td>
<td>33%</td>
</tr>
<tr>
<td>For the MSW program when part of a dual degree with the seminary</td>
<td></td>
</tr>
<tr>
<td>From 25% to 38%</td>
<td></td>
</tr>
<tr>
<td>MAPM Pastoral Ministry</td>
<td>45%</td>
</tr>
<tr>
<td>MA Communication (includes dual degree) PhD Counseling Psychology</td>
<td></td>
</tr>
<tr>
<td>EdS School Psychology</td>
<td></td>
</tr>
<tr>
<td>MA School Counseling</td>
<td></td>
</tr>
<tr>
<td>MS Special Education</td>
<td></td>
</tr>
<tr>
<td>MA Clinical Mental Health</td>
<td>50%</td>
</tr>
<tr>
<td>Leadership Certificate</td>
<td></td>
</tr>
<tr>
<td>MA Religion (Online)</td>
<td></td>
</tr>
<tr>
<td>MA TESOL</td>
<td></td>
</tr>
<tr>
<td>MA English</td>
<td></td>
</tr>
<tr>
<td>MS Biology</td>
<td></td>
</tr>
<tr>
<td>MSCID Community and International Development DNP Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>MHP Public Health</td>
<td></td>
</tr>
<tr>
<td>MBA Business Administration (Online)</td>
<td></td>
</tr>
<tr>
<td>DMIN Ministry</td>
<td>56%</td>
</tr>
<tr>
<td>MDIV Divinity</td>
<td></td>
</tr>
<tr>
<td>t-DPT Physical Therapy</td>
<td></td>
</tr>
<tr>
<td>Other programs with reduced tuition</td>
<td></td>
</tr>
<tr>
<td>DScPT Physical Therapy</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Certificate in Nutrition & Dietetics

Please visit Financial Information section and the program page for more information.

Federal Aid

Students should read the General Information and Satisfactory Academic Progress sections to determine their eligibility for financial aid.

Federal Direct Loans are available to graduate students. To apply for this aid, refer to General Information.

Grants and Scholarships

Grant, scholarship, and assistantship funds are available through the offices of the various academic deans and department chairs. Grants and scholarships are gift aid; however, if a student is given an assistantship, this is considered to be employment and is processed through the Office of Employment. Application forms, if required, must be requested from and returned to the respective dean’s office. The student does not need to complete any application paperwork for Student Financial Services to apply for and receive institutional aid. All aid received by the student (except assistantships), is taken into account when determining eligibility for a student loan.

Seminary Emergency Aid Fund. This emergency aid fund is available to seminary students for emergency relief only and is not a form of continuous financial aid. Students may apply for assistance through the seminary dean’s office.

Student Employment Program

Work opportunities for graduate students are available through the university’s Employment Office. Assistantships are available as arranged by the dean or department chairs of the school where the student is enrolled. For information regarding employment contact the Employment Office. The website is www.andrews.edu/hr/.

Federal Loans and Scholarships

Information on the following sources of financial aid may be obtained from Student Financial Services.

Loans

- Federal Direct Loan Program (Unsubsidized)
- Federal Graduate PLUS Loan

Scholarships

- Paul Douglas Teacher Scholarship

SAP Policy for Graduate Students with Financial Aid

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

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

<table>
<thead>
<tr>
<th>Degree</th>
<th>School</th>
<th>GPA</th>
<th>Maximum below B</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, EdD</td>
<td>SED</td>
<td>3.30</td>
<td>3</td>
</tr>
<tr>
<td>PhD, ThD</td>
<td>SEM</td>
<td>3.00</td>
<td>3</td>
</tr>
<tr>
<td>DMin</td>
<td>SEM</td>
<td>3.00</td>
<td>No policy</td>
</tr>
<tr>
<td>DPT, DScPT</td>
<td>SHP</td>
<td>3.00</td>
<td>See PT Student Handbook</td>
</tr>
<tr>
<td>EdS</td>
<td>SED</td>
<td>3.20</td>
<td>3</td>
</tr>
<tr>
<td>Master’s</td>
<td>ALL</td>
<td>3.00</td>
<td>4</td>
</tr>
<tr>
<td>Professional Master’s</td>
<td>SEM</td>
<td>2.50</td>
<td>No policy</td>
</tr>
</tbody>
</table>

Compliance with these requirements is monitored by Student Financial Services on a regular basis. Students must complete at least two-thirds of the number of credits attempted, regardless of their enrollment status (full-time or half-time), and maintain a 66.67% completion ratio. Exception may be made for courses whose requirements have a time-frame by design that extends beyond the limit of the semester in which it is registered.

Financial Aid Warning. Students who fail to meet the required SAP are placed on Financial Aid Warning status during the following semester. During the Financial Aid Warning semester, the student is eligible to receive financial aid as awarded. The student is allowed only one Financial Aid Warning semester for each degree program, except under extenuating circumstances. Academic performance during the warning semester determines the aid given in the following semesters. If the student again meets the minimum required, the student is returned to satisfactory progress status and is eligible to continue receiving aid as awarded. Students who fail to attain satisfactory progress after the Financial Aid Warning semester are no longer eligible for Federal financial aid.

Appeal Procedure. When failure to attain the required GPA is due to extenuating circumstances or circumstances beyond the reasonable control of the student, he/she may appeal for a semester of financial aid probation. All master’s-level students may be allowed a maximum of a one semester probation. Doctoral-and specialist-level students may be allowed a maximum of a two-semester probation extension. However, the student must make the appeal for the second probation extension in the same manner as for the first appeal. Students should recognize that appeals are not “automatically” granted. Future financial aid is dependent on meeting SAP standards by the end of the probationary semester(s). All appeals must be made in writing and submitted to the appointed representative of the student’s respective school. Proof must support the stated extenuating circumstances. The appropriate authorizing office sends written notification to Student Financial Services of the appeal details.
Explore Andrews
Program

The Andrews Exploration Program recognizes that university provides students an invaluable opportunity to find personal and career focus through a range of academic and personal experiences. While many students start university with a determined plan, many need a structured way to clarify their future pathways.

The Andrews University Academic Exploration Program, also known as Explore Andrews, is designed to assist students in finding a desired academic plan and career through intentional and personal advising. Each student will be assigned an Explore academic advisor who will help guide the student through the first year of study at Andrews University. Students may choose an academic major at any time, but will continue to be advised by their Explore academic advisor until the end of the academic year. Students in the Explore Andrews Program may choose any major they desire, and the professional advisers in the Explore office will ensure that students are on a progressive graduation track regardless of major.

The Andrews University Academic Exploration Program will work closely with each student to better understand their abilities, talents and goals to help students understand their place in the world both before and after graduation. A review of previous academic study. Those admitted as juniors and seniors must complete at least five seminars plus the Research Pro-Seminar and the senior project.

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

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

Graduation as a John Nevins Andrews Honors Scholar
At graduation, the university confers the distinction “John Nevins Andrews Scholar” on students recommended by the Honors Council who display outstanding scholarship, achieve a minimum overall college and honors GPA of 3.50, and complete SAGES. Titles of the senior thesis or project are listed in the graduation bulletin.

SAGES Requirements: Honors Track

Required Registrations

- HONS 105H - Western Heritage Credits: 5
- HONS 106H - Western Heritage Credits: 5
- HONS 115H - Transcribing the Self: Honors Composition Credits: 3
- HONS 215H - Scripture Credits: 3
- HONS 265H - Literature and the Arts Credits: 3
- HONS 345H - What Is “Other?” The Non-Western World Credits: 3
- HONS 365H - Cosmos Credits: 3
- HONS 398H - Research Pro-Seminar Credits: 1
- HONS 415H - Thinking Theologically: Christian Life and Faith Credits: 3
- HONS 497H - Senior Honors Project Credits: 1–6
- Life/Physical Sciences Credits: 8 (see regular General Education science requirements)
- Math Credits: 3 (minimum acceptable level: MATH 145)
- Physical Activity Courses (2) Credits: 2
- 48 hours Service Activity

Plus two courses selected from the following - 6

- HONS 225H - Materialism & Idealism Credits: 3
- HONS 245H - Meanings of America Credits: 3
- HONS 325H - Justice Credits: 3
- HONS 380H - Topics, Independent Study, and Research Credits: 1–4
- HONS 380 - Topic in Physics and Faith Credits: 3
- HONS 380 - Topic in Cognitive Science and Faith Credits: 3
- HONS 380 - Topic in Bioethics & Christian Faith Credits: 3

Total Requirements, Bachelor of Science: 50

Total Requirements, Bachelor of Arts: 50+4
(Intermediate Language)

Note:
These requirements have been altered slightly for students in some of the professional degree programs.

Sages Requirements: Professional Degree Programs

<table>
<thead>
<tr>
<th>Degree</th>
<th>Alteration in SAGES</th>
<th>Other Reductions + Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSA</td>
<td>Reduced by 1 elective (3 cr) Reduced HONS 365H</td>
<td>Math increased—4 cr Science reduced—one course</td>
</tr>
</tbody>
</table>
Recognizing that for some students either high school grades or standardized test scores in one measure may not be the other, the director may admit students upon the director's discretion. A small number of students who show considerable promise on one measure but not the other may be admitted to the program.

Admission to The Honors Program

Each summer the honors program admits a limited number of prospective 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. The honors program works with the university's 17 departmental national honor societies to coordinate information and enhance their activities. It also works closely with the prestigious interdisciplinary national honor society Phi Kappa Phi, which inducts about 30 junior and senior Andrews students each year who meet the rigorous requirements. See Accreditations, Approvals & Memberships for more information.

Graduation Distinctions

Designations are conferred at graduation on students who, one semester before graduation, have completed 16 semester hours at Andrews University with the following overall GPAs:
- 3.750–3.749 Cum Laude
- 3.750–3.899 Magna Cum Laude
- 3.900–4.000 Summa Cum Laude

Both the Andrews and Cumulative GPAs must be a minimum of 3.50 in order to be considered for the above designations.

Honors Audits

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

Honors

HONS 105H - Western Heritage

Credits: 5
A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture/Lab
College Code: HONS

HONS 106H - Western Heritage

Credits: 5
A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture/Lab
College Code: HONS

HONS 115H - Transcribing the Self: Honors Composition

Credits: 3
What is the entity we call self? How is it formed, reformed, transformed? What role does the "other" play in our determination of self? To what extent is self an independent construct, and to what extent is it socially and ideologically determined? Such questions are addressed through written and oral examination of our own lives and the lives of others as presented in significant texts. Recommended during the first year.

Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture
College Code: HONS

HONS 215H - Scripture

Credits: 3
The reading of Biblical passages chosen for qualities such as centrality to Christian belief, power as literature, and variety of expression. Entire books will be addressed thematically, including Genesis, Job, Romans, and Revelation. A portion of the course will involve the detailed interpretation of a selected section. Required.

<table>
<thead>
<tr>
<th>BBA</th>
<th>Reduced by 1 elective (3 cr) Reduced HONS 365H</th>
<th>Math increased—6 cr Science reduced—one course Required: RELT 390 PSYC 101 &amp; SOCI 119</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSMLS</td>
<td>Reduced by 1 elective (3 cr)</td>
<td></td>
</tr>
<tr>
<td>BS SPLAD</td>
<td>Reduced by 1 elective (3 cr)</td>
<td></td>
</tr>
<tr>
<td>BHS Wellness with Emphasis</td>
<td>Reduced by 1 elective (3 cr)</td>
<td></td>
</tr>
<tr>
<td>BHS</td>
<td>Reduced by 1 elective (3 cr)</td>
<td>Required: PSYC 101</td>
</tr>
<tr>
<td>BFA</td>
<td>Reduced by 1 science course</td>
<td></td>
</tr>
<tr>
<td>BMus</td>
<td>Reduced by 1 science course</td>
<td></td>
</tr>
<tr>
<td>Music BS</td>
<td>Reduced by 1 elective (3 cr)</td>
<td></td>
</tr>
<tr>
<td>BS Engineering/Computer Science</td>
<td>Reduced by 6 credits. Take one from HONS 265H or HONS 345H. Take one from HONS 225H, HONS 245H, HONS 265H, HONS 325H, HONS 345H, HONS 380</td>
<td>Science reduced—one course (Life Science)</td>
</tr>
<tr>
<td>Pre-Med</td>
<td>Reduced by 1 elective (3 cr)</td>
<td></td>
</tr>
</tbody>
</table>

Honors Service Requirement

All honors students are required to complete 12 hours of voluntary service per academic year to total 48 hours by graduation.

Replacing General Education Requirements

Because of the integrated and interdisciplinary courses, students completing SAGES will satisfy their General Education requirements for the Bachelor of Science degree with 37 credits of honors courses and 13 credits of mathematics, science, and physical education. The Bachelor of Arts degree requires the identical courses and foreign language proficiency. In each case, the normal requirements are significantly reduced, which frees students' schedules for cognate courses and electives.

Admission to The Honors Program

Each summer the honors program admits a limited number of prospective freshmen whose interests and achievements—as portrayed in part by the application essay—suggest they will benefit from participation in SAGES.

Students accepted into honors surpass the following qualifications:
- A minimum overall GPA of 3.50 on all secondary credits
- Scores of 25 on the ACT or 1200 on the SAT mathematics and verbal sections combined

Recognizing that for some students either high school grades or standardized test scores may not satisfactorily predict the potential for academic success in college, a small number of students who show considerable promise on one measure but not the other may be admitted to the program upon the director's discretion.

Admission for Transfer and Currently Enrolled Students

Applications are welcomed from currently enrolled students and transfer students who wish to participate in the program. Successful applicants demonstrate an interest in Honors and possess at least a B+ average on all college courses. Application forms are available in the Honors Office and on the Honors website.

Society of Andrews Scholars

Students in Honors form a society dedicated to spiritual, social, and intellectual activities outside the classroom. The society's logo depicts hands sheltering the flame of truth, which symbolizes the search for truth by students and faculty together. Excellence, Commitment, and Service is the society's motto. Membership fees and fees charged as part of the honors application process are used exclusively for student activities by the Society of Andrews Scholars. Annual participation in the service/citizenship/leadership program which is organized by the Society of Andrews Scholars, is required to continue in the J. N. Andrews Honors program.

National Honors Societies

The honors program works with the university's 17 departmental national honor societies to coordinate information and enhance their activities. It also works closely with the prestigious interdisciplinary national honor society Phi Kappa Phi, which inducts about 30 junior and senior Andrews students each year who meet...
HONS 225H - Materialism & Idealism
Credits: 3
Philosophers and prophets often approach wealth with caution or hostility, but modern culture flaunts status symbols and values self-worth by material accumulation. Considering such differences, readings from Plato to contemporary authors will raise questions about the level of wealth we ought to desire, the thoughtful use of that wealth, and reconciling a Christian life of service with professional success today. Elective.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: HONS

HONS 245H - Meanings of America
Credits: 3
Examines understandings of American society, culture and physical environment by a variety of observers, including native, foreign and minority, through study of prose, poetry, music, film and the visual arts. Core readings will include works by Jefferson, Tocqueville, Martineau, Douglass, Bourne, Friedan and King. Elective.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: HONS

HONS 265H - Literature and the Arts
Credits: 3
Explores the ways in which visual, musical, and literary arts address the human experience. Through close analysis of primary texts, students become conversant in the distinctive and overlapping discourses of the various art forms. Drawing upon this fine arts literacy, they will examine concerns of primary importance to creative minds from the ancient world to the postmodern era. These themes will include several of the following: the sacred, the quest for knowledge, gender relations, ethnicity and identity, social order and/or violence.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 115H Required.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: HONS

HONS 295H - Independent Study in (Topic)
Credits: 1–9
Grade Mode: Normal w/SG (A-F,I,S,SG,W)
Repeatable: Repeatable up to 9 credits
Schedule Type: Independent
College Code: HONS

HONS 325H - Justice
Credits: 3
What is justice? Is it a process, an end result, or both? Using concepts of right and wrong developed by Classical writers, medieval philosophers and recent Christian theologians, this course considers the relationships between justice and religious understandings of human nature and society. It then analyzes selected policies where concepts of justice can or should play a role, and critically examines the practical results of attempts to create greater social justice.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 115H. Elective.
Schedule Type: Lecture
Year Offering: Odd years
College Code: HONS

HONS 345H - What Is "Other?" The Non-Western World
Credits: 3
An introduction to the diversity and commonality of the global human experience and world views as expressed in literature, the arts, religion and other intellectual endeavors with special focus on the non-Western world. Small group activities, field trips, guest presenters, films and special projects enrich the discussion of significant texts.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 106H, HONS 115H. Required.
Schedule Type: Lecture
College Code: HONS

HONS 365H - Cosmos
Credits: 3
An interdisciplinary, readings-based course which considers the nature of science and its relationship to other approaches to truth. Selected "key ideas" in science will be examined to explore how science informs our understanding of who we are and our place in the universe. Particular attention will be given to the interplay between Christian faith and science.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 115H. Required.
Schedule Type: Lecture
College Code: HONS

HONS 380 - Topic in Bioethics & Christian Faith
Credits: 3
A capstone seminar for Honors students in biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166 , HONS 265H
Repeatable: Repeatable
Schedule Type: Lecture
College Code: HONS

HONS 380 - Topic in Cognitive Science and Faith
Credits: 3
This topics course will be a readings-based seminar considering the possibility of integrating cognitive science (especially neuroscience and psychological science) and Christian faith in the domain of understanding human nature. The course will focus particularly on Adventist theological understandings of human nature in the context of ongoing debates about human free will in the cognitive sciences.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Elective.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: HONS

HONS 380 - Topic in Physics and Faith
Credits: 3
An interdisciplinary readings-based course which considers the relationship between Christian faith and science. Developments in physics and cosmology will be examined in light of Adventist Christian theological understanding.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 365H, PHYS 142 or PHYS 242 or consent of instructor.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: HONS

HONS 380H - Topics, Independent Study, and Research
Credits: 1–4
Disciplinary and interdisciplinary topics selected for interest and importance. Typically the course revolves around reading, discussion, and individual projects. Elective.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: HONS

HONS 398H - Research Pro-Seminar
Credits: 1
Preparation for the senior project. Expectations for the senior thesis are addressed, including consideration of alternative topics, refining the thesis proposal, the role of literature review, formal public speaking, presentation software, and evaluation. The letter grade assigned reflects the presentation of the project at the Interdisciplinary Honors Seminar; a DG is assigned until then. Strongly recommended for all sophomores and must be completed prior to beginning Honors Thesis research.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Seminar
College Code: HONS
HONS 415H - Thinking Theologically: Christian Life and Faith
Credits: 3
A capstone Honors course exploring the intersection of constructive theology and contemporary issues from a distinctly Adventist perspective. Special attention is given to the correlation of God and human flourishing as enunciated through a wide range of pressing questions raised in the postmodern context. The aim of such an exploration is to deepen the faith of the participants and to instill a new appreciation for the conceptual and spiritual richness of the Great Controversy theme central to the Adventist worldview. Students are encouraged to foster critical reasoning and integrative thinking through a seminar-style engagement with selected primary texts in theology and philosophy.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 115H,HONS 215H Required.
Schedule Type: Lecture
College Code: HONS

HONS 495H - Independent Study (in any department)
Credits: 1–6
Individual study or research of an approved topic under the guidance of an appropriate professor and resulting in an essay, critical review, or other gradable demonstration of accomplishment. Implies 45 hours of work per semester credit. Elective.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: HONS

HONS 497H - Senior Honors Project
Credits: 0–6
Independent research or creative work to produce the Honors Thesis, typically supervised by a professor within the student’s major field. The thesis is filed in the James White Library to facilitate wider access. Required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: HONS
Certificate

Interdisciplinary Innovation and Entrepreneurship Certificate

The Innovation and Entrepreneurship Certificate (I&E Certificate) is a 15-credit sequence to actively lay a foundation, build a core, shape and polish a student’s capacity for Innovation and Entrepreneurship (I&E) through engagement in advanced projects and ancillary coursework in the Andrews Interdisciplinary Institute of Innovation and Entrepreneurship (AIIIE). This program complements any major and can be completed in 4 to 9 semesters. Completion involves a capstone course that is a practical implementation of a project or launch of a business. This program is designed to be of special interest to traditional and non-traditional students who have ambitions for establishing a startup company, developing or offering an innovative product, process, ministry, organization, or service.

Total Credits - 15

Pre-I&E - 3
Courses available before formal acceptance into the I&E Certificate program.

INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play Credits: 3
INEN 300 - I&E Seminar Credits: 0

Capstone - 3
A capstone that integrates all Interdisciplinary project work into a successful point of launch.

INEN 455 - Advanced Project - The Launch Credits: 3

Skill and Knowledge Development and Application - 6
Courses that will give students opportunities to develop and apply the knowledge and skills necessary for a successful launch.

INEN 225 - Prototyping and Tinkering Credits: 3
INEN 309 - The Implementation Tool Box Credits: 3

Elective - 3
Three credits of electives to be chosen in consultation with and approved by student’s primary I&E advisor.

Innovation & Entrepreneurship

INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play Credits: 3
An introductory course developing skills needed for creativity, innovation, problem solving, and entrepreneurship. Students play, tinker, and try new ideas with like-minded people. They will create a project proposal that demonstrates “spark” suitable for application for formal admission into the I&E Certificate program. Upon completion of this course, students will implement design thinking principles, uncover forces that drive economic and social vitality, develop an innovative and viable solution-based model, and recognize the difference between ideas and opportunities.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SBA

INEN 225 - Prototyping and Tinkering Credits: 3
Students grow ideas through advance play in a creative maker-space. I&E players will experiment with prototyping processes and reflect on successes and failures, apply discipline-specific methods of prototyping, and demonstrate the use of design thinking in model-making through an iterative process.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SBA

INEN 300 - I&E Seminar Credits: 0
A required weekly seminar that incorporates rich discussion, selected readings, and guest speakers addressing topics in innovation and entrepreneurship. Students in this learning community connect with entrepreneurs and faculty across campus to gain access to new ideas and opportunities, learn from a cross-section of experts and problem-solvers, and exchange ideas with their peers. Students in the introductory course and after acceptance into the I&E Certificate program register for this course every semester. It is required for a minimum of four semesters, but continuation is strongly recommended until completion of the project. Upon completion, students will have made significant connections with faculty, entrepreneurs, experts, and peers and used ensuing ideas and opportunities to develop their project.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Seminar
College Code: SBA

INEN 309 - The Implementation Tool Box Credits: 3
Students apply the knowledge and skills used in previous I&E courses to the planning process required for new venture development. They explore the legal, regulatory, and ethical issues faced by innovators and entrepreneurs as well as what it takes to be an effective member of a new venture team. Upon completion of this course, students will develop a business plan or philanthropic proposal and present a needs analysis with regards to social innovation, patents, copyrights, funding, and venture capital.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SBA

INEN 455 - Advanced Project - The Launch Credits: 3
A practicum that focuses on the actual launch of the project with a mentor. Upon completion of the course, students, under the mentorship of an appropriate expert, will demonstrate the steps required to launch the proposed idea.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Independent
College Code: SBA
College of Arts & Sciences

Keith E. Mattingly, Dean
Donald L. May, Associate Dean
Ruben Perez-Schulz, Assistant Dean
Rhonda Root, Assistant Dean
Gary W. Burdick, Assistant Dean for Graduate Programs
Konnely Santana, Administrative Assistant
Maya Wilson, Assistant to the Dean for Financial & Strategic Planning

Nethery Hall, Room 135
Phone: 269-471-3411
Fax: 269-471-6236
cas-info@andrews.edu
www.andrews.edu/cas/

Mission
To empower students for academic, professional, and service excellence in the liberal arts and sciences with distinctive Seventh-day Adventist perspective and purpose.

Pre-Professional

Pre-Professional Program in Dental Assistant and Dental Hygiene

Rob Zdor, Coordinator
zdor@andrews.edu
269-471-6696
Price Hall (Science Complex)

Students interested in a dental assistant career should obtain information concerning the program from the school to which they wish to apply.

Students planning a career in dental hygiene should complete two years of college work before entering a professional school.

Upon completion of an additional two years of prescribed college work at a professional school, the student will earn a bachelors degree in dental hygiene. For more information about dental hygiene, contact the American Dental Hygienists' Association: www.adha.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-dental Hygiene Curriculum—64

Loma Linda University admission requirements

- At least 64 semester units of accredited college coursework
- GPA of 3.0 or higher in science courses is recommended
- Courses must be a C or higher to meet LLUSD requirements
- Science courses must be completed within five (5) years of admission
- Proficiency in verbal and written English
- 20 hours minimum of observation/shadowing
- Dental assisting experience is strongly recommended

- Three letters of reference, including: spiritual leader, science professor, and employer
- A formal interview (by invitation only)
- Official transcripts from all schools attended

The following courses are recommended for the first two years before entering Loma Linda University. Students interested in applying to other professional schools should obtain specific entrance requirements for those schools. Specifically required courses are signified with an *.

Cultural and Spiritual Heritage—17-20 (must include both areas)

- Religion—3 semester units per year of attendance at an SDA college
- Humanities—14 semester units from three of the content areas listed below
  - History & Civilization
  - Art History & Art Appreciation
  - Music History & Music Appreciation
  - Performing Arts (4 units max)
  - Literature
  - Foreign Language
  - Philosophy & Ethics

Scientific Inquiry and Analysis—32

Physical & Natural Sciences—23

- BIOL 221* & BIOL 222*
- BIOL 260*
- BCHM 120* and CHEM 110*—one academic year covering inorganic, organic, and biochemistry with lab
- MATH 145*

Social Sciences—9

- SOCI 119*
- PSYC 101*
- ANTH 200*

Communication Skills—9

- ENGL 115* and ENGL 215*
- COMM 104*

Health and Wellness—5

- 1 course covering Personal Health or Nutrition
- Physical education (2 activity courses)

Pre-Professional Program in Dentistry

Students from departments within the College of Arts & Sciences

Rob Zdor, Coordinator, zdor@andrews.edu; 269-471-6696; Price Hall (Science Complex)
David Randall, randalld@andrews.edu; 269-471-3259, Halenz Hall (Science Complex)

Preference is given to applicants who have a broad academic background with a baccalaureate degree. The minimum entrance requirement is 96 semester credits with a 2.70 GPA (C=2.00) in both science and non-science courses, although it is recommended that students should maintain an A/B average in science, as well as overall. The Dental Aptitude Test (DAT) must be taken not later than October of the year preceding admission. Minimum entrance requirements for most dental schools follow. For more information, contact the American Dental Education Association: www.adea.org/ and the American Dental Association www.ada.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.
Required courses for applicants to Loma Linda University:

- English Composition—6
- Foundations of Biology—10
- General Chemistry—8
- Organic Chemistry—8
- General Physics—8
- Biochemistry—4

Recommended:

- Human anatomy, biochemistry, histology, computer science, systems physiology, management and organization, fundamentals of accounting, a survey of calculus, machine shop, and religion.

Total pre-dental credits: 96

Pre-Professional Program in Law

Paula Dronen, Coordinator
269-471-3216, dronenp@andrews.edu
Buller Hall, Room 135

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

Students who want to go on to law school should consult frequently with the pre-law advisor, at least once per year and preferably more often. The Pre-Law Society, a student-led and student-run organization, provides additional opportunities and resources for the pre-law student.

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

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-Professional Program in Medicine

Students from Departments within The College of Arts & Sciences
- Lisa Ahlberg: 269-471-6287
- Daniel F. Gonzalez (MLS): 269-471-6043
- Daniel Gonzalez-Socoloske (Biology): 269-471-6085
- H. Thomas Goodwin: 269-471-3240
- Ryan Hayes: 269-471-3248
- Pamela Litvak: 269-471-3240
- Kanya Long: 269-471-3263
- Peter Lyons: 269-471-6168
- David N. Mbungu: 269-471-6399
- Marlene N. Murray: 269-471-6243
- Benjamin Nivia: 269-471-6527
- Timothy Newkirk: 269-471-3605
- D. David Nowack: 269-471-6065
- David Randall: 269-471-3259
- Karen Reiner: 269-471-3622
- Tasha T. Simpson: 269-471-6283
- Denise L. Smith: 269-471-3242
- Science Complex

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

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: www.aacmc.org and the American Association of Colleges of Osteopathic Medicine: www.aacom.org. The pre-medical student may choose any major or minor and is encouraged to become acquainted with the main bodies of knowledge as represented by the various academic disciplines.

In light of adequate preparation for the Medical College Admissions Test (MCAT) and changes in medical school requirements, students should incorporate classwork in the following areas into their curriculum:

- Biochemistry
- Sociology
- Psychology
- Statistics

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required Courses

For Applicants to Loma Linda University School of Medicine
- English Composition—6
- Foundations of Biology—10
- General Chemistry—8
- General Physics—8
- Organic Chemistry—8
- Religion—9

Students should maintain an A/B average in science as well as overall.

Pre-Professional Program in Occupational Therapy

Students from departments within the College of Arts & Sciences
- Harvey Burnett, Coordinator, harveyb@andrews.edu; 269-471-6881; Buller Hall 221
- Kanya Long, kanya@andrews.edu; 269-471-3263; Price Hall (Science Complex)

An occupational therapist helps people cope with psychological or physiological dysfunction.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Prerequisites for Loma Linda University Admission

To be eligible for admission, the applicant must have completed a minimum of 96 quarter units (64 semester units) at an accredited college or university. The following prerequisites are required and must be completed successfully with a grade of C or better. Upon successful completion of didactic and fieldwork requirements, students will graduate from LLU with a bachelor's degree in health science and a master's in occupational therapy. Students are then eligible to take the NBCOT's National OT board exam.

Prerequisites: Domain 1: Spiritual and Cultural Heritage
- Religious studies, 4 quarter units per year of full-time study, (Applies only to students attending Seventh-day Adventist colleges.)
Minimum 20 quarter units, or 14 semester units. Choose from three subject areas: fine arts, history, civilization, literature, modern language, or philosophy. English as a second language may not be included. A maximum of 4 quarter units will be accepted in applied or performing art/music.

Prerequisites: Domain 2: Scientific Inquiry and Analysis: Natural Sciences

Human Anatomy with lab

Human Physiology with lab: 2 semesters or quarters of A&P are required.

Select one additional science course from chemistry, physics or physical science.

Mathematics: Two years of HS mathematics or equivalent. Accepted courses include algebra I & II, geometry, with grades of C or better. (These credits do not transfer although they meet the math requirement.)

Completed Need Social Sciences:

Sociology

General Psychology

Human Growth & Development. (Other acceptable equivalents are Developmental Psychology, Life Cycle, or Child Psychology and Adolescent Psychology.)

Prerequisites: Domain 3: Communication (9–13 quarter units, or 6–9 semester units)

Freshman English Composition, complete sequence, as required by the college you attended or are currently attending.

Note: If you test out of any Freshman English courses, you are still required to meet the minimum number of units for this Domain.

Speech, public speaking

Domain 4:

Health education (personal health or nutrition)

Two physical activities courses

Electives

Minimum requirement for entry is 96 quarter units, or 64 semester units.

Computer knowledge in the following areas is required: creating college level papers and assignments, Internet-based research, e-mail usage, PowerPoint presentations, online learning components.

Observation/Volunteer Service

40 hours of observation in occupational therapy settings. Documentation of community service performed is permissible as partial fulfillment of this requirement. Documentation of observation and/or community service must be submitted prior to admission consideration.

CPR—infant, child and adult. BLS health care provider. We only accept CPR from American Heart Association. This certification is not needed for the admissions process, but will be required upon acceptance to the program.

Note:

A minimum grade of C is required for transfer credit. C- and D grades are not transferable.

Pre-Professional Program in Optometry

Marlene Murray, Coordinator
mmurray@andrews.edu
269-471-3241

Price Hall (Science Complex)

As a general rule, a minimum of two years of college work is required by optometry school. However, most students entering optometry schools have completed three or four years of college. The following courses with minor variations meet the entrance requirements of most optometry schools. For more information, contact the American Optometric Association: www.aao.net.org and the Association of Schools and Colleges of Optometry: www.opted.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-optometry Suggested Courses

English Composition, Writing Seminars — 8

Foundations of Biology — 10

General Chemistry — 8

General Physics — 8

Introduction to Psychology — 3

Mathematics — 6

Microbiology or Bacteriology — 3

Organic Chemistry — 8

Physical Education — 2

Religion — 6

Social Sciences — 8

Statistics — 3

Pre-Professional Program in Pharmacy

D. David Nowack, Coordinator
269-471-6065

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 Association of Colleges of Pharmacy website: www.aacp.org. The doctor of pharmacy curriculum requires 2 years of pre-pharmacy and 4 years of professional pharmacy education.

The following prepharmacy courses are those required by FSU. FSU offers a calculus course in the summer that satisfies the prepharmacy requirements and require the PCAT for admission. Science courses with a grade of D are not transferable.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-pharmacy Curriculum

General Chemistry — 8

English Composition — 6

Foundations of Biology — 10

Communication (COMM 104 or COMM 320) — 2 or 3

Introduction to Psychology or Principles of Sociology — 3

Elementary Statistics (STAT 340 or STAT 285) — 3

General Microbiology — 4

Organic Chemistry — 8

Calculus (MATH 191) — 4

Macroeconomics — 3

Cultural Enrichment (one at 200-level) — 9

Pre-Professional Program in Physician Assistant

Students from departments within the College of Arts & Sciences

Benjamin Navia: bnavia@andrews.edu; 269-471-6527; Price Hall (Science Complex)

D. David Nowack: nowack@andrews.edu; 269-471-6065; Halenz Hall (Science Complex)

Physician assistants (PAs), members of a health-care team, practice medicine with supervision of licensed physicians. PAs perform a wide range of medical duties from basic primary care to high-technology specialty procedures. Professional PA education offered at any one of more than 100 accredited schools is an intensive 2–3 year program. Most PA programs are moving toward requiring a bachelors
degree, including courses in biology, chemistry, English, humanities/social science, mathematics, and psychology. The level of the science courses varies from program to program; consequently, each school should be consulted about its prerequisite requirements. Acceptance to a professional program typically requires extensive health-care experience such as nurse assistant, medical/X-ray lab technician, respiratory therapist, paramedic, hospital aide, or emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or via phone at 800-708-7581. PA programs and education can be accessed via the web: www.aapa.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-Professional Program in Public History

Stephanie Carpenter, Coordinator
carpenter@andrews.edu
269-471-3291
Buller Hall, Room 135

Public or applied history refers to careers in history-related fields other than teaching, including museum management, archival management, and historic preservation, as well as the production of historical media programs. In most cases, a master’s degree in a public or applied history or certification upon completion of certain graduate courses is needed prior to employment. The Department of History & Political Science recommends as curricula a major in history with a second major or minor and electives as the most advantageous undergraduate basis for a public-history career. Curriculum recommendations are available from the department chair.

Pre-Professional Program in Respiratory Care

Bill Chobotar, Coordinator
269-471-3262
Price Hall (Science Complex)

Andrews University offers prerequisite course work to prepare students who wish to enter a 2-year Associate of Science degree program or a 4-year Bachelor of Science degree program in Respiratory Care. Admission requirements vary among professional respiratory care programs. Not all professional programs accept transfer credits. Therefore, as soon as possible, interested students should contact the programs of choice for the most current prerequisite requirements. A list of accredited respiratory care programs may be obtained from the American Association for Respiratory Care, 11030 Ables Lane, Dallas, TX 75229 (phone 972-243-2272 and ask for the Education Department) or explore the web at: www.aarc.org/patient_resources/schools.html.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Loma Linda University:

Interested students may complete the prerequisites for Loma Linda University’s Respiratory Care Education Program while attending Andrews University. Check with the above listed coordinator for the required course work. The Pre-LLU/RC student may then apply and transfer to LLU through its selective admissions process as a second-year student in their program.

Pre-Professional Program in Veterinary Medicine

Katherine Koudele, Coordinator
269-471-6299
Smith Hall 112

Entrance requirements vary among veterinary medical colleges. Students should check the websites of their choice for the most current requirements. Accredited veterinary schools are listed on the website of the American Veterinary Medical Association (www.avma.org). Students, in consultation with their departmental advisor, can develop individualized programs to meet the entrance requirements for their preferred veterinary schools.
The Associate of Science degree in Agriculture prepares students for entry-level positions in their chosen area of specialization. It also provides a science-based foundation for students who already have significant practical experience. The credits earned in this two-year degree are fully transferrable to the four-year BT Agriculture degree at this university.

Total Credits: 62

Major: Core Requirements-30
- AGRI 118 - Soil Science Credits: 4
- AGRI 270 - Management of Agriculture Enterprises Credits: 3
- AGRI 395 - Internship in _________ Credits: 1–6
- HORT 205 - Plant Science Credits: 4
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI, HORT courses to fulfill remaining 30 credits required.

Andrews Core Experience - 32
- Life and Physical Sciences
  - HORT 150 - iGrow Credits: 4
- Fine Arts
  - HORT 350 - History of Landscape Architecture Credits: 3

Bachelors

Agriculture, Agribusiness Concentration BT

The Bachelor of Technology degree in Agribusiness is a professional degree for students looking for a future in agricultural management or supervision. This degree is a preparation for a sales position or large farm/production management role. Additionally, because of the business component of this degree, it is an easy blend into the AU MBA program. The agricultural portion is widely flexible to allow focus on a specific area of interest: corps, greenhouse production, horticulture, dairy management or another area of animal science.

Total Credits: 124

Major: Core Requirements-60
- AGRI 175 - First Year Seminar Credits: 1
- AGRI 118 - Soil Science Credits: 4
- AGRI 270 - Management of Agriculture Enterprises Credits: 3
- AGRI 394 - Internship & Career Preparation Credits: 1
- AGRI 335 - Research Methods Credits: 1
- AGRI 395 - Internship in _________ Credits: 1–6
- AGRI 450 - Environmental Leadership Credits: 3
- AGRI 497 - Capstone In ___________ Credits: 1–6
- AGRI 415 - Senior Seminar Credits: 1
- HORT 205 - Plant Science Credits: 4
- ACCT 205 - Accounting for Decision Making and Control Credits: 3
- BSAD 341 - Business Law Credits: 3
- BSAD 355 - Principles of Management Credits: 3
- ECON 226 - Principles of Microeconomics Credits: 3
- ECON 208 - Principles of Economics Credits: 3
- FNCE 317 - Business Finance Credits: 3

Programs
- Bachelor of Science. The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in animal science with a minor to complement their intended purpose.

- Bachelor of Technology. The BT degree is a professional degree. Graduates are prepared for supervisory and management positions in production agriculture such as crops or dairy herd management, horticulture or the landscape industry.

- Associate of Science. The two-year AS degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

Certificate. The Horticulture Certificate is designed to be a supplemental credential to equip those who desire to achieve the goals of improving the health of themselves and others through healthy food production and/or beautiful landscape development and maintenance with the knowledge they need. The classroom knowledge is put into practice in laboratories associated with classes as well as in an on-campus internship in the University’s gardens, orchards, and greenhouses.

Associates

Agriculture AS
- Agriculture major credits selected in consultation with an advisor from ANSI, AGRI, HORT courses to fulfill the remaining 60 required.

Andrews Core Experience

Fine Arts
- HORT 350 - History of Landscape Architecture Credits: 3

Life Sciences
- HORT 150 - iGrow Credits: 4

Math Requirement
- MATH 166 - College Algebra for Business Credits: 3

Agriculture, Animal Husbandry Concentration BT

The Bachelor of Technology degree in Animal Husbandry is a professional degree for students looking for a future in agricultural management or supervision. This degree is a preparation for a sales position or large farm/production management role. The agricultural portion is widely flexible to allow focus on a specific area of interest: dairy management or another area of animal science.

Total Credits - 124

Major: Core Requirements - 60

Core Requirements - 15
- AGRI 175 - First Year Seminar Credits: 1
- AGRI 270 - Management of Agriculture Enterprises Credits: 3
- AGRI 335 - Research Methods Credits: 1
- AGRI 394 - Internship & Career Preparation Credits: 1
- 3 Credits of AGRI 395 - Internship in __________ Credits: 1–6
- AGRI 415 - Senior Seminar Credits: 1
- AGRI 450 - Environmental Leadership Credits: 3
- AGRI 497 - Capstone In ______________ Credits: 1–6

Undergraduate Electives - 18
Select 18 credits from the following courses, in consultation with your advisor.
- ANSI 114 - Introduction to Animal Science Credits: 3
- ANSI 305 - Animal Nutrition Credits: 3
- ANSI 325 - Domestic Animal Behavior Credits: 3
- ANSI 340 - Production/Management of __________ Credits: 3
- ANSI 425 - Issues in Animal Agriculture, Research and Medicine Credits: 3
- ANSI 440 - Animal Reproduction Credits: 3
- ANSI 445 - Physiology of Domestic Animals Credits: 4
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI and HORT courses to fulfill the remaining 60 required.

Cognates - 16-18
- BIOL 165 - Foundations of Biology Credits: 4,5
- BIOL 166 - Foundations of Biology Credits: 4,5
- CHEM 131 - General Chemistry I Credits: 4
- CHEM 132 - General Chemistry II Credits: 4
- Recommended for Pre-Vet
- BCHM 421 - Biochemistry I Credits: 4
- CHEM 231 - Organic Chemistry I Credits: 3
- CHEM 232 - Organic Chemistry II Credits: 3
- PHYS 141 - General Physics I Credits: 4
- PHYS 142 - General Physics II Credits: 4

Anderss Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following course substitutions.

Fine Arts
- HORT 350 - History of Landscape Architecture Credits: 3

Horticulture, Landscape Design BT

The Horticulture – Landscape Design degree is a professional degree built to equip students with an extensive knowledge base in ornamental horticulture and environmental design. Ecology, botany, and art are combined in this degree to equip students to work in the ever growing ‘green industry,’ joining creative professionals who like nature and working with it. The graduates of this degree are ready for immediate employment with many offered a position before graduation.

Total Credits: 124

Major: Core Requirements - 60

Core Requirements
- AGRI 175 - First Year Seminar Credits: 1
- AGRI 270 - Management of Agriculture Enterprises Credits: 3
- 1 Credits of AGRI 395 - Internship in __________ Credits: 1–6
- AGRI 415 - Senior Seminar Credits: 1
- AGRI 450 - Environmental Leadership Credits: 3
- AGRI 497 - Capstone In ______________ Credits: 1–6
- ANSI 114 - Introduction to Animal Science Credits: 3
- ANSI 305 - Animal Nutrition Credits: 3
- ANSI 340 - Production/Management of __________ Credits: 3
- ANSI 425 - Issues in Animal Agriculture, Research and Medicine Credits: 3
- ANSI 435 - Animal Genetics Credits: 3
- ANSI 440 - Animal Reproduction Credits: 3
- ANSI 445 - Physiology of Domestic Animals Credits: 4
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI and HORT courses to fulfill the remaining 40 required.
The Bachelor of Technology in International Agriculture Development is designed to provide students with knowledge, skills and experience to prepare them for entry-level positions in agriculture or international development or to pursue an advanced degree. Students who complete this degree will be eligible to enter the MS Community & International Development program at Andrews University with Advanced Standing.

**Major: Core Requirements - 60**

The Bachelor of Technology in International Agriculture Development is designed to provide students with knowledge, skills and experience to prepare them for entry-level positions in agriculture or international development or to pursue an advanced degree. Students who complete this degree will be eligible to enter the MS Community & International Development program at Andrews University with Advanced Standing.

**Core Requirements — 43**

- AGRI 118 - Soil Science Credits: 4
- AGRI 175 - First Year Seminar Credits: 1
- AGRI 240 - Fundamentals of Irrigation Credits: 3
- AGRI 270 - Management of Agriculture Enterprises Credits: 3
- AGRI 335 - Research Methods Credits: 1
- AGRI 390 - Agriculture Study Tour Credits: 0
- AGRI 394 - Internship & Career Preparation Credits: 1
- AGRI 395 - Internship in ___________ Credits: 1–6
- AGRI 415 - Senior Seminar Credits: 1
- AGRI 497 - Capstone In ______________ Credits: 1
- AGRI 498 - International Internship in ___________ Credits: 1–6
- ANSI 114 - Introduction to Animal Science Credits: 3
- ACCT 205 - Accounting for Decision Making and Control Credits: 3
- HORT 205 - Plant Science Credits: 4
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- SOCI 160 - Introduction to International Development Credits: 3
- SOCI 421 - Development Theory & Practice Credits: 3
- SOCI 431 - Needs Assessment and Capacity Mapping Credits: 3
- AGRI 308 - Principles of Weed Control Credits: 3
- AGRI 345 - Topics in ___________ Credits: 1–4
- AGRI 467 - Concepts of International Agriculture Credits: 3
- AGRI 468 - International Agricultural Implementation Credits: 3
- ANSI 305 - Animal Nutrition Credits: 3
- ANSI 340 - Production/Management of ___________ Credits: 3
- ANSI 440 - Animal Reproduction Credits: 3
- HORT 208 - Propagation of Horticultural Plants Credits: 3
- SOCI 350 - Social Policy Credits: 2
- SOCI 408 - Emergency Preparedness Credits: 2
- SOCI 432 - Research Methods II: Introduction Credits: 3

*Required elective for advanced placement in MSCID.

**Major Electives - 15**

- AGRI 335 - Research Methods
- AGRI 340 - Production/Management of ___________ Credits: 3
- AGRI 345 - Topics in ___________ Credits: 1–4
- AGRI 467 - Concepts of International Agriculture Credits: 3
- AGRI 468 - International Agricultural Implementation Credits: 3
- ANSI 305 - Animal Nutrition Credits: 3
- ANSI 340 - Production/Management of ___________ Credits: 3
- ANSI 440 - Animal Reproduction Credits: 3
- HORT 208 - Propagation of Horticultural Plants Credits: 3
- SOCI 350 - Social Policy Credits: 2
- SOCI 408 - Emergency Preparedness Credits: 2
- SOCI 432 - Research Methods II: Introduction Credits: 3

*Required elective for advanced placement in MSCID.

**Program Description**

The BT degree is a professional degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

**Total Credits: 124**

**International Agriculture Development BT**

The Bachelor of Technology in International Agriculture Development is designed to provide students with knowledge, skills and experience to prepare them for entry-level positions in agriculture or international development. Additionally, students who complete this degree and suggested electives will be eligible to enter the one-year Master of Science in Community & International Development program at Andrews University with Advanced Standing. Students are required to participate in a domestic as well as an international internship so that the experience of other cultures is embedded in the program. Job opportunities are numerous with NGO's, domestic and international governments and the mission field.

**Students interested in smaller scale agriculture and international adventure with a purpose will find this degree a good fit.**

**Andrews Core Experience**

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Life Sciences

- HORT 150 - iGrow Credits: 4
- HORT 350 - History of Landscape Architecture Credits: 3

**Landscape Design Concentration - 14**

- AGRI 137 - Practicum in ______ Credits: 1–6
- AGRI 240 - Fundamentals of Irrigation Credits: 3
- AGRI 308 - Principles of Weed Control Credits: 3
- AGRI 390 - Agriculture Study Tour Credits: 0
- ARCH 126 - Drawing and Graphics Studio Credits: 3
- ARCH 150 - Introduction to Architecture and Design Credits: 3
- ART 104 - Drawing I Credits: 3
- ART 200 - Color Theory and Use Credits: 3
- HORT 208 - Propagation of Horticultural Plants Credits: 3
- HORT 227 - Woody Plant Identification II Credits: 3
- HORT 228 - Herbaceous Plant Identification Credits: 3
- HORT 340 - Land Surveying Credits: 2
- HORT 360 - Arboriculture Credits: 3
- HORT 365 - Urban Landscape Design Credits: 3
- HORT 375 - Landscape Estimating Credits: 3
- HORT 378 - Integrated Insect/Disease Management Credits: 4
- HORT 429 - Computer Landscape Design Credits: 3
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI, and HORT courses to fulfill the remaining 60 required.

**Credits:**

- 3
- 3
- 3
- 3
- 1–4
- 3
- 3
- 3
- 1
- 1–6
- 1–6

**Students interested in smaller scale agriculture and international adventure with a purpose will find this degree a good fit.**

**Program Description**

The BT degree is a professional degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

**Total Credits: 124**

**Major: Core Requirements - 60**

The Bachelor of Technology in International Agriculture Development is designed to provide students with knowledge, skills and experience to prepare them for entry-level positions in agriculture or international development or to pursue an advanced degree. Students who complete this degree will be eligible to enter the MS Community & International Development program at Andrews University with Advanced Standing.

**Core Requirements — 43**

- AGRI 118 - Soil Science Credits: 4
- AGRI 175 - First Year Seminar Credits: 1
- AGRI 240 - Fundamentals of Irrigation Credits: 3
- AGRI 270 - Management of Agriculture Enterprises Credits: 3
- AGRI 335 - Research Methods Credits: 1
- AGRI 390 - Agriculture Study Tour Credits: 0
- AGRI 394 - Internship & Career Preparation Credits: 1
- AGRI 395 - Internship in ___________ Credits: 1–6
- AGRI 415 - Senior Seminar Credits: 1
- AGRI 497 - Capstone In ______________ Credits: 1
- AGRI 498 - International Internship in ___________ Credits: 1–6
- ANSI 114 - Introduction to Animal Science Credits: 3
- ACCT 205 - Accounting for Decision Making and Control Credits: 3
- HORT 205 - Plant Science Credits: 4
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- SOCI 160 - Introduction to International Development Credits: 3
- SOCI 421 - Development Theory & Practice Credits: 3
- SOCI 431 - Needs Assessment and Capacity Mapping Credits: 3
- AGRI 308 - Principles of Weed Control Credits: 3
- AGRI 345 - Topics in ___________ Credits: 1–4
- AGRI 467 - Concepts of International Agriculture Credits: 3
- AGRI 468 - International Agricultural Implementation Credits: 3
- ANSI 305 - Animal Nutrition Credits: 3
- ANSI 340 - Production/Management of ___________ Credits: 3
- ANSI 440 - Animal Reproduction Credits: 3
- HORT 208 - Propagation of Horticultural Plants Credits: 3
- SOCI 350 - Social Policy Credits: 2
- SOCI 408 - Emergency Preparedness Credits: 2
- SOCI 432 - Research Methods II: Introduction Credits: 3

*Required elective for advanced placement in MSCID.

**Andrews Core Experience**

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Life Sciences

- HORT 150 - iGrow Credits: 4
- HORT 350 - History of Landscape Architecture Credits: 3

**Credits:**

- 3
- 3
- 3
- 3
- 1–4
- 3
- 3
- 3
- 3
- 3
- 2
- 2
- 3
• HORT 150 - iGrow Credits: 4  
Social Sciences  
• ECON 225 - Principles of Macroeconomics Credits: 3  
Or  
• ECON 208 - Principles of Economics Credits: 3  
Fine Arts  
• HORT 350 - History of Landscape Architecture Credits: 3

Undergraduate Minors

Agriculture Minor

Total Credits: 20
Selected from AGRI, ANSI or HORT courses in consultation with advisor.

Certificates

Horticulture Certificate

The Horticulture Certificate is a supplemental credential for currently enrolled students. It is designed to equip those who desire to improve their own health and that of others through healthy food production and/or beautiful landscape development and maintenance with the knowledge they need. The classroom knowledge is put into practice in laboratories associated with classes as well as in an on-campus internship in the University gardens, orchards, and greenhouses.

Total Credits: 14

Requirements

• HORT 150 - iGrow Credits: 4  
• HORT 350 - History of Landscape Architecture Credits: 3  
• AGRI 270 - Management of Agriculture Enterprises Credits: 3  
• 1 Credit of AGRI 395 - Internship in ________ Credits: 1-6 (on campus)

Electives - 3  
Agriculture major credits selected in consultation with an advisor from major elective courses to fulfill the remaining 3 credits required.

Pre-Professional

Pre-Professional Program in Veterinary Medicine

Katherine Koudele, Coordinator  
269-471-6299  
Smith Hall 112

Entrance requirements vary among veterinary medical colleges. Students should check the websites of their choice for the most current requirements. Accredited veterinary schools are listed on the website of the American Veterinary Medical Association (www.avma.org). Students, in consultation with their departmental advisor, can develop individualized programs to meet the entrance requirements for their preferred veterinary schools.

Agriculture

AGRI 118 - Soil Science  
Credits: 4  
Factors affecting soil formation, soil texture, particle size, pore space and their impact on soil air/water relations, and chemical characteristics of soils, including pH, ion exchange, and maintenance of soil fertility.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab  
Course/Lab Fee: Yes  
Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture, Lab, Lecture/Lab  
Year Offering: Alternate years  
College Code: CAS

AGRI 137 - Practicum in_____  
Credits: 1–6  
Fifty hours per credit of supervised practical experience in one area of concentration. May be repeated in different areas for a maximum of 6 credits. Topics to be chosen in consultation with an advisor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)  
Repeatable: Repeatable up to 6 credits  
Schedule Type: Practicum  
Term Offering: Fall, Spring  
College Code: CAS

AGRI 175 - First Year Seminar  
Credits: 1  
This course is an orientation to the diverse field of agriculture. It covers the departmental expectations, goal setting for senior year, internship and project possibilities, and senior portfolio development. Also covered are department/university resources designed to help students be successful in college and in preparation for their eventual career.

Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
Term Offering: Fall  
College Code: CAS

AGRI 206 - Farm Machinery  
Credits: 3  
Selection and operation of farm equipment, based on the initial cost and economic performance, including factors governing the site and type of farm machines, their capacity, efficient use, adjustment and repair.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab  
Course/Lab Fee: Yes  
Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture, Lab  
Year Offering: Alternate years  
College Code: CAS

AGRI 240 - Fundamentals of Irrigation  
Credits: 3  
Design, installation, drawing, interpretation and maintenance of plastic or metal irrigation systems and control devices for proper sprinkler coverage.

Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
Year Offering: Alternate years  
Term Offering: Fall  
College Code: CAS

AGRI 270 - Management of Agriculture Enterprises  
Credits: 3  
An introduction to acquiring and analysis of management information for decision making; an understanding of basic economic principles that impact biological production systems and implementation of the principles for total quality management for increased productivity.

Grade Mode: Normal (A-F,I,W)
AGRI 285 - Undergraduate Research
Credits: 0–3
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are beginning to establish their knowledge of Agriculture, Horticulture or Animal Science at the college level.
Lecture/Lab: Weekly: Minimum of four hours of work per credit.
Grade Mode: Normal w S/DG (A-F,I,S,DG,W)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
Special Approval: Instructor permission required
Term Offering: fall, Spring
College Code: CAS

AGRI 304 - Forage Crop Production
Credits: 3
Basic principles of forage crop production, emphasizing choice of crop, establishment, growth, maintenance, harvesting, storage and feeding.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

AGRI 308 - Principles of Weed Control
Credits: 3
Control of weeds in horticultural and field crops, utilizing biological, cultural, mechanical, and chemical practices. Class study also involves preparation and testing for pesticide applicator's license.
Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Year Offering: Alternate years
College Code: CAS

AGRI 330 - Economic Botany
Credits: 3
This class explores the botany of commercial crops worldwide including: importance, distribution, economic adaptation, and botany of leading farm crops, emphasizing rotation, seedbed preparation, and economic production. Production and management of commercial vegetable crops; includes planting, cultural care, harvesting and post-harvesting procedures and marketing.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

AGRI 335 - Research Methods
Credits: 1
A preparation for a successful project in Agriculture related fields, that has been explored and practiced: this includes learning how to ask a good research question, conduct a literature review, develop appropriate research methodology, find resources to fund research, and properly present project results
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

AGRI 345 - Topics in _________
Credits: 1–4
A class based on selected topics of current interest in agriculture.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

AGRI 390 - Agriculture Study Tour
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department offerings. Fee may be required.
Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

AGRI 394 - Internship & Career Preparation
Credits: 1
An exploration of job possibilities in each student's area of study. Includes: job searching, expectation development, opportunity evaluation and professional communication skills. To be taken in tandem with first semester of AGRI 395.
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: AGRI 395 or AGRI 498
Schedule Type: Practicum
Term Offering: Spring
College Code: CAS

AGRI 395 - Internship in _________
Credits: 1–6
Supervised internship of on-the-job work experience in some field of agriculture under the direction of the employer and evaluated by a departmental faculty member. Students submit a report of their experience and must complete a minimum of 120 hours of work experience for each credit earned.
Grade Mode: Normal w S/DG (A-F,I,S,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: CAS

AGRI 415 - Senior Seminar
Credits: 1
A synthesis course required of all bachelor degree students, in which each student assembles a portfolio, conducts career research and prepares for job or graduate school interviews.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
Term Offering: Fall
College Code: CAS

AGRI 440 - Topics in _________
Credits: 1–4
A class based on selected topics of current interest in agriculture.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

AGRI 450 - Environmental Leadership
Credits: 3
The study of an individual's leadership role within environmental complexities. This class will integrate current leadership theory with disciplines steeped in our natural environment. Animal scientists, agriculturalists, landscape architects are some of our first responders to environmental issues on this earth. This class will explore many of those environmental issues while developing better leadership understanding and one's own leadership ideology.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

AGRI 467 - Concepts of International Agriculture
Credits: 3
A study of the relative significance of the role of external institutions and agency, financial programs for agricultural development, human resource development and agricultural education as a means of fostering worldwide agricultural development to counter-balance the threat to global food security and to overcome food deficits.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

AGRI 468 - International Agricultural Implementation
Credits: 3
The application of scientific agricultural principles of food production, utilizing cultural practices based on appropriate agricultural technologies that support a philosophy of sustainability for future generations.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

AGRI 497 - Capstone In ___________
Credits: 1–6
A capstone class to combine and apply a student's learning and acquired skill-set to specific research, program development, or design demands. This class will result in publishable quality artifacts used in senior portfolio development, and should consist of one sizable project in the senior's area of expertise. Planned to progress into Spring semester as AGRI 499, for a full year experience. To be taken in the Fall of the senior year.
Grade Mode: Normal with DG (A-F,I,W)
Schedule Type: Independent
Term Offering: Fall
College Code: CAS

AGRI 498 - International Internship in___________
Credits: 1–6
Supervised internship of on-the-job international work experience in agriculture/horticulture. Students submit a report of their experience to be evaluated by a departmental faculty member and must complete 120 hours of work experience for each credit earned.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: CAS

AGRI 499 - Project in _______
Credits: 1–6
Individual research in some field of agriculture under the direction of the faculty.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

AGRI 540 - Topics in:
Credits: 1–6
Students are able to select offerings from various contemporary Agriculture topics.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

Animal Science

ANSI 114 - Introduction to Animal Science
Credits: 3
Farm animal anatomy, reproductive and digestive physiology, nutrition, genetics, housing, health management and production of animal products.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ANSI 125 - Livestock Handling Methods
Credits: 3
Principles and practices of handling livestock including proper catching, restraint, injections, tagging, grooming and hoof trimming.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ANSI 150 - Companion Animal Care
Credits: 3
Principles and practices on how to choose the right pet, keep it healthy, pet grooming, training and correcting behavioral problems. Animal species covered are dogs, cats, small caged pets, birds, fish, reptiles and amphibians.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ANSI 250 - Dairy Facilities
Credits: 3
A study of various types of milking systems, housing and manure handling systems of dairy cattle of all ages and production levels. Ventilation, stall and barn dimensions, and bedding will be some of the topics covered.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Spring
College Code: CAS

ANSI 278 - Dairy Health and Disease
Credits: 3
Principles and practice of physical examination of dairy cattle and the causes, preventions and treatment of infectious and metabolic diseases by system. Also included are dairy cattle breeding and genetics.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Spring
College Code: CAS

ANSI 305 - Animal Nutrition
Credits: 3
Principles of feed chemistry and nutrient utilization, digestive tract anatomy and physiology including digestion, absorption, metabolism of feeds by domestic species, nutrition related diseases/deficiencies, ration formulation and feeding management.
Grade Mode: Normal (A-F,I,W)
Recommended: CHEM 131 or higher.
Schedule Type: Lecture, Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ANSI 325 - Domestic Animal Behavior
Credits: 3
Physiological basis for each type of behavior and its development, communication methods, normal and aberrant behavior in each domestic animal species as well as treatments for problem situations.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ANSI 340 - Production/Management of ________
Production methods and management practices of domesticated livestock species including nutrition, reproduction, housing, health and specialized care of a particular species. Course is repeatable for study of dairy cattle, equine, poultry and small livestock.

**Lecture/Lab:** Weekly: 2 lectures and 1 lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Term Offering:** Fall, Spring  
**College Code:** CAS

**ANSI 379 - Small Animal Health and Disease**  
**Credits:** 3  
Proper handling and care, nutritional needs, and common health problems of companion animals such as dogs, cats, birds, pocket pets, reptiles.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**Term Offering:** Fall  
**College Code:** CAS

**ANSI 420 - Canine Gross Anatomy**  
**Credits:** 4  
Study of macroscopic skeleton, muscles, internal organs, blood vessels and nerves using preserved, latex-injected specimens. Comparisons made with the live dog through palpation.

**Lecture/Lab:** Weekly: 2 lectures and two 3-hour labs  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Recommended:** BIOL 166  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Year Offering:** Alternate years  
**Term Offering:** Fall  
**College Code:** CAS

**ANSI 425 - Issues in Animal Agriculture, Research and Medicine**  
**Credits:** 3  
Study of the ethical issues that challenge animal researchers, producers, caretakers, and veterinarians to treat and raise animals humanely yet effectively.

**Course/Lab Fee:** Yes  
**Course Attribute:** Service Course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

**ANSI 430 - Lactation Physiology**  
**Credits:** 3  
Anatomy and physiology of the udder, milk secretion, disease prevention and treatment, milking management and milking systems.

**Lecture/Lab:** Weekly: 2 lectures and 1 lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Recommended:** BIOL 166  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

**ANSI 435 - Animal Genetics**  
**Credits:** 3  
Basic genetics principles, cytogenetics, immunogenetics, population genetics and quantitative genetics, biotechnology, gene mapping and the use of molecular tools to research inherited disorders using examples of veterinary medicine.

**Grade Mode:** Normal (A-F,I,W)  
**Recommended:** BIOL 166  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

**ANSI 440 - Animal Reproduction**  
**Credits:** 3  
Anatomy and physiology of farm animal reproduction including the cellular and endocrine components as well as management aspects.

**Lecture/Lab:** Weekly: 2 lectures and 1 lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Recommended:** BIOL 166  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

**ANSI 445 - Physiology of Domestic Animals**  
**Credits:** 4  
Physiology of digestive, cardiovascular, pulmonary, excretory, nervous and skeletomuscular systems in domesticated ruminants and monogastrics.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Alternate years  
**Term Offering:** Fall  
**College Code:** CAS

**ANSI 450 - Equine Exercise Anatomy & Physiology**  
**Credits:** 3  
The anatomy and physiology of the limbs (shoulder and pelvic girdles, legs, feet) as well as the respiratory tract, all of which are vital to a horse's usefulness.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

**ANSI 455 - Equine Health and Disease**  
**Credits:** 3  
Topics covered in depth are: the causes of infectious (e.g. tetanus, strangles) and non-infectious (e.g. laminitis, colic, injury), diseases of horses, their prevention, diagnosis and treatment.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**Term Offering:** Fall  
**College Code:** CAS

**ANSI 540 - Topics in_____**  
**Credits:** 1–6  
Students are able to select offerings from various contemporary animal science topics.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Blended Learning  
**Term Offering:** Spring  
**College Code:** CAS

**Horticulture**

**HORT 136 - Landscape Drafting and Graphics**  
**Credits:** 4  
Introduces and develops proficiency in technical drafting for landscape design including symbols, 2-D and 3-D drawings, sections and elevations, titles blocks, legends and plan organizations. Studio puts graphics to work with a broad range of landscape projects represented. Introduces students to the residential design process and uses live projects to practice skills.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/lab  
**College Code:** CAS

**HORT 137 - Fundamentals of Landscape Design**
Credits: 4
Introduces and develops the principles of design, design theory, site analysis, functional diagramming, circulation, spatial planes and design schematics. Course will explore both hardscape and softscape principles. Class integrates the design process in drawing plans of all sizes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: HORT 136
Schedule Type: Studio
Term Offering: Spring
College Code: CAS

HORT 150 - iGrow
Credits: 4
An introduction to the horticultural and landscape field. This class offers basic care of the home landscape with ornamental trees and shrubs, perennials and annuals. This class covers growing fruits and vegetables for the small garden as well as some of the horticultural basics of plant science and soil science. Topics will cover pruning, training, insects, pests and disease, fertilizing techniques, plant basics, landscape design and more. Labs in the greenhouse and gardens while exercising scientific methods.

Course Attribute: Life Science
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab, Interactive Online
College Code: CAS

HORT 205 - Plant Science
Credits: 4
Introduces students to the requirements of plant growth and development. Understanding of these processes is gained by studying topics such as plant cells, tissue, and organ structure; photosynthesis, cellular respiration, plant reproduction, including flowering, fruit development, seed set, the role of hormones, and plant nutrition.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

HORT 208 - Propagation of Horticultural Plants
Credits: 3
Intended to acquaint students with the processes of sexual and asexual reproduction, especially as it applies to the horticultural industry. Asexual reproduction investigates methods of clonal reproduction utilizing non-flowering plant parts such as cutting, grafting, layering, and micro propagation (tissue culture).

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: HORT 150 or HORT 205
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

HORT 226 - Plant Systematics & ID
Credits: 3
Plant systematics, keying native plants & plant morphology. The identification and recognition of local woody and herbaceous specimen. Focus on identification, environmental requirements, domestice and native value, comenclature and preservation. Class introduces botanical principles and mastering a broad range of local flora.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

HORT 227 - Woody Plant Identification II
Credits: 3
Introduction to the identification and recognition of the deciduous, evergreen and broad leafed evergreen shrubs and vines of the northern. Focus will be on shape, color, size, texture, environmental requirements and the landscape value of native and cultivated shrubs and vines of the northern temperate zone.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

HORT 228 - Herbaceous Plant Identification
Credits: 3
Identification and recognition of shape, size, color, texture, and environmental requirements of the nonwoody plants providing color and ground cover in the landscape.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

HORT 315 - Landscape Structures and Materials
Credits: 3
Course combines lecture, drawing and hands-on labs covering an array of hardscape materials including retaining walls, decks and arbors, patios, fencing, edging, pools and more.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate Years
College Code: CAS

HORT 340 - Land Surveying
Credits: 2
Course introduces the principles of land surveying such as measurements of distance, elevation and angles, instrumentation and mapping, and GIS.

Lecture/Lab: Weekly: 1 lecture and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

HORT 350 - History of Landscape Architecture
Credits: 3
A study of landscape history throughout civilization and its impact upon society and the environment. Course will look at the origin of landscape architectural styles and characteristics, and explore the influence of historical landscape design personalities upon the American landscape.

Course Attribute: Art History course
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: CAS

HORT 360 - Arboriculture
Credits: 3
Care of shade and ornamental trees living under environmental stress of urbanization, their legal protection and value. Includes tree anatomy and physiology, soils, nutrition and water relationships, transplanting, disease and insect control, mechanical injury and pruning to develop a healthy tree.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

HORT 365 - Urban Landscape Design
Credits: 3
Designing landscapes to meet the environmental challenges and conditions of...
urban spaces. Circulation patterns for conducting business, aesthetic and functional aspects of design for corporate/institutional, governmental agencies and municipal areas.

Course/Lab Fee: Yes
Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Recommended: HORT 136, HORT 137
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

HORT 369 - Greenhouse Environment and Production
Credits: 3
Concepts and principles of commercial plant production in the greenhouse environment. Topics include structure and environment of the greenhouse, production of bedding and potting plants and cut flowers.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
College Code: CAS

HORT 375 - Landscape Estimating
Credits: 3
An introduction to the estimating process for landscape design, construction and maintenance work. Various schedules and forms are used to assign costs of equipment, plants, hardscape materials, labor and overhead. The many variables from project to project are explored and then formulas are applied to arrive at making landscape installations an efficient and profitable business.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

HORT 378 - Integrated Insect/Disease Management
Credits: 4
Study of significant diseases and insects of agricultural and horticultural plant materials, including life cycles and influence of environmental conditions; determination of effective control methods for crop, ornamental and turfgrass production.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lecture/Lab
Year Offering: Alternate years
Term Offering: Spring
College Code: CAS

HORT 429 - Computer Landscape Design
Credits: 3
Principles and practices of computer-aided landscape design, including creating scale perimeter plot plans, using drawing tools, plant/site relationships, and graphic imaging leading to a computer-generated landscape drawing. Studio emphasizes skill development and proficiency in integrating software and hardware to create CAD-generated landscape designs. Prior landscape drawing course work is recommended.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: CAS

HORT 441 - Advanced Landscape Graphics
Credits: 4
Advanced exploration and application of graphics applying to all aspects of landscape architecture. Working in multiple environments and media. Work will include plan view, 2D and 3D hand graphics. Products will be professional quality presentations including both artistic and verbal communication skills.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: HORT 136 and HORT 137
Schedule Type: Studio

HORT 442 - Advanced Site Design
Credits: 4
Landscape Architecture concepts relating to the challenging problems of design. Field application through live projects encompassing all aspects of landscape architecture and presentation. This class is focused on synthesizing significant previous class work and applying it to a real customer setting.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: HORT 136, HORT 137, HORT 226, HORT 227, HORT 228 and HORT 441
Schedule Type: Studio
Term Offering: Spring
College Code: CAS

HORT 540 - Topics in:
Credits: 1–6
Students are able to select offerings from various contemporary Horticulture topics.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS
Behavioral Sciences

Buller Hall, Room 211
Phone: 269-471-3152
bhsc-info@andrews.edu
www.andrews.edu/bhsc/

Faculty
Harvey J. Burnett, Chair
Karl G. Bailey, Director of Behavioral Neuroscience
Dawn Dulhunty, Director of off-campus International Development Program (IDP)
Herbert W. Helm
Øystein S. LaBianca
Lionel N. A. Matthews
Duane C. McBride, Director of the Institute of Prevention of Addictions
Melissa Ponce-Rodas
Joel Raveloharimisy, Director of on-campus Community & International Development Program (CIDP)

Faculty Emeritus
Larry S. Ulery

Adjunct Faculty
Robert Bates
Winston Craig
Stephanie Goddard
Cleran Hollancid
Gary L. Hopkins
Harold James
Fredrick Kosinski
Stacey Nicely
Susan Singer
Arian Timoti
Kristen Witzel
Penelope Webster
Alicia Worley de Palacios

Mission
The Department of Behavioral Sciences is concerned with the study of how human beings think and behave, both as individuals and in social, spiritual and cultural settings. By providing students with the discoveries and procedures accumulated from this versatile field of study, our goal is to empower students to utilize their knowledge to further the mission of the Seventh-day Adventist Church and to restore men and women to the image of our Maker.

The Department of Behavioral Sciences is organized as a consortium where faculty share expertise and research endeavors in related disciplines. The behavioral sciences are concerned with the study of how human beings think and behave as individuals, and in sociocultural and ecological systems.

Undergraduate Program Policies/Administration

Computer Policy
In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student’s second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Department Aims
This department aims (1) to introduce students to the salient discoveries and procedures accumulated from research in behavioral sciences disciplines and (2) to empower students to utilize this knowledge in furthering the mission of Seventh-day Adventists: restoring men and women to the image of their Maker. The department fulfills these aims by three principal means: (1) instruction by Christian professors; (2) course work which develops a strong liberal-arts foundation and interdisciplinary preparation leading to many different fields of Christian service; and (3) extracurricular participation by students in voluntary religious activities, community service, and research.

Minors, Cognates and Electives
Majors should take advantage of the variety of undergraduate courses available at Andrews to acquire a broad education. Combining behavioral science courses with other areas such as business, health, and language provides avenues for reaching individual professional goals. Students should counsel with advisors in selecting cognates and electives. Volunteer work is most beneficial and majors are urged to seek opportunities through the Service Learning Program. Those planning to pursue graduate studies should seek opportunities in research.

Research Sequence
It is strongly recommended that all BS majors take the Research Methods Sequence during their junior year.

Research Application Process
This section describes the competitive application process for undergraduate research beyond the undergraduate research methods sequence in the Behavioral Sciences Department. Students wishing to be considered as undergraduate researchers will need to write a cover letter with a statement of research interests (based on either current faculty interests or the students' own interests or prior in-class assignments), and attach a resume to an application (which has a section that includes the research classes and experience) to be considered as an undergraduate researcher. Applications will be reviewed at Spring faculty meetings for the next academic year, and each faculty member may select up to three projects to mentor for the following year (depending on other load considerations) from these applications. Students will receive an acceptance or rejection letter following the decision of the faculty. Faculty may also select students to mentor by direct invitation of the faculty member. A goal of this requirement is to set clear expectations for a specific end goal for the research project (such as conference poster, presentation, or research article).

Graduate Program Policies/Administration: On-Campus
The following details are related to the on-campus Community and International Development Program.

Contact Info
Buller Hall, Room 203
Phone: 269-471-6538; 269-471-6675
Fax: 269-471-3108
E-mail: cidp@andrews.edu
www.andrews.edu/cidp

Administration
Joel Raveloharimisy, Director

Program Description
The Department of Behavioral Sciences offers master’s-level education leading to a Master of Science in Community & International Development (MSCID). The competencies graduates are expected to acquire include social science foundations of community and international development, especially with regard to understanding the causes of poverty and the meaning of people-centered development; skills related to planning, implementing, and evaluating development projects including grantsmanship; knowledge of basic principles of organizational behavior; leadership and management as they relate to not-for-profit organizations; understanding of ethical principles and financial analysis for assuring individual and organizational accountability; competency in at least one concentration area of development emphasis to meet the student’s career goals; mastery of social research methods appropriate to the chosen field of concentration, and the ability to communicate effectively to stakeholders about community development program and plans. Courses are taught on the campus of Andrews University; students who are interested may attend up to one off-campus intensive session with the MS in International Development.

Depending in part on previous work experience, graduates who pursue the Master of Science in Community and International Development may find employment working for inner-city development agencies, education based service-learning organizations, faith-based community service organizations, grass-roots community advocacy groups, national and international faith-based NGOs, United Nations organizations, government organizations, and other development and relief agencies. Graduates are not limited by their concentration to opportunities in the humanitarian industry as the MSCID training make students viable candidates for a host of consultancy positions requiring persons with skills in grant writing, not-for-profit administration, education and philanthropy.
The following details are related to the off-campus International Development Program.

**Contact Info**
Buller Hall, Room 226
Phone: 269-471-3668
Fax: 269-471-3108
E-mail: idp@andrews.edu
www.andrews.edu/idp

**Administration**
Dawn Dulhunty, Director
Romulus Chelbegean, Concentration Advisor
Lilianne Doukhan, Concentration Advisor
Tevni Grajales Guerra, Concentration Advisor
Herbert Helm, Concentration Advisor
Clive Holland, Concentration Advisor
Darius Jankiewicz, Concentration Advisor
Thomas Lowing, Concentration Advisor
Marcella Myers, Concentration Advisor
Lucile Sabas, Concentration Advisor
David Steen, Concentration Advisor

**Program Description**
Education at Andrews University has always been rooted in the concept of Christian service. Educators, administrators, nurses, agronomists, and various technicians have developed schools, hospitals, agricultural programs, and a host of other institutions and facilities that can improve the quality of life for people everywhere. Through its Off-Campus Programs, Andrews University has made it possible for students to earn degrees at off-campus locations around the world. The International Development Program is one such option. The principal purpose of this program is to provide a venue for leadership training of professionals whose work responsibilities and life situation do not permit a return to full-time study at a university campus. The interdisciplinary program takes three to five years to complete and it draws on the strength of all six schools of the university. Students attend 2-3 week intensive sessions at extension sites in various locations around the world. The goal of the program is to strengthen organizations in project management skills and administration. The ultimate goal is to enable graduates to acquire whatever capacities they need to be effective agents in assisting communities to attain well-being for its present members and their future generations.

**Administration of the Program**
The Master of International Development Administration degree follows an off-campus format and is known as the International Development Program (IDP). This program is administered by a number of committees. The IDP Coordinating Committee includes program administrators and faculty (current and emeritus) of Andrews University who regularly attend the off-campus sessions to advise students, provide guidance on curricula, selection of teachers, and student learning outcomes. Program recommendations are also sent to the following committees for appropriate action: IDP Council, Department of Behavioral Sciences, Off-campus Programs, CAS Graduate Council, and the University Graduate Council. Further, these committees receive council from the IDP Advisory Board, which consists of academics, representatives of NGO organizations, and church administrators.

The day-to-day administration of the program is the responsibility of the International Development Program office headed by the Director of the International Development Program.

**Teaching Sites**
The International Development Program offers its classes in multiple regions and languages around the world. Venues and languages are subject to change but currently include Chile (Spanish), Ghana (English), Italy (English), Kenya (English), Rwanda (French and English), South Africa (English), South Sudan (English), and Togo (French). A university campus is the preferred venue in each region for the teaching sessions.

**Bachelors**

---

### Behavioral Sciences BS

**Behavioral Sciences Core Courses - 15**

- SOCI 432 - Research Methods II: Introduction **Credits:** 3
- PSYC 101 - Introduction to Psychology **Credits:** 3
- PSYC 450 - Social Psychology **Credits:** 3

Choose one of these three courses

- ANTH 124 - Introduction to Anthropology **Credits:** 3
- ANTH 200 - Cultural Anthropology **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3

Choose one of these two courses

- SOCI 474 - Social Thought and Theory **Credits:** 3
- PSYC 269 - History and Systems of Psychology **Credits:** 3

**Suggested Andrews Core Experience Courses**

- PHIL 224 - Introduction to Philosophy **Credits:** 3
- BHSC 235 - Culture, Place and Interdependence **Credits:** 3

**Cognate**

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

**Electives - 24**

The remaining credits are to be selected from at least two of the areas offered in the department or as specified in an area of emphasis below. Those with specific vocational goals may wish to consider one of the following areas of emphasis.

**Computer Policy**

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

### Behavioral Sciences, Anthropological Archaeology Concentration BS

**Anthropological Archaeology — 39**

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

**Behavioral Sciences Core Courses — 15**

Choose one of these

- ANTH 124 - Introduction to Anthropology **Credits:** 3
- ANTH 200 - Cultural Anthropology **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3

Choose one of these

- SOCI 474 - Social Thought and Theory **Credits:** 3
- PSYC 269 - History and Systems of Psychology **Credits:** 3
Anthropological Archaeology Core — 15

Choose one of these:
- ANTH 124 - Introduction to Anthropology Credits: 3
- ANTH 200 - Cultural Anthropology Credits: 3
- ANTH 205 - Introduction to Archaeology Credits: 3
- ANTH 435 - Museum and Lab Methods Credits: 3
- ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East Credits: 3
- ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology Credits: 1–8

Select at least 9 credits from the following choices:
- ANTH 440 - Topics Credits: 1–3 (ANEA 510)
- ANTH440 - Topics: Bible Lands Explorations (ANEA 514)
- ANTH440 - Topics: Archaeology of Palestine (ANEA 614)
- RELB 111 - Introduction to the Old Testament Credits: 3

Suggested Andrews Core Experience Courses

- BHSC 235 - Culture, Place and Interdependence Credits: 3
- BIOL 100 - Human Biology Credits: 4
- PHIL 224 - Introduction to Philosophy Credits: 3
- RELT 348 - Christians and the Environment Credits: 3

Cognate — 3

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Recommended:
For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

Note:
*Students pursuing this major who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development (MSCID) Program if they take at least five of the following: ACCT 121, SOCI 408, SOCI 421, SOCI 431, SOCI 433, SOCI 434. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Behavioral Sciences, Anthropology Concentration BS

Anthropology — 39

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

Behavioral Sciences Core Courses — 15

- SOCI 432 - Research Methods II: Introduction Credits: 3
- PSYC 101 - Introduction to Psychology Credits: 3
- PSYC 450 - Social Psychology Credits: 3
- SOCI 119 - Principles of Sociology Credits: 3

Choose one of the following courses
- SOCI 474 - Social Thought and Theory Credits: 3
- PSYC 269 - History and Systems of Psychology Credits: 3

Anthropological Core — 15

- ANTH 124 - Introduction to Anthropology Credits: 3
- ANTH 200 - Cultural Anthropology Credits: 3
- ANTH 205 - Introduction to Archaeology Credits: 3
- ANTH 455 - Ethnography Credits: 3
- ENGL 440 - Language and Culture Credits: 3

Select at least 9 credits from the following choices:
- ANTH 417 - Cultural and Developmental Anthropology Credits: 3
- ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East Credits: 3
- ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology Credits: 1–8
- BHSC 440 - Topics: Credits: 1–4 *
- PLSC 460 - Area Study: Credits: 3
- SOCI 425 - Racial and Ethnic Relations Credits: 3
- SOCI 160 - Introduction to International Development Credits: 3

Suggested Andrews Core Experience Courses

- BHSC 235 - Culture, Place and Interdependence Credits: 3
- ECON 225 - Principles of Macroeconomics Credits: 3
- PHIL 224 - Introduction to Philosophy Credits: 3
- RELT 348 - Christians and the Environment Credits: 3

Choose one of the following courses
- BIOL 165 - Foundations of Biology Credits: 4,5
- BIOL 208 - Environmental Science Credits: 4

Cognate — 3

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Recommended:
For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

Note:
*Students pursuing this major who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development (MSCID) Program if they take at least five of the following: ACCT121, SOCI408, SOCI421, SOCI431, SOCI433, SOCI434. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.
Computer Policy
In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Psychology, Brain and Cognition BS
The Psychology: Brain and Cognition major provides students with training in experimental psychology, including a mentored undergraduate research experience that can lead to presentation and publication of the original research with a faculty member.

Major: Core Requirements - 19-25
- PSYC 101 - Introduction to Psychology Credits: 3
- PSYC 105 - Careers and Plans for the Psychology Major Credits: 0
- PSYC 180 - Dealing with Your Mind Credits: 3
- PSYC 301 - Human Development Credits: 3
- PSYC 405 - Midwestern Psychological Association Meeting Credits: 1
- PSYC 432 - Research Methods II: Introduction Credits: 3
- PSYC 433 - Research Methods III: Advanced Research Design Credits: 3
- PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS Credits: 3

Major: Concentration Requirements - 21-22
- BIOL 477 - Neurobiology Credits: 3
- PSYC 364 - Learning and Behavior Credits: 3
- PSYC 445 - Cognitive Psychology Credits: 3
- PSYC 460 - Psychology of Abnormal Behavior Credits: 3
- PSYC 465 - Physiological Psychology Credits: 3
- One upper division elective from biology, mathematics, biochemistry or psychology

Choose one of the following:
- PSYC 449 - Neuropsychopharmacology Credits: 3
- BIOL 450 - Neuropsychopharmacology Credits: 3

Select one of the following options:
Option 1*
Choose two credits from one of the following:
- PSYC 498 - Research Project in Psychology Credits: 0–3
- HONS 497H - Senior Honors Project Credits: 0–6

*Application Requirements for Option 1: Acceptance as an undergraduate researcher by a specific faculty member through a competitive process or direct faculty invitation is required prior to enrolling in either of these project courses. Please see the Research Application Process for more information.

Option 2
- PSYC 485 - Professional Portfolio Credits: 0
- One Upper Division Psychology Elective Credits: 3

Students who are planning to apply to medical school should expect to take an additional 20 credits of natural sciences (a second semester of General Chemistry, two semesters of Organic Chemistry, and two semesters of General Physics), and should take BCHM421 Biochemistry I as a major elective. Students are also recommended to register for BIOL450 instead of PSYC449 if preparing for medical school.

Cognates - 9
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- SOCI 119 - Principles of Sociology Credits: 3
- BIOL 165 - Foundations of Biology Credits: 4.5
- BIOL 166 - Foundations of Biology Credits: 4.5
- CHEM 131 - General Chemistry I Credits: 4

Choose one of the following:
- RELT 385 - Bioethics and Christian Faith Credits: 3
- RELT 340 - Religion and Ethics in Modern Society Credits: 3

Choose one of the following sociocultural awareness classes or experiences:
- PSYC 475 - Topics: Credits: 1–4 - Cultural Psychology, 3 credits
- BHSC 440 - Topics: Credits: 1–4 - Cultural Psychology, 3 credits
- An international student missionary experience
- Attending Adventist Colleges Abroad
- An AU tour which deals with cultural concepts
- ANTH 200 - Cultural Anthropology Credits: 3
- PSYC 475 Topics: Community Psychology Credits: 3
- BHSC 225 - Global Social Issues Credits: 3

Computer Policy
In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Psychology, General BA
Within the BA in Psychology program, two tracks are available: General and Pre-Professional. The Pre-Professional track is designed for students planning a graduate degree. Whichever program students choose, they should consult with their advisors and classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization. For both options, 21 credits must be selected from courses numbered 300 or above.

Major: Core Requirements — 9
- PSYC 101 - Introduction to Psychology Credits: 3
- PSYC 105 - Careers and Plans for the Psychology Major Credits: 0
- PSYC 301 - Human Development Credits: 3
- PSYC 432 - Research Methods II: Introduction Credits: 3

Major: Concentration Requirements - 13-16

Learning, Memory, and Brain - 6
Choose one of the following two courses
- PSYC 465 - Physiological Psychology Credits: 3
- PSYC 180 - Dealing with Your Mind Credits: 3

Choose one of the following two courses
- PSYC 364 - Learning and Behavior Credits: 3
- PSYC 445 - Cognitive Psychology Credits: 3

History, Social, Personality, and Abnormal - 6
Choose a minimum of two of the following four courses
- PSYC 269 - History and Systems of Psychology Credits: 3
- PSYC 450 - Social Psychology Credits: 3
- PSYC 454 - Theories of Personality Credits: 3
- PSYC 460 - Psychology of Abnormal Behavior Credits: 3

Capstone - 1-4
In the Behavioral Sciences, the computer is an indispensible tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking.

Graduation Requirements

Choose one of the following four options

Option 1
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1 (with a presentation at the meeting)
PSYC 498 - Research Project in Psychology Credits: 0–3

Option 2
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1 (without a presentation at the meeting)
PSYC 485 - Professional Portfolio Credits: 0

Option 3
PSYC 480 - Field Experience Credits: 1–8

Option 4
PSYC 490 - Practicum in Psychology Credits: 3

Major Electives - 6-9

Electives may be chosen from psychology courses not required within the core concentration requirements, or those approved by the advisor/chair, to meet the minimum of 31 credits in psychology.

Cognates — 16–32

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
RELT 340 - Religion and Ethics in Modern Society Credits: 3 (or HONS 105H, HONS 106H, and HONS 415H for Honors Students)

Choose one of the following three options

Option 1
BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4

Option 2
BIOL 221 - Anatomy and Physiology I Credits: 4
PSYC 465 - Physiological Psychology Credits: 3

Option 3
BIOL 165 - Foundations of Biology Credits: 4,5
BIOL 166 - Foundations of Biology Credits: 4,5

Choose one of the following two courses
ANTH 200 - Cultural Anthropology Credits: 3
SOCI 119 - Principles of Sociology Credits: 3

Choose one of the following sociocultural awareness classes or experiences
PSYC 475 - Topics: Credits: 1–4 Cultural Psychology, 3 credits
BHSC 440 - Topics: Credits: 1–4 Cultural Psychology, 3 credits
An international student missionary experience
Attending Adventist Colleges Abroad
An AU tour which deals with cultural concepts
PSYC 475 Topics: - Community Psychology Credits: 1–4
ANTH 200 - Cultural Anthropology Credits: 3
BHSC 225 - Global Social Issues Credits: 3

Additional Information

Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Graduation Requirements

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy

In the Behavioral Sciences, the computer is an indispensible tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking.

As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Psychology, General BS

Within the BS in Psychology there are three tracks available: General, Pre-Professional, and Brain & Cognition. Pre-Professional is designed for students planning a graduate degree, while Brain & Cognition provides students with training in experimental psychology. Whichever program students choose, they should consult their advisors and classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization. For all three options, 27 credits must be selected from courses numbered 300 or above.

Major: Core Requirements - 9

PSYC 101 - Introduction to Psychology Credits: 3
PSYC 105 - Careers and Plans for the Psychology Major Credits: 0
PSYC 301 - Human Development Credits: 3
PSYC 432 - Research Methods II: Introduction Credits: 3

Major: Concentration Requirements - 31

Learning, Memory, and Brain - 6
Choose one of the following two courses:
PSYC 465 - Physiological Psychology Credits: 3
PSYC 180 - Dealing with Your Mind Credits: 3

Choose one of the following two courses:
PSYC 364 - Learning and Behavior Credits: 3
PSYC 445 - Cognitive Psychology Credits: 3

History, Social, Personality, & Abnormal - 6
Choose a minimum of two of the following four courses:
PSYC 269 - History and Systems of Psychology Credits: 3
PSYC 450 - Social Psychology Credits: 3
PSYC 454 - Theories of Personality Credits: 3
PSYC 460 - Psychology of Abnormal Behavior Credits: 3

Capstone - 1-4
Choose one of the following four options:

Option 1
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1 (with a presentation at the meeting)
PSYC 498 - Research Project in Psychology Credits: 0–3

Option 2
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1 (without a presentation at the meeting)
PSYC 485 - Professional Portfolio Credits: 0

Option 3
PSYC 480 - Field Experience Credits: 1–8 (2 credits required)

Option 4
PSYC 490 - Practicum in Psychology Credits: 3

Cognates — 16–22

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
RELT 340 - Religion and Ethics in Modern Society Credits: 3 (or HONS 105H, HONS 106H, and HONS 415H for honors students)

Choose one of the following three options:

Option 1
BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4

Option 2
BIOL 221 - Anatomy and Physiology I Credits: 4
Within the BA in Psychology there are two options available - the General Program
Psychology, Pre-Professional BA

Within the BA in Psychology there are two options available - the General Program and
the Pre-Professional Program. The Pre-Professional Program is for students planning a graduate degree. Whichever program students choose, they should consult their advisor in regard to their psychology classes, general or elective classes, and an elective minor. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization. As a BA degree, students are also expected to take an international language to at least the intermediate level. 21 credits must be selected from courses numbered 300 or above.

Major: Core Requirements - 16

Introduction - 3
PSYC 101 - Introduction to Psychology Credits: 3
PSYC 105 - Careers and Plans for the Psychology Major Credits: 0

Developmental - 3
PSYC 301 - Human Development Credits: 3

Or other developmental course

Professional Convention - 1
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1

Methodology - 9
PSYC 432 - Research Methods II: Introduction Credits: 3
PSYC 433 - Research Methods III: Advanced Research Design Credits: 3
PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS Credits: 3

Major: Concentration Requirements - 15
Learning, Memory, and Brain - 6
PSYC 465 - Physiological Psychology Credits: 3

Choose one of the following two courses:
PSYC 364 - Learning and Behavior Credits: 3
PSYC 445 - Cognitive Psychology Credits: 3

History, Social, Personality, & Abnormal
Choose a minimum of two of the following four courses:
PSYC 269 - History and Systems of Psychology Credits: 3
PSYC 450 - Social Psychology Credits: 3
PSYC 454 - Theories of Personality Credits: 3
PSYC 460 - Psychology of Abnormal Behavior Credits: 3

Capstone 1-3
Choose one of the following four options:
Option 1:
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1 (with a presentation at the meeting)
PSYC 498 - Research Project in Psychology Credits: 0–3

Option 2:
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1 (without a presentation at the meeting)
PSYC 485 - Professional Portfolio Credits: 0

Option 3:
PSYC 480 - Field Experience Credits: 1–8 (minimum of 2 credits required)

Option 4:
PSYC 490 - Practicum in Psychology Credits: 3

Electives
Electives may be chosen from psychology courses not required within the core concentration requirements, or those approved by the advisor/chair, to meet the minimum of 31 credits in psychology.

Cognates: 19-35
PHIL 224 - Introduction to Philosophy Credits: 3
BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
RELT 340 - Religion and Ethics in Modern Society Credits: 3 (Honors students who take HONS105H, HONS106H, and HONS415H will meet the RELT340 requirement)

Choose one of the following three options:
Option 1:
BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4

Option 2:
BIOL 221 Anatomy and Physiology I Credits: 4
PSYC 465 - Physiological Psychology Credits: 3

Option 3:
BIOL 165 - Foundations of Biology Credits: 4.5
BIOL 166 - Foundations of Biology Credits: 4.5

Choose one of the following two courses:
SOCI 119 - Principles of Sociology Credits: 3

Choose one of the following sociocultural awareness classes or experiences:

Undergraduate Electives
Electives may be chosen from psychology courses not required within the core concentration requirements, or those approved by the advisor/chair, to meet the minimum of 40 credits in psychology.

Additional Information
Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Graduation Requirements
Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy
In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Teaching Sites
This BS in General Psychology program is also offered at Hong Kong Adventist College.

Psychology, Pre-Professional BA

Within the BA in Psychology there are two options available - the General Program and the Pre-Professional Program. The Pre-Professional Program is for students planning a graduate degree. Whichever program students choose, they should consult their advisor in regard to their psychology classes, general or elective classes, and an elective minor. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization. As a BA degree, students are also expected to take an international language to at least the intermediate level. 21 credits must be selected from courses numbered 300 or above.
Recommended
Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Major Field Test
Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy
In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student’s second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Occupational Therapy
For those interested in occupational therapy, the following psychology courses are often required for entry into occupational therapy programs: PSYC 101 - Introduction to Psychology, PSYC 301 - Human Development, PSYC 450 - Social Psychology, Statistics BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences and PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS, Research Design PSYC 432 - Research Methods II: Introduction and PSYC 433 - Research Methods III: Advanced Research Design, SOCI 119 - Principles of Sociology, and ANTH 200 - Cultural Anthropology. Other classes from disciplines outside our department often include: Anatomy and Physiology BIOL 221 - Anatomy and Physiology I BIOL 222 - Anatomy and Physiology II, and English ENGL 115 - College Writing I and ENGL 215 - College Writing II. Some programs may want a class (or classes) in other areas such as Biology, Chemistry, Physics, or others. If you know which program(s) you may be interested in for graduate school, it is recommended that you look at their program and see which prerequisite classes they require. It is recommended that students consult with their advisors in regards to which courses should be taken.

Psychology, Pre-Professional BS
Within the BS in Psychology there are three tracks available: General, Pre-Professional, and Brain & Cognition. Pre-Professional is designed for students planning a graduate degree while Brain & Cognition provides students with training in experimental psychology. Whichever program students choose, they should consult their advisors and classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization. In each track, 27 credits must be selected from courses numbered 300 or above.

Major: Core Requirements - 16
PSYC 101 - Introduction to Psychology Credits: 3
PSYC 105 - Careers and Plans for the Psychology Major Credits: 0
PSYC 301 - Human Development Credits: 3 (or other developmental course)
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1
PSYC 432 - Research Methods II: Introduction Credits: 3
PSYC 433 - Research Methods III: Advanced Research Design Credits: 3
PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS Credits: 3

Major: Concentration Requirements - 16-18
Learning, Memory, and Brain - 6
PSYC 465 - Physiological Psychology Credits: 3
Choose one of the following two courses:
PSYC 364 - Learning and Behavior Credits: 3
PSYC 445 - Cognitive Psychology Credits: 3
History, Social, Personality, and Abnormal - 9
Choose three of the following four classes:
PSYC 269 - History and Systems of Psychology Credits: 3
PSYC 450 - Social Psychology Credits: 3
PSYC 454 - Theories of Personality Credits: 3
PSYC 460 - Psychology of Abnormal Behavior Credits: 3

Capstone - 1-3
Choose one of the following four options:
Option 1
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1 (with a presentation at the meeting)
PSYC 498 - Research Project in Psychology Credits: 0–3
Option 2
PSYC 405 - Midwestern Psychological Association Meeting Credits: 1 (without a presentation at the meeting)
PSYC 485 - Professional Portfolio Credits: 0
Option 3
PSYC 480 - Field Experience Credits: 1–8 (2 credits required)
Option 4
PSYC 490 - Practicum in Psychology Credits: 3

Cognates — 19–25
BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
PHIL 224 - Introduction to Philosophy Credits: 3
RELT 340 - Religion and Ethics in Modern Society Credits: 3 (or HONS 105H, HONS 106H and HONS 415H for Honors Students)

Choose one of the following three options:
Option 1
BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4
Option 2
BIOL 221 - Anatomy and Physiology I Credits: 4
PSYC 465 - Physiological Psychology Credits: 3
Option 3
BIOL 165 - Foundations of Biology Credits: 4,5
BIOL 166 - Foundations of Biology Credits: 4,5

Choose one of the following two courses:
SOCI 119 - Principles of Sociology Credits: 3
ANTH 200 - Cultural Anthropology Credits: 3

Choose one of the following sociocultural awareness classes or experiences:
3 Credits of BHSC 440 - Topics: Credits: 1–4 Cultural Psychology
3 Credits of PSYC 475 Topics in Psychology: Cultural Psychology Credits: 1-4
An international student missionary experience
Attending Adventist Colleges Abroad
An AU tour which deals with cultural concepts
ANTH 200 - Cultural Anthropology Credits: 3
3 Credits of PSYC 475 Topics in Psychology: Community Psychology Credits: 1–4
BHSC 225 - Global Social Issues Credits: 3

Undergraduate Electives
Electives may be chosen from psychology courses not required within the core concentration requirements, or those approved by the advisor/Chair, to meet the minimum of 40 credits in psychology.

**Additional Information**

Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

**Graduation Requirements**

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

**Computer Policy**

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

**Occupational Therapy**

For those interested in occupational therapy, the following classes are often required for entry into occupational therapy programs:

- **Psychology:** PSYC 101 - Introduction to Psychology, PSYC 301 - Human Development, PSYC 450 - Social Psychology
- **Statistics:** BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences, PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS,
- **Research Design:** PSYC 432 - Research Methods II: Introduction, PSYC 433 - Research Methods III: Advanced Research Design,
- **Sociocultural:** SOCI 119 - Principles of Sociology, ANTH 200 - Cultural Anthropology
- **Anatomy and Physiology:** BIOL 221 - Anatomy and Physiology I, BIOL 222 - Anatomy and Physiology II
- **English:** ENGL 115 - College Writing I, ENGL 215 - College Writing II.

Some programs may want a class (or classes) in other areas such as Biology, Chemistry, Physics, or others. If you know which program(s) you may be interested in for graduate school, it is a good idea to look at their program and see which prerequisite classes they require. It is recommended that students consult with their advisors in regards to which courses should be taken.

**Sociology BA**

Sociologists study the formation and interaction of human groups and the individual's relationship to social groups. There is a focus on the role of various groups in socialization of the individual into norms, values and behaviors. There is also a focus on the development of major social institutions and how they interact with each other and impact socialization across time and cultures. Sociologists use a theoretical framework that examines how institutions and groups function for the success of a society, the conflicts that may be inherent in group interaction and how human beings can change institutions and their relationship.

**Major: Core Requirements - 12**

- SOCI 119 - Principles of Sociology Credits: 3
- BHSC 225 - Global Social Issues Credits: 3
- SOCI 432 - Research Methods II: Introduction Credits: 3
- SOCI 474 - Social Thought and Theory Credits: 3

**Major: Concentration Requirements — 17-18**

- SOCI 425 - Racial and Ethnic Relations Credits: 3
- SOCI 430 - Gender Roles in Contemporary Society Credits: 3

Choose one of the following courses:

- SOCI 315 - Introduction to Criminal Justice Credits: 3
- SOCI 345 - Juvenile Delinquency Credits: 3

Choose one of the following courses:

**Sociology BS**

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

**Major: Core Requirements - 29-30**

- SOCI 119 - Principles of Sociology Credits: 3
- SOCI 420 - Medical Sociology Credits: 3
- SOCI 425 - Racial and Ethnic Relations Credits: 3
- SOCI 430 - Gender Roles in Contemporary Society Credits: 3
- SOCI 432 - Research Methods II: Introduction Credits: 3
- SOCI 474 - Social Thought and Theory Credits: 3

Choose one of the following courses:

- FMST 201 - Personal Relationships Credits: 3
- SOCI 366 - Drugs and Behavior Credits: 3

Choose one of the following courses:

- SOCI 315 - Introduction to Criminal Justice Credits: 3
- SOCI 345 - Juvenile Delinquency Credits: 3

Students seeking admission to graduate school should take:

- SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 3
- SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3

**Required Andrews Core Experience Courses — 6**

- ANTH 200 - Cultural Anthropology Credits: 3
- RELT 340 - Religion and Ethics in Modern Society Credits: 3

**Recommended Andrews Core Experience Course - 3**

- FMST 201 - Personal Relationships Credits: 3

**Cognates — 12**

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- PHIL 224 - Introduction to Philosophy Credits: 3
- PSYC 450 - Social Psychology Credits: 3

Choose one of the following courses:

- PSYC 101 - Introduction to Psychology Credits: 3
- PSYC 180 - Dealing with Your Mind Credits: 3

**Note:**

Major field test is required. It is expected that all majors will attend at least one professional conference before graduation.

**Computer Policy**

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.
Students not seeking admission to graduate school may take:
- SOCI 350 - Social Policy: 2 credits
- SOCI 470 - Demography: 3 credits

**Major: Additional Requirements - 9**
- SOCI 350 - Social Policy: 2 credits
- SOCI 410 - Social Gerontology: 3 credits
- SOCI 440 - Sociology of the Family: 3 credits
- SOCI 460 - Death and Grief in Contemporary Society: 2 credits

**General Education Program - 9**
- PSYC 101 - Introduction to Psychology: 3 credits
- RELT 340 - Religion and Ethics in Modern Society: 3 credits

**Cognates - 15**
- ANTH 200 - Cultural Anthropology: 3 credits
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences: 3 credits
- ECON 225 - Principles of Macroeconomics: 3 credits
- PHIL 224 - Introduction to Philosophy: 3 credits
- PSYC 450 - Social Psychology: 3 credits

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

**Major Field Test**
Majors are required to take the Major Field Test in Sociology before graduation.

**Note:**
It is expected that all majors will attend at least one professional conference before graduation.

**Computer Policy**
In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

**Sociology, Community and International Development Concentration BS**
Community development workers perform a wide array of tasks that enable communities at the local or international level to change and improve various aspects in the lives of their residents. They work in different settings such as inner city agencies, service-learning organizations, community service organizations, community advocacy groups, etc. Additionally community development workers could work overseas in international relief and development agencies as well as for church-based missions. 27 credits must be selected from courses numbered 300 or above.

Students qualify for entry into the BS CID when they:
- Earn a minimum GPA of 2.00
- Receive grades of C or better in all required program prerequisite and cognate courses

**Total Credits: 51-56**

**Major: Core Requirements - 15**
- SOCI 119 - Principles of Sociology: 3 credits
- SOCI 474 - Social Thought and Theory: 3 credits
- BHSC 225 - Global Social Issues: 3 credits
- PSYC 450 - Social Psychology: 3 credits
- SOCI 432 - Research Methods II: Introduction: 3 credits

**Major: Concentration Requirements - 27-32**
- SOCI 350 - Social Policy: 2 credits
- SOCI 408 - Emergency Preparedness: 2 credits
- SOCI 421 - Development Theory & Practice: 3 credits
- PSYC 475 - Topics: 1-4 (Topics in Psychology: Community Psychology): 3 credits
- SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey: 3 credits
- SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS: 3 credits
- SOCI 497 - Internship: 1,2
- BSAD 355 - Principles of Management: 3 credits
- CIDP Madagascar Study Tour: 6 credits

**Major: Electives - 9**
Choose 9 credits from the following courses:
- ECON 225 - Principles of Macroeconomics: 3 credits
- SOCI 315 - Introduction to Criminal Justice: 3 credits
- SOCI 345 - Juvenile Delinquency: 3 credits
- SOCI 366 - Drugs and Behavior: 3 credits
- SOCI 410 - Social Gerontology: 3 credits
- SOCI 420 - Medical Sociology: 3 credits
- SOCI 425 - Racial and Ethnic Relations: 3 credits
- SOCI 430 - Gender Roles in Contemporary Society: 3 credits
- SOCI 440 - Sociology of the Family: 3 credits
- SOCI 460 - Death and Grief in Contemporary Society: 2 credits
- SOCI 470 - Demography: 3 credits

**Required Andrews Core Experience Course - 3**
- ANTH 200 - Cultural Anthropology: 3 credits

**Cognate - 3**
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences: 3 credits

**Additional Information**
Completion of this concentration prepares a student for Track 2 within the Master of Science in Community & International Development (MSCID) program, which allows students to finish the degree in one year instead of the usual two.

**Computer Policy**
In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

**Sociology, Criminal Justice Concentration BS**
BS Sociology: Criminal Justice provides a foundation in criminal law, legal procedures, and criminology to help prepare students for a career in the criminal justice profession. Students should consult their advisor in regards to their sociology classes, general or elective classes. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

**BS Sociology: Criminal Justice - 48**
27 credits must be selected from courses numbered 300 or above.
Sociology, Criminal Justice Concentration BS (Pre-Professional)

The BS Sociology: Criminal Justice provides a foundation in criminal law, legal procedures, and criminology to help prepare students for a career in the criminal justice profession. The Pre-Professional Emphasis is designed for students planning a graduate degree. Students should consult their advisor and classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.
Sociology, Emergency Preparedness Concentration BS

Andrews University’s BS in Sociology, with a concentration in Emergency Preparedness provides students with an “all hazards” approach in understanding the emergency preparedness process which includes understanding the core tenants of emergency management: preparedness, prevention, response, recovery and mitigation. Students will develop skills in planning and preparing for emergencies, the management of operations during an emergency, the implementation of recovery efforts after an emergency, and the after action assessment process. Opportunities in also developing essential skills such as, ethical decision making, critical thinking, analytical inquiry, and strategic planning are part of the curriculum. The concentration will also prepare students to assess risk and vulnerability associated with natural and man-made disasters and terrorism. Key principles and methods of incident management of various types of disasters, including the collaboration with all stakeholders, will be examined. Students will have the opportunity to understand the emergency preparedness process in the context of a Christian worldview. Upon completion of the concentration, students will be able to work in various areas of emergency preparedness at the local, state or federal level, including non-governmental disaster agencies.

Emergency Preparedness — 44-46
27 credits must be selected from courses numbered 300 or above

Major: Core Requirements - 9
- SOCI 119 - Principles of Sociology Credits: 3
- BHSC 225 - Global Social Issues Credits: 3
- SOCI 432 - Research Methods II: Introduction Credits: 3

Major: Concentration Requirements - 23-25
- SOCI 408 - Emergency Preparedness Credits: 2
- SOCI 445 - Emergency Planning Credits: 2
- SOCI 449 - Disaster Response and Emergency Operations Credits: 2
- SOCI 478 - Principles and Practice of Hazards Mitigation Credits: 3
- SOCI 425 - Racial and Ethnic Relations Credits: 3
- COMM 435 - Crisis Communications Credits: 3
- PLSC 366 - Terrorism and Political Theory Credits: 3
- PSYC 483 - Disaster Psychology Credits: 3
- SOCI 490 - Capstone in Emergency Preparedness (Practicum) Credits: 1–3

Major Electives - 12
Choose 12 credits from the following courses:
- SOCI 315 - Introduction to Criminal Justice Credits: 3
- SOCI 420 - Medical Sociology Credits: 3
- SOCI 430 - Gender Roles in Contemporary Society Credits: 3
- SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 3
- SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 497 - Internship Credits: 1–2
- SOCI 498 - Research Project in Sociology Credits: 0–3
- PLSC 260 - Introduction to American Law Credits: 3
- PLSC 350 - State and Local Government Credits: 3
- PSYC 315 - Organization and Human Resources Credits: 3
- SOWK 477 - Community Assessment and Capacity Mapping Credits: 2
- SOCI 460 - Death and Grief in Contemporary Society Credits: 2
- SOCI 475 - Topics: Credits: 1–4 (Intro to Emergency Management)

Required Andrews Core Experience Courses — 11-15
- RELT 340 - Religion and Ethics in Modern Society Credits: 3

Choose one of the following courses:
- BIOL 208 - Environmental Science Credits: 4
- Or BIOL 260 - General Microbiology Credits: 4

Choose one of the following options:

Cognates — 3
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Additional Information
Majors are required to take the Major Field Test in Sociology during the semester prior to graduation. In addition, it is expected that all majors will attend at least one professional conference before graduation.

Computer Policy
In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Undergraduate Minors

Anthropology Minor

Minors
All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Anthropology (20)
- ANTH 124 - Introduction to Anthropology Credits: 3
- ANTH 200 - Cultural Anthropology Credits: 3

Choose one of these two courses
- ANTH 455 - Ethnography Credits: 3
- ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology Credits: 1–8

Note:
Students interested in emphasizing archaeology should also select:
- ANTH 205 - Introduction to Archaeology Credits: 3
- ANTH 435 - Museum and Lab Methods Credits: 3

Cognates
Recommended cognates for students interested in archaeology include:
- BHSC 235 - Culture, Place and Interdependence Credits: 3
- SOCI 160 - Introduction to International Development Credits: 3
- SOCI 432 - Research Methods II: Introduction Credits: 3

Behavioral Sciences Minor

Minors
All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Behavioral Sciences (20)
Selected from at least three of the following five areas: anthropology, family studies, geography, psychology or sociology. Students choosing this minor should consult with the chair of the department.
Community and International Development Minor

Minors
All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Community and International Development (20)

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
SOCI 160 - Introduction to International Development Credits: 3
SOCI 408 - Emergency Preparedness Credits: 2
SOCI 421 - Development Theory & Practice Credits: 3
SOCI 432 - Research Methods II: Introduction Credits: 3

In addition, 3 credits of upper division BHSC, PSYC, or ANTH credits, subject to advisor approval.

Choose one of these two courses:
- PSYC 315 - Organization and Human Resources Credits: 3
- BSAD 355 - Principles of Management Credits: 3

Andrews Core Experience requirement:
ANTH 200 - Cultural Anthropology Credits: 3

Other recommended course:
SOCI 480 - Field Experience Credits: 1–8 (2)
(Students will complete a minimum 200-hr internship.)

Advanced Standing:
A minor in Community and International Development progresses toward advanced study. Students with this minor who wish to pursue the Master of Science in Community and International Development (MSCID) will qualify for advanced standing (one-year degree) if they also take at least one of the following:
- SOCI 350 - Social Policy Credits: 2
- SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 3
- SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 455 - Development Policy and Analysis Credits: 3

Criminal Justice Minor

Criminal Justice provides a foundation in criminal law, legal procedures, and criminology to help prepare students for a career in the criminal justice profession. Students should consult their advisor and classes should be chosen with occupational goals in mind. Students must earn at least 12 credits from courses numbered 300 or above.

Minor in Criminal Justice - 21

SOCI 119 - Principles of Sociology Credits: 3
SOCI 315 - Introduction to Criminal Justice Credits: 3
PLSC 260 - Introduction to American Law Credits: 3
PLSC 326 - American Political Institutions: Judiciary Credits: 3

Choose one of the following courses:
- SOCI 235 - Police Organization, Administration and Community Dynamics Credits: 3
- SOCI 345 - Juvenile Delinquency Credits: 3
- PLSC 335 - Criminal Law Credits: 3

Choose 6 credits from the following courses:
- SOCI 366 - Drugs and Behavior Credits: 3
- SOCI 408 - Emergency Preparedness Credits: 2
- SOCI 425 - Racial and Ethnic Relations Credits: 3
- BHSC 225 - Global Social Issues Credits: 3
- COMM 435 - Crisis Communications Credits: 3
- PLSC 366 - Terrorism and Political Theory Credits: 3

Family Studies Minor

Course Requirements - 20

FMST 201 - Personal Relationships Credits: 3
PSYC 301 - Human Development Credits: 3
PSYC 420 - Human Sexuality Credits: 3
SOCI 440 - Sociology of the Family Credits: 3
SOWK 101 - Orientation to Human Services Credits: 2
SOWK 410 - Children and Families at Risk Credits: 2

Choose one of the following three courses:
- COMM 445 - Family Communication Credits: 3
- FMST 454 - Family Violence Across the Lifespan Credits: 3
- SOCI 345 - Juvenile Delinquency Credits: 3

Psychology Minor

Minors
All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Psychology (20)

PSYC 101 - Introduction to Psychology Credits: 3

At least one of:
- PSYC 364 - Learning and Behavior Credits: 3
- PSYC 445 - Cognitive Psychology Credits: 3
- PSYC 449 - Neuropsychopharmacology Credits: 3
- PSYC 465 - Physiological Psychology Credits: 3
- PSYC 471 - Behavior Modification Credits: 3

And at least one of:
- PSYC 269 - History and Systems of Psychology Credits: 3
- PSYC 450 - Social Psychology Credits: 3
- PSYC 454 - Theories of Personality Credits: 3
- PSYC 460 - Psychology of Abnormal Behavior Credits: 3

Remaining 11 credits to be chosen from the other PSYC courses.

Sociology Minor

Sociologists study the formation and interaction of human groups and the individual’s relationship to social groups. There is a focus on the role of various groups in socialization of the individual into norms, values and behaviors. There is also a focus on the development of major social institutions and how they interact with each other and impact socialization across time and cultures. Sociologists use a theoretical framework that examines how institutions and groups function for the success of a society, the conflicts that may be inherent in group interaction and how human beings can change institutions and their relationship.

Minor in Sociology: 21

Minor: Core Requirements - 12

SOCI 119 - Principles of Sociology Credits: 3
SOCI 474 - Social Thought and Theory Credits: 3
BHSC 225 - Global Social Issues Credits: 3

Choose one of the following three courses:
- SOCI 315 - Introduction to Criminal Justice Credits: 3
- SOCI 345 - Juvenile Delinquency Credits: 3
- SOCI 366 - Drugs and Behavior Credits: 3
Minor Electives - 9

Choose three electives from the following courses:
- SOCI 420 - Medical Sociology Credits: 3
- SOCI 425 - Racial and Ethnic Relations Credits: 3
- SOCI 430 - Gender Roles in Contemporary Society Credits: 3
- SOCI 440 - Sociology of the Family Credits: 3
- SOCI 470 - Demography Credits: 3

Masters

Community and International Development MSCID

The Community and International Development program requires 35+ credits of coursework and internship. SOCI 421 and SOCI 455 (CIDS 520 and CIDS 555) are required to meet degree requirements. If the courses were not taken at the undergraduate level, the student will be required to take them in addition to the requirements for the degree.

Students with previous completed or current enrollment in a masters will only need to complete 30 credits and a concentration will not be required.

All applicants must meet the following criteria, in addition to general admission requirements of the Andrews University School of Graduate Studies & Research:

A Bachelor's Degree from an accredited college or university.
An overall undergraduate GPA of 3.00 or 3.0 in B or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program.
Completed Graduate Application packet.
Completed coursework in Statistics and Research II. Provisional acceptance may be granted without these courses with the expectation that the student will take them during the first year of enrollment. Credits for these prerequisites will not apply toward the MSCID.
The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the exam is not required. Reading knowledge of a foreign language is strongly recommended for those planning on graduate work.

Regular Degree Program - 35+

CIDP Core Courses - 9
- CIDS 520 - Development Theory and Practice Credits: 3
- CIDS 524 - Humanitarian Studies: Theory and Practice Credits: 3
- CIDS 555 - Development Policy and Analysis Credits: 3

Research Tools & Skills - 5-6
- CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2

Choose one of the following options:
Option 1:
- SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 2
- SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2

Option 2:
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3

Option 3:
- Option 4:

Capstone - 9-10
- CIDS 554 - Poverty Analysis & Reduction Strategies Credits: 3
- CIDS 573 - Project Cycle Management Credits: 3
- CIDS 670 - Comprehensive Exam Credits: 0
- CIDS 680 - Field Practicum Credits: 1-2
- CIDS 698 - Research Project Credits: 2-3

Cross-Cutting Issues - 12-18
Choose 12-18 credits from the following:
- ACCT 505 - Survey of Accounting for Decision Making and Control Credits: 2
- ANTH 517 - Cultural and Developmental Anthropology Credits: 2
- BSAD 515 - Organizational Behavior & Leadership Credits: 3
- BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
- CIDS 523 - Humanitarian and Development Practice Credits: 1-3
- CIDS 575 - Topics: Credits: 1-6
- SOCI 508 - Emergency Preparedness Credits: 2

Concentrations - 12

The concentration area is selected by individual choice and will draw on University faculty strengths. The program director/advisor, in consultation with the student, will select a minimum of 12 credits of elective courses related to the chosen concentration to meet the student's career goals.

Students may choose an area of concentration that aligns with their research and career interests. Concentration areas are listed below, along with courses a student may take in each area. Students, in consultation with their advisor, may substitute courses within a concentration area. Additionally, students may choose a different area of concentration, contingent upon documentation that they are able to meet the general concentration requirements (adequate credits, appropriate field practicum, and research projects are available).

Development Communication
- CIDS 536 - Issues in Intercultural Communication Credits: 2,3
- CIDS 540 - Communication in Development Practice Credits: 2,3
- CIDS 590 - Graduate Seminar in __________ Credits: 2,3
- JOUR 570 - Multimedia Messaging Credits: 3
- PREL 510 - Advancement and Communication Credits: 2

Development Education
- CIDS 550 - Education for Sustainable Development Credits: 3
- EDCI 650 - Curriculum Design: Credits: 3
- EDCI 684 - International Perspectives on Curriculum Credits: 3
- EDCI 696 - Project Implementation Credits: 1-3
- SOCI 565 - Demography Credits: 3

Disaster Preparedness and Management*
- CIDS 690 - Independent Study Credits: 1-3
- CIDS 535 - Crisis Communications Credits: 2
- SOCI 508 - Emergency Preparedness Credits: 2
- SOCI 514 - Migrant & Refugee Issues Credits: 2,3
- SOCI 549 - Disaster Response and Emergency Operations Credits: 2
- SOCI 555 - Emergency Planning Credits: 2
- SOCI 578 - Principles and Practice of Hazards Mitigation Credits: 3

* Students who take this concentration have the option to obtain the Michigan or equivalent Professional Emergency Manager Designation (PEM) certification in lieu of registering for concentration courses, except for SOCI 508 Emergency Preparedness. (SOCI 508 covers the FEMA Professional Development Series required for PEM prerequisites).

Global Health
- FDNT 545 - Nutrition and Wellness Programs Credits: 2-4
- FDNT 570 - Maternal and Child Health Credits: 3
- SOCI 554 - Community Health & Human Disease Credits: 2
- SWK 660 - Advanced Practice Evaluation Credits: 3

NGO Development and Operations
- ACCT 455 - Accounting for Not-for-Profit Organizations Credits: 3
- BSAD 515 - Organizational Behavior & Leadership Credits: 3
- BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
- BSAD 556 - Topics in Credits: 1-3
- BSAD 560 - Intercultural Business Relations Credits: 3

95
Seminary. Students will work with the Director of CIDP to choose appropriate courses through the AMBS system and be transferred to AU. They will take the courses from AMBS and register through the AMBS system and be transferred to AU.

Peace Studies
This concentration is offered in cooperation with Anabaptist Mennonite Biblical Seminary (AMBS) for the purpose of establishing a limited articulation of graduate courses as part of an academic exchange program between the Master of Science in Community and International Development program at Andrews University and the Master of Arts: Peace Studies program at Anabaptist Mennonite Biblical Seminary. Students will work with the Director of CIDP to choose appropriate courses and steps to take to get registered. Students will not register for these courses through Andrews. They will take the courses from AMBS and register through the AMBS system and be transferred to AU.

Peace Studies Core Courses: 12
- HTE 550 Introduction to Peace Studies and Nonviolence
- HTE 644 Christian Attitudes Toward War, Peace, & Revolution
- CHM 542 Education for Peace and Justice
- CHM 633 Conflict, Communication, and Conciliation
- HTE 641 Economic Justice and Christian
- HTE 643 International Politics in Christian Perspective
- CHM 608 Christian Spirituality for Peace-and-Justice-Making

Youth in Development
- CHMN 553 - The Church and Social Issues Credits: 2,3
- CHMN 574 - Perspectives in Church Marketing Credits: 2,3
- CHMN 623 - Innovative Evangelism Credits: 2,3
- CHMN 656 - Evangelistic Small Groups Credits: 2,3
- CIDS 550 - Education for Sustainable Development Credits: 3
- CIDS 580 - Organizational & Community Leadership Credits: 1,2
- CIDS 590 - Issues in Gender and Development Credits: 3
- DSRE 564 - Advanced Youth and Young Adult Ministry Leadership Credits: 2,3
- DSRE 608 - Youth and Young Adults in Contemporary Culture Credits: 2,3
- DSRE 626 - Ministry to At-Risk Youth Credits: 2,3
- DSRE 636 - Seminar in Youth Ministry Credits: 2,3
- DSRE 678 - Spiritual Nurture of Children Credits: 2,3
- SOCI 510 - Gender Roles in Contemporary Society Credits: 3
- SOCI 515 - Racial and Ethnic Relations Credits: 3
- SOWK 660 - Advanced Practice Evaluation Credits: 3

Assistantships
Students may have the opportunity to apply for graduate assistantships within the Community and International Development Program. Please apply in the CIDP Office.

Additional Information
The schools and departments regulate policies that govern the elective courses offered as part of the concentration package and some may not be available. Some elective courses may require prerequisites and should be discussed in advance with the program director/advisor for guidance in completing the concentration.

The Field Practicum and Research Project/Thesis will necessarily be related to the area of concentration in order to provide students with an in-depth understanding of the chosen area, and with the possibility of applying course work in practice. Students are required to undertake a 720-hour internship (approximately 6 months at 30 hours per week) through a field placement with a domestic, national, or international organization/project. Internships are based on prior approval and advice from the program director. Arrangements for the internship will be made by the program director/advisor pending availability and feasibility of the placement proposed by the student.

Masters Dual Degrees
Note: Because each dual degree is listed in two schools you will find duplicates. The content is identical except for order of information.

Master of Science in Community & International Development/Master of Youth & Peace Studies Notes

Young Adult Ministry Dual Degree MSCID/MAYYAM

Dual Degree Program Description
The Dual Degree Program in Community and International Development (CIDP) and Youth and Young Adult Ministry (MAYYAM) allows students to complete two degrees in three years. To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. This amounts to a total of 69 credits to fulfill the Dual Degree.

The MAYYAM program is a 48-credit degree but it will share (use) six elective credits with the CIDP program thereby reducing MAYYAM credits to 42. The CIDP program will reduce the required number of credits from 39 to 30 by removing the concentration requirement. In addition, up to two CIDP elective credits can be fulfilled through MAYYAM courses reducing the CIDP credits to 28. Finally, CIDP’s 1-credit Practicum requirement will be fulfilled through MAYYAM’s required practicum. Reducing the CIDP credits to 27.

Since both the CIDP and MAYYAM programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

Combined Total Credits - 69

CIDP Total Credits - 27

CIDP Program Requirements - 30

Core Requirements - 10
- CIDS 520 - Development Theory and Practice Credits: 3
- CIDS 555 - Development Policy and Analysis Credits: 3
- SOCI 508 - Emergency Preparedness Credits: 2
- ANTH 517 - Cultural and Developmental Anthropology Credits: 2

Development Management - 11
- CIDS 530 - Community Assessment & Planning Credits: 3
- CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2
- CIDS 536 - Project Design, Implementation & Evaluation Credits: 3

Choose one of the following courses:
- CIDS 515 - Organization and Human Resources Credits: 3
  Or BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3

Research - 6
- SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 2
- SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2
- CIDS 670 - Comprehensive Exam Credits: 0

Choose one of the following courses:
- CIDS 698 - Research Project Credits: 2,3
  Or CIDS 699 - Master's Thesis Credits: 3,4

Practicum - 1
This course is fulfilled through the MAYYAM degree practicum course DSRE 660

Electives - 2
These electives are fulfilled through MAYYAM degree courses.

CIDP Admission Requirements

Acceptance Criteria
Applicants to the regular two-year standing program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research.

A bachelor's degree from an accredited college or university.

An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;

Completed Graduate Application packet.

Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student would be expected to take them during the first year of enrollment.

Credits for prerequisites do not apply toward the MSCID.

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

**GRE**

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

**Language Requirements**

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

**CIDP Additional Information**

**Assistantships**

Students have the opportunity to apply for graduate assistantships - administrative, teaching or research.

**MAYYAM Total Credits - 42**

**MAYYAM Program Requirements - 48**

**Core Requirements - 18**

2 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3

CHIS 574 - History of Seventh-day Adventist Theology Credits: 2

Two courses in Old Testament and/or New Testament (4 cr req)

Two courses in Theology. One ethics course recommended. (4 cr req)

2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

One course in Conflict Resolution or Church Leadership from Christian Ministry (2 cr req)

One course in World Missions (2 cr req)

**Youth Ministry Emphasis - 12**

2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3

2 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership Credits: 2,3

2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture Credits: 2,3

2 Credits of CHMN 656 - Counseling Youth and Young Adults Credits: 2,3

2 Credits of CHMN 632 - Contextualized Preaching Credits: 2,3

2 Credits of CHMN 655 - Pastoral Counseling Credits: 2,3

CHMN 574 - Perspectives in Church Marketing Credits: 2,3

CHMN 616 - Spirituality in Ministry Credits: 2,3

CHMN 623 - Innovative Evangelism Credits: 2,3

CHMN 656 - Evangelistic Small Groups Credits: 2,3

**Practicum - 6**

6 Credits of DSRE 660 - Field Practicum: Youth and Young Adult Ministry Credits: 1–6

*Registration is normally allowed only after the student has earned 24 credits or more.

**Electives - 6**

These electives are fulfilled through the CIDP course requirements.

**MAYYAM Denominational Certification**

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

**MAYYAM Graduation Requirements**

The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

**MAYYAM Additional Information**

**Transfer Credits**

A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

**Master of Science in Community and International Development/ Master of Divinity MSCID/MDiv**

To provide a Dual degree option for seminary students who are interested in pursuing a career in providing humanitarian or development services either as missionaries or as development practitioners.

**Distinctive Features:**

- Students will receive practical training in:
  - Finding Innovative approaches to improving quality of life of church and community members
  - Addressing Urban Issues that affect the church: poverty, economic crisis, unemployment, etc.
  - Assessing the needs of the community they will serve
  - Fundraising and Grant writing
  - Program Management
  - Managing Humanitarian Crisis and Programs
  - Program Design, Monitoring & Evaluations
  - Analyze, evaluate and design and execute Policy that affect constituents and local community.

**Advocacy**

- Research (design, analysis and recommendations)

Students will receive 6 months of Field experience. This increases their job readiness and marketability. CID/Seminary based Dual degree students will have two options:

- A six-month supervised internship abroad or in a local community full time.
  - Utilizing knowledge and skills from both degrees. This is the regular standard for the HDS degree.
A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed. A CID degree will allow students to be more marketable to other fields outside of the church and improve their chances for employment. CID degree holders have a wide range of potential career paths in which the spiritual and physical contributions could be greatly beneficial. These roles generally fall into the following categories (not including exclusively pastoral roles):

- Practitioner: project management and implementation in the field
- Policy/Advisory: research, evaluation, lessons learned and developing policy recommendations to use within the organization and to advocate outside of the organization
- Advocacy & Outreach: ministry, campaigning, lobbying, fundraising, media, communications
- Support: human resources, finance, logistics, IT, etc.

General Information
Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Community and International Development Program in the College of Arts & Sciences. Students can potentially complete the two degrees in 3 years; 2 years in the Theological Seminary and 1 year in the Community and International Development Program.

The objectives of this program are to prepare students to better follow Christ's model for ministry by Equipping Pastors, Evangelists and missionaries with important tools, skills and knowledge in order to address the socio and economic needs of their churches and community.

Students who receive this degree will have a more holistic view of the Church’s mission and their community. They will receive practical training in:
- Finding Innovated approaches to improving quality of life of church and community members
- Addressing Urban Issues that affect the church: poverty, economic crisis, unemployment, etc.
- Assessing the needs of the community they will serve
- Fundraising and Grant writing, Program Management
- Managing Humanitarian Crisis and Programs
- Program Design, Monitoring & Evaluations
- Analyze, evaluate and design and execute Policy that affect constituents and local community.
- Advocacy Research (design, analysis and recommendations)

Since both the MSCID and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of each degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 95
Graduation requirements consist of the satisfactory completion of 95 semester credits with an overall grade point average of 3.0 GPA for the MA CIDS program. 2 credits or higher for the MDiv program. 65 credits are MDiv credits, and 30 credits are Master of Community and International Development credits.

13 MDiv credits are used to fulfill equivalent MSCID requirements:
- MSSN 546 - Mission in Cultural and Religious Context (3 Cr)
- CHMN 543 - Christian Leadership in a Changing World (2 Cr)
- CHMN 550 - Theological Field Education (2 Cr)
- 6 Credits of Electives with consultation of advisors

Master of Divinity (MDiv)
MDiv General Information
For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites
1 Credit of GSEM 525 - The Bible and Biblical History Credits: 0,1
OR Biblical Literacy Exam 80% - August
All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their first year in the MDiv program.

2 Credits of CHMN 552 - Foundations of Pastoral Ministry Credits: 0,2
OR Church Policy Exam 80% - August, September
Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMNS52 - Foundations of Pastoral Ministry during the Fall or Spring of their first year in the MDiv program.

2 Credits of CHMN 505 - Biblical Preaching Credits: 2
2 Credits of CHMN 536 - Personal Evangelistic Ministry Credits: 2,3
3 Credits of CHIS 504 - Adventist Heritage Credits: 0,3
OR Adventist Heritage Placement Exam 80%
Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHISS504 Adventist Heritage during their first year in the MDiv program.

2 Credits of CHIS 506 - Church History to 1500 Credits: 2,3
2 Credits of CHIS 507 - Church History from 1500 to Present Credits: 2,3
2 Credits of NTST 520 - Introduction to the New Testament Credits: 2
2 Credits of NTST 530 - Introduction to Revelation Credits: 2
2 Credits of NTST 551 - Beginning Greek Credits: 0,2,3 (C- or higher)
OR Greek Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of NTST 552 - Intermediate Greek Credits: 0,2,3 (C- or higher)
OR Greek Placement Exam 60% or higher - May, August
2 Credits of OTST 500 - Survey of the Old Testament Credits: 2,3
2 Credits of OTST 565 - Pentateuch Credits: 3
3 Credits of OTST 551 - Biblical Hebrew I Credits: 0,3 (C- or higher)
OR Hebrew Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of OTST 552 - Biblical Hebrew II Credits: 0,2,3 (C- or higher)
OR Hebrew Placement Exam 65% or higher - May, August
2 Credits of THST 521 - Christian Theology I Credits: 2,3
2 Credits of THST 522 - Christian Theology II Credits: 2,3

Seminary New Student Orientation
Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.
- GSEM 501 - New Student Orientation Credits: 0

Divinity Core
Interdisciplinary Credits: 2
2 Credits of GSEM 530 - Doctrine of the Sanctuary Credits: 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement
Each student must take a “Great Controversy, Covenant, Law, Sabbath” course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia
Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.
- On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.
Colloquia requirements for transfer students or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: ____________________________ Credits: 0

Christian Ministry Credits: 15
CHMN 539 - Church Growth and the Equipping Pastor: _______________ Credits: 3
2 Credits of CHMN 555 - Pastoral Counseling Credits: 2,3

Choose one 3 credit Field Evangelism Core Elective (NADEI List 1):
Note: Chaplaincy and Youth & Young Adult core electives can only be taken by students in the corresponding concentration.
CHMN 562 - Field Evangelism Credits: 2–6
CHMN 644 - Field Evangelism: Chaplaincy Credits: 3
CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3–6
1 Credit of CHMN 567 - Health Ministry Credits: 1–3
2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

Choose one 2 credit (600-level) Advanced Preaching Core Elective (CHMN List):
CHMN 600 - Preaching from the New Testament Credits: 2,3
CHMN 607 - Preaching from the Old Testament Credits: 2,3
CHMN 609 - Media Ministry Credits: 2,3
CHMN 614 - Preaching from Daniel or Revelation Credits: 2,3
CHMN 627 - Black Preaching Credits: 2,3
CHMN 632 - Contextualized Preaching: ____________________________ Credits: 2,3
CHMN 633 - Preaching the Literary Forms of the Bible Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one 2 credit NADEI Core Elective (NADEI List 2):
CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2–8
CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2,3
CHMN 606 - Mission-Shaped Church Planting Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
CHMN 641 - Practicum in Military Chaplaincy Credits: 2–8
CHMN 656 - Evangelistic Small Groups Credits: 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective only by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9
3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 Must be taken in entry semester (Fall or Spring) of MDiv Program
2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3
2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

Church History Credits: 7
2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3
2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):
CHIS 600 - The Early Church to A.D. 604 Credits: 2,3
CHIS 609 - The Church in the Middle Ages Credits: 2,3
CHIS 620 - Seminar in Christian Biography Credits: 2,3
CHIS 625 - Seminar in Church-State Thought Credits: 2,3
CHIS 629 - History of Christian Spirituality Credits: 2,3
CHIS 630 - History of Jewish Experience Credits: 2,3
CHIS 634 - Reformation Theology Credits: 2,3
CHIS 635 - History of the African American Churches Credits: 2,3
CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3
CHIS 640 - Reformation Credits: 2,3
CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3
CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3
CHIS 655 - Wesley and Methodism Credits: 2,3
CHIS 657 - Seminar in Reformation Theology Credits: 3
CHIS 659 - Seminar in the History of Selected Christian Doctrines Credits: 3
CHIS 660 - History of Religion in America Credits: 2,3
CHIS 664 - History of American Religious Thought Credits: 2,3
CHIS 665 - Modern Church History Credits: 2,3
CHIS 668 - History of Religious Liberty Credits: 2,3
CHIS 670 - Seminar in History of the Seventh-day Adventist Church Credits: 2,3
CHIS 673 - Development of Seventh-day Adventist Lifestyle Credits: 2,3
CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2,3
CHIS 680 - History of Sabbath and Sunday Credits: 2,3
CHIS 682 - Seminar in Church History Credits: 3
CHIS 683 - The Pastor, Church and Civil Law Credits: 3
CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3
CHIS 685 - Studies in Church History Credits: 2,3
CHIS 686 - Development of Prophetic Interpretation Credits: 2,3
CHIS 687 - Seminar in Development of Prophetic Interpretation Credits: 2,3
CHIS 688 - Contemporary Trends Credits: 2,3
CHIS 689 - History of Worship and Liturgy Credits: 3
CHIS 690 - Independent Study Credits: 1–3

World Mission Credits: 3
MSMN 561 - Christian Witness and World Religions Credits: 3

Theology Credits: 13
2 Credits of THST 635 - Issues in Origins Credits: 2,3
3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 3

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):
THST 608 - The Great Controversy, Covenant, Law, Sabbath Credits: 2,3
THST 615 - Doctrine of the Church Credits: 2,3
THST 616 - Doctrine of God Credits: 2,3
THST 617 - The Works of God Credits: 2,3
THST 618 - The Works of Christ Credits: 2,3
THST 619 - Principles and Methods of Theology Credits: 2,3
THST 630 - Doctrine of Christ Credits: 2,3
THST 637 - Biblical Eschatology Credits: 2,3
THST 639 - Doctrine of the Holy Spirit Credits: 2,3
THST 640 - Doctrine of Salvation Credits: 2,3
THST 647 - Human Nature and Destiny Credits: 2,3
THST 649 - Seminar in Theological Issues: ____________________________ Credits: 2,3
THST 678 - Science and Religion Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):
THST 623 - Contemporary Adventist Theological Issues Credits: 2,3
THST 624 - Protestant Theological Heritage Credits: 2,3
THST 625 - Early Christian Theology Credits: 2,3
THST 626 - Modern Christian Theology Credits: 2,3
THST 627 - Roman Catholic Life & Thought Credits: 2,3
THST 628 - Contemporary Theology Credits: 2,3
THST 629 - History and Theology of Ecumenism Credits: 2,3
THST 656 - Seminar in Historical Theology: ____________________________ Credits: 2,3
THST 667 - Postmodernism and the Church Credits: 2,3
THST 676 - History of Philosophy Credits: 2,3
3 Credits of THST 605 - Principles of Christian Ethics Credits: 2,3
OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics Course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):
THST 600 - Christian Personal Ethics Credits: 2,3
THST 634 - Christian Social Ethics Credits: 2,3
THST 643 - Christian Professional Ethics Credits: 2,3
THST 644 - Theological Ethics Credits: 2,3
THST 659 - Seminar in Philosophy, Theology, and Ethics: ____________________________ Credits: 2,3
THST 660 - Church and Society Credits: 2,3
CHMN 549 - Philosophy & Ethics of Chaplaincy Credits: 2

New Testament Credits: 8
Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.
For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

- NTST 615 - New Testament Archaeology Credits: 2,3
- OTST 514 - Bible Lands and Their Explorations Credits: 2,3
- OTST 604 - History of the Ancient Near East Credits: 2,3
- OTST 635 - History of Israel Credits: 2,3

MS Community & International Development (MSCID) Credits: 30

MSCID Degree Prerequisites

Students must complete the following prerequisite courses or their equivalent.

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
  And
- SOCI 432 - Research Methods II: Introduction Credits: 3
  OR
- SOCI 532 - Research Methods II: Introduction Credits: 2

Community and International Development Core

Foundation Courses Credits:12

- CIDS 520 - Development Theory and Practice Credits: 3
- CIDS 524 - Humanitarian Studies: Theory and Practice Credits: 3
- CIDS 555 - Development Policy and Analysis Credits: 3
- MSSN 546 - Mission in Cultural and Religious Context Credits: 3

Skills Courses Credits: 11

- CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2
- CIDS 573 - Project Cycle Management Credits: 3
- ACCT 505 - Survey of Accounting for Decision Making and Control Credits: 2
  OR
- CIDS 575 - Topics: Credits: 1–6
- SOCI 508 - Emergency Preparedness Credits: 2
  OR
- CHMN 543 - Christian Leadership in a Changing World Credits: 2,3

Research Options Credits: 3-4

Student should choose either the Qualitative or Quantitative Research Option

Qualitative Research Option Credits: 3-4

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
  OR
- COMM 520 - Communication Research I Credits: 3
  OR both of the following courses
- SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 2
- SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2

Quantitative Research Option Credits: 3

- EDRM 611 - Applied Statistical Methods I Credits: 3

Experience Capstone Credits: 4-10

- CHMN 560 - Theological Field Education Credits: 1,2
- TFE Exemption: Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

OR

- CIDS 680 - Field Practicum Credits: 1,2
- CIDS 698 - Research Project Credits: 2,3
- CIDS 670 - Comprehensive Exam Credits: 0
Admissions Requirements

Master of Divinity
All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)

Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant’s family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.

If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner’s aspirations for future ministry.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.

An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.

Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary.

Recommendations
Church board where the applicant is a member
Church administrator, pastor, or elder
General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements
Students whose language of education is not English must submit one of the following tests and minimum scores:

TOEFL Paper-based - 565
TOEFL Internet-based - 85
IELTS - 6.5
PTE - 58

Application Deadline
Given that applying and obtaining pertinent documents for admission can be a long endeavor, the student must start the application process at least 4-6 months before the the desired starting semester. See University deadlines for individual semesters here.

Master of Science in Community and International Development/Master of Social Work Dual Degree MSCID/MSW

Dual Degree Program Description
Andrews University has chosen to explore a collaborative between the Community & International Development Program (CIDP) and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and international development intersect. Social Workers, particularly those in the areas of Administration and Development and International Social Work, may have an interest in international work. In such situations, the MSCID could equip them with a complementary skill set. Likewise, development and relief workers often find themselves in situations where social work skills in counseling and therapy would be useful. In addition, the MSCID/MSW collaborative allows for a greater breadth of employment opportunities for students.

Since both the MSW and MSCID programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the requirements for the second degree would be met through completion of the requirements shown below.

MSCID Degree Requirements - 39-40 Credits

CIDP Core Courses - 11 Credits
CIDS 520 - Development Theory and Practice Credits: 3
SOCI 508 - Emergency Preparedness Credits: 2
ANTH 517 - Cultural and Developmental Anthropology Credits: 2
Remaining 3 credit hours satisfied by SOWK 630 - Policy for Social Change

Development Management - 10 Credits
CIDS 530 - Community Assessment & Planning Credits: 3
CIDS 536 - Project Design, Implementation & Evaluation Credits: 3
CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2

Choose one of the following three courses:
CIDS 515 - Organization and Human Resources Credits: 3
BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
BSAD 515 - Organizational Behavior & Leadership Credits: 3

Research Tools & Skills - 6-7 Credits
SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 2
SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2
CIDS 670 - Comprehensive Exam Credits: 0
CIDS 698 - Research Project Credits: 2 OR CIDS 699 - Master’s Thesis Credits: 3,4

Practicum - 1 Credit
Field experience must be planned in consultation with both programs in order to satisfy all requirements.
Field Experience

SOWK 535 - Generalist Field Experience Credits: 4 = 400 hours
SOWK 510 - Generalist Field Seminar Credits: 5
SOWK 635 - Advanced Field Experience Credits: 5 = 500 hours
SOWK 610 - Advanced Field Seminar Credits: 5

Electives - 10 Credits

MSW Emphasis Options

Administration & Development Emphasis
CIDS 520 - Development Theory and Practice Credits: 3

Choose one of the following courses
CIDS 515 - Organization and Human Resources Credits: 3 OR BSAD 515 - Organizational Behavior & Leadership Credits: 3 OR BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3

International Social Work Emphasis
CIDS 536 - Project Design, Implementation & Evaluation Credits: 3 (Satisfies SOWK 675 - Topics: Grantwriting Credits: 1)
SOWK 537 - International Social Work Credits: 2

Collaborative Program Objectives
To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;
To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program
The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Admission Requirements
Applicants to the MSCID/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from an accredited four-year college or university in the U.S., or hold an equivalent educational credential from another country. Application must be made separately to both the MSDIC and MSW programs. Acceptance into one program does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree. Students in both programs must meet the following minimum requirements:
Students must maintain a minimum cumulative GPA of 3.0;
No grade of D or F (or U) may count toward either degree.

Credits for Each Program
MSCID students are required to complete 39-40 credit hours for the two-year regular program, which includes 12 elective credits (minimum of 4 courses). Students with certain prerequisites may qualify for the 30-credit advanced standing program. The two-year regular MSW degree requires 46 core credit hours, plus 10 elective hours. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program, while those with a lower GPA must complete the Advanced Standing Plus requirements.

These program models create a curriculum that allows for the integration of 21-24 Social Work and CIDP credits, giving students the advantage of being able to reduce their total credit load. Since both MSCID and MSW programs already share course in order to reduce costs and achieve a more streamlined and efficient program, the course work for both degrees must be taken either simultaneously or within one academic year of completion of one of the degrees in order to fulfill the requirements of either degree.

Because of CSWE requirements, students in the MSCID/MSW SOCIAL WORK COURSES 215 dual degree program would register for social work core classes in lieu of certain CIDP courses and would take an emphasis in either Administration & Development or International Social Work. Students will take shared courses as outlined below.

MSW Requirements

Student Handbook
The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.
You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual
The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.
You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement
For those applicants whose native language is not English, the following is required:
1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
   TOEFL ITP (paper-based) - A minimum score of 550
   TOEFL IBT (internet-based) - 80 with a minimum of 20 on each section
   MELAB - 80 with a minimum of 80 on each section
   IELTS (Academic version) - 6.5
   PTE (Academic version) - 54
2. Nelson Denny - score of 13 and
3. Personal interview with MSW program director or designee.

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)
Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score Scholarship
320 50% tuition reduction
For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Anthropology

ANTH 124 - Introduction to Anthropology
Credits: 3
An introduction to the anthropological perspective. Topics include cognitive and social aspects of language, biology and the study of culture, origins of culture, archaeology and cultural beginnings, introduction to the study of cultural variation, and models of culture.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
College Code: CAS

ANTH 200 - Cultural Anthropology
Credits: 3
Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding "ourselves" and those we call "others."

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
College Code: CAS

ANTH 205 - Introduction to Archaeology
Credits: 3
An introduction to some of the discoveries made by archaeologists and to some of the methods whereby their discoveries are made. Advances in archaeological method and theory over the past 100 years are explained and illustrated.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
College Code: CAS

ANTH 417 - Cultural and Developmental Anthropology
Credits: 3
Introduction to the basic concepts, methods and theories of cultural anthropology. Anthropological perspectives on culture change, globalization, global and local world-making, indigenous knowledge, sustainable community development, and project management. Special emphasis on anthropological principles and techniques that inform development work including application of anthropological knowledge and research to real-world problems.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

ANTH 435 - Museum and Lab Methods
Credits: 3

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

ANTH 440 - Topics:
Credits: 1–3
Topics in cross-cultural anthropology.

Grade Mode: Normal w/SG (A-F,I,S,U,DG,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

ANTH 455 - Ethnography
Credits: 3
An introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnographic fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
Year Offering: Alternate years
College Code: CAS

ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East
Credits: 3

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

ANTH 495 - Independent Studies/Readings in Anthropology
Credits: 1–3
Students may apply to participate as trainees on research projects sponsored either by the Department of Behavioral Sciences or the Institute of Archaeology.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology
Credits: 1–8
Students may apply to participate as trainees on research projects sponsored either by the Department of Behavioral Sciences or the Institute of Archaeology.

Grade Mode: Normal w/DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 8 credits
Schedule Type: Blended Learning, Practicum
College Code: CAS

ANTH 517 - Cultural and Developmental Anthropology
Credits: 2
Introduction to the basic concepts, methods and theories of cultural anthropology. Anthropological perspectives on culture change, globalization, global and local world-making, indigenous knowledge, sustainable community development, and project management. Special emphasis on anthropological principles and techniques that inform development work including application of anthropological knowledge and research to real-world problems.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

ANTH 555 - Ethnography
Credits: 2,3
Introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnography fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ANTH 600 - Seminar in Cultural Anthropology
Credits: 2,3
The study of culture and cultural variation. The contemporary beliefs, values, institutions and material way of life of people in North America are contrasted with those of people living in other regions of the world today and in the past.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
College Code: CAS
Behavioral Sciences

BHSC 100 - Philosophy of Service and Civic Engagement
Credits: 2
Provides a theoretical and practical basis for understanding and meeting needs of communities and individuals. Course materials include works from Christian and secular sources. Students develop an individualized practical plan to understand and meet needs. Does not apply to a major or minor.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

BHSC 225 - Global Social Issues
Credits: 3
This course addresses issues which may include poverty, gender, health disparities, education, immigration, inequality, and anthropocene issues with an emphasis on their impact on global humanitarian and development issues from a Christian perspective.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences
Credits: 3
Probability concepts, frequency distributions, measures of central tendency, measures of variation, using frequency distributions, point-estimation and confidence intervals, sampling distribution, levels of significance in hypothesis testing, t and z tests, correlation, chi-square and ANOVA.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

BHSC 235 - Culture, Place and Interdependence
Credits: 3
Uses and integrates concepts from anthropology, geography and other sciences to help students understand how human culture and natural habitat create regional, ethnic, religious and other social groups. Examines origins of group conflict and considers avenues of responsible action for resolution.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

BHSC 300 - Philosophy of Service Fieldwork
Credits: 1,2
Provides an opportunity for the practical application of the theories, principles and concepts learned in BHSC 100.

Course/Lab Fee: Yes
Course Attribute: Service course

Grade Mode: Normal with DG (A-F,J,I,W,DG)
Prerequisite(s): BHSC 100 or permission of Service Learning Coordinator. 20 hours of service is required for each credit registered for. Does not apply to a major or minor.
Schedule Type: Blended Learning, Practicum
College Code: CAS

BHSC 378 - Study Tour
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

BHSC 405 - Introduction to Public Health
Credits: 3
An overview of some of the important content areas and disciplines that make up Public Health, including Health Promotion and Education and Education, Environmental Health, Epidemiology, Disease Prevention, Global or International Health issues and other aspects of our environment that effect the Public Health.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

BHSC 438 - Workshop
Credits: 0–3
Provides an opportunity to study in a focused area within the behavioral sciences. A paper is required for more than one credit and may be required for one credit.

Grade Mode: Normal w S/DG (A-F,J,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: CAS

BHSC 440 - Topics:
Credits: 1–4
Examines emerging issues in the behavioral sciences.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

BHSC 480 - Professional Conference:
Credits: 0–1
This course provides an opportunity for students to attend a professional conference or meeting, allowing them to study and present research in a focused area within the Behavioral Sciences Fields – Psychology, Sociology, Anthropology, and Geography. Students taking this course for credit must be required to do a presentation or poster at the conference or to complete a literature review.

Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Workshop
College Code: CAS

BHSC 495 - Independent Study/Readings in Behavioral Sciences
Credits: 1–3
Individual assignments and/or reports and/or individualized research in behavioral sciences are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

Grade Mode: Normal w S/DG (A-F,J,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

BHSC 498 - Research Project in Behavioral Sciences
Credits: 0–3
An independent research project in behavioral sciences typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

Grade Mode: Normal with DG (A-F,J,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Special Approval: Instructor permission required
College Code: CAS

BHSC 577 - Topics:
Credits: 1–5
Examines emerging issues in the Behavioral Sciences.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS
CIDS 524 - Humanitarian Studies: Theory and Practice
Credits: 3
This course will offer a practical and in-depth analysis of the complex issues and 
skills needed to engage in humanitarian work.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 525 - Ethics in Development
Credits: 2
An ethical framework for the understanding of social transformation. Ethical 
paradigms are explored, as well as historical examples of how development 
interventions have generated social change. Focus on contemporary approaches to 
development, revolution and liberation.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: CAS

CIDS 530 - Community Assessment & Planning
Credits: 3
Introduction to concepts and methods of conducting a community needs 
assessment and mapping community capacity to address those needs. 
Development of skills in selecting, analyzing, understanding, and interpreting 
assessment outcomes to inform policy and practice. Consider complex interactions 
between community and international development stakeholders and other 
factors affecting accountability, project planning, and outcomes.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

CIDS 535 - Budgeting, Fundraising & Grantsmanship
Credits: 2
Program planning based on need and capacity will be used to develop grant 
proposals to address the need. Hands-on experience is sought, linking classroom 
instruction and real community situations.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

CIDS 536 - Project Design, Implementation & Evaluation
Credits: 3
Explore perspectives and approaches within the project management body of 
knowledge. Understand the context and interdependence of elements of project 
management and introduce tools using the project cycle approach for practitioners 
of project management. Build on problem and objectives analysis, formation of 
projects and budgets, implementation, monitoring and evaluation criteria. Develop 
techniques for creating persuasive written grant proposals.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

CIDS 538 - Needs Assessment, Project Design and Evaluation
Credits: 3
This course provides theoretical and practical applications to project and program 
development. It includes the following topics: Needs assessment, capacity mapping, 
planning, monitoring and evaluation
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 540 - International Development: Strategy Design & 
Implementation
Credits: 3
Evolution of international development theory across disciplines. Changing 
conceptualizations, measurements, processes and effects of development and 
poverty. Ethnicity, social class, gender, and community influences on 
Development policy design, strategy, programs, and projects.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS
CIDS 543 - Linking Humanitarian & Development Aid
Credits: 1–3
Presents different strategic and ethical approaches to understanding and addressing challenges in the relationship between humanitarian and development aid. Topics that will be covered: faith and religion, coordination, partnership, security, funding, sustainability, etc.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CIDS 544 - International Development: Cases and Application
Credits: 3
This course examines community and international development theory and practice through field study and fieldwork. Issues to be covered may include development and humanitarian aid and response.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

CIDS 547 - Social Gerontology
Credits: 3
A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 550 - Education for Sustainable Development
Credits: 3
Provides an overview of education for sustainability. Focuses on international projects and organizations that address education for sustainable development. Explores education as a means to address development issues such as social justice, poverty, food security, globalization, etc. Covers different educational approaches and models that ensure a healthy environment, vibrant community, and equitable society.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 554 - Poverty Analysis & Reduction Strategies
Credits: 3
This seminar will examine the nature, extent and measures of rural and urban poverty, its causes and consequences, and the antipoverty programs proposed by government, activists, anti-poverty organizations such as NGOs, academic community and international and bilateral aid organizations.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

CIDS 555 - Development Policy and Analysis
Credits: 3
Examines the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and policy tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 559 - Death and Grief in Contemporary Society
Credits: 2
The study of cultural and societal perspectives on death and personal and interpersonal dynamics of death and dying.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 560 - Political Economy of Development
Credits: 3
Overview of the political economy of developing countries and the complex interplay of international system, international economic and political economy factors that influence development initiatives and outcomes. Discuss the relation of globalization, trade, aid, and international economic and development institutions on development activity. Specific topics include development and economic policy, civil society, alternative development models, democracy, authoritarianism, sustainable development and gender.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 563 - Policy and Political Economy Analysis
Credits: 3
Examines the complex interplay of global and local political and economic processes that lead to the formulation, adoption, implementation, and evaluation of humanitarian and development policies and programs across countries. It will provide tools for political economy and policy analysis.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 565 - Institutions in Development
Credits: 3
Overview of the effect of formal and informal institutions on development, combining in-depth case studies of a variety of domestic and international institutions with theoretical and empirical insights from development disciplines (comparative politics, political economy, international relations, and economics).
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 566 - Community Change
Credits: 2
This course will introduce you to the field of Community Psychology which is an interdisciplinary field that emerged from clinical psychology, but incorporates perspectives and theories from sociology, public health, and anthropology. Utilizing a strengths-based approach, it goes beyond an individual focus to promote positive change, health, and empowerment at individual and systemic levels. This course can serve as preparation for those taking the practicum course as their capstone requirement.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: CAS

CIDS 570 - Governance in Developing Countries
Credits: 3
Discusses basic theories and concepts of governance and its relation to development. Examines how domestic institutions, historic legacies, socioeconomic factors, non-state actors, conflict, and democratization process affect the quality of government and level of development. Addresses the challenges of development from a governance perspective. Special attention will be given to developing countries.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 573 - Project Cycle Management
Credits: 3
Presents and analyzes components of project cycle management. Emphasizes the importance of accountability using the Results based management approach.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 575 - Topics:
Credits: 1–6
Examines emerging issues in Community & International Development.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
CIDS 578 - Study Tour
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

CIDS 580 - Organizational & Community Leadership
Credits: 1,2
Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 583 - Professional Conference:
Credits: 0–1
This course provides an opportunity to attend a professional conference or meeting, allowing them to study and present research in a focused area within the Community & International Development Field. Students taking this course for 1 credit may be required to do a presentation or poster at the conference or to complete a literature review.

Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Workshop
Special Approval: Instructor permission required
College Code: CAS

CIDS 585 - Gender, Economic Development, and Poverty Reduction
Credits: 3
Introduces the linkages between gender equality and growth & poverty-reduction, and enhances students' ability to participate in the design and implementation of poverty-reduction strategies. Explores the concepts of gender inequality as it relates to poverty; discusses the importance of gender issues in economic development and how they relate to attaining the Millennium Development Goals. Other concepts to be covered: Access to education, health, labor markets, employment opportunities, and productive resources as they affect growth.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 586 - Gender, Ethnicity and Family in Development
Credits: 2
This course provides an overview of the role of and issues surrounding gender and ethnicity in society. Particular attention will focus on how ethnic and gender roles impact family structure, function and interaction patterns, as well as how these patterns impact community and international development.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 590 - Issues in Gender and Development
Credits: 3
Familiarizes students with the main analytic debates in the field of gender and development. Institutional domains (households, family and kinship, the market, the community and the state) through which gender relations are both defined and transformed receive separate attention. An introductory survey of conceptual approaches to gender is followed by a treatment of central topics which include: the move from WID (women in development) to GAD (gender and development) as critical perspectives in development studies, conceptual approaches to households, men and masculinities in development, globalization and women’s employment, gender, state and governance, women's movements and state-civil society relations, gender, conflict and post-conflict, and an appraisal of prospects for gender-aware planning and empowerment.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 631 - Professional Development Seminar
Credits: 0,5,1
An overview of salient issues and problems related to the topic; an orientation to communities of researchers and professionals working on the topic; an inventory of baseline competencies of persons professing expertise on the topic; and a survey of the opportunities for professional involvement related to the concentration. To be taken during the first fall semester a student is in the program.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 1 credit
Schedule Type: Seminar
College Code: CAS

CIDS 632 - Portfolio Development Seminar
Credits: 1
ring a student's final year in the program.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
Term Offering: Spring
College Code: CAS

CIDS 650 - Project Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete () courses with advisor approvals only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 655 - Program Continuation
Credits: 0
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. Registration does not indicate full-time status.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 660 - Thesis Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete () courses with advisor approvals only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 665 - Preparation for Comprehensive Exams
Credits: 0
Advisor approval required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status
CIDS 670 - Comprehensive Exam
Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 677 - Colloquium
Credits: 1
The course provides a forum for development and peer review of research projects by CIDP graduate students. It is required for all students to submit at least one paper for presentation at a professional conference or at least one article for publication in a professional journal before graduation. The course is to be taken during the student's first Spring semester in the program.

Grade Mode: Satisfactory w/DG (S,U,I,W, DG)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

CIDS 680 - Field Practicum
Credits: 1–2
Students integrate course content and theory into practice during a 720 hour field practicum coordinated with each student’s research project and/or concentration that is the concluding requirement for the concentration. Students must submit a practicum proposal indicating approval from a sponsoring organization and learning objectives. Upon completion, the student submits a practicum portfolio or do a presentation about the field practicum. Registration for this course qualifies for full-time status.

Course Attribute: Full-time Status
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): CIDS 520, CIDS 530, and 2 courses in concentration.
Repeatable: Repeatable up to 2 credits
Schedule Type: Practicum
Term Offering: Fall, Spring, Summer
College Code: CAS

CIDS 689 - Master’s Thesis
Credits: 3–4
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W, DG)
Schedule Type: Independent
College Code: CAS

Family Studies

FMST 201 - Personal Relationships
Credits: 3
The interdisciplinary study of personal relationships including intimate relationships, marriage and family living. The course will focus on the processes and skills necessary to build, maintain and enjoy important relationships across the lifespan.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FMST 454 - Family Violence Across the Lifespan
Credits: 3
Study of factors contributing to abuse in the family with emphasis on prevention of domestic violence.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
College Code: CAS

Geography

GEOG 110 - Survey of Geography
Credits: 3
A survey of major geographic perspectives: physical, human, and regional. Applies toward General Education social science requirements.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

GEOG 240 - Physical Geography
Credits: 3
The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
College Code: CAS

GEOG 260 - Cultural Geography
Credits: 3
The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements.
approach potential dilemmas at work and home in an ethical way. Problems pertaining to the confrontation between development objectives and development can often be complex interactions affecting program accountability and outcomes. Provides a practical opportunity to exercise skills needed for project design and evaluation.

IDAS 630 - Concepts of Project Management
Credits: 3
Introduction to concepts and methods of conducting community assessment and capacity mapping. Develop skills in selecting, analyzing, interpreting and presenting data affecting program planning and implementation. Consider complex interactions affecting program accountability and outcomes. Provides practical opportunity to exercise skills needed for project design and evaluation.

IDAS 635 - Professional Training: Focus Area
Credits: 2–3
Students are required to participate in Professional Training related to the selected Focus area, culminating in a synthesis paper on best practices learned during the training. In addition, the student will design and implement a Colloquium to present best practices in the Focus area.

IDAS 640 - Topics: __________
Credits: 1–3
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDAS 650 - Project Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) with advisor approval only.

IDAS 655 - Program Continuation
Credits: 0
Students may register for this non-credit continuation course to maintain active status.

IDAS 670 - Comprehensive Examinations
Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

International Development Administration Studies

IDAS 597 - Portfolio
Credits: 1
An organized collection of educational and professional accomplishments is produced. This will include basic personal and background information, a profile of the Focus area, outstanding academic work, and other artifacts acquired to demonstrate achievements and competencies related to international development.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDAS 610 - Ethics in Development
Credits: 2
Overview of the philosophical field of ethics and introduction to frameworks for ethical decision-making. Examine the development process and analyze ethical problems pertaining to the confrontation between development objectives and culture, religion, gender, and the environment. Biblical resources are offered to approach potential dilemmas at work and home in an ethical way.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

IDAS 613 - Applied Statistical Methods
Credits: 2
Analysis of data using descriptive and basic inferential statistics, frequency distribution, measures of central tendency, sampling, distribution, levels of significance in hypothesis testing, correlation, t-tests, one way analysis of variance, simple linear regression, and chi-square.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Interactive Online
College Code: CAS

IDAS 620 - Strategic Planning in Global Leadership
Credits: 3
A multi-disciplinary course which focuses on current and emerging issues of organizational leadership. The course will teach the role of creating a meaningful strategic plan for an effective administrative system for organizations to survive intensifying globalization. Components include the strategic planning process, roles of board and staff, critical importance of a stakeholder analysis, the purpose of mission and vision, and the difference between goals, strategies and objectives.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: CAS

IDAS 623 - Development Research Methods
Credits: 2
Background and experience in understanding quantitative and qualitative research designs as they relate to the student’s Focus area. Topics include the research process, defining variables, formulating and stating the problem, planning and designing the research, conducting literature review, instrumentation, data collection procedures, researchers ethical and legal responsibilities and basic data analysis. Students are expected to develop a research proposal. Pre- or corequisite IDAS613.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite/Corequisite: IDAS 613
Schedule Type: Interactive Online
College Code: CAS

GEOG 335 - Introduction to Geographic Information Systems
Credits: 3
The study of the fundamentals of Geographic Information Systems (GIS). Emphasis on the foundations of these systems, their components and capabilities.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

GEOG 460 - Topics:
Credits: 2,3
Study of selected topics in geography. Topic and credit to be announced in advance.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 9 credits with different topics
Schedule Type: Lecture
College Code: CAS

GEOG 495 - Independent Study/Rdgs/Res
Credits: 1–3
Independent work on a specified topic under the guidance of department advisor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 9 credits with permission of Department Chair
Schedule Type: Independent
College Code: CAS
IDAS 680 - Field Practicum: Focus Area
Credits: 2
The Field Practicum integrates International Development theory into practice. There are two options to fulfill the Field Practicum. Students will complete either; (1) a baseline and benchmarking study to understand best practices in the focus area; or (2) complete an internship of 300 hours in a sponsoring organization. The course culminates with an oral presentation of the students' findings and experiences.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeateable
Schedule Type: Practicum
College Code: CAS

IDAS 690 - Independent Study
Credits: 1–3
Individualized reading or research in a specified area under the guidance of an instructor.

Grade Mode: Normal w/S DG (A-F,I,S,U,I,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

IDAS 696 - Specialization Essay: (Focus Area)
Credits: 1,2
Students are required to broaden knowledge in their Focus area through synthesizing and critiquing scholarly journal articles, professional association publications, publications of multi-government organizations such as the United Nations or the World Bank, publications by various international non-government organizations, or internet resources. The outcome of this literature review will be a "Specialization Essay."

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeateable
Schedule Type: Independent
College Code: CAS

IDAS 697 - Research Project
Credits: 3
A research project is carried out by a master's degree candidate in which mastery of the research process is demonstrated. The student is expected to choose a research topic related to his/her Focus area.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 4 credits
Schedule Type: Independent
College Code: CAS

Psychology

PSYC 101 - Introduction to Psychology
Credits: 3
Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

PSYC 105 - Careers and Plans for the Psychology Major
Credits: 0
This course focuses on career and academic planning issues for psychology majors. Information presented in the course will focus on the clarification, selection, and pursuit of a career in psychology or a related field. Topics will include an overview of the skills and knowledge expected of an undergraduate major in psychology, career options in psychology and related fields, preparation for employment with a bachelor's degree, and preparation for graduate school. Students will develop an academic and career timeline, prepare for their remaining years in the psychology program, and explore interest areas in psychology.

Grade Mode: Normal (A-F,I,W)

PSYC 180 - Dealing with Your Mind
Credits: 3
An introduction to the brain and how it works, with an emphasis on processes used in everyday life: perception of our surroundings, memory and other facets of general cognition, and links to addictive behavior. The labs will give hands-on experience with these topics. Students will be exposed to research opportunities.

Course/ Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PSYC 204 - Personal, Social and Career Development
Credits: 3
Application of psychological principles of behavior as they influence optimal personal, social and career development, with an emphasis on effective strategies for self-management and self-improvement.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PSYC 210 - Introduction to Health Psychology
Credits: 3
Study of causes for the rise of health psychology; interrelationships between psychology and health-related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behavior; psychology of addictive behavior; and behavioral health.

Course/ Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101.
Schedule Type: Lecture
College Code: CAS

PSYC 269 - History and Systems of Psychology
Credits: 3
A study of significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behavior.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS

PSYC 301 - Human Development
Credits: 3
Lifespan is an integrative approach to psychological development which emphasizes the inter-dependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or written permission of the teacher.
Schedule Type: Lecture, Self-Paced
College Code: CAS

PSYC 315 - Organization and Human Resources
Credits: 3
This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly as well as how to conduct empirical research in organizational settings.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PSYC 319 - Stress Management
Credits: 3
An introduction to stress along with signs and symptoms of stress and identification of stressors in a person's life. Students learn how to increase stress tolerance and implement change.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade Mode</th>
<th>Schedule Type</th>
<th>Prerequisite(s)</th>
<th>Corequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 364</td>
<td>Learning and Behavior</td>
<td>3</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 366</td>
<td>Drugs and Behavior</td>
<td>3</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 405</td>
<td>Midwestern Psychological Association Meeting</td>
<td>1</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Introduction to Theories in Counseling &amp; Psychotherapy</td>
<td>3</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 420</td>
<td>Human Sexuality</td>
<td>3</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 364</td>
<td>Learning and Behavior</td>
<td>3</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 366</td>
<td>Drugs and Behavior</td>
<td>3</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 405</td>
<td>Midwestern Psychological Association Meeting</td>
<td>1</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Introduction to Theories in Counseling &amp; Psychotherapy</td>
<td>3</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 420</td>
<td>Human Sexuality</td>
<td>3</td>
<td>Normal (A-F,J,W)</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community Psychology

Credits: 3
This course will introduce you to the field of Community Psychology. Community Psychology is an interdisciplinary field that emerged from clinical psychology, but incorporates perspectives and theories from sociology, public health, and anthropology. Utilizing a strengths-based approach, it goes beyond an individual focus to promote positive change, health, and empowerment at individual and systemic levels. This course can serve as preparation for those taking the practicum course as their capstone requirement.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101. Normally offered odd years.
Schedule Type: Lecture
College Code: CAS

Behavior Modification

Credits: 3
The theory and techniques of behavior change utilizing principles of conditioning. Applications relevant to health-centered and educational settings are emphasized.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101.
Schedule Type: Lecture
Year Offering: Even years
College Code: CAS

Psychological Assessment

Credits: 3
Theory and practice in individual and group testing in the areas of intelligence, aptitude, achievement, personality, and interest. Evaluation of tests and other instruments for measurement with a focus on their worth and limitations.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or SOCI 119
Schedule Type: Lecture
College Code: CAS

Professional Portfolio

Credits: 0
A student portfolio demonstrating that the student has met the program learning outcomes in the psychology major. Required as part of the capstone for all students who do not complete a research project (PSYC498) along with PSYC4xx (MPA), complete field work (PSYC480), or complete a practicum project (PSYC490). The portfolio will be introduced along with other capstones in PSYC1xx (Careers and Plans).

Grade Mode: Normal (A-F,I,W)
Schedule Type: Independent
College Code: CAS

Practicum in Psychology

Credits: 3
This course is designed to build on psychological knowledge gained in previous coursework, explore different theories outlining how to work with agencies, and apply this knowledge to working in a community agency. The course requires students to spend 90 hours at the agency field site during the semester, and meet weekly as a class to discuss theories of intervention and their field experiences. Student’s final grade in this course will be based on feedback from the site supervisor as well as the instructor’s evaluation of classwork and fieldwork. It is recommended that students meet with the instructor the semester beforehand to discuss class requirements and placement options. Enrollment in this class is limited to psychology majors and minors of junior or senior status, or permission of the instructor.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 and six additional credits of psychology courses
Schedule Type: Practicum
College Code: CAS

Independent Study/Readings in Psychology

Credits: 1–3
Individual assignments and/or reports and/or individualized research in psychology on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses up to 6 credits. Consult staff before registering.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

Research Project in Psychology

Credits: 0–3
An independent research project in psychology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.
This course focuses on the psychological and physiological human response to natural and man-made disasters. Using research from the field, students will examine normal and abnormal reactions, the recovery process, resilience, and various disaster mental health response modalities. Differences between natural and man-made disasters are explored, along with factors that contribute to and mitigate post-traumatic effects.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Year Offering:** Alternate Years
**College Code:** CAS

### Sociology

**SOCI 119 - Principles of Sociology**

**Credits:** 3

A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture, Interactive Online, Self-Paced
**College Code:** CAS

**SOCI 160 - Introduction to International Development**

**Credits:** 3

Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global inequalities and poverty. Analyzes the popular strategies and explanations used by governments and non-governmental organizations (NGOs) to deal with these challenges.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture, Self-Paced
**College Code:** CAS

**SOCI 235 - Police Organization, Administration and Community Dynamics**

**Credits:** 3

Examines organizational theory, leadership, communications, budgeting, and labor relations in police administration. Policing roles, responsibilities, and trends pertinent to contemporary law enforcement, as well as public relations and community policing philosophy will also be explored. Offered odd years.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** CAS

**SOCI 314 - Migrant & Refugee Issues**

**Credits:** 2,3

This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic, and environmental push-and-pull factors that influence immigration and emigration within the framework of globalization.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** CAS

**SOCS 314 - Migrant & Refugee Issues**

**Credits:** 1

An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment as well as debates on controversial topics in the field of drugs.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** PSYC 101
**Schedule Type:** Lecture
**College Code:** CAS

**SOCS 366 - Drugs and Behavior**

**Credits:** 3

An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment as well as debates on controversial topics in the field of drugs.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** PSYC 101
**Schedule Type:** Lecture
**College Code:** CAS

**SOCS 410 - Social Gerontology**

**Credits:** 3

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Year Offering:** Even years
**College Code:** CAS

**SOCS 410 - Social Gerontology**

**Credits:** 3

Provides an overview of the theories, history, functions, structure and organization of agencies associated with the criminal justice system in this society.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Year Offering:** Odd years
**College Code:** CAS

**SOCS 410 - Social Gerontology**

**Credits:** 3

Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global inequalities and poverty. Examines the popular strategies and explanations used by governments and non-governmental organizations (NGOs) to deal with these challenges.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Year Offering:** Even years
**College Code:** CAS
The principles of designing, administrating, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): PSYC 434.
Prerequisite(s): BHSC 230 or STAT 285 and PSYC 432.
Schedule Type: Lecture
College Code: CAS

SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS
Credits: 3
A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): PSYC 433/SOCI 433.
Prerequisite(s): BHSC 230 or STAT 285 and PSYC 432/SOCI 432.
Schedule Type: Lecture
College Code: CAS

SOCI 440 - Sociology of the Family
Credits: 3
This course focuses on theoretical understandings of family relationships in diverse settings and the various contexts that shape and sustain such relationships.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 444 - International Development: Cases and Application
Credits: 3
This course examines community and international development theory and practice through field study and fieldwork. Issues to be covered may include development and humanitarian aid and response.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

SOCI 445 - Emergency Planning
Credits: 2
Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOCI 408 or SOCI 508 or SOWK 408.
Schedule Type: Lecture
College Code: CAS

SOCI 449 - Disaster Response and Emergency Operations
Credits: 2
Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSAD 526; SOCI 408 or SOCI 508
Schedule Type: Lecture
College Code: CAS

SOCI 454 - Poverty Seminar
Credits: 3
This seminar will examine the nature, extent and measures of rural and urban poverty, its causes and consequences, and the antipoverty programs proposed by government, activists, anti-poverty organizations such as NGOs, academic community, international and bilateral aid organizations.

Grade Mode: Normal (A-F,I,W)
SOCI 455 - Development Policy and Analysis
Credits: 3
Examine the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and policy tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 460 - Death and Grief in Contemporary Society
Credits: 2
The study of cultural and societal perspectives on death and personal and interpersonal dynamics of death and dying.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 468 - Community Psychology
Credits: 3
This course will introduce you to the field of Community Psychology which is an interdisciplinary field that emerged from clinical psychology, but incorporates perspectives and theories from sociology, public health, and anthropology. Utilizing a strengths-based approach, it goes beyond an individual focus to promote positive change, health, and empowerment at individual and systemic levels. This course can serve as preparation for those taking the practicum course as their capstone requirement.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or SOCI 119
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

SOCI 470 - Demography
Credits: 3
Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 474 - Social Thought and Theory
Credits: 3
The roots of self-conscious social thought and the rise of sociology and anthropology as scientific disciplines in the 19th century. Major theoretical orientations in their fields, proponents, and impact on present-day sociology and anthropology are reviewed.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
College Code: CAS

SOCI 475 - Topics:
Credits: 1–4
Examines emerging issues in Sociology
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

SOCI 478 - Principles and Practice of Hazards Mitigation
Credits: 3
Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes the use of related FEMA-provided modules.
Grade Mode: Normal (A-F,I,W)

SOCI 486 - Gender, Ethnicity and Family in Development
Credits: 3
This course provides an overview of the role of and issues surrounding gender and ethnicity in society. Particular attention will focus on how ethnic and gender roles impact family structure, function and interaction patterns as well as how these patterns impact community and international development.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS
SOCI 508 - Emergency Preparedness
Credits: 2
Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA-provided modules in the Professional Development Series, Incident Command Systems (100 and 200), and the National Incident Management System (700 and 800). A passing grade is required on each module for satisfactory grade and receipt of a Professional Development Series Certificate of Completion. Evidence of current CPR/AED certification must be provided before the end of the course.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 510 - Gender Roles in Contemporary Society
Credits: 3
Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 514 - Migrant & Refugee Issues
Credits: 2,3
This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic and environmental push and pull factors that influence immigration and emigration within the framework of globalization.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 515 - Racial and Ethnic Relations
Credits: 3
A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 532 - Research Methods II: Introduction
Credits: 2
Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection and data collection procedures. Andrews' human-subject-research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: BHSC 230 or STAT 285.
Schedule Type: Lecture
College Code: CAS

SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey
Credits: 2
The principles of designing, administrating, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: SOWK 408 or SOWK 508 or BHSC 230 or STAT 285.
Schedule Type: Lecture
College Code: CAS

SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS
Credits: 2
A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOCI 533
Prerequisite(s): BHSC 230 or STAT 285 and SOCI 532. Must have achieved a grade of “C” in BHSC 230 or STAT 285.
Graduate students who have not achieved a grade of “C” or better will be encouraged to take EDRM 605 Qualitative Research Methods in Education and Psychology.
Schedule Type: Lecture
College Code: CAS

SOCI 549 - Disaster Response and Emergency Operations
Credits: 2
Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSAD 526; SOCI 408 or SOCI 508
Schedule Type: Lecture
College Code: CAS

SOCI 550 - Social Policy
Credits: 2
Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 554 - Community Health & Human Disease
Credits: 2
Examines in-depth emerging issues in the behavioral sciences. May be repeated in different specialized areas.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

SOCI 555 - Emergency Planning
Credits: 2
Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BHSC 230 or STAT 285 and SOCI 532.
Schedule Type: Lecture
Year Offering: Odd years
College Code: CAS

SOCI 560 - Family Resource Management
Credits: 3
Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the lifespan, with emphasis on the family.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS
SOCI 565 - Demography
Credits: 3
Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 575 - Topics:
Credits: 1–5
Examines emerging issues in Sociology
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

SOCI 578 - Principles and Practice of Hazards Mitigation
Credits: 3
Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes the use of related FEMA-provided modules.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOCI 408 or SOCI 508 or SOWK 408.
Schedule Type: Lecture
College Code: CAS
Biology

Price Hall, Room 216
269-471-3243
biology@andrews.edu
www.andrews.edu/biology/

Faculty
Robert E. Zdor, Chair
Peter J. Lyons, Graduate Program Coordinator
Daniel Gonzalez
H. Thomas Goodwin
Shandelle Henson
David N. Mbungu
Marlene N. Murray
Benjamin A. Nava
Denise L. Smith
Brian Y. Y. Wong

Emeriti
Bill Chobotar
James L. Hayward
David A. Steen
John F. Stout
Dennis W. Woodland

Adjunct Faculty
Andrew Rice
Melinda Villanueva

Mission
The Department of Biology provides transformational education in the biological sciences for a diverse student population, set in the context of a Seventh-day Adventist Christian worldview. To achieve this mission we:

- Seek knowledge and develop skills for lifelong learning through rigorous research, teaching and learning in the biological sciences;
- Affirm faith, engender integrity and honor the Creator through personal mentoring, intentional study of life as God’s creation, and the ethical practice of science;
- Change the world by active service, promoting responsible living as stewards of creation, and preparing students for meaningful careers in church and society.

Each degree offered by the Department of Biology includes a common core curriculum and additional courses tailored to students’ special needs.

Bachelors

Biology, Biological Science

Concentration BS

The Department of Biology provides transformational education in the biological sciences for a diverse student population, set in the context of a Seventh-day Adventist worldview. Our graduates pursue diverse careers: as physicians, dentists, pharmacists and other health care providers; as high school and college biology teachers; and in other fields such as environmental biology, biomedical research, and as museum scientists. We offer a BS in Biology with three concentrations, as well as the MS in Biology. We also offer, collaboratively with the Department of Chemistry and Biochemistry, a BS in Biotechnology.

Total Credits: 124

Major: Core Requirements — 27

Biology Core

BIOL 165 - Foundations of Biology Credits: 4.5
BIOL 166 - Foundations of Biology Credits: 4.5

BIOL 280 - Biostatistics and Research Design Credits: 3
BIOL 285 - Research Seminar in Biology Credits: 0
BIOL 305 - Scientific Communication Credits: 2
BIOL 371 - Genetics Credits: 3
BIOL 372 - Cell and Molecular Biology Credits: 3
BIOL 449 - Historical and Philosophical Biology Credits: 3
BIOL 348 - General Ecology Credits: 3
Or BIOL 345 - Field Ecology Credits: 3–6

Major: Concentration Requirements - 15

Concentration Requirements

Choose one course from the following two sets:

- One on campus biology course:
  BIOL 428 - Paleobiology Credits: 3
  BIOL 454 - Vertebrate Zoology Credits: 3
  BIOL 459 - Entomology Credits: 3
  BIOL 476 - Biodiversity of Vascular Plants Credits: 4
  Or
  One Rosario Beach Marine Lab field course:
  BIOL 456 - Marine Botany Credits: 3.5
  BIOL 458 - Marine Invertebrates Credits: 3.5
  BIOL 479 - Marine Ecology Credits: 3.5

Concentration Electives

Remaining courses to reach 15 credits may be selected from any BIOL course that applies to a biology major. (Note: Students seeking Secondary Certification must take specific courses reaching 17 credits in the Biological Science concentration in consultation with their Secondary Education advisor.)

Additional Elective Options

Up to four elective credits may come from the following courses:

- BCHM 421 - Biochemistry I Credits: 4
- HORT 226 - Plant Systematics & ID Credits: 3
- MATH 426 - Mathematical Modeling in Biology Credits: 3
- PHTH 417 - Human Anatomy Credits: 3
- PHTH 427 - Human Anatomy Laboratory Credits: 1

Cognates - 24

- CHEM 131 - General Chemistry I Credits: 4
- CHEM 132 - General Chemistry II Credits: 4
- CHEM 231 - Organic Chemistry I Credits: 3
- CHEM 232 - Organic Chemistry II Credits: 3
- CHEM 241 - Organic Chemistry Laboratory I Credits: 1
- CHEM 242 - Organic Chemistry Laboratory II Credits: 1

- Choose one of the following sets:
  - PHYS 141 - General Physics I Credits: 4
  - PHYS 142 - General Physics II Credits: 4
  Or
  - PHYS 241 - Physics for Scientists and Engineers I Credits: 4
  - PHYS 242 - Physics for Scientists and Engineers II Credits: 4
  - PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
  - PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1

Andrews Core Experience 43-49*

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience or the Honors Andrews Core Experience (SAGES) while noting the following requirements and recommendations.

*49 credits for standard GE package; 41 credits for Honors.

Religion

- RELT 385 - Bioethics and Christian Faith Credits: 3
Or
- HONS 380 - Topic in Bioethics & Christian Faith Credits: 3 (for SAGES students)

Math

Choose one of the following courses:

- MATH 168 - Precalculus Credits: 4
- MATH 191 - Calculus I Credits: 4 (recommended)
- MATH 195 - Calculus I for Biology Credits: 4 (recommended)
Biology, Biomedical Science Concentration BS

Total Credits: 124

**Major: Core Requirements — 27**

**Biology Core**
- BIOL 165 - Foundations of Biology Credits: 4.5
- BIOL 166 - Foundations of Biology Credits: 4.5
- BIOL 280 - Biostatistics and Research Design Credits: 3
- BIOL 285 - Research Seminar in Biology Credits: 0
- BIOL 305 - Scientific Communication Credits: 2
- BIOL 371 - Genetics Credits: 3
- BIOL 372 - Cell and Molecular Biology Credits: 3
- BIOL 449 - Historical and Philosophical Biology Credits: 3

- BIOL 348 - General Ecology Credits: 3
- Or BIOL 345 - Field Ecology Credits: 3–6

**Major: Concentration Requirements — 12–14**

**Biomedical Science**
Select three of the following courses:
- BIOL 464 - Systems Physiology Credits: 4
- BIOL 465 - Histology Credits: 3
- BIOL 475 - Biology of Bacteria Credits: 3
- BIOL 485 - Developmental Biology Credits: 3
- PHTH 417 - Human Anatomy Credits: 3 (must be taken with lab)
- PHTH 427 - Human Anatomy Laboratory Credits: 1

Additional three credits from:
Any three credits of upper-division biology. (excluding BIOL 495 and BIOL 496)

**Cognates — 28-30**
- CHEM 131 - General Chemistry I Credits: 4
- CHEM 132 - General Chemistry II Credits: 4
- CHEM 231 - Organic Chemistry I Credits: 3
- CHEM 232 - Organic Chemistry II Credits: 3
- CHEM 241 - Organic Chemistry Laboratory I Credits: 1
- CHEM 242 - Organic Chemistry Laboratory II Credits: 1
- BCHM 421 - Biochemistry I Credits: 4

Choose one of the following sets:
- PHYS 141 - General Physics I Credits: 4
- PHYS 142 - General Physics II Credits: 4
- Or
- PHYS 241 - Physics for Scientists and Engineers I Credits: 4
- PHYS 242 - Physics for Scientists and Engineers II Credits: 4
- PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1

**Andrews Core Experience 43-49***
Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience or the Honors Andrews Core Experience (SAGES) while noting the following requirements and recommendations.

*49 credits for standard GE package; 41 credits for Honors.

**Religion**
- RELT 385 - Bioethics and Christian Faith Credits: 3

**Undergraduate Electives — 6-12**
Students must take 6-12 elective credits from any college level courses.

**Thesis (Optional)**
A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Biology, Neuroscience Concentration BS

One of three concentrations available to students pursuing a BS Biology, the Neuroscience emphasis provides a strong foundation for those interested in medicine or other health-science related career as well as those who wish to enter a career in neuroscience. Students build on a shared cognate and biology core and add specialized courses in neurobiology and related fields.

Total Credits: 124

**Major: Core Requirements — 27**

**Biology Core**
- BIOL 165 - Foundations of Biology Credits: 4.5
- BIOL 166 - Foundations of Biology Credits: 4.5
- BIOL 280 - Biostatistics and Research Design Credits: 3
- BIOL 285 - Research Seminar in Biology Credits: 0
- BIOL 305 - Scientific Communication Credits: 2
- BIOL 371 - Genetics Credits: 3
- BIOL 372 - Cell and Molecular Biology Credits: 3
- BIOL 449 - Historical and Philosophical Biology Credits: 3

**Cognates — 28-30**
- CHEM 131 - General Chemistry I Credits: 4
- CHEM 132 - General Chemistry II Credits: 4
- CHEM 231 - Organic Chemistry I Credits: 3
- CHEM 232 - Organic Chemistry II Credits: 3
- CHEM 241 - Organic Chemistry Laboratory I Credits: 1
- CHEM 242 - Organic Chemistry Laboratory II Credits: 1
- BCHM 421 - Biochemistry I Credits: 4

Choose one of the following sets:
- PHYS 141 - General Physics I Credits: 4
- PHYS 142 - General Physics II Credits: 4
- Or
- PHYS 241 - Physics for Scientists and Engineers I Credits: 4
- PHYS 242 - Physics for Scientists and Engineers II Credits: 4
- PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1

**Major: Concentration Requirements — 12-13**

**Neuroscience**
- BIOL 477 - Neurobiology Credits: 3
- BIOL 450 - Neuropsychopharmacology Credits: 3
- BIOL 484 - Animal Behavior Credits: 3
- Or PSYC 445 - Cognitive Psychology Credits: 3

Any three credits of upper-division biology. (excluding BIOL 495 and BIOL 496)

**Cognates — 28-30**
- CHEM 131 - General Chemistry I Credits: 4
- CHEM 132 - General Chemistry II Credits: 4
- CHEM 231 - Organic Chemistry I Credits: 3
- CHEM 232 - Organic Chemistry II Credits: 3

---

*SAGES: Students, Athletes, Graduates, Educators*
**Andrews Core Experience — 43-46**

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience or the Honors Andrews Core Experience (SAGES) while noting the following requirements and recommendations.

*46 credits for standard ACE package; 43 credits for Honors.

**Religion**
- RELT 385 - Bioethics and Christian Faith Credits: 3
- Or
- HONS 380 - Topic in Bioethics & Christian Faith Credits: 3

**Math**
- Choose one of the following courses:
  - MATH 168 - Precalculus Credits: 4
  - MATH 191 - Calculus I Credits: 4 (recommended)
  - MATH 195 - Calculus I for Biology Credits: 4 (recommended)

**Social Sciences**
- PSYC 101 - Introduction to Psychology Credits: 3
- Pre Med students will need to take the following course:
- SOCI 119 - Principles of Sociology Credits: 3

**Undergraduate Electives — 9-12**

Students must take 9-12 elective credits from any college level courses.

**Thesis (Optional)**

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

**Undergraduate Minors**

**Biology Minor**

**Minor Requirements**
- BIOL 165 - Foundations of Biology Credits: 4,5
- BIOL 166 - Foundations of Biology Credits: 4,5

Choose any additional BIOL courses which count toward major or minor for total of 20 credits.

**Total Credits: 20**

**Environmental Science Minor**

**Electives**

Suggested electives chosen in consultation with the advisor include:

- BIOL 454 - Vertebrate Zoology Credits: 3
- BIOL 456 - Marine Botany Credits: 3,5
- BIOL 458 - Marine Invertebrates Credits: 3,5
- BIOL 459 - Entomology Credits: 3
- BIOL 476 - Biodiversity of Vascular Plants Credits: 4
- BIOL 479 - Marine Ecology Credits: 3,5
- BIOL 484 - Animal Behavior Credits: 3
- BIOL 487 - Biogeography Credits: 3
- CHEM 340 - Environmental Chemistry Credits: 4
- GEOG 240 - Physical Geography Credits: 3
- PLSC 435 - Public Policy Credits: 3

Total Credits: 28

**Biology MS**

**Admission Requirements**

In addition to the general admission requirements under the School of Graduate Studies & Research, students must meet the following departmental requirements.

- A bachelor’s degree with major in biology or an approved, related discipline, with appropriate upper division courses. The following courses are recommended: cell/molecular biology, organismal physiology, developmental biology, genetics, and ecology.
- A minimum GPA of 3.00 (B) in the undergraduate major.
- GRE scores are required in order to review the application for admission (see required tests under the School of Graduate Studies and Research).
- Cognate sciences, including full-year courses in general chemistry, organic chemistry, and physics. Mathematics through calculus and a course in statistics are strongly recommended.

**Degree Requirements**

- BIOL 550 - Issues in Origins and Speciation Credits: 3
- BIOL 681 - Research Methods and Biology Seminar I Credits: 2
- BIOL 682 - Research Methods and Biology Seminar II Credits: 2
- BIOL 670 - Comprehensive Exam Credits: 0 (A written comprehensive examination completed before the end of the third semester in residence)
- BIOL 699 - Master’s Thesis Credits: 4

A thesis earning 8 credits (Two registrations for BIOL 699)

**Other Requirements**

- A final oral examination in defense of the thesis.
- A minimum of 30 credits of approved course work and thesis.

**Group A: Cell and Molecular Biology**

- BIOL 415 - Genomics, Proteomics, and Bioinformatics Credits: 3
- BIOL 416 - Cell Signaling Mechanisms in Human Disease Credits: 3
- BIOL 418 - Immunology Credits: 3
- BIOL 419 - Immunology Lab Credits: 1
- BIOL 445 - Molecular Genetics Credits: 3

**Group B: Structural and Functional Biology of Organisms**

- BIOL 315 - Developmental Biology Credits: 3
- BIOL 316 - Human Embryology Credits: 1
- BIOL 444 - Electron Microscopy in Biological Investigations Credits: 3
- BIOL 446 - Electron Microscopy Laboratory Credits: 2
- BIOL 464 - Systems Physiology Credits: 4
- BIOL 465 - Histology Credits: 3
- BIOL 468 - Systems Physiology: Organismal Maintenance Credits: 3
- BIOL 477 - Neurobiology Credits: 3
- BIOL 486 - Neurobiology of Mental Illness Credits: 3
- BIOL 477 - Neurobiology Credits: 3
Group C: Biodiversity and Environmental Biology

BIOL 208 - Environmental Science Credits: 4
BIOL 417 - Virology Credits: 3
BIOL 425 - Parasitology Credits: 3
BIOL 428 - Paleobiology Credits: 3
BIOL 454 - Vertebrate Zoology Credits: 3
BIOL 455 - Medical Botany Credits: 3
BIOL 456 - Marine Botany Credits: 3.5
BIOL 458 - Marine Invertebrates Credits: 3.5
BIOL 459 - Entomology Credits: 3
BIOL 475 - Biology of Bacteria Credits: 3
BIOL 476 - Biodiversity of Vascular Plants Credits: 4
BIOL 479 - Marine Ecology Credits: 3.5
BIOL 484 - Animal Behavior Credits: 3
BIOL 487 - Biogeography Credits: 3

Biology

BIOL 100 - Human Biology
Credits: 4
This course is designed to provide students with a basic understanding of the structure and function of the human body. Emphasis is placed on the practical application of principles learned in the areas of nutrition, anatomy and physiology. Does not apply to major or minor.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

BIOL 105 - Techniques of Molecular Biology
Credits: 3
Lab-based introduction to techniques in molecular biology and their application to forensics. Does not apply to major or minor.

Lecture/Lab: Weekly: 1 lecture and a 3-hour lab
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Special Approval: Only available for RESA students.

Term Offering: Spring
College Code: CAS

BIOL 110 - Principles of Biology
Credits: 4
A one-semester survey of the principles of biology as they apply to the study of biological molecules, cells, multicellular organisms, and ecosystems. The course will introduce key concepts of biological function, inheritance, adaptation, and diversity. Does not apply to major or minor.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 121 - Introduction to Dentistry
Credits: 1
This class will serve as an introduction to the many facets of the dental profession. Through both didactic and hands-on set of experiences, students will explore a broad range of topics, spanning from pre-dental training to private practice. Topics will include tooth anatomy, dental subspecialties, DAT preparation, and dental school experience. Hands-on experiences will focus on work with common dental materials as well as activities that will help students to assess and develop their hand-eye coordination and spatial perception. Not applicable for major or minor requirements.

Lecture/Lab: Weekly: 1 lecture
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: CAS

BIOL 122 - Introduction to Medicine
Credits: 1
A seminar-type discussion-formatted exploration for the premedical student intended to expose students early in their collegiate preparation to the spectrum involved in entering and practicing medicine. Topics include the AAMC personal competencies, the application process, medical school curriculum, residence training, the patient-physician relationship, inter-professional collaboration, and "What is an Ideal Physician?" Students will be asked to develop a plan of preparation for their premedical undergraduate experience. Not applicable for major or minor requirements.

Lecture/Lab: Weekly: 1 lecture
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 165 - Foundations of Biology
Credits: 4.5
First semester of a full-year sequence addressing the foundational principles in biology. Explores the cellular and molecular basis of life, principles of heredity, biodiversity and classification of organisms excluding animals, and plant form and function. 5 credits when offered during the academic year, 4 credits when taken at the Rosario Beach Marine Laboratory during the summer.

Lecture/Lab: Weekly: 5 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

BIOL 166 - Foundations of Biology
Credits: 4.5
Second semester of a full-year sequence addressing the foundational principles in biology. Explores biodiversity and classification of animals, animal form and function, history of life on earth, and ecology. Five credits when offered during the academic year, 4 credits when taken at the Rosario Beach Marine Laboratory during the summer.

Lecture/Lab: Weekly: 5 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 170 - Rocks, Fossils, and Life
Credits: 4
What can we learn from the study of rocks and fossils and the processes that form them? How does this help us understand the past, and why is it important to our understanding of life today--especially human life and culture? How can rocks and fossils give us insight into global change and environmental degradation? How do these questions interface with Christian belief and responsibility? The course will explore these and similar questions in geology and paleontology. Meets the life science general education requirement; no previous science background required.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

BIOL 208 - Environmental Science
Credits: 4
Study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Lab includes field trips, guest speakers, and experiments. Meets certain state educational certification requirements.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab, Interactive Online, Self-Paced
BIOL 221 - Anatomy and Physiology I
Credits: 4
First semester of a full-year sequence addressing the structure and function of the human organism. Surveys introductory biological chemistry, cell biology, histology, and the structure, function, and control of the integumentary, skeletal, muscular, nervous, and sensory systems. Does not apply to a biology major or minor; applies to a human biology minor.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 221
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Fall
College Code: CAS

BIOL 222 - Anatomy and Physiology II
Credits: 4
Second semester of a full-year sequence addressing the structure and function of the human organism. Surveys the structure, function, and control of the endocrine, cardiovascular, circulatory, respiratory, urinary, digestive and reproductive systems. Does not apply to a biology major or minor; applies to the human biology minor.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 221
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 260 - General Microbiology
Credits: 4
Includes history, morphology, classification, control, growth, transmission, and pathogenicity of selected bacteria, viruses, rickettsia, fungi, and parasites. Covers the nature of host defenses against pathogens, including the acquisition of specific immunity and immune disorders. Does not apply to a biology major or minor; applies to the human biology minor.

Lecture/Lab: Weekly: 3 lectures and two 1.5-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
Term Offering: Spring
College Code: CAS

BIOL 280 - Biostatistics and Research Design
Credits: 3
An introduction to research design and statistical methods in quantitative biology. Topics include probability, basic study design, descriptive statistics, sampling, contingency tables, t-tests, one- and two-way analysis of variance, correlation, and simple linear regression. Both parametric and non-parametric techniques are explored. Computational exercises will use the Excel and SPSS packages.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 165, BIOL 166, MATH 145 or higher or MPE ? 3
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 285 - Research Seminar in Biology
Credits: 0
Required for at least 5 semesters for biology or biotechnology (biology emphasis) majors (or each semester for students who transfer into biology with less than 5 semesters remaining). Each registration will require students to attend and report on at least 3 departmentally approved research seminars during that semester.

Lecture/Lab: For semester: Attend and report on at least 3 approved research seminars.
Grade Mode: Satisfactory (S,U,J,W)
Repeatable: Repeatable
Schedule Type: Seminar
Labs provide experience in the collection and analysis of quantitative data about cells.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166, and completion of or simultaneous enrollment in CHEM 132.  
**Schedule Type:** Lecture, Lab  
**Term Offering:** Spring  
**College Code:** CAS

**BIOL 405 - Topics in_______**  
**Credits:** 1–4  
Investigates various specialties of biology.  
**Lecture/Lab:** One lecture or lab for each credit  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

**BIOL 415 - Genomics, Proteomics, and Bioinformatics**  
**Credits:** 3  
An examination of the wealth of information to be found in our genomes and proteomes, the techniques used to produce and analyze these data, and its implications for biomedicine and related fields. Online databases and bioinformatics tools will be used extensively.  
**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 165 and BIOL 166. Laptop required.  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Year Offering:** Even years  
**Term Offering:** Spring  
**College Code:** CAS

**BIOL 420 - Immunology**  
**Credits:** 3  
This course introduces principles of immunology, including cells and organs comprising the immune system, innate and adaptive immune responses, generation of lymphocyte receptor diversity, antibody structure and function, and cell mediated immunity, as well as clinical applications such as autoimmune disease, tumor immunology and vaccination. Integrated into the course is a laboratory offering practical experience with basic techniques used in immunology.  
**Lecture/Lab:** Weekly: 2 lectures and 1 lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 165, BIOL 166.  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Even years  
**Term Offering:** Fall  
**College Code:** CAS

**BIOL 428 - Paleobiology**  
**Credits:** 3  
Covers various specialties including general and vertebrate paleontology. Surveys the origins, history, adaptations, diversity and paleoecology of ancient organisms as documented by the fossil record.  
**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166.  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Year Offering:** Even years  
**Term Offering:** Fall  
**College Code:** CAS

**BIOL 430 - Molecular Laboratory Techniques**  
**Credits:** 3  
Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems.  
**Lecture/Lab:** Weekly: 1 lecture and 2 labs  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Term Offering:** Spring  
**College Code:** CAS

**BIOL 440 - Electron Microscopy in Biological Investigations**  
**Credits:** 3  
Lectures cover the theory, functions, and use of the transmission and scanning electron microscopes. Two 3-hour labs per week provide hands-on experience in the techniques involved in scanning and transmission electron microscopy, including use of the ultramicrotome.  
**Lecture/Lab:** Weekly: 1 lecture and 2 3-hour labs  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Alternate years (even)  
**Term Offering:** Fall  
**College Code:** CAS

**BIOL 447 - Cell and Tissue Culture**  
**Credits:** 3  
A study of the methods and applications of animal cell culture. Topics will include laboratory safety and equipment, primary and established cell lines, culture contamination, cell transformation and differentiation, and cell transfection.  
**Lecture/Lab:** Weekly: 2 lectures and 1 lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166.  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

**BIOL 449 - Historical and Philosophical Biology**  
**Credits:** 3  
Examination of biological, paleontological, and geological concepts central to the study of historical events in biological systems. Considers the interactions of data, theories, and extra scientific concepts in historical biology, within the particular context of a biblical worldview.  
**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

**BIOL 450 - Neuropsychopharmacology**  
**Credits:** 3  
A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders.  
**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PSYC 101 or PSYC 180; PSY 221, BIOL 222 or BIOL 165, BIOL 166.  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

**BIOL 454 - Vertebrate Zoology**  
**Credits:** 3  
Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy.  
**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics.  
**Schedule Type:** Lecture/Lab  
**Special Approval:** Open to non-science majors.  
**Term Offering:** Mammalogy (Fall), Ornithology (Spring)  
**College Code:** CAS
Biology of invertebrates studied in the marine environment of Puget Sound. A survey of the various phyla is conducted by studying the living animals in the field, and by tide pool observation, dredging, and scuba diving. A project on a specific group or species is required.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): BIOL 590
Schedule Type: Lecture
Year Offering: As scheduled - only at the Rosario Beach Marine Laboratory
Term Offering: Summer
College Code: CAS

BIOL 457 - Marine Botany
Credits: 3.5
A systematic study of the marine plants found in Puget Sound, with a survey of marine plants from other areas.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): BIOL 590
Schedule Type: Lecture
Year Offering: As scheduled - only at the Rosario Beach Marine Laboratory
Term Offering: Summer
College Code: CAS

BIOL 458 - Marine Invertebrates
Credits: 3.5
Biology of invertebrates studied in the marine environment of Puget Sound. A survey of the various phyla is conducted by studying the living animals in the field, and by tide pool observation, dredging, and scuba diving. A project on a specific group or species is required.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): BIOL 590
Schedule Type: Lecture
Year Offering: As scheduled - only at the Rosario Beach Marine Laboratory
Term Offering: Summer
College Code: CAS

BIOL 459 - Entomology
Credits: 3
Study of the fundamental aspects of insect biology.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

BIOL 460 - Systems Physiology
Credits: 4
Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems.

Lecture/Lab: Weekly: 3 lectures and a 3.5-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Prerequisite(s): BIOL 166, CHEM 131.
Term Offering: Fall
College Code: CAS

BIOL 461 - Histology
Credits: 3
Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 462 - Biology of Bacteria
Credits: 3
Study of the properties of bacteria that illustrate their function and relationship to other living systems. Topics include structure and function, classification, and interaction with the environment.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166; Organic Chemistry recommended (CHEM 231, CHEM 232, CHEM 241, CHEM 242).
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

BIOL 463 - Developmental Biology
Credits: 3
A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate and invertebrate model systems will be examined and compared with plants. Lab activities include vertebrate developmental anatomy and experimental approaches to understanding basic developmental processes.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166 Foundations of Biology
Schedule Type: Lecture/Lab
BIOL 487 - Biogeography  
**Credits:** 3  
The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present.  
**Lecture/Lab:** Weekly: 2 lectures and a 3-hour conference period  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS  

BIOL 495 - Independent Research in Biology  
**Credits:** 0–4  
An independent research project in biology under the direction of a biology instructor. A minimum of 4 hours work per week is required for each credit earned (and for the 0-credit option), and a written paper is required.  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatability:** Repeatable  
**Special Approval:** Instructor permission required.  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS  

BIOL 496 - Independent Study in Biology  
**Credits:** 1–4  
Independent study of a selected field in biology under the direction of a biology instructor. A minimum of 4 hours work per week is required for each credit earned and a written paper is required.  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Schedule Type:** Independent  
**Special Approval:** Instructor permission required.  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS  

BIOL 497 - Internship in Biotechnology  
**Credits:** 1–6  
An internship where students apply course and lab preparation in an extended hands-on laboratory experience in either on- or off-campus setting. 50 hours of work per semester credit hour.  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Permission of biotechnology faculty.  
**Repeatability:** Repeatable up to 6 credits  
**Schedule Type:** Practicum  
**College Code:** CAS  

BIOL 515 - Genomics, Proteomics, and Bioinformatics  
**Credits:** 3  
An examination of the wealth of information to be found in our genomes and proteomes, the techniques used to produce and analyze these data, and implications for biomedicine and related fields. Online databases and bioinformatics tools will be used extensively. Students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.  
**Lecture/Lab:** 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 165 and BIOL 166. Laptop required.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (even)  
**Term Offering:** Spring  
**College Code:** CAS  

BIOL 516 - Behavior of Marine Organisms  
**Credits:** 3.5  
Study of inter- and intra-specific behavior of marine animals and their behavioral response to the physical environment. Involves lab experience, field observation, and a research project.  
**Grade Mode:** Normal (A-F,I,W)  

BIOL 521 - Immunology  
**Credits:** 3  
This course introduces principles of immunology, including cells and organs comprising the immune system, innate and adaptive immune responses, generation of lymphocyte receptor diversity, antibody structure and function, and cell mediated immunity, as well as clinical applications such as autoimmune disease, tumor immunology and vaccination. Integrated into the course is a laboratory offering practical experience with basic techniques used in immunology. In addition to a broad survey of immunology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.  
**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Alternate years (even)  
**Term Offering:** Fall  
**College Code:** CAS  

BIOL 526 - Mathematical Modeling in Biology  
**Credits:** 3  
Theory and application of linear and nonlinear mathematical models of biological processes. Topics selected from discrete- and continuous-time deterministic and stochastic modeling, analytic solution techniques, linearization, bifurcations, chaos, computer simulation, model parameterization, and model validation.  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 191 or MATH 195, or permission from instructor.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Fall  
**College Code:** CAS  

BIOL 528 - Paleobiology  
**Credits:** 3  
Covers various specialties including general and vertebrate paleontology, surveys the origins, history, adaptations, diversity and paleoecology of ancient organisms as documented by the fossil record. Students will also engage selected topics more deeply through original research, or through synthesis and critical analysis of relevant literature.  
**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatability:** Repeatable with different topics  
**Schedule Type:** Lecture/lab  
**Year Offering:** Alternate years (even)  
**Term Offering:** Spring  
**College Code:** CAS  

BIOL 530 - Molecular Laboratory Techniques  
**Credits:** 3  
Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems. In addition, students will deeply engage in selected topics through an additional research project and lecture topic presentation.  
**Lecture/Lab:**Weekly: 1 lecture and two 3-hour labs  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Fall  
**College Code:** CAS  

BIOL 540 - Electron Microscopy in Biological Investigations  
**Credits:** 3  
Lectures cover the theory, functions, and use of the transmission and scanning electron microscopes. Two 3-hour labs per week provide hands-on experience in the techniques involved in scanning and transmission electron microscopy.
BIOL 547 - Cell and Tissue Culture
Credits: 3
A study of the methods and applications of animal cell culture. Topics will include laboratory safety and equipment, primary and established cell lines, culture contamination, cell transformation and differentiation, and cell transfection. In addition to this survey of topics, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years (odd)
Term Offering: Spring
College Code: CAS

BIOL 550 - Issues in Origins and Speciation
Credits: 3
A comparative survey of the assumptions, attitudes, methods, and conclusions of science and religion in the handling of data. Attention is given to current scientific data and their relationship to an understanding of earth history and the present diversity of life.

Lecture/Lab: Weekly: 3 lectures
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 554 - Vertebrate Zoology
Credits: 3
Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy. In addition to a broad survey of vertebrate biology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years (even)
Term Offering: Fall
College Code: CAS

BIOL 555 - Neuropsychopharmacology
Credits: 3
A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. In addition to a broad survey of neuropsychopharmacology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: 2 lectures & a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or PSYC 180; BIOL 221, BIOL 222 or BIOL 165, BIOL 166
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 559 - Entomology
Credits: 3
Study of the fundamental aspects of insect biology. In addition to a broad survey of entomology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: 2 lectures & a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

BIOL 564 - Systems Physiology
Credits: 3
Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems.

Lecture/Lab: 3 lectures & a 3.5-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166, CHEM 131
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

BIOL 565 - Histology
Credits: 3
Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates. In addition to a broad survey of histology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: 2 lectures & a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 575 - Biology of Bacteria
Credits: 3
Study of the properties of bacteria that illustrate their function and relationship to other living systems. Topics include structure and function, classification and interaction with the environment. Students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: CHEM 231, CHEM 232, CHEM 241, CHEM 242 or equivalent, full year course in Organic Chemistry
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

BIOL 576 - Biodiversity of Vascular Plants
Credits: 4
A taxonomic and morphological study of vascular plants emphasizing the plants found in the Great Lakes area. In addition to a broad survey of vascular plants, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature. Field trips.

Lecture/Lab: 3 lectures & a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Special Approval: Open to non-science majors.
Year Offering: Alternate years (even)
Term Offering: Fall
College Code: CAS

BIOL 577 - Neurobiology
Credits: 3
The neural basis of behavior, with some emphasis on the human nervous system, including cellular and molecular approaches to neuron function, development of neurons and circuits, and neuroendocrine mechanisms. Labs develop skills in electrophysiology and neuroanatomy. In addition to a broad survey of neurobiology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
BIOL 584 - Animal Behavior
Credits: 3
Behavior of animals including considerations of social interactions, learning processes, instinct, motivation, experimental methods, and the analysis of behavior patterns characteristic of various species. In addition to a broad survey of animal behavior, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Even years
Term Offering: Fall
College Code: CAS

BIOL 585 - Developmental Biology
Credits: 3
A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate and invertebrate model systems will be examined and compared with plants. Lab activities include vertebrate developmental anatomy and experimental approaches to understanding basic developmental processes. Students will also engage selected topics more deeply through original research, or through synthesis and critical analysis of relevant literature.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 587 - Biogeography
Credits: 3
The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present. In addition to a broad survey of biogeography, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: 2 lectures & a 3-hour lab period
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

BIOL 590 - Independent Study
Credits: 1–4
Independent study in biology under the direction of the instructor. Consent of instructor required.

Grade Mode: Normal w/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: CAS

BIOL 600 - Thesis Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

BIOL 660 - Comprehensive Exam
Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

BIOL 661 - Research Methods and Biology Seminar I
Credits: 2
An introduction to graduate studies in biology, the nature and methods of science, principles of research ethics, and exploration of research opportunities in the Department of Biology. Attendance to all biology department seminars is required.

Lecture/Lab: Weekly: 2 lectures
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Seminar
Term Offering: Fall
College Code: CAS

BIOL 662 - Research Methods and Biology Seminar II
Credits: 2
In this second semester of Research Methods and Biology Seminar, graduate students survey current literature and prepare a formal research proposal. Students give an oral presentation of the research proposal at the end of the semester. Attendance to all biology department seminars is required.

Lecture/Lab: Weekly: 2 lectures
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Seminar
Term Offering: Spring
College Code: CAS

BIOL 669 - Independent Study
Credits: 1–4
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

BIOL 670 - Master's Thesis
Credits: 4
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, refer to the Graduate Academic Policies. Registration does not indicate full-time status.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS
Mission
The mission of the Department of Chemistry & Biochemistry within the context of a Seventh-day Adventist Christian worldview is to assist all students to excel in developing their analytical and critical reasoning skills, using fundamental chemical principles and computational methods; prepare our chemistry and biochemistry majors to enter graduate school, professional school, the chemical industry, or the teaching profession, in a diverse world; develop in our students an understanding of responsible, environmentally sensitive use of global resources; engage students and faculty in the process of discovery and creativity in the research lab and the classroom to model a life of personal and professional integrity.

Students who plan to major in chemistry or biochemistry are expected to have entrance credit in the preparatory subjects of chemistry and mathematics (including algebra and trigonometry); a background in physics is desirable. Those who do not have entrance credit or equivalent training in these subjects, particularly mathematics, may not fulfill the department graduation requirements in four years.

Students are encouraged to plan early for an on-campus or off-campus research experience required of all students in the Bachelor of Science degree programs in chemistry and biochemistry (ACS) and strongly recommended for those in the Bachelor of Science degree program in biochemistry. This experience may take the form of a cooperative educational research experience or research in an academic, industrial, or governmental laboratory setting. Interested students should consult the department chair.

American Chemical Society Certification
Students desiring American Chemical Society certification must

- Complete the required courses for the (ACS) Bachelor of Science degree in chemistry or biochemistry as spelled out in this bulletin.
- Achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.
- Satisfactorily complete a research or cooperative educational experience in chemistry.

A complete statement of certification requirements is available from the department chair.

Bachelors

Biochemistry BS

Major Requirements: 38

Core Requirements
*CHEM 210 is required for a total of six semesters, and is a corequisite for CHEM 418.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131 - General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 132 - General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 200 - Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 210 - Current Chemistry Topics</td>
<td>0</td>
</tr>
<tr>
<td>CHEM 231 - Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 232 - Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 241 - Organic Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 242 - Organic Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 400 - Chemical Separations and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 418 - Chemistry &amp; Biochemistry Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 430 - Instrumental Analysis</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 431 - Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 441 - Physical Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>BCHM 421 - Biochemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 422 - Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>BCHM 430 - Biochemistry Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Cognates: 30
No course with a grade below C- may count toward cognate requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 165 - Foundations of Biology</td>
<td>4,5</td>
</tr>
<tr>
<td>BIOL 166 - Foundations of Biology</td>
<td>4,5</td>
</tr>
<tr>
<td>MATH 191 - Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Or MATH 195 - Calculus I for Biology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 192 - Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following sets

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 141 - General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 142 - General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Or PHYS 241 - Physics for Scientists and Engineers</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 242 - Physics for Scientists and Engineers II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 271 - Physics for Scientists and Engineers Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 272 - Physics for Scientists and Engineers Laboratory II</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose two courses from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 371 - Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 372 - Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 415 - Genomics, Proteomics, and Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 420 - Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 447 - Cell and Tissue Culture</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 464 - Systems Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 465 - Histology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 485 - Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>FDNT 485 - Nutrition and Metabolism</td>
<td>3</td>
</tr>
</tbody>
</table>

Note:
Students desiring a career in biochemistry might be better served by pursuing the ACS Bachelor of Science degree in biochemistry, but the Bachelor of Science degree in biochemistry can be strengthened by the addition of CHEM 415 - Advanced Inorganic Chemistry and CHEM 495 - Advanced Independent Research.

Biochemistry BS (ACS Approved)

(American Chemical Society approved)
Major Requirements: 45

Core Requirements

*CHEM 210 is required for a total of six semesters, and is a corequisite for CHEM 418.

CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4
CHEM 200 - Quantitative Analysis Credits: 4
CHEM 210 - Current Chemistry Topics Credits: 0
CHEM 231 - Organic Chemistry I Credits: 3
CHEM 232 - Organic Chemistry II Credits: 3
CHEM 241 - Organic Chemistry Laboratory I Credits: 1
CHEM 242 - Organic Chemistry Laboratory II Credits: 1
CHEM 400 - Chemical Separations and Analysis Credits: 2
CHEM 418 - Chemistry & Biochemistry Seminar Credits: 2
CHEM 430 - Instrumental Analysis Credits: 2
CHEM 431 - Physical Chemistry I Credits: 3
CHEM 441 - Physical Chemistry Laboratory I Credits: 1
CHEM 421 - Biochemistry I Credits: 4

Additional Major Requirements

BCHM 422 - Biochemistry II Credits: 3
BCHM 430 - Biochemistry Lab Credits: 1
CHEM 415 - Advanced Inorganic Chemistry Credits: 4
CHEM 432 - Physical Chemistry II Credits: 3

Experiential Component:

Research/Cooperative Experience

An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:

CHEM 495 - Advanced Independent Research Credits: 0-4
Or
HONS 497H - Senior Honors Project Credits: 0-6

Cognates: 35

No course with a grade below C- may count toward cognate requirements.

MATH 286 - Differential Equations Credits: 3
PHYS 241 - Physics for Scientists and Engineers I Credits: 4
PHYS 242 - Physics for Scientists and Engineers II Credits: 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1
BIOL 165 - Foundations of Biology Credits: 4,5
BIOL 166 - Foundations of Biology Credits: 4,5

MATH 191 - Calculus I Credits: 4
Or
MATH 195 - Calculus I for Biology Credits: 4

MATH 192 - Calculus II Credits: 4
Choose one course from the following

BIOL 371 - Genetics Credits: 3
BIOL 372 - Cell and Molecular Biology Credits: 3
BIOL 415 - Genomics, Proteomics, and Bioinformatics Credits: 3
BIOL 420 - Immunology Credits: 3
BIOL 447 - Cell and Tissue Culture Credits: 3
BIOL 464 - Systems Physiology Credits: 4
BIOL 485 - Developmental Biology Credits: 3
FDNT 485 - Nutrition and Metabolism Credits: 3

Note

Courses in economics and marketing are strongly recommended. Students desiring American Chemical Society certification must achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.

Biotechnology, Chemistry Concentration BS

Program Description

Biotechnology is an industry that is growing by leaps and bounds. The biotechnology program at Andrews University aims to transform students into scientists of the highest caliber and ethical standard that can contribute to this industry in many capacities. Through a broad and interdisciplinary training in the biosciences, students will develop the practical scientific and communication skills necessary for employment in biotechnology. They will also develop in their knowledge of the ethical issues that frequently arise in this discipline. Areas of study include genetics, genomics and proteomics, biochemistry, and techniques in molecular cloning and analysis. Students specialize in either biological or chemical aspects of biotechnology. An internship requirement will introduce students to the biotechnology workforce and help them to make connections that may lead to future employment.

Total Credits: 124

Major: Core Requirements: 41 - 43

Core Requirements

BIOL 165 - Foundations of Biology Credits: 4,5
BIOL 166 - Foundations of Biology Credits: 4,5
CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4
CHEM 231 - Organic Chemistry I Credits: 3
CHEM 232 - Organic Chemistry II Credits: 3
CHEM 241 - Organic Chemistry Laboratory I Credits: 1
CHEM 242 - Organic Chemistry Laboratory II Credits: 1
CHEM 371 - Genetics Credits: 3
CHEM 415 - Genomics, Proteomics, and Bioinformatics Credits: 3
BCHM 421 - Biochemistry I Credits: 4
BCHM 430 - Biochemistry Lab Credits: 1
BCHM 430 - Molecular Laboratory Techniques Credits: 3

Or
2 Credits of BIOL 497 - Internship in Biotechnology Credits: 1

Or 2 Credits of CHEM 497 - Internship in Biotechnology Credits: 1-6

Major: Concentration Requirements

Chemistry Concentration

*CHEM 210 is required for a total of four semesters, and is a corequisite for CHEM 418.

CHEM 200 - Quantitative Analysis Credits: 4
CHEM 210 - Current Chemistry Topics Credits: 0
CHEM 400 - Chemical Separations and Analysis Credits: 2
CHEM 418 - Chemistry & Biochemistry Seminar Credits: 2
CHEM 430 - Instrumental Analysis Credits: 2

One additional upper division BIOL/BCHM/CHEM course to be selected with your advisor. Credits: 2-4

Cognates: 8-10

Choose one of the following sets:

PHYS 141 - General Physics I Credits: 4
Or
PHYS 142 - General Physics II Credits: 4

Or
PHYS 241 - Physics for Scientists and Engineers I Credits: 4
PHYS 242 - Physics for Scientists and Engineers II Credits: 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1

Andrews Core Experience 43-49*

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience or the Honors Andrews Core Experience (SAGES) while noting the following requirements and recommendations.

*49 credits for standard GE package; 41 credits for Honors.

Religion

RELT 385 - Bioethics and Christian Faith Credits: 3
Or
HONS 380 - Topic in Bioethics & Christian Faith Credits: 3 (for SAGES students)

129
Mission
To transform the student of science into a scientist of the highest caliber and ethical standard.

Goals
The biotechnology program aims to provide a broad and interdisciplinary training in the biosciences, educate students in the communication of science and the ethical use of scientific knowledge and skills, foster the development of practical scientific skills necessary for employment in the biotechnology sector, introduce students to the workforce through internship opportunities.

Program Objectives

Program Outcomes

Knowledge: Students will demonstrate a comprehensive knowledge and understanding of the properties and interrelationships of materials relevant to biological and chemical analysis.

Communication Skills: Students will effectively communicate biotechnical information to a diversity of audiences using a variety of formats. Students will obtain relevant biotechnical information from web-accessible databases.

Technical Skills, Safety, and Environmental Stewardship: Students will demonstrate competency in common biotechnology lab activities and instrumentation. Students will demonstrate commonly accepted laboratory safety and waste management practices.

Interdisciplinary Teamwork: Students will utilize positive team behaviors to accomplish interdisciplinary tasks.

Ethical Use of Biotechnological Information and Techniques: Students will execute the highest standards of integrity and ethics during their professional training activities.

Chemistry BS

Major Requirements: 38

Core Requirements
*CHEM 210 is required for a total of six semesters, and is a corequisite for CHEM 418.

CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4
CHEM 200 - Quantitative Analysis Credits: 4
CHEM 210 - Current Chemistry Topics Credits: 0
CHEM 231 - Organic Chemistry I Credits: 3
CHEM 232 - Organic Chemistry II Credits: 3
CHEM 241 - Organic Chemistry Laboratory I Credits: 1
CHEM 242 - Organic Chemistry Laboratory II Credits: 1
CHEM 400 - Chemical Separations and Analysis Credits: 2
CHEM 418 - Chemistry & Biochemistry Seminar Credits: 2
CHEM 430 - Instrumental Analysis Credits: 2
CHEM 431 - Physical Chemistry I Credits: 3
CHEM 441 - Physical Chemistry Laboratory I Credits: 1
BCHEM 421 - Biochemistry I Credits: 4

Additional Major Requirements
CHEM 415 - Advanced Inorganic Chemistry Credits: 4

Experiential Component:

Research/Cooperative Experience
An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:
CHEM 495 - Advanced Independent Research Credits: 0–4
HONS 497H - Senior Honors Project Credits: 0–6

Chemistry BS (ACS approved)

(American Chemical Society approved)

Major Requirements: 44

Core Requirements
*CHEM 210 is required for a total of six semesters, and is a corequisite for CHEM 418.

CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4
CHEM 200 - Quantitative Analysis Credits: 4
CHEM 210 - Current Chemistry Topics Credits: 0
CHEM 231 - Organic Chemistry I Credits: 3
CHEM 232 - Organic Chemistry II Credits: 3
CHEM 241 - Organic Chemistry Laboratory I Credits: 1
CHEM 242 - Organic Chemistry Laboratory II Credits: 1
CHEM 400 - Chemical Separations and Analysis Credits: 2
CHEM 418 - Chemistry & Biochemistry Seminar Credits: 2
CHEM 430 - Instrumental Analysis Credits: 2
CHEM 431 - Physical Chemistry I Credits: 3
CHEM 441 - Physical Chemistry Laboratory I Credits: 1
BCHEM 421 - Biochemistry I Credits: 4

Additional Major Requirements
CHEM 415 - Advanced Inorganic Chemistry Credits: 4
CHEM 432 - Physical Chemistry II Credits: 3
CHEM 442 - Physical Chemistry Laboratory II Credits: 1

Choose one of the following courses
CHEM 405 - Medicinal Chemistry Credits: 2
CHEM 470 - Modern Synthetic Techniques Credits: 2
CHEM 474 - Advanced Topics in Organic Chemistry Credits: 2
CHEM 475 - Advanced Topics in Physical Chemistry Credits: 2

Experiential Component:

Research/Cooperative Experience
An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:
CHEM 495 - Advanced Independent Research Credits: 0–4
HONS 497H - Senior Honors Project Credits: 0–6
Chemistry BS (Secondary Education)

Students majoring in chemistry or biochemistry in preparation for teaching in secondary schools must complete the degree requirements for Chemistry BS, Chemistry BS (ACS approved), Biochemistry BS or Biochemistry BS (ACS Approved), and the Andrews Core Experience listed below. They must also consult with an advisor in the department of Teaching, Learning & Curriculum who can guide them through the teacher preparation program successfully. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor chosen by the student.

Students minoring in chemistry in preparation for teaching in secondary schools must complete the degree requirements for Chemistry BS, Chemistry Minor, Secondary Students majoring in chemistry or biochemistry in preparation for teaching in secondary schools must consult with an advisor in the department of Teaching, Learning & Curriculum who can guide them through the teacher preparation program successfully. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor chosen by the student.

For more information regarding Andrews Core Experience or Secondary Certification with a minor see the department of Teaching, Learning & Curriculum.

Undergraduate Minors

Chemistry Minor

Total Credits: 20

Requirements

Chemistry Minor (Secondary Education)

Students minoring in chemistry in preparation for teaching in secondary schools must consult with an advisor in the department of Teaching, Learning & Curriculum who can guide them through the teacher preparation program successfully. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor chosen by the student.

For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum.

Biochemistry

BCHM 120 - Introduction to Organic and Biological Chemistry

Credits: 4
A survey of major concepts in organic chemistry and biochemistry. Organic foundation of structures and basic reactions of organic molecules emphasizing functional groups and establishing foundation for understanding structure and function of biological molecules, regulation of biochemical pathways. For nursing, dietetics, and allied health students. Not applicable toward a major or minor in chemistry or biochemistry.

Lecture/Lab: Normal (A-F, I, W)
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): CHEM 110
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BCHM 421 - Biochemistry I

Credits: 4
Study of the fundamental principles of enzyme kinetics and mechanisms based on the structure and chemistry of biomolecules including amino acids, carbohydrates, lipids, proteins, nucleotides, nucleic acids, and biological membranes.

Lecture/Lab: Normal (A-F, I, W)
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): CHEM 232
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

BCHM 422 - Biochemistry II

Credits: 3
Continuation of BCHM 421 including selected topics of hormone and regulatory biochemistry, the study of the four primary neurotransmitter systems and an overview of selected human pathologies emphasizing cancer biochemistry and biology.

Lecture/Lab: Normal (A-F, I, W)
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): BCHM 421
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

Cognates: 21
No course with a grade below C- may count toward cognate requirements.

Requirements

Chemistry Minor

CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4
CHEM 231 - Organic Chemistry I Credits: 3
CHEM 241 - Organic Chemistry Laboratory I Credits: 1

Plus 8 credits of CHEM/BCHM courses that apply to a major in chemistry or biochemistry.

Note: CHEM 195, CHEM 295, and CHEM 495 do not meet this requirement.

Note:
Courses in economics and marketing are strongly recommended.

A reading knowledge of German or French, although not required for professional undergraduate education in chemistry, is strongly recommended for students planning advanced study.

Students desiring American Chemical Society certification must achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.
This first course in chemistry is for students planning to major in science and presentations.minor in chemistry or biochemistry. Nursing, dietetics, and allied health students. Not applicable toward a major or

An introduction to the principles and applications of inorganic chemistry; for

lipids, proteins, nucleotides, nucleic acids and biological membranes.

The structure and chemistry of biomolecules including amino acids, carbohydrates,

Study of the fundamental principles of enzyme kinetics and mechanisms based on

Introduction to quantitative and qualitative methods for the isolation, purification

and identification of biological materials and applications of enzyme kinetics.

Credits: 1
Introduction to quantitative and qualitative methods for the isolation, purification

and identification of biological materials and applications of enzyme kinetics.

Lecture/Lab: Weekly: one 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BCHM 421
Recommended: BCHM 422
Schedule Type: Lab
Term Offering: Spring
College Code: CAS

BCHM 521 - Biochemistry I
Credits: 3
Study of the fundamental principles of enzyme kinetics and mechanisms based on the structure and chemistry of biomolecules including amino acids, carbohydrates, lipids, proteins, nucleotides, nucleic acids and biological membranes.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 232
Schedule Type: Lecture
Term Offering: Fall, Summer
College Code: CAS

Chemistry

CHEM 100 - Consumer Chemistry
Credits: 4
A one-semester course primarily for non-science majors presenting an introduction to fundamental concepts of chemistry to convey an appreciative understanding of the nature of chemistry and how it is applied to our daily lives. Topics of consumer chemistry to be studied will be selected from fuels, energy, polymers, fertilizers, pesticides, food and food additives, household cleaners, cosmetics and personal care chemicals, pharmaceuticals, and air and water pollution. Not applicable toward a major or minor in chemistry or biochemistry.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Course Attribute: Fulfills the General Education Natural Science requirement
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

CHEM 110 - Introduction to Inorganic Chemistry
Credits: 4
An introduction to the principles and applications of inorganic chemistry; for nursing, dietetics, and allied health students. Not applicable toward a major or minor in chemistry or biochemistry.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Course Attribute: Fulfills the General Education Natural Science requirement
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Fall
College Code: CAS

CHEM 120 - Introduction to Biotechnology
Credits: 1
Introduces students to the field of biotechnology through lecture and guest presentations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CHEM 131 - General Chemistry I
Credits: 4
This first course in chemistry is for students planning to major in science and engineering. Topics include stoichiometry, atomic and molecular structure, bonding, states of matter, solutions, chemical kinetics, and chemical equilibrium.

Lecture/Lab: Weekly: 5 lectures and one 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE greater than or equal to P3, or passing grade in MATH 165, MATH 166, MATH 168 or above, or MATH 191, MATH 195
Recommended: High school chemistry or physics strongly recommended.
Schedule Type: Lecture, Lab
Term Offering: Fall
College Code: CAS

CHEM 132 - General Chemistry II
Credits: 4
A continuation of CHEM 131 with topics including thermodynamics, acid and base chemistry, descriptive and nuclear chemistry.

Lecture/Lab: Weekly: 5 lectures and one 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): a grade of C or better in CHEM 131
Schedule Type: Lecture, Lab
Term Offering: Spring
College Code: CAS

CHEM 175 - Topics in ____________
Credits: 1–4
Investigates various subdisciplines of chemistry or biochemistry. This course does not contribute to a major or minor in chemistry.

Lecture/Lab: Weekly: 1 lecture and/or lab for each lower-division credit taken
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of instructor and chair.
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Lab
Term Offering: Fall, Spring, Summer
College Code: CAS

CHEM 195 - Independent Research I
Credits: 0–3
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are beginning to establish their knowledge of chemistry and biochemistry.

Lecture/Lab: Weekly: a minimum of 4 hours of work per credit
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Permission of faculty member required.
Term Offering: Fall, Spring, Summer
College Code: CAS

CHEM 200 - Quantitative Analysis
Credits: 4
Lecture topics include statistics, chemical equilibrium, titrimetric procedures, gravimetric procedures, and electrochemistry. Laboratory experiments include gravimetric procedures and titrimetric procedures of acid and base systems and redox systems, electrochemistry, and an introduction to instrumental methods.

Lecture/Lab: Weekly: 2 lectures and two 4-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 132
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

CHEM 210 - Current Chemistry Topics
Credits: 0
Attendance at departmental seminar series devoted to topics in current chemical research as presented by students, faculty, and guest speakers.

Lecture/Lab: Weekly: 1 seminar
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
CHEM 231 - Organic Chemistry I  
Credits: 3  
The chemistry of carbon-containing compounds with emphasis on nomenclature, molecular structure, spectra-structure relationships, and a mechanistic approach to organic reactions.
Lecture/Lab: Weekly: 4 lectures  
Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): CHEM 132  
Schedule Type: Lecture  
Term Offering: Fall  
College Code: CAS  

CHEM 232 - Organic Chemistry II  
Credits: 3  
This course is a continuation of CHEM 231.
Lecture/Lab: Weekly: 4 lectures  
Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): CHEM 231  
Schedule Type: Lecture  
Term Offering: Spring  
College Code: CAS  

CHEM 241 - Organic Chemistry Laboratory I  
Credits: 1  
Experiments related to the course content of CHEM 231.
Lecture/Lab: Weekly: 1 lecture and one 4-hour lab  
Course/Lab Fee: Yes  
Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): CHEM 231 or concurrent enrollment in CHEM 231  
Schedule Type: Lab  
Term Offering: Fall  
College Code: CAS  

CHEM 242 - Organic Chemistry Laboratory II  
Credits: 1  
Experiments related to the course content of CHEM 232.
Lecture/Lab: Weekly: 1 lecture and one 4-hour lab  
Course/Lab Fee: Yes  
Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): CHEM 232 or concurrent enrollment in CHEM 232.  
Schedule Type: Lab  
Term Offering: Spring  
College Code: CAS  

CHEM 290 - Independent Study  
Credits: 1–3  
Independent study of selected topics in biochemistry or chemistry under the supervision of a biochemistry or chemistry professor. Ordinarily a minimum of three hours of study per week is expected for each credit. The instructor may require written reports or oral presentations.
Grade Mode: Normal w/S/DG (A-F,I,S,U,DG,W)  
Repeatable: Repeatable to 4 credits  
Schedule Type: Independent  
Special Approval: Instructor permission required  
College Code: CAS  

CHEM 295 - Independent Research II  
Credits: 0–3  
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are establishing their knowledge of chemistry and biochemistry at the college level.
Lecture/Lab: Weekly: a minimum of 4 hours of work per credit  
Course/Lab Fee: Yes  
Grade Mode: Normal w/S/DG (A-F,I,S,U,DG,W)  
Prerequisite(s): A passing grade in CHEM 132 required  
Repeatable: Repeatable  
Schedule Type: Independent  
Special Approval: Permission of faculty member required.

CHEM 300 - Laboratory Glassblowing  
Credits: 2  
Practice of fundamental glassblowing skills common to both scientific and creative glassblowing. Two projects are required. Not applicable toward a major or minor in chemistry or biochemistry. Does not meet the general education requirement in natural science.
Lecture/Lab: Weekly: 1 lecture demonstration and a 4-hour lab  
Course/Lab Fee: Yes  
Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture, Lab  
Year Offering: Even years  
Term Offering: Fall  
College Code: CAS  

CHEM 311 - Seminar in Chemistry  
Credits: 0.5  
First half of semester consists of two meetings per week: one is an introduction to chemical literature and computer searching of Chemical Abstracts and chemical databases, the other meeting is the regular seminar series presented by students, faculty, and invited speakers. This course is required of, and open only to, junior chemistry and biochemistry majors, and attendance for both semesters is required for one credit.
Lecture/Lab: Weekly: two meetings during first half of semester, one meeting during remainder of semester  
Grade Mode: Satisfactory (S,U,I,W)  
Prerequisite(s): CHEM 232  
Schedule Type: Seminar  
Term Offering: Fall  
College Code: CAS  

CHEM 312 - Seminar in Chemistry  
Credits: 0.5  
Continuation of CHEM 311. This course is required of, and open only to, junior chemistry and biochemistry majors.
Lecture/Lab: Weekly: 1 seminar  
Grade Mode: Satisfactory (S,U,I,W)  
Prerequisite(s): CHEM 311  
Schedule Type: Seminar  
Term Offering: Spring  
College Code: CAS  

CHEM 340 - Environmental Chemistry  
Credits: 4  
A survey of environmental and energy-related problems. Topics include air, soil, and water pollution, energy and other resources, solid wastes and recycling, and toxic chemicals. Not applicable toward a major in chemistry or biochemistry.
Lecture/Lab: Weekly: 3 lectures and a 4-hour lab  
Course/Lab Fee: Yes  
Grade Mode: Normal (A-F,I,W)  
Recommended: CHEM 200 or CHEM 232 strongly recommended  
Schedule Type: Lecture, Lab  
Year Offering: Odd years  
Term Offering: Spring  
College Code: CAS  

CHEM 375 - Topics in ___  
Credits: 1–4  
Investigates various subdisciplines of chemistry or biochemistry. Each individual topics course will be evaluated to determine whether it contributes to a major or minor.
Lecture/Lab: Weekly: 1 lecture and/or lab for each upper-division credit taken  
Grade Mode: Normal w/S/DG (A-F,I,S,U,DG,W)  
Prerequisite(s): Permission of instructor and chair, and appropriate foundational courses.  
Repeatable: Repeatable with different topics  
Schedule Type: Lecture, Lab  
Term Offering: Fall, Spring, Summer  
College Code: CAS
CHEM 400 - Chemical Separations and Analysis
Credits: 2
Theory and practice of analytical separations by extraction and chromatographic methods including flash column, thin layer, high pressure liquid, gas, and affinity chromatography. After separation, the components of mixtures are analyzed by a variety of spectroscopic techniques that may include nuclear magnetic resonance, infrared spectroscopy and/or mass spectrometry.

Lecture/Lab: Weekly: 1 lecture and a 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 200, CHEM 231, and CHEM 241
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

CHEM 405 - Medicinal Chemistry
Credits: 2
Medicinal Chemistry is an interdisciplinary subject incorporating basic principles of organic chemistry, biology, biochemistry, toxicology, pharmacology, and molecular biology to understand how biologically active compounds (pharmaceuticals) operate in living systems. Selected topics in medicinal and pharmaceutical chemistry including the design and synthesis of new drugs as well as their pharmacodynamic and pharmacokinetic properties will be covered. We will also examine the path of pharmaceuticals from inception to clinical use by studying specific classes of drugs.

Lecture/Lab: Weekly: 2 lectures
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 232
Recommended: BCHM 421 is recommended either as a prerequisite or corequisite.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CHEM 410 - Forensic Chemistry
Credits: 2
Principles of chemistry as applied to the methods of analysis and identification of drugs. Rules of evidence as they apply to testimony in court. Observation of drug-related court procedures.

Lecture/Lab: Weekly: 1 lecture and two 3-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 200, CHEM 232
Schedule Type: Lecture/Lab
Special Approval: Participation must be arranged with the instructor at least 2 months prior to beginning of course.

Term Offering: Spring
College Code: CAS

CHEM 411 - Seminar in Chemistry
Credits: 0.5
Departmental seminar series devoted to topics in current chemical research as presented by students, faculty, and guest speakers. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, senior chemistry and biochemistry majors, and attendance for both semesters is required for one credit.

Lecture/Lab: Weekly: 1 seminar
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 312
Schedule Type: Seminar
Term Offering: Fall
College Code: CAS

CHEM 412 - Seminar in Chemistry
Credits: 0.5
Continuation of CHEM 411. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, senior chemistry and biochemistry majors.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 411
Schedule Type: Seminar
Term Offering: Spring
College Code: CAS

CHEM 415 - Advanced Inorganic Chemistry
Credits: 4
Atomic and molecular structure, symmetry, group theory, solid state, acids and bases; structure, bonding, spectra, and reaction mechanisms of d-metal complexes, systematic chemistry of non-metals; organometallic chemistry and catalysis.

Lecture/Lab: Weekly: 4 lectures
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 232, CHEM 431
Schedule Type: Lecture
Year Offering: Alternate years (even)
Term Offering: Spring
College Code: CAS

CHEM 418 - Chemistry & Biochemistry Seminar
Credits: 2
In this course, each student will demonstrate and integrate chemistry- and/or biochemistry-specific knowledge, communication skills and critical thinking acquired during the student's study of chemistry and biochemistry. A comprehensive written paper explaining the student's literature-based or lab-based research and a publically presented technical seminar are required. Students are also expected to demonstrate the development of professional skills. This course is recommended for students within 1-3 semesters of graduation. Enrollment is limited.

Lecture/Lab: Weekly: 2 lectures
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): CHEM 210
Prerequisite(s): COMM 104 or COMM 320
ENGL 215
CHEM 232 and CHEM 242
And one of the following: CHEM 200, BCHM 421, or CHEM 431 (with CHEM 441)
Recommended: One of the following is required, but more are recommended: CHEM 200, BCHM 421, or CHEM 431 (with CHEM 441)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

CHEM 430 - Instrumental Analysis
Credits: 2
Theory and practice of chemical analysis by spectroscopic and electrochemical methods. Introduction to automated data collection and computer control of instruments. Operational theory that emphasizes hands-on student learning for a broad range of analytical instruments commonly used by industry and academia including: UV-Vis-NIR, fluorescence, atomic, and laser spectrophotometers; potentiostats; and analog and digital electronics.

Lecture/Lab: Weekly: 1 lecture and a 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 200, MATH 192
Corequisite(s): CHEM 232, CHEM 431
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

CHEM 431 - Physical Chemistry I
Credits: 3
Fundamental concepts in chemical thermodynamics, free energy, chemical equilibria, phase changes, solutions, molecular transport, chemical dynamics, and electrochemistry.

Lecture/Lab: Weekly: 3 lectures
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Choose one set.
Set 1: CHEM 200, MATH 192, PHYS 142 (or PHYS 242, PHYS 272)
Set 2: MATH 192, PHYS 241, PHYS 271, ENGR 285, and one of [MATH 240, MATH 286]. Co-requisite: CHEM 200
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CHEM 432 - Physical Chemistry II
Credits: 3
Wave mechanics, atomic and molecular structure, chemical bonding, atomic and molecular spectroscopies, and applications to chemical dynamics and statistical thermodynamics.

Lecture/Lab: Weekly: 3 lectures
Independent study of selected topics in biochemistry or chemistry to enable advanced students to pursue topics not offered in scheduled courses. The student will study under the supervision of a biochemistry or chemistry professor. Ordinarily a minimum of four hours of study per week is expected for each credit. The instructor may require written reports or oral presentations.
Engineering & Computer Science

Harrigan Hall, Room 229
269-471-3420
Fax: 269-471-3797
engineering@andrews.edu, computing@andrews.edu
https://www.andrews.edu/cas/ecs/

Faculty
Hyun Kwon, Chair
Wayne Buckhanan
Jay Johnson
Gunnar Lovhoiden
Boon-Chai Ng
Rodney Summerscales
Stephen Thorman
Roy Villafane
William Wolfer

Mission
The Engineering and Computer Science department aspires to be a place of choice for engineering and computer science education where dedicated students and faculty grow together to reach their God-given potential for service to society and the church.

Faculty and students in the Engineering and Computer Science Department will:

Seek Knowledge by:
- Exploring current knowledge in engineering and computing from a Christian viewpoint, within the broader context of the liberal arts.
- Creating a nurturing environment for committed lifetime of intellectual discovery, problem-solving, and innovation.
- Enhancing learning through research and scholarship.
- Preparing students to join their chosen profession or attend graduate school.
- Engaging industry and professional stakeholders in the planning and assessing of our curriculum.

Affirm Faith by:
- Acknowledging the leadership of God in their lives.
- Acting with personal and moral integrity.
- Serving humanity in a complex, technological, global society.

Change the World by:
- Applying knowledge and skills to the care of their God-given home.
- Solving contemporary societal problems.
- Providing selfless service to others.

Bachelors

Computer Science BS

Computer Science prepares students to design and implement innovative computing solutions to real world problems. Areas of study include (but not limited to) algorithms, software engineering, graphics, artificial intelligence, robotics, databases, theory of computation, networks and Internet technologies. The program emphasizes both theory and practical applications of computing. A degree in Computer Science prepares students for employment in developing and maintaining commercial applications and for graduate studies.

Total Credits: 124

Major: Core Requirements - 61

Core Requirements - 46
CPTR 151 - Computer Science I Credits: 3
CPTR 152 - Computer Science II Credits: 3

Major Electives - 15
Chosen from CPTR courses in consultation with an advisor.
Up to 6 credits of the following courses may be substituted for CPTR elective credits.
MATH 192, 240, 286, 426
STAT 340
ENGR 225, 275, 310, 415

Cognates: 26-28
ENGR 385 - Microprocessor Systems Credits: 4

Student must have at least 22 credits from Math, Statistics and the Sciences.

Math
Choose at least two of the following courses:
MATH 191 - Calculus I Credits: 4
Or MATH 195 - Calculus I for Biology Credits: 4
MATH 192 - Calculus II Credits: 4
MATH 215 - Introduction to Linear Algebra Credits: 3
MATH 240 - Calculus III Credits: 4
MATH 286 - Differential Equations Credits: 3
MATH 315 - Linear Algebra Credits: 3
MATH 426 - Mathematical Modeling in Biology Credits: 3
MATH 441 - Abstract Algebra I Credits: 3

Statistics
Choose at least one of the following courses:
STAT 285 - Elementary Statistics Credits: 3
STAT 340 - Probability Theory with Statistical Applications Credits: 3

Sciences
Choose at least one of the following courses:
BIOL 165 - Foundations of Biology Credits: 4,5
BIOL 166 - Foundations of Biology Credits: 4,5
CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4
PHYS 141 - General Physics I Credits: 4
PHYS 142 - General Physics II Credits: 4
Or
PHYS 241 - Physics for Scientists and Engineers Credits: 4
And PHYS 271 - Physics for Scientists and Engineers Laboratory Credits: 1
Or
PHYS 242 - Physics for Scientists and Engineers II Credits: 4
And PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1

Andrews Core Experience - 34

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience Program while noting the following requirements.

Fine Arts and Humanities
Choose one of the following courses:
ART 130 - Introduction to Digital Media Credits: 3
ART 207 - Basic Design I Credits: 3
ART 209 - Basic Design II Credits: 3
ARTH 220 - Language of Art Credits: 3
PHTO 210 - History of Photography Credits: 3
ENGL 255 - Studies in Literature Credits: 3
Computer, Computer Science Concentration BS

Computer Science focuses on a study of computing as well as on its role in an application area. Areas of interest include artificial intelligence, compilers, computer architectures, computer graphics, computer networks, operating systems, program development, and analytical theory. A degree in computing with the Computer Science emphasis prepares students for graduate study, employment in computer systems/networks, administration/development, software development/maintenance, and for careers in education.

Total Credits: 124

Major Requirements - 40

Common Core - 21

- CPTR 151 - Computer Science I Credits: 3
- CPTR 152 - Computer Science II Credits: 3
- CPTR 276 - Data Structures and Algorithms Credits: 3
- CPTR 440 - Operating Systems Credits: 3
- CPTR 460 - Software Engineering Credits: 3

- Require 6 Credits of CPTR 493 - Practicum Credits: 0–6

Major electives—10

- Chosen from CPTR & ENGR courses in consultation with CS academic advisor.
- A minimum of 6 upper division credits required.

Cognate requirements—26–28

- MATH 191 - Calculus I Credits: 4 **
- MATH 192 - Calculus II Credits: 4
- MATH 355 - Foundations of Advanced Mathematics Credits: 3
- ENGR 385 - Microprocessor Systems Credits: 4
- STAT 285 - Elementary Statistics Credits: 3
- Or STAT 340 - Probability Theory with Statistical Applications Credits: 3

- Choose one of the following sets:
  - BIOL 165 - Foundations of Biology Credits: 4.5 *
  - BIOL 166 - Foundations of Biology Credits: 4.5 *
  - Or CHEM 131 - General Chemistry I Credits: 4 *
  - CHEM 132 - General Chemistry II Credits: 4 *
  - Or
  - PHYS 141 - General Physics I Credits: 4
  - PHYS 142 - General Physics II Credits: 4 *
  - Or
  - PHYS 241 - Physics for Scientists and Engineers I Credits: 4 *
  - PHYS 242 - Physics for Scientists and Engineers II Credits: 4 *
  - PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1 *
  - PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1 *

*These courses may apply toward the general education life/physical science requirement.
**These courses may apply toward the general education Math requirement.

Andrews Core Experience

- Students must take all courses designated in the BS Degree Requirements of the Andrews Core Experience.

Program Requirements

Progression Requirements:

- No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for CPTR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200-level and above are restricted to admitted majors/minors only.

- The major field examination in Computing is part of the senior exit test.

Computer Policy

- The computer is a tool that is integral to the success of the computer scientist in her/his professional development. All students in the Computing program are required to have a computer and software meeting the program guidelines. The policy is updated yearly and will be in effect at the beginning of the Fall semester. It includes changes to reflect continual changes in technology. Computer purchases should be made such that the computer is ready for use on the first day of the semester.

Program Objectives

- Student Outcomes
  - An ability to apply knowledge of computing and mathematics appropriate to the discipline
  - An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
  - An ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs
  - An ability to function effectively on teams to accomplish a common goal
  - An understanding of professional, ethical, legal, security, and social issues and responsibilities
  - An ability to communicate effectively with a range of audiences
  - An ability to analyze the local and global impact of computing on individuals, organizations and society
  - Recognition of the need for, and an ability to engage in, continuing professional development
  - An ability to use current techniques, skills, and tools necessary for computing practices
  - An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choice
  - An ability to apply design and development principles in the construction of software systems of varying complexity
  - A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum

- Life and Physical Sciences
  - Fulfilled in program requirements

Undergraduate Electives: 1-3
Computing, Software Systems
Concentration BS

Software Systems is focusing on the development and maintenance of software in an application area. A minor in an application area is included as part of the degree. Typical minors might include one of the sciences, behavioral science, or business. Supervised "real-world" projects are a requirement for this degree. A degree in Computing with the Software Systems emphasis prepares students for employment in developing and maintaining commercial applications and for graduate studies in applied computing such as software engineering.

Total Credits: 124

Major Requirements - 40

Common Core - 19

- CPTR 151 - Computer Science I Credits: 3
- CPTR 152 - Computer Science II Credits: 3
- CPTR 276 - Data Structures and Algorithms Credits: 3
- CPTR 440 - Operating Systems Credits: 3
- CPTR 460 - Software Engineering Credits: 3

Require 4 Credits of CPTR 493 - Practicum Credits: 0–6

Required courses - 12

- CPTR 251 - Application Development I Credits: 3
- CPTR 252 - Application Development II Credits: 3
- CPTR 425 - Programming Languages Credits: 3
- CPTR 450 - Network Computing and Architecture Credits: 3

Major electives - 9

Chosen from CPTR courses in consultation with your CS academic advisor. A minimum of 6 upper division credits required.

Cognate requirements - 27-29

PS MPE Score

Or

MATH 168 - Precalculus Credits: 4

STAT 285 - Elementary Statistics Credits: 3

Or

STAT 340 - Probability Theory with Statistical Applications Credits: 3

Minor in an advisor-approved application area (20–22)

Andrews Core Experience

Students must take all courses designated in the BS Degree Requirements of the Andrews Core Experience.

Program Objectives

Student Outcomes

- An ability to apply knowledge of computing and mathematics appropriate to the discipline
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- An ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs
- An ability to function effectively on teams to accomplish a common goal
- An understanding of professional, ethical, legal, security, and social issues and responsibilities
- An ability to communicate effectively with a range of audiences
- An ability to analyze the local and global impact of computing on individuals, organizations and society
- Recognition of the need for, and an ability to engage in, continuing professional development
- An ability to use current techniques, skills, and tools necessary for computing practices
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choice
- An ability to apply design and development principles in the construction of software systems of varying complexity
- A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum

Program Requirements

Progression Requirements:

No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for CPTR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200-level and above are restricted to admitted majors/minors only.

The major field examination in Computing is part of the senior exit test.

Computer Policy

The computer is a tool that is integral to the success of the computer scientist in her/his professional development. All students in the Computing program are required to have a computer and software meeting the program guidelines. The policy is updated yearly and will be in effect at the beginning of the Fall semester. It includes changes to reflect continual changes in technology. Computer purchases should be made such that the computer is ready for use on the first day of the semester.

Engineering, Chemical
Engineering Concentration BSE

Engineering builds on a strong traditional mathematics, science, and engineering core. The Chemical Engineering emphasis focuses on design and operation of chemical processes and optimization of production.

Total Credits: 135
Major: Core Requirements - 30
ENGR 120 - Introduction to Engineering & Design Credits: 2
ENGR 125 - Engineering Graphics Credits: 3
ENGR 180 - Materials Science Credits: 4
ENGR 185 - Engineering Statics Credits: 3
ENGR 225 - Circuit Analysis Credits: 3
ENGR 275 - Electronics I Credits: 3
ENGR 285 - Engineering Dynamics Credits: 3
ENGR 310 - Linear Systems Analysis Credits: 3
ENGR 450 - Engineering Economy Credits: 2
ENGR 491 - Review of Engineering Design Credits: 1
ENGR 492 - Senior Design Project Credits: 3

Major: Concentration Requirements - 32

Concentration Requirements
ENGR 345 - Chemical Engineering Fundamentals Credits: 3
ENGR 355 - Chemical Engineering Lab Credits: 4
ENGR 360 - Fluid Dynamics Credits: 3
ENGR 410 - Feedback Control Systems Credits: 4
CHEM 431 - Physical Chemistry I Credits: 3 (no lab needed)
ENGR 464 - Kinetics and Reactor Design Credits: 3
ENGR 440 - Heat and Mass Transfer Credits: 3
ENGR 480 - Process Design Credits: 3

Concentration Electives - 6
Chosen from ENGR and CPTR courses in consultation with an advisor.

Cognates - 39
MATH 191 - Calculus I Credits: 4
MATH 192 - Calculus II Credits: 4
MATH 240 - Calculus III Credits: 4
MATH 286 - Differential Equations Credits: 3
CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4
CHEM 200 - Quantitative Analysis Credits: 4
CHEM 231 - Organic Chemistry I Credits: 3
PHYS 271 - Physics for Scientists and Engineers I Credits: 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
CPTR 151 - Computer Science I Credits: 3

Andrews Core Experience
Students must fulfill the Andrews Core Experience requirements for Professional Degrees and note the following specific requirements.

Religion
RELT 100 - God and Human Life Credits: 3
RELT 340 - Religion and Ethics in Modern Society Credits: 3
and two courses from RELB, RELG, RELP, RELT

Language and Communication
ENGL 115 - College Writing I Credits: 3
COMM 104 - Communication Skills Credits: 3
ENGL 220 - Technical Writing Credits: 3
Or ENGL 215 - College Writing II Credits: 3

Service
2 Credits Required
BHSC 100 - Philosophy of Service and Civic Engagement Credits: 2
Or ENGR 485 - Community Project in Engineering Credits: 2–6

Maintaining Academic Standing
No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

Program Objectives

Student Outcomes
An ability to apply knowledge of mathematics, science, and engineering.
An ability to design and conduct experiments, as well as to analyze and interpret data.
An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
An ability to function on multidisciplinary teams.
An ability to identify, formulate, and solve engineering problems.
An understanding of professional and ethical responsibility.
An ability to communicate effectively.
The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
A recognition of the need for, and an ability to engage in life-long learning.
A knowledge of contemporary issues.
An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum.

Engineering, Electrical and Computer Engineering

Concentration BSE

Program Description
Engineering builds on a strong traditional mathematics, science, and engineering core. The Electrical and Computer Engineering emphasis focuses on the areas of digital systems, communication systems, and computer controlled instrumentation and computer simulation.

The mathematics courses listed as cognates for the Engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14–17 additional credits in physics. See the Mathematics and Physics department listings for details.

Total Credits: 135

Major: Core Requirements - 30
ENGR 120 - Introduction to Engineering & Design Credits: 2
ENGR 125 - Engineering Graphics Credits: 3
ENGR 180 - Materials Science Credits: 4
ENGR 185 - Engineering Statics Credits: 3
ENGR 225 - Circuit Analysis Credits: 3
ENGR 275 - Electronics I Credits: 3
ENGR 285 - Engineering Dynamics Credits: 3
ENGR 310 - Linear Systems Analysis Credits: 3
ENGR 450 - Engineering Economy Credits: 2
ENGR 491 - Review of Engineering Design Credits: 1
ENGR 492 - Senior Design Project Credits: 3

Major: Concentration Requirements - 33
CPTR 152 - Computer Science II Credits: 3
CPTR 465 - Computer Architecture Credits: 3
ENGR 325 - Electronics II Credits: 4
ENGR 335 - Logic Circuit Design Credits: 3

139
ENGR 385 - Microprocessor Systems Credits: 4  
ENGR 415 - Virtual Instrumentation Credits: 3  
ENGR 435 - Electromagnetic Fields Credits: 3  
ENGR 455 - Communication Systems Credits: 4  

Concentration Electives - 6  
Chosen from ENGR and CPTR courses in consultation with an advisor.

Cognates - 38

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 191 - Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 192 - Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 215 - Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 240 - Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 286 - Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 131 - General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 241 - Physics for Scientists</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 242 - Physics for Scientists</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 271 - Physics for Scientists</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 272 - Physics for Scientists</td>
<td>1</td>
</tr>
<tr>
<td>STAT 340 - Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>CPTR 151 - Computer Science I</td>
<td>3</td>
</tr>
</tbody>
</table>

Andrews Core Experience

Students must fulfill the Andrews Core Experience requirements for Professional Degrees and note the following specific requirements.

Religion

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELT 100 - God and Human Life</td>
<td>3</td>
</tr>
<tr>
<td>RELT 340 - Religion and Ethics in Modern Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Language and Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 115 - College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>COMM 104 - Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 220 - Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Or ENGL 215 - College Writing II</td>
<td>3</td>
</tr>
</tbody>
</table>

Service

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Credits Required</td>
<td></td>
</tr>
<tr>
<td>BHSC 100 - Philosophy of Service</td>
<td>2</td>
</tr>
<tr>
<td>Or ENGR 485 - Community Project</td>
<td>2–6</td>
</tr>
</tbody>
</table>

Maintaining Academic Standing

No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

Program Objectives

Student Outcomes

- An ability to apply knowledge of mathematics, science, and engineering.
- An ability to design and conduct experiments, as well as to analyze and interpret data.
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- An ability to function on multidisciplinary teams.
- An ability to identify, formulate, and solve engineering problems.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- A recognition of the need for, and an ability to engage in life-long learning.
- A knowledge of contemporary issues.
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
- A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum.

Engineering, Mechanical Engineering Concentration BSE

Program Description

Engineering builds on a strong traditional mathematics, science, and engineering core. The Mechanical Engineering emphasis focuses on mechanical design and the electromechanical elements of smart machines.

The mathematics courses listed as cognates for the Engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14–17 additional credits in physics. See the Mathematics and Physics department listings for details.

Total Credits: 135

Major: Core Requirements - 30

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 120 - Introduction to Engineering &amp; Design</td>
<td>2</td>
</tr>
<tr>
<td>ENGR 125 - Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 180 - Materials Science</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 185 - Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 225 - Circuit Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 275 - Electronics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 285 - Engineering Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 310 - Linear Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 450 - Engineering Economy</td>
<td>2</td>
</tr>
<tr>
<td>ENGR 491 - Review of Engineering Design</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 492 - Senior Design Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Major: Concentration Requirements - 33

Concentration Requirements - 27

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 320 - Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 330 - Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 340 - Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 360 - Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 390 - Engineering Measurements</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 391 - Electric Motors</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 410 - Feedback Control Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 420 - Machine Design</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 440 - Heat and Mass Transfer</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Electives - 6  
Chosen from ENGR courses in consultation with an advisor.

Cognates - 38

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 191 - Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 192 - Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 215 - Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 240 - Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 286 - Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>STAT 340 - Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 131 - General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 241 - Physics for Scientists</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 242 - Physics for Scientists</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 271 - Physics for Scientists</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 272 - Physics for Scientists</td>
<td>1</td>
</tr>
<tr>
<td>CPTR 151 - Computer Science I</td>
<td>3</td>
</tr>
</tbody>
</table>
Andrews Core Experience
Students must fulfill the Andrews Core Experience requirements for Professional Degrees and note the following specific requirements.

Religion
- RELT 100 - God and Human Life Credits: 3
- RELT 340 - Religion and Ethics in Modern Society Credits: 3
- and two courses from RELB, RELG, RELP, RELT

Language and Communication
- ENGL 115 - College Writing I Credits: 3
- COMM 104 - Communication Skills Credits: 3
- ENGL 220 - Technical Writing Credits: 3
- Or ENGL 215 - College Writing II Credits: 3

Service
- 2 Credits Required
- BHSC 100 - Philosophy of Service and Civic Engagement Credits: 2
- Or ENGR 485 - Community Project in Engineering Credits: 2–6

Maintaining Academic Standing
No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

Program Objectives

Student Outcomes
- An ability to apply knowledge of mathematics, science, and engineering.
- An ability to design and conduct experiments, as well as to analyze and interpret data.
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- An ability to function on multidisciplinary teams.
- An ability to identify, formulate, and solve engineering problems.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- A recognition of the need for, and an ability to engage in life-long learning.
- A knowledge of contemporary issues.
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
- A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum.

Undergraduate Minors

Computing Minor

Required courses—9
- CPTR 151 - Computer Science I Credits: 3
- CPTR 152 - Computer Science II Credits: 3
- CPTR 276 - Data Structures and Algorithms Credits: 3

Minor Electives—11
Chosen from CPTR courses in consultation with a CS academic advisor.

Note:
No course grade below a C- may apply to a major or minor in Computing. All prerequisites for CPTR courses must be passed with a minimum grade of C- before entry into the class it is required for.

Total Credits: 20

Engineering Minor

Total Credits: 20

Required courses—11
- ENGR 120 - Introduction to Engineering & Design Credits: 2
- ENGR 125 - Engineering Graphics Credits: 3
- ENGR 185 - Engineering Statics Credits: 3
- ENGR 225 - Circuit Analysis Credits: 3

Minor Electives—9
Chosen from ENGR courses in consultation with an engineering advisor.

Cognates:
- MATH 191 - Calculus I Credits: 4
- MATH 192 - Calculus II Credits: 4

Computing & Software Engineering

CPTR 151 - Computer Science I
Credits: 3
An introduction to programming methodology using a high level language, advanced operating system usage, problem-solving, algorithm development, control structures, arrays, program style, design correctness and documentation techniques, as well as a brief overview of computer systems and computer history.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
Term Offering: Fall, Spring
College Code: CAS

CPTR 152 - Computer Science II
Credits: 3
A continuation of CPTR151. Examines program specifications, design, coding, correctness, and style with additional coverage of pointers and arrays, and an in-depth study of recursion and data structures. Includes files, lists, stacks, queues, trees, graphs, and an overview of computer ethics.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 151
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

CPTR 245 - Discrete Structures
Credits: 3
Formal mathematical structures and methods used in developing computing solutions are introduced. Their application in computer science is emphasized.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 168 or MPE score of P4 or higher
Schedule Type: Lecture
A study of algorithms and data structures commonly used in computing. Includes introductions to asymptotic notation, sorting, search trees, hash tables, and graphs. Content adjusted based on current trends.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 151
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 252 - Application Development II
Credits: 3
A study of techniques and concepts used for developing endpoint applications for modern computing platforms such as mobile devices. The content is adjusted based on current trends.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 276 - Data Structures and Algorithms
Credits: 3
A study of techniques for the design and analysis and implementation of data structures and algorithms commonly used in computing. Includes introductions to asymptotic notation, sorting, search trees, hash tables, and graphs.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 285 - Systems Programming
Credits: 3
Organization of programs and data; program analysis, pointers, manual memory management, system calls, introduction to threads, embedded programming.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 151
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 295 - Directed Computer Language Study
Credits: 1–3
Directed study of computer language in consultation with the instructor. Normally, the language is not included in other courses taught by the department. A programming project may be required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152 or equivalent.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CPTR 425 - Programming Languages
Credits: 3
Survey of current programming languages, including structure, runtime systems, the specification of syntax, and semantics. Definition of syntax for formal languages with emphasis on context-free languages. Techniques for scanning and parsing programming languages.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 430 - Analysis of Algorithms
Credits: 3
An introduction to the design and analysis of advanced algorithms. Topics include asymptotic complexity bounds, graph and tree algorithms, and algorithmic strategies (such as greedy, divide-and-conquer and dynamic programming).

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 245 or MATH 355, CPTR 276
Schedule Type: Lecture
College Code: CAS

CPTR 436 - Numerical Methods and Analysis
Credits: 3
A study of common numerical techniques applicable on a computer. Includes interpolation, extrapolation, approximation techniques, numerical methods for linear problems, root finding, function fitting, numerical integration, location of extremes, efficiency of numerical algorithms, and minimization of computational error.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152 and MATH 215
Schedule Type: Lecture
College Code: CAS

CPTR 437 - Formal Theory of Computation
Credits: 3
Study of the various classes of formal languages, their grammars, properties and recognizing machines. Turing machines. Computability.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 245 or MATH 355, CPTR 276
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 440 - Operating Systems
Credits: 3
Process management, including asynchronous concurrent processes and deadlock, virtual storage management and job and process scheduling, multiprocessing, disk scheduling and file and database systems, performance and security.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
CPTR 152 - Computer Science II
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 450 - Network Computing and Architecture
Credits: 3
Concepts applicable to constructing a computer network and the application of computing algorithms and solutions using networked computers and devices. Topics include physical transmission media, protocols and associated layers, TCP/IP, application programming interfaces and frameworks, sockets, clustering and security.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 460 - Software Engineering
Credits: 3
Surveys basic software engineering topics associated with the processes, documents, and products of the entire software life cycle. Topics include software evolution, project organization, and management, feasibility studies, product definition, design, implementation, and testing issues, and the role of the software engineer within the life cycle.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 465 - Computer Architecture
Credits: 3
Focus on hardware aspects of computing and logical concepts. Includes data representation for numbers and other data types, Boolean algebra, digital logic circuit representations of basic computational building blocks, CPU components, interrupt schemes and buses. Relevance of supporting concepts is discussed, including system software, assemblers, assembly language programming and operating systems.
survey of some social implications of AI.

search methods, problem representation, machine learning, expert systems, and a

programming, mesh generation, shading, raytracing, radiosity methods, procedural

for the modeling and shading of 3-d images. Topics include basic OpenGL

Introduction to computer graphics focusing on the algorithms and data structures

databases. Introduction to the use of transactions, query optimization and non-relational database models. Design and programming assignments using databases.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152, CPTR 276
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 475 - Topics in ________

Credits: 1–4
Selected topics of current interest in computing such as Robotics, advanced languages, or others.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 151
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

CPTR 485 - Computer Graphics

Credits: 3
Introduction to computer graphics focusing on the algorithms and data structures for the modeling and shading of 3-d images. Topics include basic OpenGL programming, mesh generation, shading, raytracing, radiosity methods, procedural textures, and fractal methods.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 487 - Artificial Intelligence

Credits: 3
Provides the conceptual basis for understanding current trends in Artificial Intelligence. Topics include both symbolic and numeric processing, intelligent search methods, problem representation, machine learning, expert systems, and a survey of some social implications of AI.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 490 - Research

Credits: 0–6
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who have a reasonably established knowledge of computing at the college level. A minimum of 3 hours work per week is required for each credit earned and a written paper is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

CPTR 493 - Practicum

Credits: 0–6
This course facilitates a professional experience for the student. It functions with the consent and advice of the computer science program faculty. Opportunities and venues vary, and must include designing and implementing an innovative and novel computing solution. Three primary approaches are undergraduate research, professional internship, or a major design project. A minimum of 3 hours of work per week per credit is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite/Corequisite: CPTR 460
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: CAS

CPTR 495 - Independent Study

Credits: 1–3
Directed study of material of special interest chosen in consultation with the instructor. No more than 6 credits may be earned in CPTR495.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

CPTR 496 - Special Projects

Credits: 1–3
Project chosen in consultation with instructor. No more than 6 credits may be earned in CPTR 496.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

Engineering

ENGR 120 - Introduction to Engineering & Design

Credits: 2
An introductory course in engineering and design. It teaches the basic principles of design and related design tools from a basic level. Students will be taught to use computer tools for engineering analysis.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 125 - Engineering Graphics

Credits: 3
Fundamentals of drawing as applied to mechanical engineering problems. Orthographic projections, auxiliary and sectional views, dimensioning and tolerancing, oblique and isometric views, detail and assembly drawing, Sketching and computer aided drafting.

Lecture/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

ENGR 180 - Materials Science

Credits: 4
Introduction to the study of materials. Covers physical properties, application and relevant properties associated with engineering material. A weekly hands-on laboratory helps demonstrate the relationship of properties of materials studied in lecture.

Lecture/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 131
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 185 - Engineering Statics

Credits: 3
Principles of statics and their application to engineering problems; forces, moments, couples, friction, centroids and moments of inertia.
ENGR 215 - Robotics Programming
Credits: 2,3
This course covers the basic operations of a robotic arm using the teach pendant as the main interface. A Robotics Handling Tool Software Package is used in this course. Students successfully completing this course will be able to: Safely power up and jog the robot; recover from common errors and robot faults; execute production operation; create, modify and execute a teach pendant program; and abort and access teach pendant programs. This course consists of lectures, demonstrations and a series of lab exercises.

Lecture/Lab: Weekly: 2 lectures and a lab
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Even years
Term Offering: Spring
College Code: CAS

ENGR 225 - Circuit Analysis
Credits: 3
Resistive circuit analysis, network theorems, dependent sources, energy storage elements, 1st and 2nd order circuit transient responses, ac circuit analysis using phasors and impedances, and ac complex power.

Lecture/Lab: Weekly: 2-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 191
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

ENGR 248 - Workshop
Credits: 1–4
Provides flexibility for the occasional workshop where it is appropriate to offer engineering credit. Workshop requirements must be approved by the department.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Workshop
Special Approval: Advisor permission required.
College Code: CAS

ENGR 275 - Electronics I
Credits: 3
Introduction to diodes and transistors and their applications in switching and amplification circuits. Introduction to the basic op-amp circuits and their characteristics. Binary numbers and codes, Boolean algebra, logic circuits, flip-flops and registers. Digital circuit applications.

Lecture/Lab: Weekly: 2-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 225
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 285 - Engineering Dynamics
Credits: 3
Vectorial kinematics of moving bodies in fixed and moving reference frames. Kinetics of particles, assemblies of particles, and rigid bodies, with emphasis on the concept of momentum. Keplerian motion, elementary vibrations, and conservative dynamic systems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 185 and MATH 192
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 310 - Linear Systems Analysis
Credits: 3
Convolution, analysis and spectra of continuous time domain signals, Fourier and Laplace transforms, discrete time domain signals, and the z-transform.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 215, MATH 286, CPTR 151
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 320 - Manufacturing Processes
Credits: 3
Deals with today's technologies and the future of manufacturing. It includes details of product design process, rapid prototyping and a survey of manufacturing technologies.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 180
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 325 - Electronics II
Credits: 4
Modeling of transistors, biasing of transistors in amplifier circuits, and amplitude and frequency limitations of transistors. Linear and switching electronic circuits with an emphasis on op-amps.

Lecture/Lab: Weekly: 3-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 275
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

ENGR 330 - Thermodynamics
Credits: 3
Introduction to the nature of energy and study of energy transport conservation in closed and flowing systems; properties and states of solids, liquids, vapors, and gases; enthalpy; meaning and production of entropy and introduction to cyclic systems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 241
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 331 - Thermodynamics II
Credits: 3
Principles of phase and chemical equilibria in the solution of chemical engineering problems in the traditional process industries, biological systems, materials processing, pharmaceutical manufacturing and other industries.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 330
Schedule Type: Lecture
College Code: CAS

ENGR 335 - Logic Circuit Design
Credits: 3
Modern digital logic families, state machines, design of digital logic circuits in FPGAs, and VHDL specification of logic circuits.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 275
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 340 - Mechanics of Materials
Credits: 3
Mechanics courses geared towards developing the ability to analyze a given problem in a simple and logical manner using fundamental and well-understood principles of mechanics. Free-body diagrams will be used extensively to determine external and internal forces.
ENGR 345 - Chemical Engineering Fundamentals
Credits: 3
Introduction to Separation Processes of gas absorption, distillations, leaching/extraction, etc. Introduction to Methods of Chemical Engineering calculations and analysis. Stoichiometric relations, material and energy balances, and behavior of gases, vapors, liquid and solids.

ENGR 355 - Chemical Engineering Lab
Credits: 4
Introduction to various measurement techniques available for chemical and general engineering application. National Instrument LabVIEW Data Acquisition system is used to collect data for analysis.

ENGR 360 - Fluid Dynamics
Credits: 3
Fluid statics and dynamics of fluid motion. Conservation of mass, momentum, and energy in laminar and turbulent flow. Boundary layer flow, lift and drag forces, viscous flow in conduits, open channel flow, flow measurements.

ENGR 385 - Microprocessor Systems
Credits: 4
Introduction to computer organization, microprocessors, assembly language programming, memory devices, I/O devices, interfacing with emphasis on control applications.

ENGR 390 - Engineering Measurements
Credits: 4
Introduction to measurement theory with statistics and uncertainty analysis. Principles of Instrumentation including temperature, pressure, velocity, strains and flow measurements. Use of National Instrument LabView Data Acquisition System to collect data for analysis.

ENGR 391 - Electric Motors
Credits: 1
Study of transformers, ac, dc, and stepping motors; and motor control requirements.

ENGR 400 - Feedback Control Systems
Credits: 4
Fundamentals of control design and analysis of linear feedback systems, their characteristics, performance and stability. The Routh-Hurwitz stability, root-locus, Bode plots, and Nyquist techniques. Performance criteria, design, and compensation of feedback control systems.

ENGR 410 - Virtual Instrumentation
Credits: 1
Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications.

ENGR 415 - Virtual Instrumentation
Credits: 3
For engineering majors. Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications.

ENGR 420 - Machine Design
Credits: 3
This course emphasizes both failure theory and analysis as well as the synthesis and design aspect of machine elements. It touches on the commonality of the analytical approaches needed to design a wide variety of elements and the need to use computer aided engineering as an approach to the design and analysis of these classes of problems.

ENGR 425 - Project Management
Credits: 3
Methodology used successfully to carry out a technical project including proposals, planning, work breakdown, scheduling, creativity, monitoring progress, and documentation.

ENGR 430 - Quality Control
Credits: 3
Analysis of the factors affecting product quality during manufacturing. Topics include use of basic statistics and probability for measurements, observations, sampling, control charts and reliability.
ENGR 435 - Electromagnetic Fields
Credits: 3
Study of static and dynamic electric and magnetic fields. Unbounded and bounded fields, fields in materials, force and torque, energy and potential functions, and Faraday induction. Propagation of electromagnetic energy; plane waves, transmission lines, and waveguides; radiation from dipole antennas; introduction to arrays.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 240, MATH 286, PHYS 242
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 440 - Heat and Mass Transfer
Credits: 3
Study of steady-state and transient heat conduction, forced and non-forced convection through ducts and over surfaces, blackbody thermal radiation, solar radiation, heat exchangers, and mass transfer.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 360, MATH 286
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 450 - Engineering Economy
Credits: 2
Study of engineering decision methodology and criteria used to evaluate the economic aspects of selection of equipment, structures, methods, and processes.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 145 or MATH 191
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 455 - Communication Systems
Credits: 4
Introduction to the fundamentals of communication systems including signals and spectra, information theory, sampling and quantization, coding, modulation, signal detection and system performance in the presence of noise.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 310, ENGR 325, STAT 340
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 464 - Kinetics and Reactor Design
Credits: 3
Basic concepts of chemical rate processes as applied to the theory of the design and operation of various types of commercial reactors for both non-catalytic and catalytic reactions; including mole balances, rate laws and stoichiometry, collection and analysis of rate data, multiple reactions, isothermal and non-isothermal reactor design, catalysis and catalytic reactors.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 345
Schedule Type: Lecture
College Code: CAS

ENGR 465 - Operations Analysis and Modeling
Credits: 3
The methodology of mathematical modeling and its relation to solving problems in industrial and public systems. Linear programming, scheduling, queuing, simulation, optimization, and decision analysis.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 192, STAT 340.
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 470 - Finite Element Methods
Credits: 3
Introduction of finite element methods for the solution of problems in solid mechanics and heat transfer. Techniques for obtaining approximate numerical solutions to governing differential equations in the problem areas are covered. Industrial software is applied to the analysis and design of a broad range of engineering problems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 330, ENGR 340, MATH 286
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

ENGR 475 - Topics in
Credits: 1–4
Selected topics of current interest in engineering.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Dependant on topic
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

ENGR 478 - Study Tour
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department offerings.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
Year Offering: Odd years
Term Offering: Summer
College Code: CAS

ENGR 480 - Process Design
Credits: 3
Application of the basic concepts learned in previous courses to the design and analysis of a chemical processing system, primarily through a design project; Computer-Aided Design (process simulation), economic analysis, process safety, flow-sheet synthesis (conceptual design), and decision-making analysis (optimization) are covered.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 464
Schedule Type: Lecture
College Code: CAS

ENGR 485 - Community Project in Engineering
Credits: 2–6
"Hands-on" involvement in humanitarian and/or service-oriented projects. Work initiated by students requires prior approval of faculty.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS

ENGR 490 - Research
Credits: 0–3
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study; this course is for students who have a reasonably established knowledge of engineering at the college level. A minimum of 45 hours for each credit earned and a written paper is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
Special Approval: Instructor permission required.
College Code: CAS
ENGR 491 - Review of Engineering Design
Credits: 1
Selection, proposal and planning of capstone project.
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 492 - Senior Design Project
Credits: 3
A significant design project which culminates in a working system, component, process or a complete description of a proposed design. Both an oral and written presentation of the results of the project are required.
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): ENGR 385 or ENGR 390
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 495 - Independent Study
Credits: 1–3
Individual study, research, or project in some field of engineering under the direction of a member of the engineering faculty.
Grade Mode: Normal w S/DG (A-F,J,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Instructor permission required.
College Code: CAS

ENGR 496 - Cooperative Work Experience
Credits: 1–4
Work experience in industry directed by an engineering faculty member. 120 hours of work is required per credit. A report must be submitted that summarizes the work experience and indicates the value of the experience to the student.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
Special Approval: Instructor permission required.
College Code: CAS
English Program courses (ENSL) on campus. Students with a score on the TOEFL below these levels may complete language requirements by enrolling in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the Intensive English Program. The exam must be taken within two years prior to enrollment. Students who score at least 5.

**English Proficiency Requirements**

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
- Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 17, and Speaking component score of at least 18.
- MELAB composite score of 84 with no component score lower than 80.
- IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of English on an individual basis.

**English as a Second Language**

Housed in the Department of English, the Center for Intensive English Programs (CIEP) offers programs to assist students in improving their English language proficiency. Students may enroll in the English for Academic Purposes (EAP) Program, which offers courses in grammar, reading, writing, critical thinking, and oral/aural practice. Students who complete all Level 4 classes in this program with a grade of B or better, who pass a required speaking test, and who pass the required exit exam, will be granted a certificate of completion. The certificate indicates that the student has completed the CIEP EAP program and has completed the university's language requirements.

**Bachelors**

**English, English Education Concentration BA**

A degree for students seeking careers as K-12 teachers in pre-collegiate denominational or public schools. Students normally spend four to five years in residence to complete the requirements.

All students who graduate with a BA in English will be able to:

- Demonstrate familiarity with a diversity of Anglophone literature, its historical and cultural contexts, its genres, and major critical approaches.
- Produce interpretive and analytical texts that are clear, organized, supported with evidence, and accurately documented.
- Identify and discuss elements of a Christian perspective in the analysis and creation of texts and in language use.

Students who graduate with a BA in English, Literature Emphasis, will be able to:

- Demonstrate cohesive knowledge of the scope and sequence of Anglophone literature, and broad knowledge and application of critical theories.

**Total Credits: 42**

**Major: Core Requirements—12**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 345 - Introduction to Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 460 - Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 498 - Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Major: Concentration Requirements**

**English Education Concentration**

This concentration is for students seeking secondary teaching certification.

4 Credits of ENGL 300 - Modern English Grammar Credits: 3,4
ENGL 403 - 20th-century English and American Literature Credits: 3
ENGL 408 - Literature for Young Adults Credits: 2,3
ENGL 437 - Teaching and Tutoring Writing Credits: 3
ENGL 459 - Methods of Teaching English Credits: 3

Choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 273 - American Literature to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 274 - American Literature 1865</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 371 - English Literature to 1600</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 372 - English Literature 1600–1800</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 373 - English Literature 1800–1914</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 404 - New Global Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 415 - Gender Studies in Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
Major: Additional Requirements

Michigan Test of Teacher Certification (MTTC)
English majors enrolled in the English Education emphasis seeking Michigan state secondary certification credentials will take the Michigan Test of Teacher Certification—subject area: English (MTTC) in their last year of study. Arrangements for taking the MTTC should be made with the Department of Teaching, Learning, and Curriculum in the School of Education. When test score results are tabulated by the Michigan Department of Education, they are shared with the students' certification advisor and then passed on to their English Education emphasis advisor. The Department of English decides how and when to share individual results.

Secondary Certification
For more information see the Andrews Core Experience for Secondary Certification in the department of Teaching, Learning, & Curriculum.

Andrews Core Experience
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience Program while noting the following course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion
RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
RELB 400 - SDA History and Prophetic Heritage Credits: 3,4 and a three credit elective chosen in consultation with your School of Education (SED) advisor

Language and Communication
ENGL 115 - College Writing I Credits: 3
ENGL 215 - College Writing II Credits: 3
COMM 450 - Communication in the Classroom Credits: 3

Foreign Language
four credits of Intermediate Language

History
HIST 117 - Civilizations and Ideas I Credits: 3
HIST 118 - Civilizations and Ideas II Credits: 3

Fine Arts and Humanities
ARTH 220 - Language of Art Credits: 3
PHTO 210 - History of Photography Credits: 3
three credits of Studio Art
ENGL 255 - Studies in Literature Credits: 3
PHIL 224 - Introduction to Philosophy Credits: 3
MUHL 214 - Enjoyment of Music Credits: 3
three credits of Ensemble Music

Life and Physical Sciences
take one Life Science and one Physical Science course as recommended in the GE requirements or major level Life and Physical Science course.

Service
EDTE 165 - Introduction to Teaching Credits: 4

Social Sciences
GDPC 302 - Educational Psychology Credits: 3
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education
HLED 120 - Fit for Life Credits: 1
and two Fitness Education courses

Admission Requirements

English Language Requirements
Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
- Internet-based TOEFL (IBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.
- MELAB composite score of 84 with no component score lower than 80.
- IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

English, Literature Concentration

BA

All students who graduate with a BA in English will be able to:
Demonstrate familiarity with a diversity of Anglophone literature, its historical and cultural contexts, its genres, and major critical approaches.
Produce interpretive and analytical texts that are clear, organized, supported with evidence, and accurately documented.
Identify and discuss elements of a Christian perspective in the analysis and creation of texts and in language use.

Students who graduate with a BA in English, Literature Emphasis, will be able to:
Demonstrate cohesive knowledge of the scope and sequence of Anglophone literature, and broad knowledge and application of critical theories.

Total Credits: 42-43

Core Requirements - 13

English Literature Core
ENGL 125 - Approaches to English Studies Credits: 3
ENGL 225 - Approaches to Theoretical Discourse Credits: 3
ENGL 345 - Introduction to Rhetoric Credits: 3
ENGL 450 - Literary Criticism and Theory Credits: 3
ENGL 495 - Independent Study/Readings Credits: 1–3

Breadth Component - 12

Choose two of the following (pre-1800) Courses:
ENGL 273 - American Literature to 1865 Credits: 3
ENGL 371 - English Language to 1600 Credits: 3
ENGL 372 - English Literature to 1600 Credits: 3

Choose two of the following (post-1800) Courses:
ENGL 274 - American Literature 1865 Credits: 3
ENGL 373 - English Literature 1800–1914 Credits: 3
ENGL 403 - 20th-century English and American Literature Credits: 3

Diversity Component - 6

Choose two of the following Courses:
ENGL 404 - New Global Literature Credits: 3
Concentration Electives
Choose 11-12 additional credits from the Department of English offerings (excluding ENGL 115, ENGL 117, and ENGL 215).

Major: Additional Requirements

Michigan Test of Teacher Certification (MTTC)
English majors enrolled in the English Education emphasis seeking Michigan state secondary certification credentials will take the Michigan Test of Teacher Certification—subject area: English (MTTC) in their last year of study. Arrangements for taking the MTTC should be made with the Department of Teaching, Learning, and Curriculum in the School of Education. When test score results are tabulated by the Michigan Department of Education, they are shared with the students’ certification advisor and then passed on to their English Education emphasis advisor. The Department of English decides how and when to share individual results.

Andrews Core Experience
Students must fulfill the BA Degree Requirements of the Andrews Core Experience.

Admission Requirements
English Language Requirements
Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:
- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
- Internet-based TOEFL (IBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.
- MELAB composite score of 84 with no component score lower than 80.
- IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

English, Writing Concentration

BA

All students who graduate with a BA in English will be able to:
- Demonstrate familiarity with a diversity of Anglophone literature, its historical and cultural contexts, its genres, and major critical approaches.
- Produce interpretive and analytical texts that are clear, organized, supported with evidence, and accurately documented.
- Identify and discuss elements of a Christian perspective in the analysis and creation of texts and in language use.

Students who graduate with a BA in English, Writing Emphasis, will be able to:
- Demonstrate an understanding of a variety of genre conventions and exhibit rhetorical adaptability in applying those conventions.

Total Credits: 42

Major: Core Requirements—12

Core Requirements
- ENGL 345 - Introduction to Rhetoric Credits: 3
- ENGL 460 - Linguistics Credits: 3
- ENGL 498 - Senior Seminar Credits: 1

Major: Concentration Requirements—30

Writing Emphasis
This emphasis is suitable for those planning professional careers as writers or those particularly interested in the teaching of writing. Students selecting this emphasis are encouraged to select a second major or minor that will enhance future employment.

In addition to the core courses required in the major, students must take:
- ENGL 438 - Advanced Composition Credits: 3

Choose five of the following courses:
- ENGL 220 - Technical Writing Credits: 3
- ENGL 315 - Professional Writing Credits: 3
- ENGL 437 - Teaching and Tutoring Writing Credits: 3
- ENGL 454 - The Writing Life Credits: 3
- ENGL 467 - Creative Writing Credits: 3
- ENGL 430 - Topics in ______ Credits: 1–4
- ENGL 497 - Writing Internship Credits: 1–3

Choose two of the following courses:
- ENGL 273 - American Literature to 1865 Credits: 3
- ENGL 274 - American Literature 1865 Credits: 3
- ENGL 371 - English Literature to 1600 Credits: 3
- ENGL 372 - English Literature 1600-1800 Credits: 3
- ENGL 373 - English Literature 1800-1914 Credits: 3
- ENGL 403 - 20th-century English and American Literature Credits: 3
- ENGL 404 - New Global Literature Credits: 3

Concentration Electives
Choose six additional credits from the Department of English offerings (excluding ENGL 115, ENGL 215) or related writing courses such as:
- JOUR 230 - Beginning Media Writing Credits: 3
- JOUR 330 - Advanced Media Writing Credits: 3
- JOUR 445 - Publication Production Credits: 3
- JOUR 465 - Advanced Topics in Journalism Credits: 3
- PLSC 316 - Legal Writing and Rhetoric Credits: 3
- DSGN 185 - InDesign Credits: 3

Major: Additional Requirements

Michigan Test of Teacher Certification (MTTC)
English majors enrolled in the English Education emphasis seeking Michigan state secondary certification credentials will take the Michigan Test of Teacher Certification—subject area: English (MTTC) in their last year of study. Arrangements for taking the MTTC should be made with the Department of Teaching, Learning, and Curriculum in the School of Education. When test score results are tabulated by the Michigan Department of Education, they are shared with the students' certification advisor and then passed on to their English Education emphasis advisor. The Department of English decides how and when to share individual results.

Andrews Core Experience
Students must fulfill the BA Degree Requirements of the Andrews Core Experience.

Admission Requirements
English Language Requirements
Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum
The English minor require a minimum total of 21 semester credits in English.

Total Credits - 21

Minor: Core - 3
Choose one of the following Courses:
ENGL 125 - Approaches to English Studies Credits: 3
ENGL 225 - Approaches to Theoretical Discourse Credits: 3

Diversity Component - 3
Choose one of the following Courses:
ENGL 404 - New Global Literature Credits: 3
ENGL 415 - Gender Studies in Literature Credits: 3
ENGL 440 - Language and Culture Credits: 3

Electives - 15
Any 15 ENGL credits (Excluding ENGL 115, 117 & 215)

Secondary Certification
For further information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum.

Admission Requirements

English Language Requirements
Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
- Internet-based TOEFL (IBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.
- MELAB composite score of 84 with no component score lower than 80.
- IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

Undergraduate Minors

English Education Minor

Total Credits: 26 - 29

Requirements
ENGL 300 - Modern English Grammar Credits: 3
ENGL 403 - 20th-century English and American Literature Credits: 3
ENGL 408 - Literature for Young Adults Credits: 2,3
ENGL 459 - Methods of Teaching English Credits: 3

Choose one of the following courses:
ENGL 273 - American Literature to 1865 Credits: 3
ENGL 274 - American Literature 1865 Credits: 3

Choose one of the following courses:
ENGL 371 - English Literature to 1600 Credits: 3
ENGL 372 - English Literature 1600-1800 Credits: 3
ENGL 373 - English Literature 1800-1914 Credits: 3

Choose one of the following courses:
ENGL 404 - New Global Literature Credits: 3
ENGL 415 - Gender Studies in Literature Credits: 3

Choose one of the following courses:
ENGL 315 - Professional Writing Credits: 3
3 Credits of ENGL 430 - Topics in ________ Credits: 1-4 (Topics in Writing)
ENGL 437 - Teaching and Tutoring Writing Credits: 3
ENGL 438 - Advanced Composition Credits: 3
ENGL 454 - The Writing Life Credits: 3
ENGL 467 - Creative Writing Credits: 3

Recommended
ENGL 345 - Introduction to Rhetoric Credits: 3
ENGL 460 - Linguistics Credits: 3

Minor: Core Requirements
4 Credits of ENGL 300 - Modern English Grammar Credits: 3
ENGL 407 - Literature for Children Credits: 2,3
Or ENGL 408 - Literature for Young Adults Credits: 2,3
English MA

All students who graduate with an MA in English will be able to:
Demonstrate familiarity with all three branches of the discipline of English: literature, writing and language.
Conduct original research in their chosen area of study and write a scholarly project that reflects the conventions of the discipline.
Demonstrate advanced and cohesive knowledge of the scope and sequence of Anglophone literature, its historical and cultural contexts, and its genres, and advanced knowledge and application of critical theories.

The expected length of the MA English program is five semesters.

Total Credits: 33

Degree Core

Core Requirements
- ENGL 514 - Biblical Literature Credits: 3
  Or ENGL 520 - The Christian Tradition Credits: 3
- ENGL 555 - Literary Criticism and Theory Credits: 3
- ENGL 589 - Graduate Seminar Credits: 3 (Must be taken twice with different content)
- ENGL 597 - Research Methods Credits: 3
- ENGL 670 - Comprehensive Exam Credits: 0
- ENGL 595 - Project Research Credits: 1-2
  Or ENGL 699 - Master's Thesis Credits: 1-4

and at least one graduate course from each of the three areas of literature, composition, and language.

Project /Thesis
Candidates must complete one of the following options:
A. Project paper (7,000-9,000 words)
B. MA Thesis (18,000+ words)

Admission Requirements

Applicants must meet the English Proficiency Requirements.
Applicants must have earned a minimum of 20 semester hours (30 quarter credits) in English courses as prerequisites, including ENGL 460 (or its equivalent).

These prerequisites are in addition to the General Education composition requirement.
It is desirable to have completed an English undergraduate major of at least 30 semester hours (45 quarter credits).
Students taking the MA: English (TESOL) must have completed ENGL 300 (or its equivalent) as a prerequisite.
Applicants with fewer English prerequisite credits than the minimum number required must remove the deficiencies by taking additional English courses other than those required for the MA degree.
Applicants must demonstrate proficiency in a foreign language by having done one of the following:
Earned credit through the intermediate college level with a minimum average grade of C.
Passed an exam approved by the English Department.
Completed their education through secondary school in a first language other than English.

English Language Requirements
Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department
of English. To qualify for admission to the English MA, students must obtain at least a minimum composite score on one of the following exams:
- Paper-based TOEFL (ITP) composite score of 600
- Internet-based TOEFL (IBT) composite score of 100
- MELAB composite score of 84
- IELTS composite score of 7

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. For required scores on other standardized proficiency exams, contact the department.

Teaching English to Speakers of Other Languages (TESOL) MA

The TESOL (Teaching English to Speakers of Other Languages) MA includes the extensive study of the English language and applied linguistics and is particularly appropriate for those who plan to teach English to speakers of other languages or do further work in linguistics.

All students who graduate with an MA in Teaching English to Speakers of Other Languages (TESOL) will be able to:
- Conduct original research in chosen area of study and write a scholarly project that reflects the conventions of the discipline
- Demonstrate advanced and cohesive knowledge of the structure, development, and acquisition of language
- Demonstrate advanced and cohesive knowledge of the theories and methods of teaching English to speakers of other languages and effectively apply current TESOL methodologies
- Demonstrate advanced and cohesive knowledge of the relationship between language and culture

Total Credits: 33

TESOL Core

These courses are required.
- ENGL 505 - Practicum Credits: 1,2
- ENGL 525 - Topics in ______ Credits: 1–4 (must be taken twice with different language content)
- ENGL 540 - Language and Culture Credits: 3
- ENGL 561 - TESOL Theories and Methods Credits: 3
- ENGL 563 - TESOL Pedagogy: Reading and Writing Credits: 2 (must be taken with ENGL 505)
- ENGL 565 - TESOL Pedagogy: Listening and Speaking Credits: 2 (must be taken with ENGL 505)
- ENGL 569 - Second Language Acquisition Credits: 3
- ENGL 572 - Christian Perspectives on Language Teaching Credits: 3
- ENGL 597 - Research Methods Credits: 3
- ENGL 595 - Project Research Credits: 1,2
  * To fulfill the requirements for ENGL 595 Project Research, a student should submit either a project paper (5000-7000 words targeting a specific journal) or a teaching portfolio.

Electives (a minimum of 5 credits)

- ANTH 600 - Seminar in Cultural Anthropology Credits: 2,3
- COMM 536 - Issues in Intercultural Communication Credits: 2,3
- EDTE 545 - Assessment of Learning: Credits: 3
- EDTE 650 - Curriculum Design: Credits: 3
- EDTE 684 - International Perspectives on Curriculum Credits: 3
- EDRM 611 - Applied Statistical Methods 1 Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- ENGL 504 - New Global Literature Credits: 3
- ENGL 525 - Topics in ______ Credits: 1–4
  Or a graduate level course approved by the advisor

Admission Requirements

Applicants must have taken ENGL 460 Linguistics (or its equivalent) and ENGL 300 Modern English Grammar (or its equivalent) as prerequisites. These courses may be taken concurrently while students are enrolled in the MA TESOL program.

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams:
- Paper-based TOEFL (ITP) composite score of 575.
- Internet-based TOEFL (IBT) composite score of 90.
- MELAB composite score of 82.

For the minimum scores from other standardized English tests, such as IELTS and PTE, contact the Department of English.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus.

School of Education Programs in Conjunction with the Department of English

 Elementary Education, Language Arts Concentration BSELED

Total Credits: 36

Major: Core Requirements — 36

Advising for this major is done by the Department of TLC.

Core Requirements

- COMM 280 - Voice and Diction Credits: 3
- COMM 450 - Communication in the Classroom Credits: 3
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 436 - Writing K–8 Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 300 - Modern English Grammar Credits: 3,4
- ENGL 407 - Literature for Children Credits: 2,3
- SPPA 435 - Communication Development and Disorders for Classroom Teachers Credits: 3

Literature

Choose two of the following courses:
- ENGL 273 - American Literature to 1865 Credits: 3
- ENGL 274 - American Literature 1865 Credits: 3
- ENGL 371 - English Literature to 1600 Credits: 3
- ENGL 372 - English Literature 1600–1800 Credits: 3
- ENGL 373 - English Literature 1800–1914 Credits: 3
- ENGL 403 - 20th-century English and American Literature Credits: 3

Writing

Choose one of the following courses:
- ENGL 430 - Topics in ______ Credits: 1–4
- ENGL 437 - Teaching and Tutoring Writing Credits: 3
- ENGL 438 - Advanced Composition Credits: 3
- ENGL 454 - The Writing Life Credits: 3
- ENGL 467 - Creative Writing Credits: 3

Electives

Select remaining courses from the following:
- COMM 320 - Interpersonal Communication Credits: 3
- ENGL 404 - New Global Literature Credits: 3
- ENGL 460 - Linguistics Credits: 3
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 321 - Normal Language Development Credits: 3

Andrews Core Experience
Language and Communication - 9
ENGL 115 - College Writing I  Credits: 3
ENGL 215 - College Writing II  Credits: 3
COMM 450 - Communication in the Classroom  Credits: 3

History - 6
HIST 204 - American Experience I  Credits: 3
HIST 205 - American Experience II  Credits: 3

Fine Arts and Humanities - 5
ENGL 407 - Literature for Children  Credits: 2,3

Choose one of the following courses:
MUHL 214 - Enjoyment of Music  Credits: 3
PHOTO 115 - Photography I  Credits: 3
PHOTO 210 - History of Photography  Credits: 3
3 Credits of Studio Art
3 Credits of Ensemble Music

Life and Physical Sciences - 8
BIOL 110 - Principles of Biology  Credits: 4

Choose one of the following courses:
PHYS 110 - Astronomy  Credits: 4
PHYS 115 - Mythbusting  Credits: 4

Social Science - 3
PLSC 104 - American Government  Credits: 3

Fitness Education - 3
HLED 120 - Fit for Life  Credits: 1
Plus two Fitness Education courses

Service - 4
EDTE 165 - Introduction to Teaching  Credits: 4

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners  Credits: 3
EDTE 418 - Methods for Teaching Beginning Reading  Credits: 3
EDTE 420 - Literacy Intervention Strategies  Credits: 3
EDTE 424 - Classroom Testing and Evaluation  Credits: 2,3
EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum  Credits: 3
EDTE 476 - Methods for Integrating Instructional Technology  Credits: 2,3
EDTE 480 - First Days of School Experience  Credits: 2
EDTE 484 - Developmental Reading Methods  Credits: 2
ENGL 407 - Literature for Children  Credits: 2,3
GEOG 110 - Survey of Geography  Credits: 3
MATH 221 - Mathematics for Elementary Teachers I  Credits: 3
MATH 222 - Mathematics for Elementary Teachers II  Credits: 3

Professional Elementary Education Requirements

GDPC 302 - Educational Psychology  Credits: 3
EDTE 165 - Introduction to Teaching  Credits: 4
EDTE 408 - Principles of Teaching and Learning  Credits: 3
EDTE 425 - Multi-grade/Multi-age Education  Credits: 2
EDTE 444 - Elementary Language Arts Methods  Credits: 2
EDTE 446 - Elementary Science and Health Methods  Credits: 3
EDTE 447 - Elementary Social Studies and Character Education Methods  Credits: 3

EDTE 487 - Student Teaching Seminar  Credits: 1 *
EDTE 488 - Student Teaching (Level)  Credits: 1–15 *

*(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)

Language Arts Minor

Advising for this minor is done by the Department of TLC.

Total Credits: 24

Minor: Core Requirements

COMM 450 - Communication in the Classroom  Credits: 3
EDTE 418 - Methods for Teaching Beginning Reading  Credits: 3
EDTE 420 - Literacy Intervention Strategies  Credits: 3
EDTE 436 - Writing K–8  Credits: 2
EDTE 484 - Developmental Reading Methods  Credits: 2
ENGL 300 - Modern English Grammar  Credits: 3,4
ENGL 407 - Literature for Children  Credits: 2,3

Choose one of the following courses:
ENGL 273 - American Literature to 1865  Credits: 3
ENGL 274 - American Literature 1865  Credits: 3
ENGL 403 - 20th-century English and American Literature  Credits: 3

Select remaining courses from the following:
COMM 280 - Voice and Diction  Credits: 3
ENGL 404 - New Global Literature  Credits: 3
ENGL 460 - Linguistics  Credits: 3
SPPA 234 - Introduction to Speech-Language Pathology and Audiology  Credits: 3
SPPA 321 - Normal Language Development  Credits: 3
SPPA 435 - Communication Development and Disorders for Classroom Teachers  Credits: 3

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
- Internet-based TOEFL (IBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18. IELTS composite score of 84 with no component score lower than 80. MELAB composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

English

Note: ENGL 115, 215 are prerequisite to all upper division courses in English with the exception of ENGL 300. Writing courses may not be audited.
ENGL 115 - College Writing I
Credits: 3
College-level introduction to the study of writing and writing practices. Emphasizes the social and rhetorical dimensions of writing through course readings and assigned writing projects.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Cannot be audited or CLEPed.
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

ENGL 117 - College Writing I: Writing Across Cultures
Credits: 3
College-level introduction to the study of writing and writing practices for students who have multilingual backgrounds and for native English speaking students who are interested in writing about language and culture. Emphasizes the social, rhetorical, and cultural dimensions of writing through course readings and assigned writing projects.

Lecture/lab: Weekly: 3 lectures
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Cannot be audited or CLEPed.
Schedule Type: Lecture
College Code: CAS

ENGL 125 - Approaches to English Studies
Credits: 3
Presents the fundamentals of literary studies: close reading, literary terminology, and genre analysis. Also introduces students to the English profession and potential careers.

Course/lab fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ENGL 215 - College Writing II
Credits: 3
Introduction to source-based, academic writing, including practice in summarizing, analyzing, synthesizing, and reading from a critical perspective. Sections organized thematically.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117. Cannot be audited or CLEPed.
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

ENGL 220 - Technical Writing
Credits: 3
Instruction and practice in designing technical reports. Course studies rhetorical problems and practical strategies related to analyzing and communicating technical information to technical and non-technical audiences.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 Cannot be audited.
Schedule Type: Lecture
College Code: CAS

ENGL 225 - Approaches to Theoretical Discourse
Credits: 3
Introduces students to theoretical language and strategies for analytical writing about fiction and non-fiction texts. Emphasizes critical approaches to literature.

Course/lab fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117
Schedule Type: Lecture
College Code: CAS

ENGL 255 - Studies in Literature
Credits: 3
An introductory literature course with the emphasis indicated by a subtitle, such as World Literature, Biblical Literature, or Short Story.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Lecture/lab
Term Offering: Fall, Spring
College Code: CAS

ENGL 270 - American Literature to 1900
Credits: 3
A survey of American literature from its beginnings to 1900.

Grade Mode: Self-Paced (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117.
Schedule Type: Lecture, Self-Paced
College Code: CAS

ENGL 273 - American Literature to 1865
Credits: 3
A survey of American literature from the 17th century through the Civil War.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 274 - American Literature 1865
Credits: 3
A survey of American literature from the Civil War to World War I.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 300 - Modern English Grammar
Credits: 3,4
Basic English syntax for students and future teachers, including grammatical terminology and a brief history of grammatical models. Students needing study in the history of the English language should enroll for 4 credits.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117.
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

ENGL 315 - Professional Writing
Credits: 3
Practice in adapting writing to a variety of professional audiences and tasks, including resumes, proposals, business and technical reports, web writing, and collaborative writing.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215. Cannot be audited.
Schedule Type: Lecture
College Code: CAS

ENGL 345 - Introduction to Rhetoric
Credits: 3
An introduction to the study of rhetoric, including classical and modern theories. Emphasis is given to the practical applications of rhetorical analysis in mass media, advertising, literary and political representations.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
College Code: CAS

ENGL 371 - English Literature to 1600
Credits: 3
A survey of literature of the British Isles from Beowulf through the 16th century.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 372 - English Literature 1600–1800
Credits: 3
A survey of English literature from the 17th and 18th centuries.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117.
Schedule Type: Lecture
ENGL 373 - English Literature 1800–1914
Credits: 3
A survey of literature of the British Isles from the 19th century to World War I.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 375 - English Literature I (to 1660)
Credits: 3
Literature of the British Isles from Beowulf through the Renaissance.

Grade Mode: Self-Paced (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Self-Paced
College Code: CAS

ENGL 376 - English Literature II (1660)
Credits: 3
Literature of the British Isles from the Restoration through the Victorian period.

Grade Mode: Self-Paced (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Self-Paced
College Code: CAS

ENGL 403 - 20th-century English and American Literature
Credits: 3
A survey of 20th-century literature of British, American and other literature in English.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215 and ENGL 267.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 404 - New Global Literature
Credits: 3
A survey of recent global literary texts with a focus on issues of diversity.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215 and ENGL 267.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 407 - Literature for Children
Credits: 2,3
Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
College Code: CAS

ENGL 408 - Literature for Young Adults
Credits: 2,3
Selection, analysis, and evaluation of literary works that meet the reading interests of young adults and enhance the preparation of middle-school and secondary English teachers, librarians, and parents.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 410 - Academic Writing for Advanced Study
Credits: 3
Additional practice in academic writing designed to improve the skills of students who are underprepared for advanced writing tasks and/or whose native language is not English. Emphasizes academic writing conventions through the study and completion of various academic genres including summary, proposal, critique, and research writing. Does not fulfill General Education requirements.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ENGL 414 - Biblical Literature
Credits: 3
Advanced study of the English Bible as literature and its literary influences.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, ENGL 267
Schedule Type: Lecture
College Code: CAS

ENGL 415 - Gender Studies in Literature
Credits: 3
Advanced study of literary texts dealing with gender issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL115 or ENGL117, ENGL215, ENGL267
Schedule Type: Lecture
College Code: CAS

ENGL 430 - Topics in ______
Credits: 1–4
Study of selected topics in composition, language, or literature. Topic and credit to be announced in advance.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Repeatable: Repeatable up to 12 credits with different topics
Schedule Type: Lecture, Blended Learning, Lecture/Lab
College Code: CAS

ENGL 437 - Teaching and Tutoring Writing
Credits: 3
Theory and practice in teaching, tutoring and responding to student writing. Exercises in composition, revision and evaluation. A minimum of 20 hours tutoring required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
College Code: CAS

ENGL 438 - Advanced Composition
Credits: 3
An exploration of published essays, writing theory, and strategies. Student essays move beyond—in style, scope and subject matter—the writing done in ENGL 115 or 117 and ENGL 215, which are prerequisites. Cannot be audited.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ENGL 440 - Language and Culture
Credits: 3
The study of language in the context of ethnology with emphasis on (1) the effect of social variables (including gender) on language use, and (2) on paralanguage (e.g., kinesics and proxemics).

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 450 - Literary Criticism and Theory
Credits: 3
An introduction to literary criticism and theory. Readings start with Plato, but special emphasis is on New Criticism to the present.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, and ENGL 267.
ENGL 454 - The Writing Life
Credits: 3
An exploration of composition theory and writing practice through the study of published writers' narrative accounts of the writing life. Students engage in an extended writing project selected in consultation with the instructor.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 and ENGL 215. Cannot be audited.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 456 - Introduction to TESOL Theories, Methods, and Issues
Credits: 4
This course introduces pre-service teachers to theories, methods, and issues in teaching English to second language learners. It explores effective teaching methods and strategies for teaching listening, speaking, reading, and writing for social and academic purposes. Participants will also gain knowledge of various issues surrounding TESOL, such as incorporating standards into teaching, developing and administering assessments, learning the teacher's role as a contributing professional, locating and utilizing available resources, and understanding implications of current language policy issues.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 459 - Methods of Teaching English
Credits: 3
An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Enrollment by permission of the instructor.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 460 - Linguistics
Credits: 3
An introduction to linguistics for those planning to teach or work in the area of language, communication, or English on any level.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: CAS

ENGL 464 - Major Literary Author
Credits: 3
Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, and ENGL 267.
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

ENGL 465 - TESOL Methods
Credits: 2
Specialized techniques for teaching and testing various English-language skills. Content rotates among grammar, reading, writing speaking, and listening.
Grade Mode: Normal (A-F,I,W)
Corequisite(s): ENGL 490 or ENGL 505-002 TESOL Practicum.
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, and ENGL 460
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

ENGL 467 - Creative Writing
Credits: 3
Practice in writing stories, essays, poetry, or drama. Course emphasis changes from semester to semester.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215. Cannot be audited.
Repeatable: Repeatable up to 9 credits with different topics
Schedule Type: Lecture
College Code: CAS

ENGL 469 - Second Language Acquisition
Credits: 3
Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, and ENGL 460 or permission of instructor.
Schedule Type: Lecture, Blended Learning, Interactive Online
Year Offering: Alternate years
College Code: CAS

ENGL 478 - Study Tour:
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

ENGL 490 - TESOL Practicum
Credits: 1,2
Study of and/or supervised practice in teaching English as a second language.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable up to 3 credits
Schedule Type: Blended Learning, Practicum
College Code: CAS

ENGL 495 - Independent Study/Readings
Credits: 1–3
Studies in various areas of language, literature, or composition under supervision of an appropriate instructor, including regular conferences, and resulting in oral and/or written reports and papers.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

ENGL 497 - Writing Internship
Credits: 1–3
Students intern 45 clock hours per hour of credit in a writing-related and approved field. Procedures and guidelines available from department. Open to English majors and students seeking a writing minor.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215 and either ENGL 315 or ENGL 220.
Repeatable: Repeatable up to 3 credits
Schedule Type: Practicum
College Code: CAS

ENGL 498 - Senior Seminar
Credits: 1
Discussion topics include career and placement. The development of a senior portfolio including capstone writing project.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): 24 credits in English (not including ENGL 115, ENGL 117, ENGL 215) or by permission of the instructor.
Schedule Type: Seminar
College Code: CAS
ENGL 504 - New Global Literature
Credits: 3
A survey of recent global literary texts with a focus on issues of diversity.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 505 - Practicum
Credits: 1-2
Study of and/or supervised practice in teaching college writing (section 01) or English as a second language (section 02).

Grade Mode: Normal w S/DG (A-F,J,S,J,D,G,W)
Prerequisite/Corequisite: Prerequisite or corequisite for those teaching English as a second language: ENGL 465.
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
College Code: CAS

ENGL 507 - Literature for Children
Credits: 2-3
Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: CAS

ENGL 508 - Literature for Young Adults
Credits: 2-3
Selection, analysis, and evaluation of literary works that meet the reading interests of young adults and enhance the preparation of middle-school and secondary English teachers, librarians, and parents.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 510 - Academic Writing for Advanced Study
Credits: 3
Additional practice in academic writing designed to improve the skills of students who are underprepared for advanced writing tasks and/or whose native language is not English. Emphasizes academic writing conventions through the study and completion of various academic genres including summary, proposal, critique, and research writing.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: CAS

ENGL 514 - Biblical Literature
Credits: 3
Advanced study of the English Bible as literature and its literary influences.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: CAS

ENGL 515 - Gender Studies in Literature
Credits: 3
Advanced study of literary texts dealing with gender issues.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: CAS

ENGL 520 - The Christian Tradition
Credits: 3
The study of noteworthy Christian literature, including works by authors such as John Milton, C.S. Lewis, G.K. Chesterton, and Flannery O’Connor. Also may include focus on Christian perspectives in response to literature.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture

Year Offering: Alternate years
College Code: CAS

ENGL 525 - Topics in _______
Credits: 1-4
Study of selected topics in composition (Modern Rhetoric), language (Contrastive Analysis), or literature (Shakespeare, Literature on Location, or Drama). Topic and credit to be announced in advance.

Grade Mode: Normal (A-F,J,W)
Repeatable: Repeatable up to 12 credits with different topics
Schedule Type: Lecture, Lecture/Lab
College Code: CAS

ENGL 537 - Teaching and Tutoring Writing
Credits: 3
Theory and practice in teaching, tutoring and responding to student writing. Exercises in composition, revision and evaluation. A minimum of 20 hours tutoring required.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: CAS

ENGL 540 - Language and Culture
Credits: 3
Study of language in the context of ethnology with emphases on (1) the effect of social variables (including gender) on language use, and on (2) paralanguage (e.g., kinesics and proxemics).

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 550 - Study of Composition
Credits: 3
Introduction to rhetorical and other principles involved in the writing process and in the teaching of composition to secondary-school and college students.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: CAS

ENGL 554 - The Writing Life
Credits: 3
An exploration of composition theory and writing practice through the study of published writers’ narrative accounts of the writing life. Students engage in an extended writing project selected in consultation with the instructor.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: CAS

ENGL 555 - Literary Criticism and Theory
Credits: 3
An introduction to literary criticism and theory. Readings start with Plato, but special emphasis is on New Criticism to the present.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: CAS

ENGL 559 - Methods of Teaching English
Credits: 3
An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Enrollment by permission of the instructor.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 561 - TESOL Theories and Methods
Credits: 3
Critical survey of traditional and current theories and methods of teaching English
to speakers of other languages. Includes supervised observation of ESL classes.

**ENGL 562 - TESOL Pedagogy and Practice**

**Credits:** 4
Study of current methods and techniques for teaching reading, writing, speaking, and listening to speakers of other languages. Includes supervised teaching of ESL classes.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** ENGL 561 - TESOL Theories and Methods.
**Schedule Type:** Lecture
**College Code:** CAS

**ENGL 563 - TESOL Pedagogy: Reading and Writing**

**Credits:** 2
Study of current methods and techniques for teaching reading and writing to speakers of other languages. Must be taken concurrently with ENGL 505 Practicum.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** CAS

**ENGL 564 - Major Literary Author**

**Credits:** 3
Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather.

**Grade Mode:** Normal (A-F,I,W)
**Repeatable:** Repeatable with different topics
**Schedule Type:** Lecture
**College Code:** CAS

**ENGL 565 - TESOL Pedagogy: Listening and Speaking**

**Credits:** 2
Study of current methods and techniques for teaching listening and speaking to speakers of other languages. Must be taken concurrently with ENGL 505 Practicum.

**Grade Mode:** Normal (A-F,I,W)
**Corequisite(s):** ENGL 505
**Schedule Type:** Lecture
**College Code:** CAS

**ENGL 566 - Phonetics and Phonology**

**Credits:** 3
Study of speech sounds and patterns including articulatory phonetics, phonemics, and an introduction to modern phonological theory and analysis.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** ENGL 115 or ENGL 117, ENGL 215 and ENGL 460 or permission of instructor.
**Schedule Type:** Lecture
**College Code:** CAS

**ENGL 567 - Creative Writing**

**Credits:** 3
Practice in writing stories, essays, poetry, or drama. Course emphasis changes from semester to semester.

**Grade Mode:** Normal (A-F,I,W)
**Repeatable:** Repeatable up to 9 credits with different topics
**Schedule Type:** Lecture
**College Code:** CAS

**ENGL 569 - Second Language Acquisition**

**Credits:** 3
Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** ENGL 115 or ENGL 117, ENGL 215 and ENGL 460 or permission of instructor.
**Schedule Type:** Lecture, Interactive Online
**College Code:** CAS

**ENGL 572 - Christian Perspectives on Language Teaching**

**Credits:** 3
Study of the intersection between Christian faith and language teaching, focusing on critical examination of different ideological and pedagogical perspectives surrounding this relationship.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture, Blended Learning
**College Code:** CAS

**ENGL 578 - Study Tour**

**Credits:** 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**Course/Lab Fee:** Yes
**Grade Mode:** Normal (A-F,I,W)
**Repeatable:** Repeatable
**Schedule Type:** Blended Learning
**College Code:** CAS

**ENGL 589 - Graduate Seminar**

**Credits:** 3
Research projects, reports, and discussions. Seminars are offered in various subjects corresponding with faculty specialization and greatest library strength.

**Grade Mode:** Normal with DG (A-F,I,W,DN)
**Repeatable:** Repeatable with different topics
**Schedule Type:** Blended Learning, Seminar
**College Code:** CAS

**ENGL 590 - Independent Study in English**

**Credits:** 1–3
Individualized reading or research in a specified area under the guidance of an instructor; admission by the chair's consent.

**Grade Mode:** Normal w/DG (A-F,I,S,U,DG,W)
**Repeatable:** Repeatable
**Schedule Type:** Independent
**College Code:** CAS

**ENGL 595 - Project Research**

**Credits:** 1,2
To fulfill the requirements for ENGL 595 Project Research, a student should submit either a project paper (5000-7000 targeting a specific journal) or a teaching portfolio.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)
**Repeatable:** Repeatable up to 4 credits
**Schedule Type:** Independent
**College Code:** CAS

**ENGL 597 - Research Methods**

**Credits:** 3
Research materials, methods of research, and documentation in English studies.

**Grade Mode:** Normal (A-F,I,W)
**Repeatable:** Repeatable
**Schedule Type:** Lecture, Blended Learning
**College Code:** CAS

**ENGL 648 - Workshop**

**Credits:** 1–4
Intensive study on selected topics. As needed

**Grade Mode:** Normal w/DG (S,U,I,W,DG)
**Repeatable:** Repeatable
**Schedule Type:** Workshop
**College Code:** CAS

**ENGL 650 - Project Continuation**

**Credits:** 0
Student may register for this title while clearing deferred grade (DG) with advisor approval only. Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status
ENGL 655 - Program Continuation
Credits: 0
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, see Admission Status Categories in the School of Graduate Studies & Research. Registration does not indicate full-time status.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 660 - Thesis Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) with advisor approval only. Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 665 - Preparation for Comprehensive Exams
Credits: 0
Advisor approval required. Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 670 - Comprehensive Exam
Credits: 0

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 699 - Master's Thesis
Credits: 1–4
Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS
English as a Second Language

CENTER FOR INTENSIVE ENGLISH PROGRAMS
Nethery Hall, Room 203
269-471-2260
ciep@andrews.edu
www.andrews.edu/cas/english/esl/

Faculty
Christian Stuart, Director
Asta LaBianca
Janet Blackwood
Dianne Staples

Adjunct Faculty
Laura Jackson
Paul Matychuk
Amanda Meseraull
Lila Moncrieff
Melissa Morgan
Marta Trias
Luda Vine

Mission
The Center for Intensive English Programs (CIEP) at Andrews University seeks to provide students with an opportunity to develop the skills needed to:
- Meet life’s needs in aural/oral and written communication
- Communicate within the language formalities of an academic institution
- Prepare for college/university entrance

Methods
CIEP offers a rigorous academic English program to help students prepare to apply to college/university
CIEP enhances English skills through a variety of academic, cultural, and professional experiences
CIEP establishes tutorials and conversation partners to encourage interaction with native English speakers
CIEP maintains small class sizes for optimal learning

Results
Participants matriculate into undergraduate and graduate programs
Professionals achieve English language proficiency
Participants function within the various English language formalities

Non-degree Majors

English for Academic Purposes (EAP) Program

Program Information
The EAP Program develops and assesses college-level academic English language proficiency, and completing the EAP Program gives both undergraduate and graduate students at Andrews the opportunity to meet university English requirements. The EAP Program is offered during Fall semester, Spring semester, and in an eight-week Summer semester, which counts as a full semester. EAP classes are offered for credit or for non-credit hours.

Placement
The CIEP English Placement Test (EPT) is used to place new students into one of four levels in the EAP Program: Level 1 (Beginning), Level 2 (Lower Intermediate), Level 3 (Upper Intermediate), and Level 4 (Advanced). The Test of English as a Foreign Language (TOEFL), or any other English language proficiency test accepted by Andrews University, is not required for individuals to be placed into one of the four levels; however, if an individual has an English language proficiency score on record, this score may be used in determining level placement, though the EPT score is the primary level placement indicator.

Classes
Each of the four levels has core classes in grammar, reading, writing, listening, and speaking. Additional skill-building classes focus on pronunciation, conversation and discussion, academic presentations, and American culture and values.

CIEP Certificate
The CIEP Certificate is awarded to students who successfully complete the EAP Program, and earning the CIEP Certificate demonstrates completion of university language requirements. To earn the CIEP Certificate, an individual must do all of the following:
- Pass the required EAP Speaking Test, which is given as part of the Level 4 Speaking & Listening class
- Pass the required EAP Exit Exam, which is given upon successful completion of all Level 4 classes

Note: The TOEFL (or any English language proficiency test other than the EAP Exit Exam) is not required to complete the EAP Program.

Certificates

Andrews English Experience
Andrews English Experience is a short intensive English program offered in July and/or January in sessions of two or three weeks on the Andrews campus or on the campus of another institution. Andrews English Experience has a general track open to all learners and professional tracks open to cohorts of ten individuals or more (for each professional track) in specific disciplines or professions (e.g., professional workshops can focus on business English, medical English, English for church leaders, etc.). Core English classes are offered in the mornings for all learners and specialized general track and professional track workshops are offered in the afternoons. Field trips and other cultural activities may be offered as part of Andrews English Experience for an additional cost. The Andrews English Experience Certificate is awarded to all individuals who complete the program.

Other Programs

Conversation Partner Program, Tutorials, and Community English Workshops
A conversation partner program is offered most semesters to students enrolled in certain CIEP classes. In addition, both one-on-one tutorial services and short-term group tutorial sessions can be arranged for a fee on a case-by-case basis. Finally, certain specialized English tutorials, such as a TOEFL preparation workshop, are offered for a fee and are open to the community.

Language Bridge Program
The Language Bridge Program allows students to take a limited number of degree program courses while completing language proficiency requirements in CIEP. To be eligible for the Language Bridge Program, individuals must have a TOEFL ITP score of 500-549 (or the equivalent on another English language proficiency test accepted by Andrews University) for most degree programs. Degree programs with
Development of reading and writing as connected skills with emphasis on reading and writing both oral and written.

Development of English grammatical skills necessary for clear communication, paragraphs) in communicative contexts.

Introduction to writing in English with emphasis on producing texts (sentences and paragraphs) in communicative contexts.

Introduction to reading in English with emphasis on strategies for developing effective communication.

Development of listening and speaking as connected skills with emphasis on reading, writing, listening, and speaking. All international students are required to be in class a minimum of 12 hours per week.

Focus on developing English language skills by discussing and responding to issues in a variety of disciplines presented in TED Talks. For students at a lower-intermediate English proficiency levels.

Individual and small group study of English as a second language in preparation for undergraduate and graduate study. May include (but not limited to) grammar, writing, reading, listening, and speaking. All international students are required to be in class a minimum of 12 hours per week.

Intensive study of English for 4-week summer intensive English and cultural immersion program, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Intensive study of English as a second language for undergraduate students, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Development of English grammatical skills necessary for accurate usage in a variety of communicative and academic contexts, both oral and written.

Development of reading and writing as connected skills with emphasis on reading for critical thinking and producing texts (paragraphs and essays) in a variety of communicative and academic contexts.

ENSL 10 - Level 1 Grammar
Credits: 0,4
Introduction to English grammar with emphasis on basic grammar usage in communicative contexts, both oral and written.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 11 - Level 1 Reading & Writing
Credits: 0,4
Introduction to reading and writing as connected skills with emphasis on reading and producing texts (sentences and paragraphs) in communicative contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 12 - Level 1 Listening & Speaking
Credits: 0,4
Introduction to listening and speaking as connected skills with emphasis on effective communication.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 13 - Level 1 Reading
Credits: 0,4
Introduction to reading in English with emphasis on strategies for developing reading fluency.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 14 - Level 1 Writing
Credits: 0,4
Introduction to writing in English with emphasis on producing texts (sentences and paragraphs) in communicative contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ENSL 20 - Level 2 Grammar
Credits: 0,4
Development of English grammatical skills necessary for clear communication, both oral and written.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 21 - Level 2 Reading & Writing
Credits: 0,4
Development of reading and writing as connected skills with emphasis on reading for critical thinking and producing texts (paragraphs) in communicative contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 122 - Level 2 Listening & Speaking
Credits: 0,4
Development of listening and speaking as connected skills with emphasis on effective communication.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 124 - Level 2 TED Talks English
Credits: 0,4
Focus on developing English language skills by discussing and responding to issues in a variety of disciplines presented in TED Talks. For students at a lower-intermediate English proficiency levels.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 130 - English for Academic Purposes: Level 1-4
Credits: 0,4
Individual and small group study of English as a second language in preparation for undergraduate and graduate study. May include (but not limited to) grammar, writing, reading, listening, and speaking. All international students are required to be in class a minimum of 12 hours per week.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Term Offering: Spring, Summer, Fall
College Code: CAS

ENSL 131 - Andrews English Experience
Credits: 0,4
Intensive study of English for 4-week summer intensive English and cultural immersion program, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Summer
College Code: CAS

ENSL 195 - Individualized Study: Level 1-4
Credits: 0,4
Individualized study of English as a second language for undergraduate students, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 210 - Level 3 Grammar
Credits: 0,4
Development of English grammatical skills necessary for accurate usage in a variety of communicative and academic contexts, both oral and written.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 211 - Level 3 Reading & Writing
Credits: 0,4
Development of reading and writing as connected skills with emphasis on reading for critical thinking and producing texts (paragraphs and essays) in a variety of communicative and academic contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS
ENSL 212 - Level 3 Listening & Speaking
Credits: 0,4
Development of listening and speaking as connected skills with emphasis on effective communication in academic and nonacademic contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 220 - Level 4 Grammar
Credits: 0,4
Intensive review of English grammar with emphasis on accurate grammar usage in a variety of communicative and academic contexts, both oral and written.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 221 - Level 4 Reading & Writing
Credits: 0,4
Mastery of reading and writing as connected skills with emphasis on reading for critical thinking and producing texts (essays) using research in a variety of communicative and academic contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 222 - Level 4 Listening & Speaking
Credits: 0,4
Mastery of listening and speaking as connected skills with emphasis on fluency and effective communication in academic and nonacademic contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 223 - Level 3 Pronunciation
Credits: 0,4
English pronunciation improvement with emphasis on vowels, consonants, word stress, and intonation patterns. For students at an upper-intermediate level.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 225 - Level 4 American Ways
Credits: 0,4
Focus on reading a variety of academic texts about American history and culture for the purpose of critical thinking and discussion and with emphasis on group presentations, interviews, and interaction with native English speakers. For students at an advanced level.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 530 - English for Academic Purposes: Level 1-4
Credits: 0–16
Study of English as a second language for graduate students, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 531 - Individualized Study: Level 1-4
History & Political Science

Buller Hall, Room 135
269-471-3292
history@andrews.edu
www.andrews.edu/cas/history/

Faculty
Stephanie A. Carpenter, Chair
John J. Markovic
Marcella Myers
Gary V. Wood

Emeritus
Brian E. Strayer

Adjunct Faculty
Adam Fenner
Douglas Morgan
Paula Dronen
Robert Jones

Mission
The Andrews University Department of History & Political Science constitutes a vital component of this distinctive Seventh-day Adventist institution of higher learning. Serving its majors and minors and general education students, the department promotes the study of history, politics and philosophies within the framework of a Christian worldview, emphasizing both individual and corporate responsibility for service to humanity.

Bachelors

History BA
This program is designed for those interested in studying history with classes in many of the different areas of world history.

Total Credits: 43

Major: Core - 16

HIST 101 - Introduction to History & Political Science (HPSC) Credits: 1
HIST 117 - Civilizations and Ideas I Credits: 3
Or
HIST 118 - Civilizations and Ideas II Credits: 3
HIST 204 - American Experience I Credits: 3
Or
HIST 205 - American Experience II Credits: 3
HIST 277 - History Colloquium Credits: 0
HIST 390 - Research Seminar Credits: 3
PLSC 104 - American Government Credits: 3
PLSC 456 - Classical, Medieval and Early Modern Political Thought Credits: 3

Major Courses - 27

HIST 117 - Civilizations and Ideas I Credits: 3
If not taken above:
Or
HIST 118 - Civilizations and Ideas II Credits: 3
If not taken above:
Or
HIST 204 - American Experience I Credits: 3
Or
HIST 205 - American Experience II Credits: 3
HIST 404 - Adventist Heritage Credits: 3
Or
RELT 400 - SDA History and Prophetic Heritage Credits: 3,4
HIST 480 - Senior Seminar Credits: 3

Andrews Core Experience Requirements
Students must take the courses outlined in the Andrews Core Experience: BA & BS Degrees.

Require intermediate language for BA degree
Require PHIL 224 to fulfill ACE category (currently used in the Humanities/Fine Arts area)

Certification

Secondary Certification
For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Andrews Core Experience for Secondary Certification
For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Religion - 12
RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
REIH 400 - SDA History and Prophetic Heritage Credits: 3,4
and a 3-credit elective chosen in consultation with your SED advisor

Language and Communication
ENGL 115 - College Writing I Credits: 3
ENGL 215 - College Writing II Credits: 3
COMM 450 - Communication in the Classroom Credits: 3

Foreign Language (BA only)
Intermediate Language Credits: 4

History
covered in major

Fine Arts and Humanities - 3
ARTH 220 - Language of Art Credits: 3
PHTO 210 - History of Photography Credits: 3
Studio Art Credits: 3
Ensemble Music Credits: 3
ENGL 255 - Studies in Literature Credits: 3
PHIL 224 - Introduction to Philosophy Credits: 3
MUHL 214 - Enjoyment of Music Credits: 3

Life, Physical Sciences and Mathematics
Take one Life Science course and one Physical Science course. Choose from Andrews Core Experience: BA & BS Degrees.

Service
EDTE 165 - Introduction to Teaching Credits: 4
### Political Science BA/BS

This degree is designed for students interested in political science and/or law school.

**Total Credits - 43**

#### Major: Core - 16

- HIST 117 - Civilizations and Ideas I **Credits:** 3
- HIST 118 - Civilizations and Ideas II **Credits:** 3
- HIST 204 - American Experience I **Credits:** 3
- HIST 205 - American Experience II **Credits:** 3
- PLSC 101 - Introduction to History & Political Science (HPSC) **Credits:** 1
- PLSC 104 - American Government **Credits:** 3
- PLSC 277 - Political Science Colloquium **Credits:** 3
- PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits:** 3

#### Major: Course Requirements - 27

- PLSC 225 - Comparative Politics **Credits:** 3
- PLSC 230 - International Relations **Credits:** 3
- PLSC 365 - American Foreign Relations **Credits:** 3
- PLSC 410 - Comparative Political Theory and Method **Credits:** 3
- PLSC 458 - American Political Thought **Credits:** 3

12 credits major courses (taken in consultation with advisor)

#### Andrews Core Experience Requirements

Students must take the courses outlined in the Andrews Core Experience: BA & BS Degrees.

- Require intermediate language for BA degree
- Require PHIL 224 to fulfill ACE category (currently used in the Humanities/Fine Arts area)
- Require STAT 285 as MATH requirement

### Secondary Certification - 42

- ECON 225 - Principles of Macroeconomics **Credits:** 3
- GEOG 110 - Survey of Geography **Credits:** 3
- HIST 204 - American Experience I **Credits:** 3
- HIST 205 - American Experience II **Credits:** 3
- HIST 459 - Special Methods in Teaching History and Social Studies **Credits:** 3
- PLSC 104 - American Government **Credits:** 3
- PLSC 237 - The Individual, State, and Marketplace **Credits:** 3
- PLSC 277 - Political Science Colloquium **Credits:** 0
- PLSC 435 - Public Policy **Credits:** 3
- PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits:** 3

Choose (1) course from the following set:
- PLSC 225 - Comparative Politics **Credits:** 3
- PLSC 230 - International Relations **Credits:** 3

### Andrews Core Experience for Secondary Certification

For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

#### Religion - 12

- RELT 100 - God and Human Life **Credits:** 3
- RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
- RELH 400 - SDA History and Prophetic Heritage **Credits:** 3

And a 3-credit elective chosen in consultation with your SED advisor

#### Language and Communication

- ENGL 115 - College Writing I **Credits:** 3
- ENGL 215 - College Writing II **Credits:** 3
- COMM 450 - Communication in the Classroom **Credits:** 3

#### Foreign Language (BA only)

- Intermediate Language Credits: 4
- History covered in major

#### Fine Arts and Humanities - 3

- ARTH 220 - Language of Art **Credits:** 3
- PHTO 210 - History of Photography **Credits:** 3
- Studio Art Credits: 3
- Ensemble Music Credits: 3
- ENGL 255 - Studies in Literature **Credits:** 3
- PHIL 224 - Introduction to Philosophy **Credits:** 3
- MUHL 214 - Enjoyment of Music **Credits:** 3

#### Life, Physical Sciences and Mathematics

Take one Life Science course and one Physical Science course. Choose from Andrews Core Experience: BA & BS Degrees.

#### Service

- EDTE 165 - Introduction to Teaching **Credits:** 4

#### Social Sciences

- GDPC 302 - Educational Psychology **Credits:** 3
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

### Fitness Education

- HLED 120 - Fit for Life **Credits:** 1

plus two Fitness Education courses

### Social Studies BS

For students interested in understanding social studies which has both undergraduate and graduate courses.

**Total Credits: 124**

#### Major: Core Requirements

- HIST 101 - Introduction to History & Political Science (HPSC) **Credits:** 1
- BHSC 235 - Culture, Place and Interdependence **Credits:** 3
- ECON 225 - Principles of Macroeconomics **Credits:** 3
- ECON 226 - Principles of Microeconomics **Credits:** 3
- GEOG 110 - Survey of Geography **Credits:** 3
- GEOG 260 - Cultural Geography **Credits:** 3
Economics.

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

Certification - 56

Secondary Certification
See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 177 - Cultures and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>ECON 225 - Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 226 - Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 206 - Personal Finance</td>
<td>2,3</td>
</tr>
<tr>
<td>GEOG 110 - Survey of Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 260 - Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 117 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 118 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 204 - American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205 - American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 277 - History Colloquium</td>
<td>0</td>
</tr>
<tr>
<td>HIST 390 - Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HIST 404 - Adventist Heritage</td>
<td>3</td>
</tr>
<tr>
<td>HIST 459 - Special Methods in Teaching History and Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 104 - American Government</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 225 - Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 230 - International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 237 - The Individual, State, and Marketplace</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 435 - Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Any credits necessary to achieve 56 choose in consultation with your advisor.</td>
<td></td>
</tr>
</tbody>
</table>

Andrews Core Experience for Secondary Certification
For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 117 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 118 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 204 - American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205 - American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 117 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 118 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 104 - American Government</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 225 - Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 230 - International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 237 - The Individual, State, and Marketplace</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 435 - Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Any credits necessary to achieve 56 choose in consultation with your advisor.</td>
<td></td>
</tr>
</tbody>
</table>

History Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 117 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 118 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 204 - American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205 - American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 117 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 118 - Civilizations and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 104 - American Government</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 225 - Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 230 - International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 237 - The Individual, State, and Marketplace</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 435 - Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Any credits necessary to achieve 56 choose in consultation with your advisor.</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 21

Legal Studies Minor

Minor: Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 405 - Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 224 - Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 320 - Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 210 - Introduction to the Legal Profession</td>
<td>2</td>
</tr>
<tr>
<td>PLSC 260 - Introduction to American Law</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 316 - Legal Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Any credits necessary to achieve 56 choose in consultation with your advisor.</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following courses:
BSAD 341 - Business Law Credits: 3
BSAD 355 - Principles of Management Credits: 3
ENGL 345 - Introduction to Rhetoric Credits: 3
PLSC 335 - Criminal Law Credits: 3
PLSC 326 - American Political Institutions: Judiciary Credits: 3
PLSC 328 - American Political Institutions: Congress Credits: 3
PLSC 420 - Human Rights, Violations, and Reconciliations Credits: 3
RELT 340 - Religion and Ethics in Modern Society Credits: 3

Total Credits: 33

Political Science Minor

Degree Requirements
PLSC 104 - American Government Credits: 3
PLSC 225 - Comparative Politics Credits: 3
Or PLSC 230 - International Relations Credits: 3
PLSC 326 - American Political Institutions: Judiciary Credits: 3
Or PLSC 328 - American Political Institutions: Congress Credits: 3
PLSC 456 - Classical, Medieval and Early Modern Political Thought Credits: 3
and 6 additional credits to be selected from upper-division political science courses.

Total Credits: 21

Minor Requirements for Secondary Certification
PLSC 104 - American Government Credits: 3
PLSC 225 - Comparative Politics Credits: 3
Or PLSC 230 - International Relations Credits: 3
PLSC 237 - The Individual, State, and Marketplace Credits: 3
PLSC 435 - Public Policy Credits: 3
PLSC 456 - Classical, Medieval and Early Modern Political Thought Credits: 3
ECON 225 - Principles of Macroeconomics Credits: 3
GEOG 110 - Survey of Geography Credits: 3
HIST 204 - American Experience I Credits: 3
HIST 205 - American Experience II Credits: 3
HIST 459 - Specialist Methods in Teaching History and Social Studies Credits: 3

Total Credits: 33

History

HIST 101 - Introduction to History & Political Science (HPSC)
Credits: 1
Course is designed to assist students in their transition to Andrews University while also introducing students to the study of History & Political Science. Content includes orientation to the major/department; university procedures, policies, and resources; strategies for personal and academic success, and extracurricular opportunities including, but not limited to guest lectures, field presentations, and projects. Introductory seminar for all first semester HPSC majors.
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

HIST 110 - Worldviews, Cultures and Gods
Credits: 3
This course examines the concept of worldview and how worldviews are manifested through history in various cultures/religions, from ancient monistic types to modern and postmodern types. The course covers biblical worldview, special revelation, natural and scientific worldview, various philosophies of history, and the interaction between various worldviews, ideologies and ideas.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

HIST 117 - Civilizations and Ideas I
Credits: 3
Survey of the development of major world civilizations to the eighteenth century, including the origins and history of ideas, worldviews, and institutions (Stoicism, Hinduism, Catholicism, etc.), with an emphasis on the interaction of cultures in the premodern world.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall
College Code: CAS

HIST 118 - Civilizations and Ideas II
Credits: 3
Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Spring
College Code: CAS

HIST 137 - Chinese History & Culture I
Credits: 3
A study of Chinese history and culture from antiquity to the Ming dynasty. Hong Kong Adventist College only.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

HIST 138 - Chinese History & Culture II
Credits: 3
A study of Chinese history and culture from the Qing dynasty to the present. Hong Kong Adventist College only.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

HIST 204 - American Experience I
Credits: 3
A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Term Offering: Fall
College Code: CAS

HIST 205 - American Experience II
Credits: 3
A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Term Offering: Spring
College Code: CAS

HIST 277 - History Colloquium
Credits: 0
Current topics and issues of interest to historians and political scientists. Required each semester of all students majoring in history, political science, or social studies.
expected in the larger contexts of social, economic, and political change on
experiences by region as well as by social category, and will situate those
and popular culture. We will emphasize the diversity of women's historical
for example, changing patterns of public/private sphere, work, leisure, and
class have shaped women's lives in the U.S. from the 1600s to the present, and
the founding of the nation in the Revolutionary period; the promise and ultimate
experience, we can better understand the paradoxes of slavery and freedom from
the issues of race, ethnicity, class, and gender within the African American
has experienced from the time of Christ up to the Reformation. Special attention
spatial and intellectual aspects of the Protestant Reformation. Special emphasis is given to
church-state relations and the struggle for religious toleration from 1517–1650.
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.
A history of the concept of nation, nationalism, Liberalism and socialism, with
philosophic aspects of the Renaissance and the religious, political, social, and
intellectual developments of early modern Europe. Special emphasis is given to

## HIST 316 - History of the Christian Church I

**Credits:** 3

Surveys the internal and external developments and conflicts which Christianity has experienced from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HIST 117 or permission of instructor.

**Term Offering:** Fall

**College Code:** CAS

## HIST 317 - History of the Christian Church II

**Credits:** 3

Surveys the history of the church from the Protestant Reformation to the current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, and worldwide mission expansion and ecumenism.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HIST 118 or permission of instructor.

**Term Offering:** Spring

**College Code:** CAS

## HIST 325 - History of American Women

**Credits:** 3

The social, political, and economic roles and changing status of women in America. This course will examine how social constructions of gender, race, and class have shaped women's lives in the U.S. from the 1600s to the present, and how some women have pushed at the boundaries of those constructions through, for example, changing patterns of public/private sphere, work, leisure, and education; through political activism, involvement in a variety of social movements; and popular culture. We will emphasize the diversity of women's historical experiences by region as well as by social category, and will situate those experiences in the larger contexts of social, economic, and political change on local, national, and even global levels.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 390 - Research Seminar

**Credits:** 3

Introduction to research methodology, including the use of primary and secondary sources, bibliographical searches, and evaluation of sources. Requires the writing of a research paper using primary sources and original reseach.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## HIST 404 - Adventist Heritage

**Credits:** 3

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact.

**Grade Mode:** Normal (A-F,I,W)

**Term Offering:** Spring

**College Code:** CAS

## HIST 409 - African American History

**Credits:** 3

The African American experience is the American experience. By understanding the issues of race, ethnicity, class, and gender within the African American experience, we can better understand the paradoxes of slavery and freedom from the founding of the nation in the Revolutionary period; the promise and ultimate denial of citizenship rights in emancipation and Federal Reconstruction; and the continual struggles of African American men and women to fulfill the promise of democracy from the Long Civil Rights and to the Black Power movement.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 413 - Torture and Execution in Early Modern Europe, 1400-1800

**Credits:** 3

This course examines criminal law, courts, torture, and prisons from the Late Middle Ages to the French Revolution of 1789.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 414 - Renaissance and Reformation, 1300–1648

**Credits:** 3

The birth of the modern age, with emphasis on the religious, artistic, literary, and philosophic aspects of the Renaissance and the religious, political, social, and intellectual aspects of the Protestant Reformation. Special emphasis is given to church-state relations and the struggle for religious toleration from 1517–1650.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## HIST 415 - Absolutism and Enlightenment, 1648–1789

**Credits:** 3

The rise of absolute monarchies and their impact on political, social, economic, and intellectual developments of early modern Europe. Special emphasis is given to church-state relations and the struggle for religious liberty from 1650–1789.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## HIST 426 - Nationalism and Modernity, 1534-1914

**Credits:** 3

A study of European society starting with the Great War, the Russian Revolution, totalitarian regimes, the Second World War, the Holocaust, the Cold War, the Second Vatican Council, the postmodern cultural and intellectual world of the 1960’s, terrorism, racism and globalization.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 427 - World Wars and the Postmodern Age, since 1914

**Credits:** 3

A study of European society starting with the Great War, the Russian Revolution, totalitarian regimes, the Second World War, the Holocaust, the Cold War, the Second Vatican Council, the postmodern cultural and intellectual world of the 1960’s, terrorism, racism and globalization.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 432 - Middle East Studies

**Credits:** 3

This course will examine the political history and institutions of selected Middle Eastern countries and focus on the similarities and differences between these nations in an effort to understand the way in which political systems and institutions have been adapted to serve diverse cultures of the modern world.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 434 - From Discovery to Nation, 1492–1789

**Credits:** 3

A study of the political, economic, and social development of America from discovery to 1789.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture
HIST 435 - Union and Disunion, 1789–1865  
Credits: 3  
Examines major events and developments through the lenses of religion, race, gender, class and culture. Emphasis is given to disestablishment of the churches, concepts of democracy, slavery, westward expansion, and the Civil War.  
Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
Year Offering: Alternate years  
College Code: CAS

HIST 437 - Topics:  
Credits: 3  
A study of selected topics in history as announced in the class schedule. May be repeated with different topics.  
Grade Mode: Normal (A-F,I,W)  
Repeatable: Repeatable  
Schedule Type: Lecture  
College Code: CAS

HIST 438 - Workshop:  
Credits: 1–3  
Provides an opportunity to study in a focused area within the study of History. A paper is required for more than one credit and may be required for one credit.  
Grade Mode: Satisfactory w DG (S,U,I,W,DG)  
Repeatable: Repeatable  
Schedule Type: Workshop  
College Code: CAS

HIST 454 - Racism, Antisemitism, Holocaust  
Credits: 3  
A history of hatred and contempt of Jews and Judaism since the first century, modern antisemitism and racism, the rise of Nazism, the Final Solution, and the response of the Christian Church toward these developments. Attention is given to the Nostra Aetate and ramifications of it for contemporary society.  
Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
College Code: CAS

HIST 458 - The Emergence of Modern America, 1865–1939  
Credits: 3  
Examines major events and developments through the lenses of religion, race, gender, and class and their impact on the individual's place in American society. Topics include religious pluralism and its social implications, Reconstruction, the industrial revolution, social and political reform, expansionism, World War I, and the Great Depression.  
Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
Year Offering: Alternate years  
College Code: CAS

HIST 459 - Special Methods in Teaching History and Social Studies  
Credits: 3  
A practicum taken prior to student teaching. Emphasizes methods, materials, and techniques of teaching history, geography, and social studies in grades 7-12. Required of students seeking secondary certification in history or social studies. Does not apply to a minor in history.  
Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): EDTE 459.  
Schedule Type: Lecture  
Term Offering: Fall  
College Code: CAS

HIST 469 - America as a World Power, 1939–Present  
Credits: 3  
An examination of issues of national consciousness and cultural identity within major topics of the period such as World War II, the Cold War, Vietnam, the Civil Rights movement, Watergate, and various contemporary issues.  
Grade Mode: Normal (A-F,I,W)
HIST 537 - Topics in _________
Credits: 3
Selected topics (as related to the course scheduled classes) in the area of history.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS

HIST 590 - Independent Readings
Credits: 1,2
Individual reading in a specified area under the guidance of an instructor.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Term Offering: Fall, Spring
College Code: CAS

HIST 650 - Historical Method and Research
Credits: 3
Examination of historical research methodology, including bibliographical searches, critical evaluation of sources, documentation style, and written and oral presentation of research.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PHIL 224 - Introduction to Philosophy
Credits: 3
An introduction to basic philosophical issues, including the relationship of faith and reason, epistemology, the mind-body problem, determinism and free will, and ethics.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

PHIL 320 - Critical Thinking
Credits: 3
Designed to encourage independent thinking and to teach analytical and logical skills necessary for problem solving as well as understanding and evaluating the ideas and claims of others.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

Political Science

PLSC 101 - Introduction to History & Political Science (HPSC)
Credits: 1
Course is designed to assist students in their transition to Andrews University while also introducing students to the study of History & Political Science. Content includes orientation to the major/department; university procedures, policies, and resources; strategies for personal and academic success, and extracurricular opportunities including, but not limited to guest lectures, field presentations, and projects. Introductory seminar for all first semester HPSC majors.
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: seminar
College Code: CAS

PLSC 104 - American Government
Credits: 3
A study of American political institutions and behavior, primarily on the national level. May be applied to the history major.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced

PLSC 115 - Introduction to Political Theory
Credits: 3
An introductory survey of political thought as a basis of Western political thought from Greece through the present. This course is designed for beginning political science majors and non-majors with an interest in political thought.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 210 - Introduction to the Legal Profession
Credits: 2
This course is an introduction to law school and the legal profession. Topics will include, but are not limited to, the law school application and admissions process, introduction to the basics of our legal system, and careers in law. Undergraduate students considering attending law school are highly encouraged to take this course.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 225 - Comparative Politics
Credits: 3
An introduction to the general theories and methods of comparative politics through case studies of both advanced industrialized and developing countries. Examines a variety of governmental structures and analyzes their historical emergence, natures, forms, and dynamics.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 230 - International Relations
Credits: 3
This course provides a general introduction to the study and practice of international relations, including the roles played by nation states, international organizations, international law, power, morality, globalization, and terrorism. Special emphasis will be placed on alternative theories and models that have been employed in the study and practice of international relations from classical antiquity to the present.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 237 - The Individual, State, and Marketplace
Credits: 3
An introduction to international political economy, which examines the interactions between international politics and international economics. Beginning with an introduction to the primary theories guiding international political economy, topics studied include international capital markets, global and regional trade, monetary policy, global finance, and the effects of these issues on domestic politics. Not applicable to the political science major or minor. Applies to the General Education Social Science requirements.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 260 - Introduction to American Law
Credits: 3
A study of the roles that law and the legal system play in American life. Topics include: the constitution, civil rights, property, employment, consumer protections, criminal punishment and judicial activism/restraint.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 277 - Political Science Colloquium
Credits: 0
Current topics and issues of interest to historians and political scientists. Required
each semester of all students majoring in history, political science, or social studies.

Lecture/Lab: Weekly: 1 lecture or activity
Grade Mode: Satisfactory [S,U,I,W]
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

PLSC 314 - Contemporary Political Thought
Credits: 3
Our contemporary political world is a complex one, characterized by both tremendous promise and enduring human misery. Political theory is a realm of intellectual inquiry where we examine our most basic concepts and definitions, engage in normative judgment of our existing systems of government, and articulate and defend a vision of the system of political organization we envision to be ideal. The goal of this course is to familiarize you with important themes within contemporary political theory and the ways in which they relate to the world in which we reside. We will accomplish this through surveying the most influential political theorists of our time.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 316 - Legal Writing and Rhetoric
Credits: 3
An introduction to academic and professional writing, particularly argument and analysis, as they relate to the law, including theoretical and practical applications. Assignment will include pleadings, briefs, and memoranda. Students will also develop a philosophical and rhetorical understanding of their function as writers in relation to the law and the legal system.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

PLSC 324 - American Political Parties and Elections
Credits: 3
This course is an overview of the role of political parties and elections in the American national political system. We will consider the origins of political parties in the United States, and the history of elections and voting. Discussions will include an examination of the rise and origins of political polarization in the United States and the potential seriousness of its effects.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 326 - American Political Institutions: Judiciary
Credits: 3
Course covers the structure of the United States legal system. This includes an examination of the roles of law enforcement, lawyers, and judges; as well as the structure of courts and appointment process for judges, the legal system, the court system, and the judicial decision making.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 328 - American Political Institutions: Congress
Credits: 3
Course covers the history and structure of the U.S. Congress from its beginnings, the process of congressional elections, the differences between the House of Representatives and the Senate in terms of legislative processes, constitutional responsibilities, decision making process, committees and leadership structures.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 335 - Criminal Law
Credits: 3
An introduction to substantive criminal law, including theories of punishment, basic stages of the criminal process, culpability, defenses, parties to crime, conspiracy, attempts, sentencing, homicide, and other selected offenses.

Grade Mode: Normal (A-F,I,W)
PLSC 419 - Political Extremism
Credits: 3
This course examines the varieties of political extremism in party politics, radicalized religion, revolutions and terrorism. We will examine definitions of extremism, who belongs to and who leads extremist movements and parties; what are the goals and expectations of both leaders and members of extremist movements and political parties? Finally, we will discuss how these movements and parties influence societies and mainstream politics.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 420 - Human Rights, Violations, and Reconciliations
Credits: 3
An interdisciplinary approach to concepts of human rights within western and non-western traditions. Evaluates legal and political instruments that address human rights and examine the meaning and relevance of these rights to such contemporary issues as torture, political repression, war crimes, genocide, and refugees.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 432 - Middle East Studies
Credits: 3
This course will examine the political history and institutions of selected Middle Eastern countries and focus on the similarities and differences between these nations in an effort to understand the way in which political systems and institutions have been adapted to serve diverse cultures of the modern world.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 435 - Public Policy
Credits: 3
An introduction to the theories and methods used by comparativists to study public policies. Topics include policy variations and similarities in education, health, social security, economics, taxation and environmental policy. Examines the interaction between policy development and institutions and various theoretical models of policy making.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 437 - Topics:
Credits: 3
A study of selected topics in political science as announced in the class schedule. May be repeated with different topics.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

PLSC 438 - Workshop:
Credits: 1–3
Provides an opportunity to study in a focused area within the study of Political Science. A paper is required for more than one credit and may be required for one credit.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: CAS

PLSC 454 - Utopian Political Thought
Credits: 3
This course examines the relationship between the power of modern science and utopian political theory. To this end, we will explore the project to conquer nature and perfect man and consider the likelihood (and consequences) of a more perfect marriage of technology and ideology in the future.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: CAS

PLSC 456 - Classical, Medieval and Early Modern Political Thought
Credits: 3
A study of the great political ideas from antiquity to early modern times through a consideration of thinkers such as Plato, Aristotle, Aquinas, Machiavelli, Hobbes and Locke. The course explores such issues as human nature, the good life, freedom, justice, and authority as understood by pre-modern and early modern theorists.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 457 - Modern Political Thought
Credits: 3
Explores major political ideas from the eighteenth century to the present. Writers discussed typically include Rousseau, Kant, Hegel, Marx, Nietzsche, Heidegger and Leo Strauss. Central topics include the abandonment of natural right, the turn to history as a standard of right, and the subsequent self-destruction and recovery of reason (and revelation) in late modern political thought.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 458 - American Political Thought
Credits: 3
An examination of American political thought from the revolutionary period to the present. Required readings are drawn mainly from primary sources including the Declaration of Independence, the U.S. Constitution, the Federalist, and the writings of statesmen and theorists from the Civil War era, Progressive movement, New Deal and contemporary politics.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 460 - Area Study:
Credits: 3
Study of the government and politics of individual nations (for example, India) or geographical regions (for example, Asia), as announced in the course schedule. Examines process, forces, and trends in the nation's/region's politics as it addresses societal needs and economic development. May be repeated with a different emphasis. May be applied to the history major.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 490 - Internship
Credits: 1–6
Students work part- or full-time with government agencies, elected government officials, political campaigns, private interest groups, NGOs, or similar venues. A minimum of 45 clock hours of work experience are required for each semester hour of credit. May not be applied to the political science minor.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Must be at least junior standing.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
Special Approval: Department permission required.
Term Offering: Fall, Spring
College Code: CAS

PLSC 495 - Independent Study/Readings
Credits: 1 – 3
Individually directed study and readings under the guidance of the instructor. Limited to students with majors in political science or social studies or a minor in political science.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 4 credits with different topics
Schedule Type: Independent
Special Approval: Instructor permission required.

Term Offering: Fall, Spring
College Code: CAS

PLSC 496 - Independent Research
Credits: 0–3
Individually directed research in selected areas of political science under the guidance of the appropriate instructor. Limited to majors and minors in history and social studies.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits with different topics
Schedule Type: Independent
Special Approval: Instructor permission required.

Term Offering: Fall, Spring
College Code: CAS

PLSC 525 - Public Policy, Civil Society and Development
Credits: 2,3
Governments are pressed to address issues of individual and collective concern. Resolving matters may demand the creation of programs and governmental policies, modification of existing ones or termination of current policy. Utilizing a case study approach, this course considers the essential phases of policymaking on behalf of civil society. Taught only for the off-campus MIDA degree.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

PLSC 537 - Topics in ___________
Credits: 3
Selected topics (as related to the course scheduled classes) in the area of Political Science.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS
International Languages and Global Studies

Nethery Hall, Room 210
269-471-6539
inls@andrews.edu
www.andrews.edu/inls/

Faculty
Pedro A. Navia, Chair
Sonia Badenas
Elaine J. Navia
Ruben Perez-Schulz

Emeriti
Wolfgang Kunze
Eduardo Ocampo

Mission
The Department of International Language Studies strives to develop students' knowledge of foreign languages and cultures in a Christian environment. It provides a broad range of educational courses and programs that build foreign language competence and enhance the understanding of foreign literatures and cultures. The department not only helps students develop a global perspective by training them to use their foreign language skills in a variety of fields, but also to develop critical understanding of world culture in its complexity and diversity, supporting and promoting Christ's appeal to this generation, "And this gospel of the kingdom will be preached in all the world as a witness to all the nations, and then the end will come."

The department provides students with communicative competence in a second language, promotes a greater understanding of and appreciation for the significance of language in human interaction, fosters interest in other cultures, and encourages intellectual development through enhanced cognitive and analytical skills.

The department offers many opportunities for language students to enhance an appreciation of other cultures and to develop fluency in the use of another language by participating in the Adventist Colleges Abroad (ACA) programs, language clubs, the National Language Honor Society, and religious activities.

Departmental Tours
The Department of International Language Studies offers two study tours: Europe and South America. Each tour is equivalent to six credits that count towards majors and minors. The South American tour may be taken only as Portuguese and Spanish credits; the European tour can be taken as French or Spanish credits. A maximum of 6 tour credits may be applied to the major or minor for students participating in the ACA program. All courses included in the tour are taught in the target language. Andrews University policies apply to the tour.

Bachelors

French BA

The BA in French is designed for students who want to know more about French civilization and who are interested in professions such as medicine, law, teaching, and journalism, as well as those wishing to pursue graduate studies in French. The program also complements such majors as Communications, English, French, History, Music, Nursing, and Social Work. It requires a minimum of 36 credits. These include FREN 401 or 402, 420 or 430, and 445. All majors are required to attend a full academic year at the Adventist Colleges Abroad program at the Centre Universitaire et Pédagogique du Salève, Collonges, France. This requirement may be waived for native speakers or candidates who have spent an extended period of time in a French speaking country.

ACA Courses—18

FREN31
FREN351
FREN361
FREN electives the equivalent of 9 semester credits from 300-level and above

AU Courses—18

Choose 18 credits from the following courses:
FREN 171 - Elementary French I Credits: 3
FREN 172 - Elementary French II Credits: 3
FREN 275 - Intermediate French Credits: 4 (or ACA equivalent)
FREN 280 - French Conversation and Composition Credits: 3
FREN 401 - Fundamentals of Translation Credits: 3 or
FREN 402 - French for Interpreters Credits: 3
FREN 415 - Advanced French Communication Credits: 3
FREN 430 - Contemporary French Culture and Society Credits: 3
Plus 2 credits of electives

Additional Requirement:
A language proficiency exit exam required.

Total Credits: 36

Global Studies BA

Program Description
The major in Global Studies seeks to prepare students to work for any organization dealing with domestic and international projects or to continue with graduate studies in fields related to worldwide activities such as International Development, Diplomacy, International Relations, and International Policies

Total Credits: 125

Major: Core Requirements - 36

Core Requirements

GBST 101 - Introduction to Global Studies Credits 3
GBST 201 - Culture Awareness in Globalization Credits 3
SOCI 160 - Introduction to International Development Credits: 3
PLSC 230 - International Relations Credits: 3
PLSC 405 - Globalization Credits: 3
BSAD 365 - International Environment of Business Credits: 3
COMM 336 - Intercultural Communication Credits: 3
ENGL 440 - Language and Culture Credits: 3

Choose 18 credits from the following courses:

Credits:

3
3
3
3

3

3

3

3

3

3

3

3

3

3

3

3

Total Credits: 24

Additional Requirements - 24

This major requires a minor in a foreign language (24 credits), including a minimum of a semester abroad.

Languages Available:
Arabic, French, German, Italian, Mandarin, Portuguese and Spanish.

Andrews Core Experience

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience while noting the following requirements.

Social Sciences

ANTH 100 - Cultural Anthropology Credits: 3

Religion

RELG 350 - World Religions Credits: 3

History

HIST 110 - Worldviews, Cultures and Gods Credits: 3
Language and International Business BA/BBA

Program Description
This program prepares students for international careers with business and language skills, providing practical, on-site, work experience and an academic background in international affairs. Students receive two separate but integrated degrees: a Bachelor of Business Administration with a major in international business and a Bachelor of Arts in language for international trade.

Total Credits: 149

Business Core - 39
- ACCT 121 - Principles of Accounting I Credits: 3
- ACCT 122 - Principles of Accounting II Credits: 3
- BSAD 341 - Business Law Credits: 3
- BSAD 355 - Principles of Management Credits: 3
- BSAD 365 - International Environment of Business Credits: 3
- BSAD 475 - Operations Management Credits: 3
- BSAD 494 - Business Strategy and Decisions Credits: 3
- ECON 225 - Principles of Macroeconomics Credits: 3
- ECON 226 - Principles of Microeconomics Credits: 3
- FNCE 317 - Business Finance Credits: 3
- INFS 215 - Business Software Applications Credits: 3
- MKTG 310 - Principles of Marketing Credits: 3

Business Major: Core Requirements - 27

Business Core - 18
- BSAD 450 - Multicultural Business Relations Credits: 3
- BSAD 467 - International Management Credits: 3
- ECON 454 - International Economics Credits: 3
- FNCE 426 - International Finance Credits: 3
- MKTG 465 - International Marketing Credits: 3
- BSAD 487 - Internship in _______ Credits: 1–3 (Must have an international focus. INLS 490 may be taken in place of BSAD 487.)

Business Electives - 9
Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements. Choose three courses from the following:

Economics Electives — 0–9
- ECON 325 - Economic Thought Credits: 3
- ECON 328 - Money and Banking Credits: 3
- ECON 330 - Health Economics Credits: 3
- ECON 415 - Introduction to Econometrics Credits: 3
- ECON 427 - Economic Development Credits: 3

Finance/Accounting Electives — 0–9
- FNCE 397 - Investments Credits: 3
- FNCE 410 - Intermediate Business Finance Credits: 3
- FNCE 429 - Portfolio Theory Credits: 3
- ACCT 330 - Cost and Managerial Accounting Credits: 3

Management Electives — 0–9
- BSAD 345 - Business and Society Credits: 3
- BSAD 380 - Healthcare Foundations Credits: 3
- BSAD 384 - Human Resource Management Credits: 3
- BSAD 410 - Entrepreneurship Credits: 3
- BSAD 470 - Quality Management Credits: 3

Marketing Electives — 0–9
- MKTG 320 - Consumer Behavior Credits: 3

MKTG 368 - Integrated Marketing Communication Credits: 3
MKTG 440 - Marketing Management Credits: 3
MKTG 456 - Marketing Research Credits: 3

Business Major Graduation Requirements
Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.
All management majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122 and a C (2.00) minimum grade in BSAD 355.

Language Major: Core Requirements - 30
Students may choose to do a concentration in either French or Spanish. Prior knowledge of each respective language at the elementary level is assumed.

French
All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.
- Adventist Colleges Abroad - 9
  - FREN 321
  - FREN 341
  - FREN 351
  - FREN 361
- Andrews University Language Courses - 21
  - FREN 275 - Intermediate French Credits: 4
  - FREN 280 - French Conversation and Composition Credits: 3
  - FREN 415 - Advanced French Communication Credits: 3
  - FREN 430 - Contemporary French Culture and Society Credits: 3
  - FREN 460 - French for International Trade Credits: 3
  - ILGS 490 - Language and International Trade Internship/Practicum Credits: 3
    (BSAD 487 may be taken in place of ILGS 490.)
remaining FREN/ILGS credits to complete 30 credits.

Note: Language proficiency exit exam required.

Spanish
All majors are required to attend a full academic year, excluding summer sessions, at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.
- Adventist Colleges Abroad - 6
  - Advanced Grammer
  - Choose one of the following courses:
    - SPAN 351, 352, 353, 451, 452, 453
  - Advanced Composition
  - Choose one of the following courses:
    - SPAN 361, 362, 363, 461, 462, 463
  - Advanced Conversation
  - Choose one of the following courses:
    - SPAN 371, 372, 373, 471, 472, 473
- Andrews University Language Courses - 24
- Andrews University Language Courses - 24
  - SPAN 275 - Intermediate Spanish Credits: 4
  - SPAN 280 - Spanish Conversation and Composition Credits: 3
  - SPAN 470 - Spanish for International Trade Credits: 3
  - SPAN 488 - Spanish for International Relations Credits: 3
  - ILGS 490 - Language and International Trade Internship/Practicum Credits: 3
    (BSAD 487 may be taken in place of ILGS 490.)
remaining SPAN/ILGS credits to complete 30 credits

Note: Language proficiency exit exam required.

Cognates - 3
- STAT 285 - Elementary Statistics Credits: 3

Andrews Core Experience - 60
The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement
Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Language for International Trade BA
This program integrates the study of international languages and cultures with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in French/Spanish participate in an internship in a business/industrial work environment either in the U.S. or abroad where French 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.

Concentration 1: French - 30-31
This program integrates the study of international languages and cultures with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in French participate in an internship in a business/industrial work environment either in the U.S. or abroad where French is spoken. Students may take examinations leading to certification in Business French. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates. All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

ACA Courses - 9
- FREN321 - Advanced Composition - 2 credits
- FREN341 - Advanced Grammar - 4 credits
- FREN351 - Advanced Spoken Language - 2 credits
- FREN361 - Text Analysis - 1 credit

AU Courses - 21-22
Take one of these paired courses:
- FREN 171 - Elementary French I Credits: 3
- FREN 172 - Elementary French II Credits: 3
- FREN 275 - Intermediate French Credits: 4
- FREN 280 - French Conversation and Composition Credits: 3
- FREN 415 - Advanced French Communication Credits: 3

And the following courses:
- FREN 430 - Contemporary French Culture and Society Credits: 3
- FREN 460 - French for International Trade Credits: 3
- ILGS 490 - Language and International Trade Internship/Practicum Credits: 3

Concentration 2: Spanish - 30-31
This program integrates the study of the Spanish language and culture with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in Spanish participate in an internship in a business/industrial work environment either in the U.S. or abroad where Spanish is spoken. Students may take examinations leading to certification in Business Spanish. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates. All majors are required to attend a full academic year, excluding summer sessions, at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses - 9
- Advanced Grammar
  One of the following courses:
  - SPAN 351, 352, 353, 451, 452, 453

- Advanced Composition
  One of the following courses:
  - SPAN 361, 362, 363, 461, 462, 463

- Advanced Conversation
  One of the following courses:
  - SPAN 371, 372, 373, 471, 472, 473

AU Courses - 21-22
Take one of these paired courses:
- SPAN 171 - Elementary Spanish I Credits: 3
- SPAN 172 - Elementary Spanish II Credits: 3
- SPAN 275 - Intermediate Spanish Credits: 4
- SPAN 280 - Spanish Conversation and Composition Credits: 3

Choose one of the following:
- SPAN 416 - Spanish for Native Speakers Credits: 3
- SPAN 420 - Advanced Spanish Written and Oral Communication Credits: 3
Spanish BA

The Department of International Languages & Global Studies strives to develop students' knowledge of the Spanish language and culture in a Christian environment. It provides a broad range of educational courses and programs that build the Spanish language competence and enhance the understanding of Spanish and Latin American literatures and cultures. The department not only helps students develop a global perspective by training them to use their Spanish language skills in a variety of fields, but also to develop critical understanding of world culture in its complexity and diversity, supporting and promoting Christ's appeal to this generation, "And this gospel of the kingdom will be preached in all the world as a witness to all the nations, and then the end will come."

Total Credits: 36-37

Spanish

Choose one of the following Concentrations:

Concentration I: Language, Literature, and Culture

Select one of the following two tracks:

Track 1: Native Speakers - 36 credits
Available only to native speakers.

Major: Core Requirements - 24 credits
- SPAN 171 - Elementary Spanish I Credits: 3
- SPAN 172 - Elementary Spanish II Credits: 3
- SPAN 275 - Intermediate Spanish Credits: 4
- SPAN 280 - Spanish Conversation and Composition Credits: 3
- SPAN 405 - Spanish Grammar Review Credits: 1
- SPAN 416 - Spanish for Native Speakers Credits: 3

Or SPAN 426 - Contemporary Spain Credits: 3

Or SPAN 436 - Spanish-American Culture Credits: 3

Electives
Choose 4 additional credits of upper division electives from the Department of International Languages and Global Studies.

Major: Concentration Requirements - 12 credits
Language, Literature, and Culture Emphasis
- SPAN 438 - Mexico and Central American Culture Credits: 3
- SPAN 439 - Spanish Caribbean Culture Credits: 3
- SPAN 446 - Spanish and Latin American Drama Credits: 3
- SPAN 448 - Spanish and Latin American Literature and Film Credits: 3

Track 2: Non-Native Speakers - 36-37 credits
Includes study abroad experience. All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad (ACA) program at Colegio Adventista de Sagunto, Spain or Universidad Adventista del Plata, Argentina.

ACA Course Requirements - 15 Credits

Major: Core Requirements - 9 credits
Choose one 3 credit course from each of the following sets:
- SPAN 351, 352, 353
- SPAN 361, 362, 363
- SPAN 371, 372, 373

Electives - 6 credits

Choose 6 additional credits of ACA elective coursework

AU Course Requirements - 21-22 credits

Major: Core Requirements - 9-10 credits
Choose one of the following sets of courses:
- SPAN 171 - Elementary Spanish I Credits: 3
- SPAN 172 - Elementary Spanish II Credits: 3

Or
- SPAN 275 - Intermediate Spanish Credits: 4
- SPAN 280 - Spanish Conversation and Composition Credits: 3

Complete the following course:
- SPAN 420 - Advanced Spanish Written and Oral Communication Credits: 3

Major: Concentration Requirements - 12 credits
Language, Literature, and Culture Emphasis
- SPAN 438 - Mexico and Central American Culture Credits: 3
- SPAN 439 - Spanish Caribbean Culture Credits: 3
- SPAN 446 - Spanish and Latin American Drama Credits: 3
- SPAN 448 - Spanish and Latin American Literature and Film Credits: 3

Concentration II: Translation and Interpretation

Select one of the following two tracks:

Track 1: Native Speakers - 36 credits
Available only to native Spanish speakers

Major: Core Requirements - 24 credits
- SPAN 171 - Elementary Spanish I Credits: 3
- SPAN 172 - Elementary Spanish II Credits: 3
- SPAN 275 - Intermediate Spanish Credits: 4
- SPAN 280 - Spanish Conversation and Composition Credits: 3
- SPAN 405 - Spanish Grammar Review Credits: 1
- SPAN 416 - Spanish for Native Speakers Credits: 3

Or SPAN 426 - Contemporary Spain Credits: 3

Or SPAN 436 - Spanish-American Culture Credits: 3

Electives
Choose 4 additional credits of upper division electives from the Department of International Languages and Global Studies.

Major: Concentration Requirements - 12 credits
Translation and Interpretation Emphasis
- SPAN 325 - Spanish for the Medical Professions Credits: 3
- SPAN 457 - Spanish Media Translation Credits: 3

Or
- SPAN 447 - Spanish for Translation Credits: 3

Or
- SPAN 449 - Spanish for Interpreters Credits: 3

Or
- SPAN 470 - Spanish for International Trade Credits: 3

Or
- SPAN 488 - Spanish for International Relations Credits: 3

Track 2: Non-Native Speakers - 36-37 credits
Includes study abroad experience. All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad (ACA) program at Colegio Adventista de Sagunto, Spain or Universidad Adventista del Plata, Argentina.

ACA Course Requirements - 15 Credits

Major: Core Requirements - 9 credits
Choose one 3 credit course from each of the following sets:
- SPAN 351, 352, 353, 451, 452, 453
- SPAN 361, 362, 363, 461, 462, 463
- SPAN 371, 372, 373, 471, 472, 473

One of the following sequence of coursework:
- SPAN 326, 327 (6 credits)

Or
Spanish/Speech-Language Pathology & Audiology BA/BS

Speech-Language Pathology and Audiology/Spanish BS/BA

A grade lower than a C in major courses or cognates will not count toward either requirement.

Spanish Major: Core Requirements - 42

ACA Requirements - 18

Choose one course from each of the following sets:

- SPAN 351, 352, 353
- SPAN 361, 362, 363
- SPAN 371, 372, 373

Plus 9 Spanish credits at the 300-400 level

AU Cognates - 6

Choose one of the following sets:

- SPAN 171 - Elementary Spanish I Credits: 3
- SPAN 172 - Elementary Spanish II Credits: 3
- SPAN 275 - Intermediate Spanish Credits: 4

AU Requirements - 18

- SPAN 325 - Spanish for the Medical Professions Credits: 3
- SPAN 457 - Spanish Media Translation Credits: 3
- SPAN 326 - Spanish-American Culture Credits: 3
- SPAN 449 - Spanish for Interpreters Credits: 3
- SPAN 456 - Spanish for Speech Pathologists and Audiologists Credits: 3

SPLAD Major: Core Requirements - 46

SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
SPPA 270 - Preclinical Observation Credits: 1
SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
SPPA 285 - Applied Phonetics Credits: 3
SPPA 310 - Speech Science Credits: 3
SPPA 321 - Normal Language Development Credits: 3
SPPA 322 - Child Language Disorders Credits: 3
SPPA 331 - Basic Audiology Credits: 3
SPPA 332 - Audiological Procedures Credits: 3
SPPA 340 - Neuroscience of Communication Credits: 3
SPPA 374 - Articulation and Phonology: Development and Disorders Credits: 3
SPPA 425 - Clinical Principles and Practices Credits: 3
SPPA 448 - Disorders of Voice, Fluency and Swallowing Credits: 3
SPPA 458 - Aural Rehabilitation Credits: 3
SPPA 481 - Clinical Application in Speech-Language Pathology Credits: 2,3
SPPA 482 - Clinical Application in Audiology Credits: 2,3

Cognates - 14 Credits

- PHYS 225 - Sound and Waves Credits: 4
- STAT 285 - Elementary Statistics Credits: 3 (fulfills General Education math requirement)
- PSYC 301 - Human Development Credits: 3
- BIOL 100 - Human Biology Credits: 4
  or any BIOL with a lab

Andrews Core Experience

For the BS/BA dual degree follow the Andrews Core Experience: BA & BS Degrees and the Professional Degree Requirements and note the following specific requirements for the Professional Degree:

Religion - 12

Equivalent of one course per year of full-time enrollment at AU. Required course:

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3
Total Credits - 140

Undergraduate Minors

French for Education Minor

For students seeking elementary or secondary teacher certification. One semester, or summer session, of advanced courses in France through ACA is required or take a challenge exam in advanced grammar, composition and conversation courses.

Total Credits: 21

ACA Courses—9

Fall/spring option
- FREN321
- FREN341
- FREN351
- FREN361

Summer option
- FREN322
- FREN342
- FREN352
- FREN362

AU Courses—12
- FREN 415 - Advanced French Communication Credits: 3

Choose one course from each of the following sets:
- FREN 401 - Fundamentals of Translation Credits: 3 or
- FREN 402 - French for Interpreters Credits: 3

- FREN 430 - Contemporary French Culture and Society Credits: 3

Remaining FREN/INLS upper division credits to complete 24 credits.

Note:
For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

French Minor

One semester, or summer session, of intermediate or advanced courses in France through ACA is required.

ACA Courses—8

Fall/spring option
Choose one set of courses:
- FREN 221, 231, 251, 261
- FREN 321, 341, 351, 361

Summer option
Choose one set of courses:
- FREN 202, 222, 232, 252, 262
- FREN 322, 332, 342, 352, 363

AU Courses—16
- FREN 171 - Elementary French I Credits: 3
- FREN 172 - Elementary French II Credits: 3
- FREN 275 - Intermediate French Credits: 4 (or ACA equivalent)

6 upper division elective credits from FREN/INLS courses

Global Studies Minor

Minor Requirements
- GBST 101 - Introduction to Global Studies Credits: 3
- GBST 201 - Cultural Awareness in Globalization Credits: 3
- SOCI 160 - Introduction to International Development Credits: 3
- PLSC 230 - International Relations Credits: 3
- PLSC 405 - Globalization Credits: 3
- COMM 336 - Intercultural Communication Credits: 3
- HIST 110 - Worldviews, Cultures and Gods Credits: 3

Total Credits: 21

Portuguese Minor

One semester of intermediate or advanced courses in Brazil through ACA is required.

ACA Courses—12

Choose one course from each of the following sets:
- PORT 251, 252
- PORT 261, 262
- PORT 271, 272

One elective at the 300-level or higher

AU Courses—12
- PORT 171 - Elementary Portuguese I Credits: 3
- PORT 172 - Elementary Portuguese II Credits: 3
- PORT 420 - Portuguese Literature & Culture Credits: 3
- PORT 430 - Contemporary Brazilian Culture Credits: 3

Spanish for Education Minor

For students seeking elementary or secondary teacher certification. One semester of advanced courses in Spain or Argentina through ACA is required and take a challenge exam in advanced grammar, composition and conversation courses to complete this requirement.

ACA Courses—9

One course from each of the following sets:
- SPAN 351, 352, 353
- SPAN 361, 362, 363
- SPAN 371, 372, 373

Note:
Electives the equivalent of 4 SPAN semester credits from 300-level and above

AU Courses—12

Choose one course from each of the following sets:
- SPAN 416 - Spanish for Native Speakers Credits: 3 or
- SPAN 420 - Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 - Contemporary Spain Credits: 3 or
- SPAN 436 - Spanish-American Culture Credits: 3
- SPAN 447 - Spanish for Translation Credits: 3 or
- SPAN 449 - Spanish for Interpreters Credits: 3

Note:
remaining SPAN/INLS upper division credits to complete 21 credits
Spanish Minor

One semester, or summer session, of intermediate or advanced courses in Argentina or Spain through ACA is required.

ACA Courses—8

Fall/spring options: (choose one course from each set)
- SPAN 251, 252, 253
- SPAN 261, 262, 263
- SPAN 271, 272, 273
- SPAN 351, 352, 353

Summer option: (choose one set of courses)
- SPAN 211, 212, 213
- or
- SPAN 311, 350, 360, 370

AU Courses—16

- SPAN 171 - Elementary Spanish I Credits: 3
- SPAN 172 - Elementary Spanish II Credits: 3
- SPAN 275 - Intermediate Spanish Credits: 3
- SPAN 406 - Advanced Spanish Written and Oral Communication Credits: 3
- 6 upper division elective credits from SPAN/INLS courses

Certificates

Business French Certificate

Andrews University is an approved examination center of the Paris Chamber of Commerce. Students may take the Diplôme de Francais des Affaires ler et Zème degrees de la Chambre de Commerce et d’Industrie de Paris at Andrews University. These French diplomas, identical to the ones taken in France, are highly respected in the United States, Canada, France, and Europe. Students who succeed in obtaining the Diplome de Francais des Affaires I or II will be able to handle basic business tasks in a French setting.

Business Spanish Certificate

Andrews University is also an approved examination center for the Madrid Chamber of Commerce and Industry. Students may take the Examen de Español de Negocios and receive the Diploma or Certificate from the Chamber of Commerce and Industry of Madrid and the prestigious University of Alcalá de Henares. The 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.

Spanish Translation/Interpretation Certificate

The Department of International Language Studies offers a Certificate in Spanish Translation/Interpretation. Students who wish to obtain the Certificate should demonstrate fluency in both English and Spanish.

Requirements for the Certificate:
- SPAN 325 - Spanish for the Medical Professions Credits: 3
- SPAN 420 - Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 - Contemporary Spain Credits: 3 or
- SPAN 436 - Spanish-American Culture Credits: 3
- SPAN 447 - Spanish for Translation Credits: 3
- SPAN 449 - Spanish for Interpreters Credits: 3
- SPAN 470 - Spanish for International Trade Credits: 3
- SPAN 488 - Spanish for International Relations Credits: 3

Other Programs

Adventist Colleges Abroad Program

Andrews University, as a member institution, participates in the Adventist Colleges Abroad (ACA) program which gives North American students an opportunity to enhance their ability to use a foreign language and to experience a foreign culture while completing the requirements for a baccalaureate degree in the regular four-year period without losing credits or extending their courses of study. The Adventist Colleges Abroad program offers a wide variety of courses in composition, phonetics, reading, literature, folklore, culture, business, and civilization. Other courses may be taken to fulfill Andrews Core Experience requirements. In addition, students participate in on-site guided field trips of geographic, historic, or economic significance.

Admission Requirements

Admission as a student at Andrews University.
Competence in the language at the intermediate level is recommended. However, applicants with two to three years of secondary or one year of elementary-level college language study may be admitted.
GPA of 2.25 in the language and 2.00 overall.
Good citizenship record
Completion of ACA application with all required information and signatures (academic and financial arrangements).

Fulfilling Major/Minor Requirements.
Adventist Colleges Abroad students with majors or minors in a language are encouraged to take the required conversation, composition, civilization, and literature courses at the upper division level while studying abroad if their level of proficiency allows them to do so (see major requirements). Upon their return to Andrews University, students must take in residence the following minimum number of credits:
- For a language major: 12 upper division credits
- For a language minor: 6 upper division credits
These requirements apply to all students who spend a full school year abroad, including transfer students. Students should take a normal load of 16 credits each quarter or 12 credits per semester. Students also are encouraged to take as many Andrews Core Experience courses as possible.

Adventist Colleges Abroad Full-year Study Options

Andrewist 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 Adventista Villa Aurora Florence, Italy
- Portuguese
- Centro Universitário Adventista, São Paulo, Brazil
- Spanish
- Colegio Adventista de Sagunto, Valencia, Spain
- Universidad Adventista de Montemorelos, México
In addition to language study, students participate in on-site guided field trips of geographic, historic, or economic significance.

**ACA Academic Year Courses**

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

**Argentina**

*(Quarter Credits)*

- SPAN251, 252, 253 - Intermediate Spanish Grammar Credits: 4, 4, 4
- SPAN261, 262, 263 - Intermediate Spanish Composition Credits: 2, 2, 2
- SPAN271, 272, 273 - Intermediate Spanish Conversation Credits: 2, 2, 2
- SPAN351, 352, 353 - Advanced Spanish Credits: 4, 4, 4
- SPAN361, 362, 363 - Advanced Spanish Composition Credits: 2, 2, 2
- SPAN371, 372, 373 - Advanced Spanish Conversation Credits: 2, 2, 2
- SPAN451, 452, 453 - Advanced Spanish Grammar II Credits: 4, 4, 4
- SPAN461, 462, 463 - Advanced Spanish Composition II Credits: 2, 2, 2
- SPAN471, 472, 473 - Advanced Spanish Conversation II Credits: 2, 2, 2
- RELH/SPAN211 - Hist of the Church in South America Credits: 2
- RELH/SPAN313 - The Adventist Professional Credits: 2
- RELH/SPAN310 - Contemporary Religious Outlook Credits: 2
- SPAN/GEOG205/306 - Geography of Latin America Credits: 2/2
- RELH/SPAN211 - Hist of the Church in South America Credits: 2
- RELH/SPAN310 - Contemporary Religious Outlook Credits: 2
- SPAN495 - Independent Study Credits: 1-4
- MUPF126 - Private Lessons Credits: 1
- MUPF136 - Choir Credits: 1
- MUPF146 - Orchestra or Band Credits: 1
- MUPF156 - Ensemble Credits: 1

**Austria**

*(Quarter Credits)*

- GRMN101, 102, 103 - Beginning German Credits: 6, 6, 6
- GRMN111, 112, 113 - Elementary German Credits: 3, 3, 3
- GRMN121, 122, 123 - Elementary Phonetics Credits: 1, 1, 1
- GRMN215, 216, 217 - Intermediate Oral Expression Credits: 3, 3, 3
- GRMN211, 212, 213 - Intermediate Written Expression Credits: 2, 2, 2
- GRMN221, 222, 223 - Intermediate Reading Comprehension Credits: 3, 3, 3
- GRMN235, 236, 237 - Intermediate Listening Comprehension Credits: 2, 2, 2
- GRMN311, 312, 313 - Advanced Written Expression Credits: 2, 2, 2
- GRMN325, 326, 327 - Advanced Reading Comprehension Credits: 3, 3, 3
- GRMN335, 336, 337 - Advanced Listening Comprehension Credits: 3, 3, 3
- HIST204, 205, 206 - European Civilization Credits: 2, 2, 2
- HIST304, 305, 306 - European Civilization Credits: 2, 2, 2
- RELB101, 102, 103 - Dogmatics Credits: 2, 2, 2
- RELB301, 302, 303 - Dogmatics Credits: 2, 2, 2
- BUAD/GRMN105, 106 - Business German Credits: 3, 3
- BUAD/GRMN401, 402, 403 - Advanced Business German Credits: 2, 2, 2
- GRMN254, 255, 256 - Survey of German Literature Credits: 3, 3, 3
- GRMN495 - Independent Study Credits: 2-6
- HMEC102 - Vegetarian Cooking & Nutrition Credits: 1.5
- MUPF165, 166, 167 - Private Music Lessons Credits: 5-1, 5-1, 5-1
- MUPF171, 172, 173 - Choir Credits: 1, 1, 1
- MUPF146 - Chamber Orchestra Credits: 1
- FTE5104, 105, 106 - Physical Education Credits: 1, 1, 1
- FREN101, 102, 103 - Elementary French Credits: 2, 2, 2
- BUAD/GRMN115, 116, 117 - Elem. Business German & Internship Credits: 1, 1, 1
- BUAD/GRMN215, 216, 217 - Intermed. Bus. German & Internship Credits: 1, 1, 1

**Brazil**

*(Semester Credits)*

- PORT350 - Intermediate Portuguese Grammar Credits: 3

**France**

*(Quarter Credits)*

- FREN101 - Beginning French Credits: 4
- FREN121 - Comprehension and Written Expression Credits: 3
- FREN131 - Spelling and Grammar Credits: 4
- FREN151 - Elementary Spoken Language Credits: 4
- FREN111 - Phonetics Credits: 1
- FREN191 - Intensive Elementary French Credits: 11
- FREN201 - Intermediate French Credits: 3
- FREN221 - Intermediate Composition Credits: 3
- FREN231 - Spelling and Grammar Credits: 4
- FREN251 - Intermediate Spoken Language Credits: 4
- FREN261 - Reading Comprehension Credits: 2
- FREN291 - Intensive Intermediate French Credits: 9
- FREN321 - Advanced Composition Credits: 3
- FREN331 - Advanced Orthography Credits: 2
- FREN341 - Advanced Grammar Credits: 6
- FREN351 - Advanced Spoken Language Credits: 3
- FREN361 - Text Analysis Credits: 2
- FREN422, 423 - Literary Analysis, Summary Tech. Credits: 2, 2
- FREN424, 425 - Document Analysis and Synthesis Credits: 2, 2
- FREN421 - French Composition Credits: 3
- FREN431, 432 - Advanced Orthography Credits: 2, 2
- FREN441 - Morphology/Syntax of the Simple Sentence Credits: 4
- FREN442 - Morphology/Syntax of the Complex Sent. Credits: 4
- FREN451, 452 - Oral Communication Credits: 2, 2
- FREN493 - Advanced Oral Communication Credits: 4
- FREN461 - Advanced Literary Studies Credits: 3
- FREN/HIST457, 458 - France and Its History Credits: 2, 2
- FREN/PSC459, 460 - French Institutions Credits: 2, 2
- FREN/SOCI476, 477 - Changes in French Society Credits: 2, 2
- FREN/SOCI479, 480 - Cultures in French-Speaking World Credits: 2, 2
- FREN/REL254, 354 - Religion (Conversation Topics) Credits: 2, 2
- FREN269/369 - Independent Reading Credits: 1, 1
- MUPF171, 271, 371 - Campus Choir Credits: 1, 1, 1
- FREN/GEOG272, 372 - Regional France Credits: 1, 1
- FREN/ARTS273, 373 - French Fine Arts and Monuments Credits: 1, 1
- FREN/PSC374 - European Institutions Credits: 2
- FREN/PSC375 - International organizations Credits: 2
- FREN/SOC1376 - French Civilization Credits: 2
- FREN378, 478 - Language Through Drama Credits: 2, 2

**Germany**

*(Semester Credits)*

- GRMN105, 106 - Elementary German Credits: 6, 6
- GRMN115, 116 - Elementary Oral Expression Credits: 4, 4
- GRMN125 - Phonetics Credits: 2
- GRMN1208, 209 - Intermediate German Credits: 4, 4
- GRMN1225 - Intermediate Phonetics Credits: 2
- GRMN1235, 236 - Intermediate Oral Expression Credits: 4, 4
- GRMN141, 142 - Multimedia Language Lab Credits: 2, 2
- GRMN195, 196 - Independent Reading Credits: 2, 2
- GRMN175, 176 - Cultural Studies Credits: 2, 2
- GRMN248, 249 - Multimedia Language Lab Credits: 2, 2
- GRMN257, 258 - Survey of German Literature Credits: 2, 2
- GRMN295, 296 - Independent Reading Credits: 2, 2
- GRMN281, 282 - Cultural Studies Credits: 2, 2
- GRMN/HIST288 - German History Credits: 1
- GRMN318, 319 - Advanced Comprehensive German Credits: 4, 4
- GRMN309, 310 - Advanced Grammar Credits: 2, 2
- GRMN328, 329 - Advanced Reading Credits: 2, 2
- GRMN338, 339 - Cultural Studies Credits: 2, 2
- GRMN361, 362 - Survey of German Literature Credits: 2, 2
- RELB351, 352 - Theology Credits: 2, 2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN371, 372, 373</td>
<td>Advanced Spanish Conversation</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>SPAN361, 362, 363</td>
<td>Advanced Spanish Composition</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>SPAN341, 342, 343</td>
<td>Preparation for the Spanish Diploma</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>SPAN351, 352, 353</td>
<td>Advanced Spanish Grammar</td>
<td>4, 4, 4</td>
</tr>
<tr>
<td>SPAN251, 252, 253</td>
<td>Intermediate Spanish Grammar</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>SPAN241, 242, 243</td>
<td>Translation and Interpretation</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>SPAN441, 442, 443</td>
<td>Preparation for the Spanish Diploma</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>SPAN451, 452, 453</td>
<td>Advanced Spanish Grammar II</td>
<td>4, 4, 4</td>
</tr>
<tr>
<td>SPAN461, 462, 463</td>
<td>Advanced Spanish Composition II</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>SPAN471, 472, 473</td>
<td>Advanced Spanish Conversation II</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>SPAN495</td>
<td>Independent Study Credits</td>
<td>1-4</td>
</tr>
</tbody>
</table>

### Italia (Quarter Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITLN111</td>
<td>Phonetics</td>
<td>1</td>
</tr>
<tr>
<td>ITLN151, 152, 153</td>
<td>Elementary Grammar</td>
<td>5, 5, 5</td>
</tr>
<tr>
<td>ITLN181, 182, 183</td>
<td>Elementary Conversation</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>ITLN212</td>
<td>Italian Culture</td>
<td>2</td>
</tr>
<tr>
<td>ITLN251, 252, 253</td>
<td>Intermediate Grammar</td>
<td>5, 5, 5</td>
</tr>
<tr>
<td>ITLN281, 282, 283</td>
<td>Intermediate Conversation</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>ITLN262</td>
<td>Intermediate Composition</td>
<td>2</td>
</tr>
<tr>
<td>ITLN313</td>
<td>Advanced Italian Culture</td>
<td>2</td>
</tr>
<tr>
<td>ITLN351, 352, 353</td>
<td>Advanced Grammar</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>ITLN361</td>
<td>Advanced Composition</td>
<td>2</td>
</tr>
<tr>
<td>ITLN381, 382, 383</td>
<td>Advanced Conversation</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>ITLN451</td>
<td>Advanced Grammar II</td>
<td>3</td>
</tr>
<tr>
<td>ITLN461</td>
<td>Advanced Composition II</td>
<td>2</td>
</tr>
<tr>
<td>ITLN471</td>
<td>Advanced Conversation II</td>
<td>3</td>
</tr>
<tr>
<td>ITLN/HIST303</td>
<td>Italian History</td>
<td>2</td>
</tr>
<tr>
<td>ITLN/JT333</td>
<td>Italian Literature</td>
<td>2</td>
</tr>
<tr>
<td>ITLN431</td>
<td>Advanced Italian Literature</td>
<td>2</td>
</tr>
<tr>
<td>ITLN/ART/HIST320, 330</td>
<td>History of Italian Art</td>
<td>3, 3</td>
</tr>
<tr>
<td>ITLN/GEOG310</td>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>ITLN/MUHL/HIST375</td>
<td>History of Italian Music</td>
<td>2</td>
</tr>
<tr>
<td>ART/HMCE315, 316</td>
<td>The Art of Tailoring</td>
<td>1, 1</td>
</tr>
<tr>
<td>ART311, 312, 313</td>
<td>Ceramics</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>ART322, 323</td>
<td>Fashion Design</td>
<td>2, 2</td>
</tr>
<tr>
<td>ART341, 342, 343</td>
<td>Fine Arts Drawing</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>ITLN/JT/ENGL360</td>
<td>Italy &amp; its Culture in British &amp; American Literature</td>
<td>2</td>
</tr>
<tr>
<td>ITLN370, 470</td>
<td>History of the Italian Cinema</td>
<td>2, 2</td>
</tr>
<tr>
<td>ITLN380, 480</td>
<td>Current Events</td>
<td>1, 1</td>
</tr>
<tr>
<td>FREN101, 102, 103</td>
<td>French I</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>HMEC101, 102</td>
<td>Mediterranean Cooking</td>
<td>1, 1</td>
</tr>
<tr>
<td>ITLN278</td>
<td>Language Through Drama</td>
<td>2, 2</td>
</tr>
<tr>
<td>ITLN/ART172, 272, 372</td>
<td>Italian Fine Arts and Monument</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>ITLN/ART/RELB399</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td>ITLN422, 423</td>
<td>Translation and Interpretation</td>
<td>2, 2</td>
</tr>
<tr>
<td>MUPF101, 202, 303</td>
<td>Piano</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>MUPF171, 172, 173</td>
<td>Choir</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>MUPF291</td>
<td>Voice</td>
<td>1</td>
</tr>
<tr>
<td>FTES101, 102, 103</td>
<td>General Fitness Program</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>RELB101, 201, 301</td>
<td>Religion</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>RELH301</td>
<td>History of the Adventist Church</td>
<td>2</td>
</tr>
</tbody>
</table>

### ACA Summer Courses

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

### Austria (Quarter Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN101, 102, 103</td>
<td>Beginning German</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>GRMN151, 152, 153</td>
<td>Elementary Oral Expression</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>GRMN191, 192, 193</td>
<td>Intensive German Review</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>GRMN201, 202, 203</td>
<td>Intermediate German</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>GRMN251, 252, 253</td>
<td>Intermediate Oral Expression</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>GRMN291, 292, 293</td>
<td>Intensive German Review</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>GRMN301, 302, 303</td>
<td>Advanced German</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>GRMN351, 352, 353</td>
<td>Advanced Oral Expression</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>BUAD115, 116, 117</td>
<td>Elem. Business German</td>
<td>1, 1, 1</td>
</tr>
<tr>
<td>BUAD215, 216, 217</td>
<td>Intermed. Bus. German</td>
<td>1, 1, 1</td>
</tr>
</tbody>
</table>

### Brazil (Semester Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT101</td>
<td>Beginning Portuguese</td>
<td>3, 3</td>
</tr>
<tr>
<td>PORT191, 192</td>
<td>Intensive Portuguese Review</td>
<td>3, 3</td>
</tr>
<tr>
<td>PORT211, 212</td>
<td>Intermediate Portuguese</td>
<td>3, 3</td>
</tr>
<tr>
<td>PORT291, 292</td>
<td>Intensive Portuguese Review</td>
<td>3, 3</td>
</tr>
<tr>
<td>PORT321, 322</td>
<td>Advanced Portuguese</td>
<td>3, 3</td>
</tr>
</tbody>
</table>

### France (Quarter Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN102</td>
<td>Beginning French</td>
<td>3</td>
</tr>
<tr>
<td>FREN122</td>
<td>Written Comprehension &amp; Expression</td>
<td>2</td>
</tr>
<tr>
<td>FREN132</td>
<td>Spelling and Grammar</td>
<td>1</td>
</tr>
<tr>
<td>FREN152</td>
<td>Elementary Oral Expression</td>
<td>3</td>
</tr>
<tr>
<td>FREN192</td>
<td>Intensive Elementary French</td>
<td>6</td>
</tr>
<tr>
<td>FREN202</td>
<td>Intermediate French</td>
<td>2</td>
</tr>
<tr>
<td>FREN222</td>
<td>Intermediate Composition</td>
<td>2</td>
</tr>
<tr>
<td>FREN232</td>
<td>Spelling and Grammar</td>
<td>2</td>
</tr>
<tr>
<td>FREN252</td>
<td>Intermediate Oral Expression</td>
<td>2</td>
</tr>
<tr>
<td>FREN262</td>
<td>Reading Comprehension</td>
<td>1</td>
</tr>
<tr>
<td>FREN292</td>
<td>Intensive Intermediate French</td>
<td>5</td>
</tr>
<tr>
<td>FREN322</td>
<td>Advanced Composition</td>
<td>2</td>
</tr>
<tr>
<td>FREN332</td>
<td>Orthography</td>
<td>1</td>
</tr>
<tr>
<td>FREN342</td>
<td>Advanced Grammar</td>
<td>2</td>
</tr>
<tr>
<td>FREN352</td>
<td>Advanced Oral Expression</td>
<td>2</td>
</tr>
<tr>
<td>FREN362</td>
<td>Literary Studies</td>
<td>2</td>
</tr>
<tr>
<td>FREN422</td>
<td>Literary Analysis, Summary Techniques</td>
<td>2</td>
</tr>
<tr>
<td>FREN462</td>
<td>Advanced Literary Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

### Greece (Quarter Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREK/RELL331, 332, 333</td>
<td>Intermediate Greek I, II, III</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>HEBR331, 332, 333</td>
<td>Hebrew</td>
<td>3, 3, 3</td>
</tr>
</tbody>
</table>

### Italy (Quarter Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITLN101, 102, 103</td>
<td>Beginning Italian</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>ITLN/ART331</td>
<td>Italian Art</td>
<td>3</td>
</tr>
<tr>
<td>ITLN191, 192, 193</td>
<td>Intensive Italian Review</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>ITLN201, 202, 203</td>
<td>Intermediate Italian</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>ITLN/ART231</td>
<td>Italian Art</td>
<td>3</td>
</tr>
</tbody>
</table>
French

FREN 171 - Elementary French I
Credits: 3
Grammar with reading and writing of simple French in the context of significant aspects of culture—oral and listening work stressed. Designed for students who have no French or less than 2 years of high-school French or its equivalent.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

FREN 172 - Elementary French II
Credits: 3
Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 23 years of high-school French. A one-hour lab per week is required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FREN 171 with a minimum grade of C or permission of the instructor.
Schedule Type: Lecture/Lab
College Code: CAS

FREN 235 - Intercultural Influences Between France and the United States
Credits: 3
An interdisciplinary overview of the cultural influences and historical relationships between France and the United States of America. The class will touch on History, Politics, Business, Arts, Language, and Cuisine through lectures and readings. Students will enjoy field trips and guest lecturers as part of the class. (Conducted entirely in English)

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 255 - French Culture and Cuisine
Credits: 3
Food provides a unique window on culture. Get acquainted with the rich culture of the French speaking countries of the world, their interesting customs and etiquette, holidays and feasts, through their culinary traditions. Discover their particular lifestyle, social behaviors, family rituals and shared values. Discover what makes French cuisine so appealing, and France the culinary capital of the world. Learn about the different regions of France gastronomy, the history of some famous dishes, the essential French vocabulary related to food and how to prepare your own French specialties! Course taught in both English and French. One hour of lab per week is required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

FREN 275 - Intermediate French
Credits: 4
Grammar, reading, composition, and oral and aural exercises in the context of significant aspects of French culture.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FREN 172 with a minimum grade of C or permission of the instructor.
Schedule Type: Blended Learning, Lecture/Lab
College Code: CAS

FREN 280 - French Conversation and Composition
Credits: 3
Training in oral and writing self-expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking and writing levels that exist within the French language. Special attention to important differences that exist among all Francophone countries when speaking and writing. Reading comprehension and study of grammatical structures are important components of this course.

Lecture/Lab: Weekly: 3 lectures and a 1-hour lab
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FREN 275 with a minimum grade of C or instructor permission
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

FREN 401 - Fundamentals of Translation
Credits: 3
Techniques of translation processes in rendering into French and English materials ranging from official documents to technical essays and literary texts. Conducted entirely in French.

Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
FREN 402 - French for Interpreters
Credits: 3
Intensive study and practice in the art of consecutive and simultaneous oral translation. Conducted entirely in French.
Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 405 - French Grammar Review
Credits: 1
A review of all basic grammar rules that are required to elaborate written documents and to help in the process of achieving fluency. Special emphasis is given to conjugation, orthography, and syntax.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 415 - Advanced French Communication
Credits: 3
A comprehensive study of French grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in French.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 429 - French for International Travel and Tourism
Credits: 3
Spoken and written French common to the French-speaking world of tourism, hotel business and catering, emphasizing on practices and cultural tools required to communicate in a French-speaking professional environment. This course provides an intensive preparation to the Diplome de Francais Professional Tourisme et Hotellerie conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French.
Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

FREN 430 - Contemporary French Culture and Society
Credits: 3
Analysis and comparison of French and American value orientations, family structures, and educational, political, economic, and cultural institutions. Course offered only during summer study tour to France. Conducted entirely in French.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 434 - French for Medical Professions
Credits: 3
Spoken and written French used by medical professions in the French-speaking world. Strong emphasis on vocabulary, phrases, terminology and specific language used in a doctor's office and hospital settings. This course provides an intensive preparation to the Diplome de Francais Professional Medical conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French.
Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

FREN 445 - French Literature and Film
Credits: 3
Analysis and comparison of artistic differences between selected pieces of French literature and their film adaptation. Conducted entirely in French.

Global Studies

GBT 101 - Introduction to Global Studies
Credits: 3
This course presents essential information on global civilizations and cultures in order to understand and deal with major issues such as equity, peace, genders and interactions among people from different cultural settings. It includes studies of geography, culture, customs, media, families, genders and work habits.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

GBST 201 - Cultural Awareness in Globalization
Credits: 3
This course presents major trends and themes in contemporary global affairs such as power, exchange, trafficking, integration, and respect. It includes the study of international topics that affect lives in communities at the individual and collective levels.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

German

GRMN 505 - Reading German
Credits: 5
For students without a working knowledge in German; an introduction to the grammar and syntax of German for the purpose of translating written German into English. May count toward a general elective only.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

International Language & Global Studies

ILGS 121 - Elementary _______ I
Credits: 3
significant aspects of culture of the foreign language—oral and listening work stressed. A one-hour lab per week is required. Language options can be discussed
ILGS 122 - Elementary _______ II
Credits: 3
Grammar with reading and writing continued in the context of significant aspects of culture of the foreign language—oral and listening work progressively increased. Language options can be discussed with the Department of INLS.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ILGS 235 - Intermediate ___________
Credits: 4
Grammar, reading, composition, oral and aural exercises in the context of significant aspects of the culture of the foreign language.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ILGS 295 - Directed Study/Readings/Research/Project
Credits: 1–3
In the area of language, culture, literature, or international trade. INLS495 is open only to qualified upper division students. Permission of instructor required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG, W)
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Independent
College Code: CAS

ILGS 330 - French/Spanish Service Fieldwork
Credits: 1,2
Designed for students having an advanced level of proficiency in French or Spanish. Services may include activities such as mentoring international students on and off campus, tutoring, interpreting and translating for community and government agencies.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 2 credits
Schedule Type: Practicum
College Code: CAS

ILGS 400 - Topics in _______
Credits: 3
A study of selected topics in language, culture, literature, or international trade. Topics and credits to be announced.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

ILGS 458 - Methods of Foreign Language Instruction: K -- 12
Credits: 3
Theoretical practices and research in FL teaching, ways of using that research, and practical applications of instructional methods. This course focuses on methods for K–12. Attending the Michigan World Language Association Conference in Lansing is required. Required for teacher certification.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ILGS 478 - Study Tour:
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

ILGS 490 - Language and International Trade Internship/Practicum
Credits: 3
A one-semester, full-time work assignment which provides the opportunity to extend theoretical classroom learning in an appropriate setting in the U.S. or abroad. A final report is required.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: CAS

ILGS 495 - Directed Study/Readings/Research/Project
Credits: 1–3
In the area of language, culture, literature, or international trade. INLS495 is open only to qualified upper division students. Permission of instructor required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG, W)
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: CAS

ILGS 575 - Topics in ______
Credits: 1–3
A study of selected topics in language, literature, or civilization. Topics and credits to be announced.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG, W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

ILGS 590 - Directed Study/Readings/Research/Project
Credits: 1–3
Studies in the area of French/Spanish language, literature, or civilization, as determined in consultation with the instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG, W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

Italian
ITLN 141 - Elementary Italian I
Credits: 3
Significant aspects of culture—oral and listening work stressed.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ITLN 142 - Elementary Italian II
Credits: 3
Grammar and reading continued: oral and listening work progressively increased. A one-hour lab per week is required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ITLN171 with a minimum grade of C or permission of the instructor.
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ITLN 436 - Contemporary Italian Culture
Credits: 3
Studies of the life and people of Italian speaking countries through lectures and readings in standard Italian. Readings are related to geography, history, politics, business, social problems, arts, and literatures. Conducted entirely in Italian.

Grade Mode: Normal (A-F,I,W)
ITLN 468 - Italian Fine Arts, Literature and Film
Credits: 3
Analysis and comparison of artistic differences between selected pieces of Italian literature and their film adaptation. Emphasis on language and all artistic expressions connected to the identity of the Italian culture and society. Conducted entirely in Italian.

Lecture/Lab: Weekly: 3 lectures
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SPAN 172 - Elementary Spanish II
Credits: 3
Grammar and reading continued: oral and listening work progressively increased. Designed for students with 2-3 years of high-school Spanish or its equivalent.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPAN 171 with a minimum grade of C or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

SPAN 275 - Intermediate Spanish
Credits: 4
Grammar, reading, composition, oral and listening exercises on the intermediate level, including significant aspects of Spanish culture.

Lecture/Lab: Weekly: 3 lectures and a 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPAN 275 with a minimum grade of C or instructor permission
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

SPAN 325 - Spanish for the Medical Professions
Credits: 3
Spoken and written Spanish used by the medical professions in the Spanish-speaking world. Strong emphasis on vocabulary, phrases, medical terminology, and specific language use in a doctor’s office and hospital settings. Basic knowledge of Spanish recommended.

Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

SPAN 405 - Spanish Grammar Review
Credits: 1
A review of all basic grammar rules that are required to elaborate written documents and to help in the process of achieving fluency. Special emphasis is given to conjugation, orthography, and syntax.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SPAN 416 - Spanish for Native Speakers
Credits: 3
An in-depth study of the Spanish language for native speakers who have not had previous formal academic instruction in Spanish. Special emphasis will be given to oral and written communication by focusing on grammar, syntax, and correct usage of the Spanish language. Conducted entirely in Spanish.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

PORT 171 - Elementary Portuguese I
Credits: 3
Grammar with reading and writing of simple Portuguese in the context of significant aspects of culture—oral and listening work stressed.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PORT 171 with a minimum grade of C or permission of instructor.
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

PORT 172 - Elementary Portuguese II
Credits: 3
Grammar and reading continued: oral and listening work progressively increased.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPAN 171 with a minimum grade of C or permission of instructor.
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

PORT 420 - Portuguese Literature & Culture
Credits: 3
A study of selected major Portuguese and Brazilian writers whose works reflect important political, social, moral, and cultural aspects of Portuguese societies. Conducted entirely in Portuguese.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PORT 430 - Contemporary Brazilian Culture
Credits: 3
An introduction to the life and people of Brazil through lectures and readings in Brazilian Portuguese on the geography, history, politics, social problems, arts, business and literature of the region. Conducted entirely in Portuguese.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

Spanish

SPAN 171 - Elementary Spanish I
Credits: 3
Grammar with reading and writing of simple Spanish in the context of significant aspects of culture—oral and listening work stressed. Elementary Spanish I is designed for students who have studied no Spanish or less than 2 years of high-school Spanish or its equivalent.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
SPAN 420 - Advanced Spanish Written and Oral Communication
Credits: 3
A comprehensive study of Spanish grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation, and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SPAN 426 - Contemporary Spain
Credits: 3
An overview of contemporary Spain and its role in Europe as well as Latin America. Special consideration of geographical aspects, commerce, industry, tourism, education, political settings, and status of the Monarchy are given. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

SPAN 436 - Spanish-American Culture
Credits: 3
An introduction to the life and people of Spanish America through lectures and readings in standard Spanish on the geography, history, politics, social problems, arts, and literature of the area. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SPAN 438 - Mexico and Central American Culture
Credits: 3
An overview of the Mexico and Central American cultures and their presence in the United States of America. Special consideration to customs, traditions, values, lifestyle, and social problems along with some historical events that have greatly influenced Mexicans and Central Americans. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SPAN 439 - Spanish Caribbean Culture
Credits: 3
A course designed to explore Hispanic culture and traditions in the Spanish-speaking Caribbean islands. Special interest in Cuba, Dominican Republic and Puerto Rico and their immigration trends to the United States of America. A study of their lifestyle, values, traditions, and customs. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SPAN 446 - Spanish and Latin American Drama
Credits: 3
A study of selected major Spanish and Latin American writers whose works reflect important political, social, moral, and cultural aspects of Hispanic societies. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

SPAN 447 - Spanish for Translation
Credits: 3
An introduction to the basic principles of translation from English to Spanish and from Spanish to English. An approach to techniques used in writing translation. Strong emphasis on written translations. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Blended Learning, Lecture/Lab
College Code: CAS

SPAN 448 - Spanish and Latin American Literature and Film
Credits: 3
Comparison of artistic and linguistic differences between selected pieces of Spanish and Latin American literature and their film adaptation. Emphasis on language, characters, and cultural aspects of society. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

SPAN 449 - Spanish for Interpreters
Credits: 3
A study of the basic principles of oral interpretation from English to Spanish and from Spanish to English. An approach to techniques used in oral interpretation. Strong emphasis on oral communication. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

SPAN 456 - Spanish for Speech Pathologists and Audiologists
Credits: 3
Spoken and written Spanish used by speech pathologists and audiologists in both the medical and the educational fields in the United States of America as well as Spanish-speaking countries in the world. Strong emphasis on vocabulary, including specific terminology used in medical settings. This course is specifically oriented to students completing a degree in Spanish and Speech Language Pathology and Audiology as well as to those completing a degree in translation.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SPAN 457 - Spanish Media Translation
Credits: 3
A study of the basic principles of translation in the media. Comparison between translation of written documents and oral messages. Special attention to translating news, commercials, movies, websites, speeches, newspapers, and magazines. Conducted in both English and Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

SPAN 458 - Spanish for International Trade
Credits: 3
Spoken and written Spanish common to the Spanish-speaking world of business and industry, with emphasis upon business practices, and the writing and translating of business letters and professional reports. Cross-cultural references provide opportunities for comparative and contrastive analysis of American and Spanish cultural patterns in business settings. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Blended Learning, Lecture/Lab
College Code: CAS

SPAN 470 - Spanish for International Relations
Credits: 3
Spoken and written Spanish common to the Spanish-speaking world of international relations with emphasis in vocabulary related to government agencies, non-profit organizations, diplomacy, religious entities, independent agencies (UN, OEA). Special emphasis in communication. Conducted entirely in Spanish.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS
Liberal Arts, General Studies & Interdisciplinary Studies

On-Campus Degree Programs
Aaron Moushon, Advisor
Nethery Hall, Room 135
269-471-3382; Fax 269-471-6236
moushona@andrews.edu

Distance Degree Programs
Glynis Bradfield, Advisor
Griggs Hall, Room 120
269-471-6570
stuservgriggs@andrews.edu
www.andrews.edu/distance/

Mission
The Liberal Arts, General Studies & Interdisciplinary Studies programs serve students who need an individualized and interdisciplinary degree, and house specific courses that do not naturally fit within any existing departments. The goal is to cooperate with the mission of the sponsoring departments and the fundamental mission of Andrews University.

For more information about the Distance Education options at Andrews University, please visit the following links:

- Course information – interactive and self-paced online course descriptions
- Student Services - videos, tutorials, and contact information for distance students
- Apply online or contact a distance admissions counselor
- All distance degrees offered by Andrews University

Associates

General Studies AA
The General Studies Associate of Arts degree is designed to serve students seeking to complete a degree for personal or professional goals.

On-campus students looking to complete the General Studies AA will need to make application in the College of Arts & Sciences Dean’s Office (Nethery Hall, Room 135).

Online delivery:
Students electing to complete more than 50% of the program online will choose the distance education version, coordinated through the School of Distance Education. This program is offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). This self-paced online degree does not require any on-campus time unless on-campus courses are selected.

Degree Requirements
- Complete a minimum of 62 semester credits
- Fulfill the Andrews Core Experience for an Associate degree
- Fulfill the general associate degree requirements

Course selection is made in consultation with the advisor
Earn a minimum of 15 semester credits through Andrews University
A minimum of 9 credits of the major must be taken in residence
The overall GPA for all courses (including transfer credits) must be 2.0
The GPA for all focus-area courses (including transfer credits) must be 2.25

General Studies BS
The General Studies Associate of Science degree is designed to serve students seeking to complete a degree for personal or professional goals.

On-campus students looking to complete the General Studies AS will need to make application in the College of Arts & Sciences Dean’s Office (Nethery Hall, Room 135).

Online delivery: Students electing to complete more than 50% of the program online will choose the distance education version, coordinated through the School of Distance Education. This program is offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). This self-paced online degree does not require any on-campus time unless on-campus courses are selected.

Degree Requirements
- Complete a minimum of 62 semester credits
- Fulfill the Andrews Core Experience for an Associate degree
- Fulfill the general associate degree requirements

Course selection is made in consultation with the advisor
Earn a minimum of 15 semester credits through Andrews University
A minimum of 9 credits of the major must be taken in residence
The overall GPA for all courses (including transfer credits) must be 2.0
The GPA for all focus-area courses (including transfer credits) must be 2.25

General Studies BA
The General Studies Bachelor of Arts degree is designed to serve students seeking to complete a degree for personal or professional goals.

On-campus students looking to complete the General Studies BA will need to make application in the College of Arts & Sciences Dean’s Office (Nethery Hall, Room 135).

Online delivery: Students electing to complete more than 50% of the program online will choose the distance education version, coordinated through the School of Distance Education. This program is offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). This self-paced online degree does not require any on-campus time unless on-campus courses are selected.

Program Requirements
- Complete a minimum of 124 semester credits
- Fulfill the Andrews Core Experience for a BA degree
- Fulfill the general baccalaureate degree requirements
- A minimum of 33 semester credits in the student’s chosen focus area, with at least 11 credits numbered 300 or above
- A minimum of 30 semester credits from courses numbered 300 or above
- Earn a minimum of 30 semester credits through Andrews University
- Elective courses to fill the balance of 124 semester credits
- The overall GPA for all courses (including transfer credits) must be 2.0
- The GPA for all focus-area courses (including transfer credits) must be 2.25
- No course with a grade below C- may count toward the focus area

General Studies BS

The General Studies Bachelor of Science degree is designed to serve students seeking to complete a degree for personal or professional goals.

On-campus students looking to complete the General Studies BS will need to make application in the College of Arts & Sciences Dean’s Office (Nethery Hall, Room 135).

Online delivery: Students electing to complete more than 50% of the program online will choose the distance education version, coordinated through the School of Distance Education. This program is offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). This self-paced online degree does not require any on-campus time unless on-campus courses are selected.

Degree Requirements

A minimum of 124 semester credits
Fulfill the Andrews Core Experience requirements for a BS degree
Fulfill the general baccalaureate degree requirements
A minimum of 39 semester credits in the student’s chosen focus area, with at least 13 credits numbered 300 or above
A minimum of 30 semester credits from courses numbered 300 or above
Earn a minimum of 30 semester credits through Andrews University
Elective courses to fill the balance of 124 semester credits
The overall GPA for all courses (including transfer credits) must be 2.0
The GPA for all focus-area courses (including transfer credits) must be 2.25
No course with a grade below C- may count toward the focus area

Liberal Arts, Humanities
Concentration BA

Program Description

The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

The liberal arts degrees demonstrate the following learning objectives in each of the concentrations: critical thinking, effective communication, and life-long learning and the preparation of students for lives of leadership and service.

The degree on the diploma and transcript will be listed as a Bachelor of Arts or a Bachelor of Science. The major on the transcript will be Liberal Arts, with a listing of one of four concentrations: Humanities, Sciences, Social Sciences, Interdisciplinary.

The Liberal Arts degree program will be administered from the College of Arts and Sciences Dean’s Office, with the Associate Dean assigned the responsibility to coordinate the advising of students. Academic oversight of the program will be the responsibility of the Liberal Arts Advisory Committee whose membership will include representation from the departments represented by the curricular requirements.

Liberal Arts students will be required to keep a portfolio of work done during their education in order to demonstrate progress toward meeting learning objectives.

Degree Details

Divided into four Concentrations

Humanities
Sciences
Social Sciences
Interdisciplinary

Governed by an Andrews University Advisory Committee
A minimum of 124 semester credits must be earned, including a concentration of 45 credits plus general education requirements and electives
A minimum of 30 semester credits in the degree must be from courses numbered 300 and above
A minimum of 60 credits must be earned from approved AU courses
A minimum of 15 credits in the concentration must be earned from approved AU courses numbered 300 and above

Why and For Whom

Person with a broader interest than a single discipline
For those who switched majors
Fall-back for the capable student
More flexible than single-discipline degree
For affiliate campuses – only approved concentrations

Humanities Concentration

Required course: PHIL 224 - Introduction to Philosophy
Three foundation classes are required.

ARLG 350 - World Religions and
Two from the following list:
ARTH 220 - Language of Art
MUHL 214 - Enjoyment of Music
ENGL 255 - Studies in Literature

33 credits taken from three of the six areas listed below (including 15 upper-division credits from two of the six following areas):

Fine Arts
Philosophy
Music
Literature
History
Religion

Total Credits : 45

Liberal Arts, Interdisciplinary
Concentration BA/BS

Program Description

The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

The liberal arts degrees demonstrate the following learning objectives in each of the concentrations: critical thinking, effective communication, and life-long learning and the preparation of students for lives of leadership and service.

The degree on the diploma and transcript will be listed as a Bachelor of Arts or a Bachelor of Science. The major on the transcript will be Liberal Arts, with a listing of one of four concentrations: Humanities, Sciences, Social Sciences, Interdisciplinary.

The Liberal Arts degree program will be administered from the College of Arts and Sciences Dean’s Office, with the Associate Dean assigned the responsibility to coordinate the advising of students. Academic oversight of the program will be the responsibility of the Liberal Arts Advisory Committee whose membership will include representation from the departments represented by the curricular requirements.

Liberal Arts students will be required to keep a portfolio of work done during their education in order to demonstrate progress toward meeting learning objectives.

Degree Details

Divided into four Concentrations

Humanities
Sciences
Social Sciences
Interdisciplinary

Governed by an Andrews University Advisory Committee
A minimum of 124 semester credits must be earned, including a concentration of 45 credits plus general education requirements and electives
A minimum of 30 semester credits in the degree must be from courses numbered 300 and above
A minimum of 60 credits must be earned from approved AU courses
A minimum of 15 credits in the concentration must be earned from approved AU courses numbered 300 and above

Why and For Whom

Person with a broader interest than a single discipline
For those who switched majors
Fall-back for the capable student
Interdisciplinary Concentration

45 credits total
Required upper division: 15 credits
Required course: PHIL 224 - Introduction to Philosophy
The equivalent of two 20-hour focus areas approved by the Andrews liberal arts advisory committee
Restrictions on available minors for affiliate sites will be impacted by the terms and conditions of the specific affiliation agreement

Total Credits : 45

Liberal Arts, Sciences

Concentration BS

Program Description
The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

The liberal arts degrees demonstrate the following learning objectives in each of the concentrations: critical thinking, effective communication, and life-long learning and the preparation of students for lives of leadership and service.

The degree on the diploma and transcript will be listed as a Bachelor of Arts or a Bachelor of Science. The major on the transcript will be Liberal Arts, with a listing of one of four concentrations: Humanities, Sciences, Social Sciences, Interdisciplinary.

The Liberal Arts degree program will be administered from the College of Arts and Sciences Dean's Office, with the Associate Dean assigned the responsibility to coordinate the advising of students. Academic oversight of the program will be the responsibility of the Liberal Arts Advisory Committee whose membership will include representation from the departments represented by the curricular requirements.

Liberal Arts students will be required to keep a portfolio of work done during their education in order to demonstrate progress toward meeting learning objectives.

Degree Details

Divided into four Concentrations
- Humanities
- Sciences
- Social Sciences
- Interdisciplinary

Governed by an Andrews University Advisory Committee
A minimum of 124 semester credits must be earned, including a concentration of 45 credits plus general education requirements and electives
A minimum of 30 semester credits in the degree must be from courses numbered 300 and above
A minimum of 60 credits must be earned from approved AU courses
A minimum of 15 credits in the concentration must be earned from approved AU courses numbered 300 and above
Why and For Whom
- Person with a broader interest than a single discipline
- For those who switched majors
- Fall-back for the capable student
- More flexible than single-discipline degree
- For affiliate campuses – only approved concentrations

Sciences Concentration

Required upper division: 15 credits
Required course: PHIL 224 - Introduction to Philosophy

Total Credits : 45

Liberal Arts, Social Sciences

Concentration BS

Program Description
The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

The liberal arts degrees demonstrate the following learning objectives in each of the concentrations: critical thinking, effective communication, and life-long learning and the preparation of students for lives of leadership and service.

The degree on the diploma and transcript will be listed as a Bachelor of Arts or a Bachelor of Science. The major on the transcript will be Liberal Arts, with a listing of one of four concentrations: Humanities, Sciences, Social Sciences, Interdisciplinary.

The Liberal Arts degree program will be administered from the College of Arts and Sciences Dean's Office, with the Associate Dean assigned the responsibility to coordinate the advising of students. Academic oversight of the program will be the responsibility of the Liberal Arts Advisory Committee whose membership will include representation from the departments represented by the curricular requirements.

Liberal Arts students will be required to keep a portfolio of work done during their education in order to demonstrate progress toward meeting learning objectives.

Degree Details

Divided into four Concentrations
- Humanities
- Sciences
- Social Sciences
- Interdisciplinary

Governed by an Andrews University Advisory Committee
A minimum of 124 semester credits must be earned, including a concentration of 45 credits plus general education requirements and electives
A minimum of 30 semester credits in the degree must be from courses numbered 300 and above
A minimum of 60 credits must be earned from approved AU courses
A minimum of 15 credits in the concentration must be earned from approved AU courses numbered 300 and above
Why and For Whom
- Person with a broader interest than a single discipline
- For those who switched majors
- Fall-back for the capable student
- More flexible than single-discipline degree
- For affiliate campuses – only approved concentrations

Social Sciences Concentration

Required course: PHIL 224 - Introduction to Philosophy
Three foundation classes are required. It is highly recommended that you take upper-division courses in the two focus areas you choose, since they are likely to be prerequisites for some of the other upper-division classes you will need. Choose three from the following list:

ANTH 124 - Introduction to Anthropology
FMST 115 - Introduction to Family Studies or FMST 201 - Personal Relationships
PSY 101 - Introduction to Psychology
SOCI 119 - Principles of Sociology
PLSC 104 - American Government
ECON 225 - Principles of Macroeconomics or ECON 226 - Principles of Microeconomics

27 upper-division credits in two of the following six areas with a minimum of 4 upper-division classes from the two focus areas (for a total of 12 credits). The other 15 upper-division credits may come from any of the areas in the social sciences noted below:

Anthropology
Family Studies
Psychology
Sociology
Political Science
Economics

Two classes of electives (6 credits) from any of these acronyms: ANTH, FMST, PSYC, SOCI, PLSC, or ECON

Total Credits : 45

Undergraduate Minors

General Studies Minor

A minor in General Studies may be used in conjunction with regular degrees or with a General Studies major.

A GPA of at least 2.00 is required in all transfer credits—and in all credits earned at Andrews University that are counted for the minor—with no grade below C-.

At least 3 semester credits must be earned on campus in courses numbered 300 or above.

No more than 5 semester credits from the major can be used in the minor.

Total Credits: 20

General Studies

GNST 091 - Academic Tutorial Support
Credits: 1–4
A tutorial application of the principles of academic success. Includes one-on-one tutoring and/or group-learning experiences. Could also include academic or cognitive evaluations when necessary.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Consent of the instructor required.
Schedule Type: Independent
College Code: CAS

GNST 298 - PLA: (Special Topic)
Credits: variable
PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted.

Grade Mode: By examination (P)

Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: CAS

GNST 416 - GRE Standardized Test Preparation: Verbal
Credits: 1
Review of topics covered on the standardized GRE exam. Includes at least one full-length practice exam.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Lecture
College Code: CAS

GNST 417 - GRE Standardized Test Preparation: Quantitative
Credits: 1
Review of topics covered on the standardized GRE exam. Includes at least one full-length practice exam.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Lecture
College Code: CAS

GNST 498 - PLA: (Special Topic)
Credits: variable
PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted.

Grade Mode: By examination (P)
Repeatable: Repeatable up to 32 credits
Schedule Type: Independent
College Code: CAS

GNST 499 - PLA Portfolio Development
Credits: 2
The development of a portfolio of evidence to present for Prior Learning Assessment.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Self-Paced
College Code: CAS

Interdisciplinary Studies

Details of departmental course offerings and course descriptions may be obtained from the department(s) involved.

IDSC 278 - Study Tour:
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

IDSC 280 - Cooperative Education in_______(subject area)
Credits: 0.5–1
Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences.
Repeatable: Repeatable up to 1 credit
Schedule Type: Independent
College Code: CAS

IDSC 294 - Off-Campus Study in_______
Credits: 3–15
See advisor for details.

Grade Mode: Noncredit (NC,W)
IDSC 296 - Student Missionary/Taskforce Experience
Credits: 0
This course qualifies for full-time status, requiring a minimum of 540 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDSC 380 - Cooperative Education in_____ (subject area)
Credits: 0, 0.5, 1
Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences.
Repeatable: Repeatable up to 1 credit
Schedule Type: Independent
College Code: CAS

IDSC 394 - Off-Campus Study in________
Credits: 0–15
See advisor for details.

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDSC 456 - Integrated Science
Credits: 4
This course is designed to provide a science experience that models what science professionals do in the real world. This course will integrate content from life, physical and earth science using a project driven, problem solving approach. Laboratory and lecture experiences are integrated continuously and include a strong technology component.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: CAS

IDSC 596 - Student Missionary/Taskforce Experience
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS
Program Goals: BS Mathematics
Students will demonstrate breadth and depth in their grasp of undergraduate mathematics.
Students will conduct research projects, write papers, and make presentations.
Graduates will be successful in obtaining employment or acceptance into graduate or professional programs.
Graduates who enter graduate programs will be successful in completing the first year and eventually a master’s or doctoral degree.
Students will demonstrate a commitment to Jesus, the Seventh-day Adventist Church, and service to others.

Major Requirements: 39

Required courses
- MATH 191 - Calculus I Credits: 4 or MATH 195 - Calculus I for Biology Credits 4
- MATH 192 - Calculus II Credits: 4
- MATH 215 - Introduction to Linear Algebra Credits: 3
- MATH 240 - Calculus III Credits: 4
- MATH 286 - Differential Equations Credits: 3
- MATH 315 - Linear Algebra Credits: 3
- MATH 355 - Foundations of Advanced Mathematics Credits: 3
- MATH 389 - Mathematics Colloquium Credits: 0 or PHYS 277 - Physics Colloquium Credits 0 (4 semesters)
- MATH 431 - Real Analysis I Credits: 3
- MATH 432 - Real Analysis II Credits: 3
- MATH 441 - Abstract Algebra I Credits: 3
- STAT 340 - Probability Theory with Statistical Applications Credits: 3

At least 6 credits in additional courses
In consultation with a Department of Mathematics advisor, students should choose at least 6 credits from the following courses:
- MATH 405 - Applied Mathematics Credits: 3
- MATH 408 - Complex Analysis Credits: 3
- MATH 426 - Mathematical Modeling in Biology Credits: 3
- MATH 442 - Abstract Algebra II Credits: 3
- MATH 475 - Geometry Credits: 3
- MATH 487 - Special Topics in Credits: 1–3
- MATH 495 - Independent Study Credits: 1–3
- MATH 497 - Research in Mathematics Credits: 0–3
- STAT 340 - Probability Theory with Statistical Applications Credits: 3

Students in a secondary teacher certification program are required to take
- MATH 375 and STAT 285 do not count toward the 39 major credits.
A major field test in mathematics is required during the senior year.

Cognate Course—3
- CPTR 151 - Computer Science I Credits: 3

Mathematics Education BS

Program Goals: BS Mathematics Education
Students will demonstrate breadth and depth in their knowledge of undergraduate mathematics.
Students will have teaching-related work experience during their college years.
Graduates will be successful in obtaining employment or acceptance into graduate or professional programs.
Graduates who accept teaching jobs or enter graduate programs will be successful in completing the first year. Those who enter graduate programs will eventually complete a master’s or doctoral degree.
Students will demonstrate a commitment to Jesus, the Seventh-day Adventist Church, and service to others. Graduated and student teachers will demonstrate a good understanding of the mathematics that they are teaching and the ability to communicate it clearly.

**Major Requirements: 36**

- MATH 191 - Calculus I **Credits:** 4 or MATH 195 - Calculus I for Biology **Credits:** 4
- MATH 192 - Calculus II **Credits:** 4
- MATH 215 - Introduction to Linear Algebra **Credits:** 3
- MATH 240 - Calculus III **Credits:** 4
- MATH 355 - Foundations of Advanced Mathematics **Credits:** 3
- MATH 375 - Secondary School Mathematics Teaching **Credits:** 3
- MATH 475 - Geometry **Credits:** 3
- MATH 315 - Linear Algebra **Credits:** 3 or MATH 441 - Abstract Algebra I **Credits:** 3
- MATH 286 - Differential Equations **Credits:** 3 or MATH 426 - Mathematical Modeling in Biology **Credits:** 3
- MATH 389 - Mathematics Colloquium **Credits:** 0 or PHYS 277 - Physics Colloquium Credits: 0 (4 semesters)
- STAT 285 - Elementary Statistics **Credits:** 3
- STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

**Non-degree Majors**

### Mathematical Studies Major

**Program Goals: Mathematical Studies**

Students will demonstrate breadth and depth in their grasp of undergraduate mathematics.

Students will conduct research projects, write papers, and make presentations.

Graduates will be successful in obtaining employment or acceptance into graduate or professional programs.

Graduates who enter graduate programs will be successful in obtaining employment or acceptance into graduate or professional programs.

Students will demonstrate a commitment to Jesus, the Seventh-day Adventist Church, and service to others.

**Major Requirements: 30**

**Required courses:**

- MATH 191 - Calculus I **Credits:** 4 or MATH 195 - Calculus I for Biology **Credits:** 4
- MATH 192 - Calculus II **Credits:** 4
- MATH 215 - Introduction to Linear Algebra **Credits:** 3
- MATH 240 - Calculus III **Credits:** 4
- MATH 389 - Mathematics Colloquium **Credits:** 0 or PHYS 277 - Physics Colloquium Credits: 0 (2 semesters)

At least 15 credits in additional courses

In consultation with a Department of Mathematics advisor, students will take at least 15 additional credits from the following courses:

- MATH 286 - Differential Equations **Credits:** 3
- MATH 315 - Linear Algebra **Credits:** 3
- MATH 355 - Foundations of Advanced Mathematics **Credits:** 3
- MATH 405 - Applied Mathematics **Credits:** 3
- MATH 408 - Complex Analysis **Credits:** 3
- MATH 426 - Mathematical Modeling in Biology **Credits:** 3
- MATH 431 - Real Analysis I **Credits:** 3
- MATH 432 - Real Analysis II **Credits:** 3
- MATH 441 - Abstract Algebra I **Credits:** 3
- MATH 442 - Abstract Algebra II **Credits:** 3
- MATH 475 - Geometry **Credits:** 3
- MATH 487 - Special Topics in _______ **Credits:** 1–3
- MATH 497 - Research in Mathematics **Credits:** 0–3
- STAT 340 - Probability Theory with Statistical Applications **Credits:** 3
- CPT 151 - Computer Science I **Credits:** 3

**Undergraduate Minors**

**Mathematics Education Minor**

**Program Goals:**

Students will demonstrate breadth and depth in their grasp of undergraduate mathematics.

Students will conduct research projects, write papers, and make presentations.

Graduates will be successful in obtaining employment or acceptance into graduate or professional programs.

Graduates who enter graduate programs will be successful in obtaining employment or acceptance into graduate or professional programs.

Students will demonstrate a commitment to Jesus, the Seventh-day Adventist Church, and service to others.

**Major Requirements:**

- MATH 191 - Calculus I **Credits:** 4 or MATH 195 - Calculus I for Biology **Credits:** 4
- MATH 192 - Calculus II **Credits:** 4
- MATH 215 - Introduction to Linear Algebra **Credits:** 3
- MATH 240 - Calculus III **Credits:** 4
- MATH 389 - Mathematics Colloquium **Credits:** 0 or PHYS 277 - Physics Colloquium Credits: 0 (2 semesters)

At least 15 credits in additional courses

In consultation with a Department of Mathematics advisor, students will take at least 15 additional credits from the following courses:

- MATH 286 - Differential Equations **Credits:** 3
- MATH 315 - Linear Algebra **Credits:** 3
- MATH 355 - Foundations of Advanced Mathematics **Credits:** 3
- MATH 405 - Applied Mathematics **Credits:** 3
- MATH 408 - Complex Analysis **Credits:** 3
- MATH 426 - Mathematical Modeling in Biology **Credits:** 3
- MATH 431 - Real Analysis I **Credits:** 3
- MATH 432 - Real Analysis II **Credits:** 3
- MATH 441 - Abstract Algebra I **Credits:** 3
- MATH 442 - Abstract Algebra II **Credits:** 3
- MATH 475 - Geometry **Credits:** 3
- MATH 487 - Special Topics in _______ **Credits:** 1–3
- MATH 497 - Research in Mathematics **Credits:** 0–3
- STAT 340 - Probability Theory with Statistical Applications **Credits:** 3
- CPT 151 - Computer Science I **Credits:** 3

**Note:**

This major is available only as a second major, to those taking a major in another field.
This minor is available only to those obtaining elementary teacher certification. For more information regarding teacher certification with a minor, see the department of Teaching, Learning & Curriculum.

**Minor Requirements - 23**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 168 - Precalculus Credits: 4</td>
</tr>
<tr>
<td>MATH 191 - Calculus I Credits: 4 or MATH 195 - Calculus I for Biology Credits: 4</td>
</tr>
<tr>
<td>MATH 215 - Introduction to Linear Algebra Credits: 3</td>
</tr>
<tr>
<td>MATH 221 - Mathematics for Elementary Teachers I Credits: 3</td>
</tr>
<tr>
<td>MATH 222 - Mathematics for Elementary Teachers II Credits: 3</td>
</tr>
<tr>
<td>MATH 355 - Foundations of Advanced Mathematics Credits: 3</td>
</tr>
<tr>
<td>STAT 285 - Elementary Statistics Credits: 3</td>
</tr>
</tbody>
</table>

**Mathematics Minor**

**Minor Requirements - 20**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 191 - Calculus I Credits: 4 or MATH 195 - Calculus I for Biology Credits: 4</td>
</tr>
<tr>
<td>MATH 192 - Calculus II Credits: 4</td>
</tr>
<tr>
<td>MATH 215 - Introduction to Linear Algebra Credits: 3</td>
</tr>
</tbody>
</table>

At least 9 credits in additional courses

Choose at least 9 credits of additional courses in consultation with a departmental advisor:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 240 - Calculus III Credits: 4</td>
</tr>
<tr>
<td>MATH 286 - Differential Equations Credits: 3</td>
</tr>
<tr>
<td>MATH 315 - Linear Algebra Credits: 3</td>
</tr>
<tr>
<td>MATH 355 - Foundations of Advanced Mathematics Credits: 3</td>
</tr>
<tr>
<td>MATH 405 - Applied Mathematics Credits: 3</td>
</tr>
<tr>
<td>MATH 408 - Complex Analysis Credits: 3</td>
</tr>
<tr>
<td>MATH 426 - Mathematical Modeling in Biology Credits: 3</td>
</tr>
<tr>
<td>MATH 431 - Real Analysis I Credits: 3</td>
</tr>
<tr>
<td>MATH 432 - Real Analysis II Credits: 3</td>
</tr>
<tr>
<td>MATH 441 - Abstract Algebra I Credits: 3</td>
</tr>
<tr>
<td>MATH 442 - Abstract Algebra II Credits: 3</td>
</tr>
<tr>
<td>MATH 475 - Geometry Credits: 3</td>
</tr>
<tr>
<td>MATH 487 - Special Topics in _____ Credits: 1–3</td>
</tr>
<tr>
<td>MATH 495 - Independent Study Credits: 1–3</td>
</tr>
<tr>
<td>MATH 497 - Research in Mathematics Credits: 0–3</td>
</tr>
<tr>
<td>STAT 340 - Probability Theory with Statistical Applications Credits: 3</td>
</tr>
</tbody>
</table>

**Minor Requirements for elementary or secondary certification**

For more information regarding teacher certification with a minor see the department of Teaching, Learning & Curriculum. Students in a secondary teacher certification program are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 355 - Foundations of Advanced Mathematics Credits: 3</td>
</tr>
<tr>
<td>MATH 375 - Secondary School Mathematics Teaching Credits: 3</td>
</tr>
<tr>
<td>MATH 475 - Geometry Credits: 3</td>
</tr>
<tr>
<td>STAT 285 - Elementary Statistics Credits: 3</td>
</tr>
<tr>
<td>STAT 340 - Probability Theory with Statistical Applications Credits: 3</td>
</tr>
</tbody>
</table>

NOTE: A major field test in mathematics is required during the senior year.

Students in an elementary teacher certification program should take MATH 221 and MATH 222 instead of MATH 375.

**Minor in Mathematics of Economics and Finance**

This minor is available only to students obtaining a degree in the School of Business Administration.

**Minor Requirements - 20**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 191 - Calculus I Credits: 4 or MATH 195 - Calculus I for Biology Credits: 4</td>
</tr>
<tr>
<td>MATH 192 - Calculus II Credits: 4</td>
</tr>
<tr>
<td>MATH 215 - Introduction to Linear Algebra Credits: 3</td>
</tr>
<tr>
<td>MATH 286 - Differential Equations Credits: 3</td>
</tr>
<tr>
<td>STAT 285 - Elementary Statistics Credits: 3</td>
</tr>
<tr>
<td>STAT 340 - Probability Theory with Statistical Applications Credits: 3</td>
</tr>
</tbody>
</table>

**Mathematics**

MATH 091 and MATH 092 are provided for students not achieving a score of at least P2 on the Mathematics Placement Examination (MPE).

Students complete the sequence MATH 091/092 by passing a set of proficiency tests in arithmetic and algebra, at which time a P2 score is awarded. When this occurs, the student has completed the MATH Skill part of the General Education requirement, and is considered ready to take MATH 145, MATH 165, MATH 166 or STAT 285. Depending on the diligence and previous preparation of the student, this may occur at any time in the MATH 091/MATH 092 sequence.

**MATH 091 - Arithmetic and Algebra Review I**

Credits: 3

Individualized review of arithmetic and algebra skills. Algebra topics include linear, quadratic and rational equations; graphs and systems of linear equations; and polynomial operations and factoring. Students completing all of the required topics and exams while enrolled in MATH 091 will receive an MPE score of P2 and are not required to take MATH 092. Students earning a passing grade in MATH 091 but not completing all of the required topics and exams must enroll in MATH 092. This developmental course does not count toward college credit.

**MATH 092 - Arithmetic and Algebra Review II**

Continuation of MATH 091. Students not completing the sequence requirements but fulfilling attendance, participation, and progress requirements may receive an R grade requiring re-registration the next semester. This developmental course does not count toward college credit.

**MATH 145 - Mathematics for the (Mis)Information Age**

Credits: 3

A quantitative reasoning course that teaches how to use algebraic tools and real-world data to make informed decisions and avoid being misled in public policy, science, health, and business. Topics include logic; interpreting graphs and tables; functions such as linear, quadratic, exponential, and logarithmic with applications to population growth and personal finance; and fundamentals of probability and statistics such as false positives and statistical significance.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal with R (A-F,I,W,R)

Prerequisite(s): MATH 091

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

**MATH 165 - College Algebra**

Credits: 3

Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE ≥ P2.

Schedule Type: Lecture, Self-Paced

Term Offering: Fall, Spring

College Code: CAS
MATH 166 - College Algebra for Business
Credits: 3
Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE ≥ P2
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

MATH 167 - Precalculus Trigonometry
Credits: 1
Trigonometric functions and their inverses, identities, trigonometric equations; laws of sines and cosines, vectors, applications, and selected topics.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE ≥ P3 or MATH 165 or MATH 166
Schedule Type: Lecture
College Code: CAS

MATH 168 - Precalculus
Credits: 4
Linear, quadratic, and absolute value equations and inequalities with applications; radical equations; polynomial, rational, exponential, logarithmic, inverse, trigonometric functions; higher order equations; exponential and logarithmic equations; the unit circle, trigonometric identities and equations; Law of Sines and Cosines; vectors in the plane, polar coordinates and graphs; complex numbers and De Moivre's Theorem; conic sections.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE ≥ P3 or MATH 165 or MATH 166
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

MATH 182 - Calculus with Applications
Credits: 3
Introduction to single-variable calculus, including limits, differentiation, optimization, and integration with applications to problems in business and the social sciences. Some topics from multivariable calculus, including partial derivatives and extrema of functions of two variables.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE ≥ P4 or MATH 167 or MATH 168
Schedule Type: Lecture
College Code: CAS

MATH 191 - Calculus I
Credits: 4
MATH191, 192 is a standard introduction to single-variable calculus. MATH 191 includes limits, continuity, derivatives, applications and integration up through substitution and integration by parts. Formal definitions of limit, derivative, and Riemann integral. Proofs of standard theorems, including the Fundamental Theorem of Calculus.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE=PS or MATH 167 or MATH 168 with grade no lower than C.
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Spring
College Code: CAS

MATH 192 - Calculus II
Credits: 4
Continuation of MATH191. Techniques of integration, improper integrals, applications of integrals, sequences, power series, Taylor and Maclaurin series, tests of convergence, error estimates, polar coordinates, parameterized curves, vectors, dot and cross products.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 191 or MATH 195.
Schedule Type: Lecture
Term Offering: Spring, Summer
College Code: CAS

MATH 195 - Calculus I for Biology
Credits: 4
Introduction to single-variable calculus in the context of the life sciences from the dynamical systems point of view. Limits, continuity, derivatives, integration by substitution and by parts. Formal definitions of limit, derivative, and Riemann integral. Proofs of standard theorems, including the Fundamental Theorem of Calculus. In addition to standard topics, includes research applications to biology and medicine, an introduction to mathematical models and differential equations, equilibria, stability, and eigenvalues. Equivalent to MATH191.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 165 or BIOL 166 or consent of the instructor
Corequisite(s): MPE ≥ P3 or MATH 167 or MATH 168 with grade no lower than C.
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

MATH 215 - Introduction to Linear Algebra
Credits: 3
Vectors, Euclidean n-space, matrices, systems of linear equations, determinants, eigenvalues, eigenvectors, vector spaces, and linear transformations with emphasis on applications and computation.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 182, MATH 191, or MATH 195.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

MATH 221 - Mathematics for Elementary Teachers I
Credits: 3
This is the first of two courses that equip prospective elementary and middle school teachers with the deep conceptual knowledge, reasoning skills, and teaching methods for becoming effective mathematics teachers. This course emphasizes active engagement, conceptual understanding, mathematical reasoning, and hands-on teaching methods. Topics include numeration systems, sets of numbers (whole numbers, integers, rational numbers, and real numbers) and their properties, proofs in algebra and geometry, geometric transformations, symmetry, congruence, similarity, measurement, data analysis, and probability. Required of all students in the elementary education program.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 182, MATH 191, or MATH 195.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

MATH 222 - Mathematics for Elementary Teachers II
Credits: 3
This is the second of two courses that equip prospective elementary and middle school teachers with the deep conceptual knowledge, reasoning skills, and teaching methods for becoming effective mathematics teachers. This course emphasizes active engagement, conceptual understanding, mathematical reasoning, and hands-on teaching methods. Topics include geometric figures and their properties, proofs in algebra and geometry, geometric transformations, symmetry, congruence, similarity, measurement, data analysis, and probability. Required of all students in the elementary education program.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 221 with a grade of C or higher
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS
### MATH 240 - Calculus III

**Credits:** 4  
Standard introduction to multivariable calculus. Vectors and vector functions, curves and surfaces, partial derivatives, multiple integrals, line and surface integrals. Stokes', Green's, and divergence theorems.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 192.  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**College Code:** CAS

### MATH 286 - Differential Equations

**Credits:** 3  
Ordinary differential equations as dynamical systems. Linear and nonlinear first order equations and systems, higher order linear equations, modeling, standard analytic and qualitative methods of solution, equilibria and stability, phase plane analysis. Computer graphing tools will be used.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 192.  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

### MATH 295 - Independent Study

**Credits:** 1–3  
Independent study of selected topics in mathematics under the supervision of a mathematics professor. Ordinarily a minimum of three hours of study per week is expected for each credit. The instructor may require written reports or oral presentations.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Consent of the instructor.  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### MATH 315 - Linear Algebra

**Credits:** 3  
A rigorous proof course on vector spaces, linear systems, linear transformations, matrix representations, eigenspaces, and diagonalization.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 215, MATH 355.  
**Schedule Type:** Lecture  
**Year Offering:** Even years  
**Term Offering:** Spring  
**College Code:** CAS

### MATH 355 - Foundations of Advanced Mathematics

**Credits:** 3  
An introduction to concepts and methods that are fundamental to the study of advanced mathematics. Topics include logic, proof methods, set theory, relations, functions, number theory, and other selected topics from discrete mathematics. Mathematical reasoning and the reading and writing of proofs are emphasized.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 182, MATH 191, or MATH 195.  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

### MATH 375 - Secondary School Mathematics Teaching

**Credits:** 3  
Content, methods, and materials for secondary school mathematics teaching, including secondary mathematics content, mathematical problem solving, lesson preparation, teaching of skills and concepts, use of technology, assessment of learning, issues in teaching and learning, and other selected topics.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 355.  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Spring  
**College Code:** CAS

### MATH 389 - Mathematics Colloquium

**Credits:** 0  
Participation in at least 10 departmental colloquia or approved colloquia of other departments. Meets weekly, grade is based on attendance.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### MATH 405 - Applied Mathematics

**Credits:** 3  
Solutions of first- and second-order partial differential equations and applications.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 240, MATH 286.  
**Schedule Type:** Lecture  
**Year Offering:** Even years  
**Term Offering:** Fall  
**College Code:** CAS

### MATH 408 - Complex Analysis

**Credits:** 3  
Elementary complex analysis, contour integrals, complex series.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 240, MATH 355.  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Spring  
**College Code:** CAS

### MATH 426 - Mathematical Modeling in Biology

**Credits:** 3  
Theory and application of linear and nonlinear mathematical models of biological processes. Topics selected from discrete- and continuous-time deterministic and stochastic modeling, analytic solution techniques, linearization, bifurcations, chaos, computer simulation, model parameterization, and model validation.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 191 or MATH 195.  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Fall  
**College Code:** CAS

### MATH 431 - Real Analysis I

**Credits:** 3  
Theorems on continuity, differentiation, integration, and convergence; additional selected topics such as topology, differentiable manifolds, and real analysis.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 240, MATH 355.  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Fall  
**College Code:** CAS

### MATH 432 - Real Analysis II

**Credits:** 3  
Theorems on continuity, differentiation, integration, and convergence; additional selected topics such as topology, differentiable manifolds, and real analysis.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 240, MATH 355, MATH 431.  
**Schedule Type:** Lecture  
**Year Offering:** Even years  
**Term Offering:** Spring  
**College Code:** CAS

### MATH 441 - Abstract Algebra I

**Credits:** 3  
A rigorous proof course on groups, rings, fields, and homomorphisms. Topics include cyclic groups, Cayley's Theorem, Lagrange's Theorem, factor groups, integral domains, and factor rings.
MATH 442 - Abstract Algebra II
Credits: 3
A continuation of MATH 441. Topics include polynomial rings, divisibility in integral domains, and extension fields. Additional topics may include geometric constructions, Sylow Theorems, and Galois Theory.

MATH 475 - Geometry
Credits: 3
Axiomatic development and history of Euclidean and non-Euclidean geometries, constructions, geometric transformations, and selected topics from finite, fractal, affine, and projective geometries. Relation of these topics to secondary teaching.

MATH 487 - Special Topics in ______
Credits: 1–3
Consult the instructor in regard to the topic to be covered.

MATH 495 - Independent Study
Credits: 1–3
Independent study of selected topics in mathematics to enable advanced students to pursue topics not offered in other scheduled courses. The student will study under the supervision of a mathematics professor whose prior approval is required. Ordinarily a minimum of three hours of study per week is expected for each credit. Grades are assigned on the basis of an instructor-selected procedure such as oral or written exams, and reports.

MATH 497 - Research in Mathematics
Credits: 0–3
A research project in mathematics supervised by a faculty mentor. A minimum of 4 work hours per week is required for each credit earned and a minimum of 4 work hours per week is required for the zero-credit option. A written paper is required for both the zero-credit option and all other credit options. Students register for each semester of ongoing research.

MATH 530 - Topics in Teaching ______
Credits: 2,3
A. Algebra; B. Geometry; C. Analysis; D. Applications; Consult with department chair regarding availability in any given year.

MATH 540 - Topics in ______
Credits: 2,3
Consult with the instructor in regard to the topic to be covered.

Statistics

STAT 285 - Elementary Statistics
Credits: 3
A study of basic descriptive and inferential statistics, including elementary probability and probability distributions, statistical inference involving binomial, normal, and t-distributions, and hypothesis testing.

STAT 340 - Probability Theory with Statistical Applications
Credits: 3
Probability theory and statistics for students having preparation in calculus. Topics include probability models, combinatoric problems, random variables, discrete and continuous distributions, expectation, moment generating functions, central limit theorem.

STAT 540 - Topics in ______
Credits: 2,3
Consult with the instructor in regard to the topic to be covered.
Music

Hamel Hall, Room 207
269-471-3555; FAX 269-471-6339
music@andrews.edu
Please visit the Department of Music website for additional information.

Faculty
Adriana Perera, Chair
Claudio Gonzalez
Max Keller
Charles Reid
Karin Thompson
Carla L. Trynchuk
Chi Yong Yun
Stephen P. Zork

Liliane Doukhan, Emeritus
Carlos Flores, Emeritus
Paul E. Hamel, Emeritus
Alan Mitchell, Emeritus

Adjunct Faculty
Karla Rivera

Academic Programs | Credits
--- | ---
BA: Music | 45
BS in Music | 89
BMus: Music Education | 84
Teacher Certification | 35+
BMus: Performance | 85-93
Minor in Music | 26
MA: Music | 32
MMus: Conducting | 32
MMus: Music Education | 34
MMus: Music Ministry | 35
MMus: Performance | 32

Mission
To mentor students in artistic, intellectual, and character development. Faculty of the Department of Music are committed to providing a vibrant musical and learning environment to nurture artistic and creative growth in all students of music, to encourage and guide students through dynamic interaction in classroom and practical experiences as they mature into tomorrow's music professionals, and to mentor students in responsible use of their talents for service to Christ and to humanity.

Undergraduate Information
Bachelor curricula in Music provide a comprehensive exposure to and experience with the performance, history, and theory of music. Students receive hands-on supervised teaching experience in studio or classroom teaching.

Non-music majors may take courses in music or participate in music lessons or ensembles for credit or non-credit. See the Andrews Core Experience in each program for more information.

The Andrews University Department of Music has been a member of the National Association of Schools of Music since 1964. Music majors may choose to join the student chapter of Music Educators National Conference.

Enrollment
Status as an undergraduate music major is provisional until the student demonstrates academic and performance skills on an acceptable level. All first-year students must take the Freshman Theory Placement Exam and arrange for an audition with the coordinator of their applied area prior to being considered for acceptance as a music major. After the student successfully completes these two admission requirements the Music Department freshman advisor makes a recommendation to the music faculty concerning the student's application for admission as a music major. See the Department of Music Student Handbook for further information.

Student Handbook. The Department of Music Student Handbook, available on the Department of Music webpage, provides clarification of general guidelines, requirements, and standards as well as information concerning recital attendance, recital requirements, and financial aid and departmental scholarships.

Applied Music General Requirements. All music majors register in applied music for every semester in residence and until they complete their senior recital.

Applied Music Examination Requirements. All music majors participate in an applied music examination at least twice during the school year. See the Department of Music Student Handbook for full details.

Ensemble Requirements. All music majors must enroll in a music ensemble each semester of residence for a minimum of 8 credits. Students who require more than eight semesters to complete their degree must participate in an ensemble during each semester of residence.

Minimum Passing Grades. No grade lower than a C in an applied lesson, ensemble, or music class will count towards fulfillment of degree or program requirements for the music major or music minor. This includes transfer music credits.

Piano Proficiency. All music majors and minors are required to achieve an acceptable level of piano proficiency. This requirement may be met by one of the following two ways: 1) by passing the piano proficiency requirement as stated in the document Andrews University Department of Music Information Sheet: Piano Proficiency Examination available at the Music Office as well as at the Department of Music web page, or 2) by taking four semesters of piano instruction for credit at the Andrews University Department of Music with a minimum passing grade of a B in each semester. Students choosing the first of these two options are expected to take the Piano Proficiency Examination before the end of the second semester of their freshman year; students choosing the second option are expected to start taking piano lessons during their first year in residence. If one of these two options is not met, students will not be allowed to register for upper-division classes (with the exception of ensembles) or upper-division applied lessons until the Piano Proficiency requirement has been met.

Recital Attendance. All music majors are required to enroll in the course MUPF 489 - Recital Attendance each semester in residence. Music minors are required to enroll in this course for four (4) semesters.

Upper-division Status. Request for advancement to upper-division status is submitted by the end of the sophomore year. See the Department of Music Student Handbook for full information.

State Certification. Students planning to teach music in K-12 must take the Bachelor of Music in Music Education degree and also complete required education courses specified by the School of Education.

Denominational Certification is not automatic with state certification and is not required for graduation. Contact the certification clerk in the School of Education for full information.

Music Performance Credits
The Department of Music offers private instruction in all major instruments and voice which may fulfill music major or non-music major elective requirements. Course outlines detailing specific course content are available from the instructor. The requirements correlate with guidelines suggested by the National Association of Schools of Music as outlined in the Department of Music Student Handbook.

Graduate Information
Master curricula in Music provide a comprehensive exposure to and experience with the performance, history, and theory of music. Students receive hands-on supervised teaching experience in studio or classroom teaching.

Non-music graduate students may take courses in music or participate in music lessons or ensembles for credit or non-credit. The Andrews University Department of Music has been a member of the National Association of Schools of Music (NASC) since 1964. Music Education students may choose to join the student chapter of Music Educators National Conference.

Graduate Programs Admission Requirements
General requirements for admission to graduate study as stated in the Admissions section of this bulletin.

Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:
1. Students with an earned baccalaureate degree within any major, assuming adequate undergraduate preparation in music. Adequate preparation includes mastery of music theory equivalent to content of MUCT242 Music Theory IV and MUCT133 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
The Department of Music requires placement examinations in music history and literature, music theory, and an audition in the major area of performance for all entering students prior to registration. Admission status is provisional until these examinations are completed and any deficiencies removed. Courses used to make up for a deficiency may be taken for graduate credit but may not count for graduate requirements; a minimum grade of B must be earned.

A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70 or higher.

Student Handbook. The Department of Music Student Handbook, available on the Department of Music webpage, provides clarification of general guidelines, requirements, and standards as well as information concerning recital attendance, recital requirements, and financial aid and departmental scholarships.

Piano Proficiency. Music majors must pass a piano proficiency examination. Graduate students who have not passed this examination on the undergraduate level may meet this requirement by one of the following two ways: 1) by passing the piano proficiency test as stated in the document Andrews University Department of Music Information Sheet: Piano Proficiency Examination available on the Department of Music web page, prior to the first registration, or 2) by taking four semesters of MUPF 516 Piano Proficiency with a minimum passing grade of a B in each semester.

Language Proficiency. For admission to the Master of Music, Voice Performance, language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Non-degree (Guest) Students. A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

Only one degree is granted. The different majors will only be listed in the transcript.

Candidates must complete the specific requirements for both majors.

Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.

Candidates take comprehensive examinations that cover both concentration areas.

Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.

Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements

Participation on a no-credit basis is required for four semesters in one of the following Andrews University ensembles: Wind Symphony, University Singers or AU Symphony Orchestra. Keyboard majors: see note below. Students who require more than four semesters to complete their degree must participate in an ensemble during each semester of residence.

Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Recital Attendance

All Graduate music majors are required to enroll in the course MUPF 489 Recital Attendance each semester in residence.

Practical Training Requirement

All students pursuing master’s programs (MA: Music, MMus: Conducting, MMus: Music Education, MMus: Music Ministry, MMus: Performance) are required to take the O-credit course MUED505 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows:

- Music ministers in church settings
- Music teachers or instructors for a public or private school
- Instrumentalists performing in professional or community ensembles
- Research assistants in approved music research projects
- Other alternative activities must be approved by the student’s major professor

After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to Graduate Program Director for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/service experience.

Thesis/Project/Recital Requirement

This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:

- A thesis—6 credits of Muhl699 and/or Edrm505.
- Two projects—2 credits of Muhl698 for each project.
- A credit recital—2 credits plus a minimum of 6 credits of applied music.
- One project plus a one-credit recital—2 credits of Muhl698 for the project plus a minimum of 4 credits of applied music.
- The MMus: Performance degree requires a 2-credit recital. Recitalists must have taken in residence at least one-half of their applied music credit in their major performance area. They must enroll in applied lessons for at least two consecutive semesters prior to the recital date and must audition before a committee of music faculty one month prior to the recital. Students majoring in performance without an undergraduate major in the same performance area (or the equivalent) must offer two recitals, only the second of which is for credit.

Students who opt for the project or thesis or Project Continuation must take concurrently the Research Master class.

Comprehensive Examinations. All graduate students in music take the 0-credit course Muhl670 Comprehensive Exam toward the end of their studies. Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

Active Status. After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in Muhl665 Comprehensive Exam Preparation (non-repeatable with fee attached), Muhl670 Comprehensive Exam (non-repeatable), or Muhl655 Program Continuation (repeatable with fee attached) until the degree is earned. Students who fail to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until they apply to the Department of Music for degree reactivation and pay the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for Muhl655 Program Continuation.

Bachelor's

Music BA

A liberal arts degree allows one to pursue a broad range of interests while majoring in music. The BA with a major in music is viable as a double major.

Note that in order to receive the BA: Music, students must take Andrews Core Experience requirements for the Bachelor of Arts.
Total Credits: 45

Major Requirements:
- MUCT 141 - Music Theory I: Introduction to Harmony 3
- MUCT 142 - Music Theory II: Diatonic Harmony 3
- MUCT 151 - Ear Training Laboratory I 1
- MUCT 152 - Ear Training Laboratory II 1
- MUCT 153 - Ear Training Laboratory III 1
- MUCT 241 - Music Theory III: Chromatic Harmony 3
- MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony 3
- MUCT 251 - Music Technology Laboratory 1
- MUHL 258 - American and World Music 3
- MUHL 446 - Music Literature and Style (Antiquity-Renaissance) 3
- MUHL 447 - Music Literature and Style (Baroque and Classical) 3
- MUHL 448 - Music Literature and Style (Romantic & 20th Century) 3
- minimum 8 credits of performance in one area which includes a 1- or 2-credit recital or project
- 8 credits of ensemble
- MUPF 489 - Recital Attendance 0 every semester
- Attendance at major area master classes
- Piano Proficiency

Cognate:
- PHYS 225 - Sound and Waves 4 (fulfills ACE Physical Science requirement)
- MURE 420 - Church Music and Hymnology 3 (fulfills ACE Religion requirement)

Note:
At least one course other than ensemble or applied music must be taken in residence. A minimum of 4 credits in applied music must be taken as upper-division credits. Keyboard majors (piano or organ) must take 1 credit of MUPF 405 - Keyboard Accompaniment and 1 credit of MUPF 410 - Collaborative Piano as part of their 8 credits of ensemble. The remaining 6 credits must be taken in one of the major ensembles.

Music BSM
This degree provides a strong foundation in both music and the sciences and is especially designed for those interested in pursuing professional degrees in medical fields such as medicine, or dentistry programs.

Total Credits: 124

Major Requirements: 45 Credits
- MUCT 141 - Music Theory I: Introduction to Harmony 3
- MUCT 142 - Music Theory II: Diatonic Harmony 3
- MUCT 151 - Ear Training Laboratory I 1
- MUCT 152 - Ear Training Laboratory II 1
- MUCT 153 - Ear Training Laboratory III 1
- MUCT 241 - Music Theory III: Chromatic Harmony 3
- MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony 3
- MUCT 251 - Music Technology Laboratory 1
- MUHL 258 - American and World Music 3
- MUHL 446 - Music Literature and Style (Antiquity-Renaissance) 3
- MUHL 447 - Music Literature and Style (Baroque and Classical) 3
- MUHL 448 - Music Literature and Style (Romantic & 20th Century) 3
- minimum 8 credits of performance in one area which includes a 1- or 2-credit recital or project
- 8 credits of ensemble
- MUPF 489 - Recital Attendance 0
- Piano Proficiency
- Attendance at major area master classes

Science Cognates: 38 Credits
- BIOL 165 - Foundations of Biology 4,5
- BIOL 166 - Foundations of Biology 4,5
- CHEM 131 - General Chemistry I 4
- CHEM 132 - General Chemistry II 4
- CHEM 231 - Organic Chemistry I 3
- CHEM 232 - Organic Chemistry II 3
- CHEM 241 - Organic Chemistry Laboratory I 1
- CHEM 242 - Organic Chemistry Laboratory II 1
- PHYS 141 - General Physics I 4
- PHYS 142 - General Physics II 4
- BCHM 421 - Biochemistry I 4

Andrews Core Experience Requirements: 35
Credits
See the following specific requirements.

Fitness Education: professional degree requirements

Social Sciences:
- PSYC 101 - Introduction to Psychology 3
- SOCI 119 - Principles of Sociology 3

Service:
fulfilled thorough professional components of the program.

Mathematics:
- STAT 285 - Elementary Statistics 3

Life/Physical Sciences:
fulfilled through core curriculum.

Fine Arts/Humanities:
fulfilled through core curriculum.

Language/Communication:
professional degree requirements

History:
professional degree requirements.

Religion:
professional degree requirements including
- MURE 420 - Church Music and Hymnology 3

Major Electives: 6 Credits
From the music or science fields.

Music Education, Teacher Certification BMus
A degree for students seeking careers as certified K–12 teachers in pre-collegiate denominational or public schools. Students normally spend five years in residence to complete the requirements. Requires state teacher certification. First-year students must make application and consult with the certification clerk in the School of Education to keep abreast of certification requirements.

Total Credits: 84
Core Requirements - 38

Professional Degrees, while noting the following specific requirements.

Andrews Core Experience

Core Requirements - 38

MUCT 141 - Music Theory I: Introduction to Harmony Credits: 3
MUCT 142 - Music Theory II: Diatonic Harmony Credits: 3
MUCT 151 - Ear Training Laboratory I Credits: 1
MUCT 152 - Ear Training Laboratory II Credits: 1
MUCT 153 - Ear Training Laboratory III Credits: 1
MUCT 154 - Ear Training Laboratory IV Credits: 1
MUCT 241 - Music Theory III: Chromatic Harmony Credits: 3
MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony Credits: 3
MUCT 251 - Music Technology Laboratory Credits: 1
MUCT 454 - Orchestration Credits: 3
MUCT 470 - Form Analysis Credits: 2
MUHL 258 - American and World Music Credits: 3
MUHL 446 - Music Literature and Style (Antiquity-Renaissance) Credits: 3
MUHL 447 - Music Literature and Style (Baroque and Classical) Credits: 3
MUHL 448 - Music Literature and Style (Romantic & 20th Century) Credits: 3
MUPF 489 - Recital Attendance Credits: 0 every semester

Major attendance at major area master classes

Piano Proficiency

MUCT 425 - Counterpoint Credits: 3
Or MUCT 430 - Composition Seminar Credits: 3

Music Education Requirements—46

MUED 301 - Conducting I Credits: 2
MUED 302 - Conducting II Credits: 2
MUED 316 - Instrumental Literature Credits: 2
MUED 317 - Choral Literature Credits: 2
MUED 376 - Brass Methods Credits: 2
MUED 377 - Percussion Methods Credits: 2
MUED 378 - Vocal Methods Credits: 2
MUED 379 - String Methods Credits: 2
MUED 380 - Woodwind Methods Credits: 2
MUED 458 - Music in the Elementary School Credits: 3
MUED 459 - Music Methods and Materials Credits: 3

minimum 8 credits major performance which includes a 1- or 2-credit recital
wind, string, voice or keyboard instrument of project.

minimum 3 credits minor performance (wind, string, voice or keyboard
instrument).

8 credits of ensemble (must be in a major instrumental or choral ensemble:
University Singers, Chorale, Wind Symphony or Symphony Orchestra).
Keyboard performers must take 6 credits in major ensembles plus 1 credit
of MUPF405 Keyboard Accompaniment and MUPF410

Choose one of the following courses:

MUED 421 - Organ Literature and Pedagogy I Credits: 3
MUED 427 - Piano Pedagogy Credits: 3
MUED 429 - String Pedagogy Credits: 3
MUED 437 - Vocal Pedagogy Credits: 3
MUPF 420 - Diction for Singers Credits: 3

Andrews Core Experience

Students must fulfill all requirements in the Andrews Core Experience:

Religion

RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
RELI 400 - SDA History and Prophetic Heritage Credits: 3,4

4th course (see SED advisor)

Language and Communication

ENGL 115 - College Writing I Credits: 3
ENGL 215 - College Writing II Credits: 3
COMM 450 - Communication in the Classroom Credits: 3

History

HIST 117 - Civilizations and Ideas I Credits: 3
Or HIST 118 - Civilizations and Ideas II Credits: 3

Fine Arts and Humanities

Teacher Certification Requirements—35+

(School of Education)

GDCP 302 - Educational Psychology Credits: 3
EDTE 165 - Introduction to Teaching Credits: 4 from SED requirements
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3
EDTE 408 - Principles of Teaching and Learning Credits: 3
EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
EDTE 459 - Methods for Teaching Secondary School (Area) Credits: 3
EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
EDTE 480 - First Days of School Experience Credits: 2
EDTE 487 - Student Teaching Seminar Credits: 1
EDTE 488 - Student Teaching (Level) Credits: 1–15

Performance BMus

A degree for those whose career goals focus on performance, studio or collegiate
teaching and graduate school.

Total Credits: 85–93

Core Requirements - 38

MUCT 141 - Music Theory I: Introduction to Harmony Credits: 3
MUCT 142 - Music Theory II: Diatonic Harmony Credits: 3
MUCT 151 - Ear Training Laboratory I Credits: 1
MUCT 152 - Ear Training Laboratory II Credits: 1
MUCT 153 - Ear Training Laboratory III Credits: 1
MUCT 154 - Ear Training Laboratory IV Credits: 1
MUCT 241 - Music Theory III: Chromatic Harmony Credits: 3
MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony Credits: 3
MUCT 251 - Music Technology Laboratory Credits: 1
MUCT 454 - Orchestration Credits: 3
MUCT 470 - Form Analysis Credits: 2
MUHL 258 - American and World Music Credits: 3
MUHL 446 - Music Literature and Style (Antiquity-Renaissance) Credits: 3
MUHL 447 - Music Literature and Style (Baroque and Classical) Credits: 3
MUHL 448 - Music Literature and Style (Romantic & 20th Century) Credits: 3
MUPF 489 - Recital Attendance Credits: 0 every semester

Major attendance at major area master classes

Piano Proficiency

MUCT 425 - Counterpoint Credits: 3
Or MUCT 430 - Composition Seminar Credits: 3

Performance—37–40

Major instrument: 16 credits (4 credits each of MUPF 165, MUPF 265, MUPF
365, and MUPF 465).

MUPF 301, MUPF 302; MUPF 420 (for voice majors only); MUPF 339 (3
credits required for instrumentlists only)

Applied area literature course, applied area pedagogy course.
Ensemble: 8 credits. Bachelor of Music degree students majoring in piano or organ performance must take 2 credits of MUPF405 Keyboard Accompaniment and 2 credits of MUPF410 Collaborative Piano. The remaining 4 credits must be taken in one of the major ensembles.
MUPF 397 - Recital—Junior (1 credit) and MUPF 497 - Recital—Senior (2 credits).
Attendance at major area master classes.

Cognate

PHYS 225 - Sound and Waves Credits: 4 (fulfills GE Life/Physical Science requirement);
MURE 420 - Church Music and Hymnology Credits: 3 (fulfills GE Religion requirement)

Other Music Requirements—10–15

For piano and instrumental majors only-10 credits of music electives
For voice majors only-15 credits of languages to be selected from: French I and II (3, 3); German I and II (3, 3); and Italian I and II (3, 3)

Andrews Core Experience

Students must fulfill all requirements in the Andrews Core Experience:
Professional Degrees while noting the following specific requirements.

Religion
MURE 420 - Church Music and Hymnology Credits: 3

Fine Arts and Humanities
fulfilled through core curriculum

Life and Physical Sciences
PHYS 225 - Sound and Waves Credits: 4

Service
fulfilled through professional components of the program

Undergraduate Minors

Music Minor

Minor Requirements: - 26

MUCT 141 - Music Theory I: Introduction to Harmony Credits: 3
MUCT 142 - Music Theory II: Diatonic Harmony Credits: 3
MUCT 151 - Ear Training Laboratory I Credits: 1
MUCT 152 - Ear Training Laboratory II Credits: 1
MUCT 153 - Ear Training Laboratory III Credits: 1
MUCT 241 - Music Theory III: Chromatic Harmony Credits: 3
MUHL 258 - American and World Music Credits: 3
MUHL 447 - Music Literature and Style (Baroque and Classical) Credits: 3
MUHL 448 - Music Literature and Style (Romantic & 20th Century) Credits: 3
minimum 3 credits of performance in one area
2 credits of ensemble
MUPF 489 - Recital Attendance Credits: 0 (for a minimum of three semesters).
Piano Proficiency

Masters

Conducting MMus

Total Credits: 32+

Core Requirements - 13

MUCT 535 - Analytical Techniques I Credits: 2
MUCT 536 - Analytical Techniques II Credits: 2
MUHL 524 - Music Literature Seminar Credits: 2
Course should be taken for 2 Topics for a total of 4 credits
MUHL 519 - Studies in 20th Century Music Credits: 2
MUED 648 - Workshop Credits: 1–3
MUHL 695 - Bibliography and Research in Music Credits: 2

Additional courses—min. 19

Choral

MUPF 506 - Advanced Conducting Credits: 1,2 (9 credits required: 8 in major area and 1 in related area)
MUPF 575 - Recital Credits: 1,2 (2 credits required for this degree)
MUED 564 - Score Study Credits: 2
MUED 537 - Vocal Pedagogy Credits: 2
MUPF 520 - Diction for Singers Credits: 2
MUPF 589 - Recital Attendance Credits: 0
MUED 655 - Practical Training Credits: 0
MUHL 670 - Comprehensive Exam Credits: 0
MUXX - Music Electives Credits: 2-6
MUPF 5XX - Ensemble (four credits for 0 credits each) Credits: 0

Instrumental:
see above for requirements

MUPF 506 - Advanced Conducting Credits: 1,2 (9 credits required: 8 in major area and i in related area)
MUPF 575 - Recital Credits: 1,2
MUED 564 - Score Study Credits: 2
MUPF 520 - Diction for Singers Credits: 2
MUPF 589 - Recital Attendance Credits: 0
MUED 655 - Practical Training Credits: 0
MUHL 670 - Comprehensive Exam Credits: 0
MUXX - Music Electives Credits: 2-6
MUPF 5XX - Ensemble (four credits for 0 credits each) Credits: 0

Admission Requirements

Graduate Programs Admission Requirements and Procedures

General requirements for admission to graduate study as stated in the Admissions section of this bulletin.
Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:

1. Students with an earned baccalaureate degree within any major, assuming adequate undergraduate preparation in music. Adequate preparation includes mastery of music theory equivalent to content of MUCT242 Music Theory IV and MUCT153 Ear Training Laboratory III; mastery of music history equivalent to content of MUHL446-448 Music Literature and Style (Antiquity to 20th Century); and mastery of music theory equivalent to content of MUCT242 Music Theory IV and MUCT153 Ear Training Laboratory III.
2. Students who have completed programs comparable to the baccalaureate degree from non-United States institutions. The Department of Music requires placement examinations in music history and literature, music theory, piano proficiency, and an audition in the major area of performance for all entering students prior to registration. Admission status is provisional until these examinations are completed and any deficiencies removed. Courses used to make up for a deficiency may be taken for graduate credit but may not count for graduate requirements; a minimum grade of B must be earned.
A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.
Only one degree is granted. The different majors will only be listed in the transcript.
Candidates must complete the specific requirements for both majors. Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors. Candidates take comprehensive examinations that cover both concentration areas. Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form. Once a degree is earned, a second major area may not be added to the transcripts.

**Ensemble Requirements**
Registration is required for four semesters in one of the following: any Andrews University Department of Music band, choir or orchestra. Keyboard majors: see note below. Students who require more than four semesters to complete their degree must participate in an ensemble during each semester of residence. Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble. Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

**Thesis/Project/Recital Requirement**
This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following: A thesis—6 credits of MUHL699 and/or EDRM505. Two projects—2 credits of MUHL698 for each project. A credit recital—2 credits plus a minimum of 6 credits of applied music. One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music. The MMus: Performance degree requires a 2-credit recital. Recitalists must have taken in residence at least one-half of their applied music credit in their major performance area. They must enroll in applied lessons for at least two consecutive semesters prior to the recital date and must audition before a committee of music faculty one month prior to the recital. Students majoring in performance without an undergraduate major in the same performance area (or the equivalent) must offer two recitals, only the second of which is for credit.

**Piano Proficiency.** Music majors must pass a piano proficiency examination. Graduate students who have not passed this examination on the undergraduate level must take the examination prior to the first registration. Students who do not pass this examination must enroll in applied piano until the examination is passed.

**Language Proficiency.** For admission to the Master of Music: Performance (voice performance specialization), language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

**Electives.** Each area of study has appropriate choices of electives.

**Practical Training Requirement.** All students pursuing master’s programs (MA: Music, MMus: Conducting: MMus; MUSIC 195 Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUDE655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows: Music ministers in church settings Music teachers or instructors for a public or private school Instrumentalists performing in professional or community ensembles Research assistants in approved music research projects Other alternative activities must be approved by the student’s major professor. After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to their major professor for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/service experience.

**Comprehensive Examinations.** All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam toward the end of their studies. Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

**Non-degree (Guest) Students.** A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

**Active Status.** After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeatable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. A student who fails to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until he/she applies to the Department of Music for degree reactivation and pays the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

**Music Education MMus**

Students majoring in music education must qualify for a state teaching certificate prior to conferral of degree.

**Total Credits: 34+**

**Core Requirements - 13**
- MUCT 535 - Analytical Techniques I Credits: 2
- MUCT 536 - Analytical Techniques II Credits: 2
- MUHL 524 - Music Literature Seminar Credits: 2
  Course should be taken for 2 Topics for a total of 4 credits
- MUHL 519 - Studies in 20th Century Music Credits: 2
- MUED 648 - Workshop Credits: 1–3
- MUHL 695 - Bibliography and Research in Music Credits: 2

**Music Education Core & One Track: 21+ Credits**

**Music Education Core - 12 Credits**
- MUED 515 - Introduction to Research in Music Education Credits: 3
- MUED 521 - Historical and Philosophical Foundations of Music Education Credits: 3
- MUED 530 - Current Issues and Trends in Music Education Credits: 3
- MUED XXX - Area Literature or Area Pedagogy course* Credits: 3
- MUPF XXX - Ensemble (four semesters for 0 credits each)
- MUHL 655 - Practical Training Credits: 0
- MUHL 670 - Comprehensive Exam Credits: 0

*Students who took these course at AU will substitute with electives.
- MUFL 589 - Recital Attendance Credits: 0

**Practice Oriented Track - 8 Credits**
- MUPF 506 - Advanced Conducting Credits: 1,2
- MUPF 560 - Applied Music Study in Private Lessons (for performance music majors) Credits: 1,2 (6 credits required for this degree.)
- MUFL 575 - Recital Credits: 1,2 (2 credits required for this course.)
- MUXX - Music Electives Credits: 0-2

**Research Oriented Track - 8 Credits**
- MUPF 506 - Advanced Conducting Credits: 1,2
- MUXX - Music Electives Credits: 0-4
- MUHL 699 - Master’s Thesis Credits: 2–6

**Or 4 Credits of MUHL 698 - Project Credits: 2**

**Admission Requirements**
Graduate Programs Admission Requirements and Procedures

General requirements for admission to graduate study as stated in the Admissions section of this bulletin.

Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:

1. Students with an earned baccalaureate degree within any major, assuming adequate undergraduate preparation in music. Adequate preparation includes mastery of music theory equivalent to content of MUCT242 Music Theory IV and MUCT153 Ear Training Laboratory III; mastery of music history equivalent to content of MUHL446-448 Music Literature and Style (Antiquity to 20th Century); and mastery of level of performance appropriate to the specific chosen master’s program.

2. Students who have completed programs comparable to the baccalaureate degree from non-United States institutions.

The Department of Music requires placement examinations in music history and literature, music theory, piano proficiency, and an audition in the major area of performance for all entering students prior to registration. Admission status is provisional until these examinations are completed and any deficiencies removed. Courses used to make up for a deficiency may be taken for graduate credit but may not count for graduate requirements; a minimum grade of B must be earned.

A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

Only one degree is granted. The different majors will only be listed in the transcript.

Candidates must complete the specific requirements for both majors.

Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.

Candidates take comprehensive examinations that cover both concentration areas.

Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.

Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements

Registration is required for four semesters in one of the following: any Andrews University Department of Music band, choir or orchestra.

Keyboard majors: see note below. Students who require more than four semesters to complete their degree must participate in an ensemble during each semester of residence.

Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Thesis/Project/Recital Requirement

This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:

A thesis—6 credits of MUHL699 and/or EDRM505.

Two projects—2 credits of MUHL698 for each project.

A credit recital—2 credits plus a minimum of 6 credits of applied music.

One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

The MMus: Performance degree requires a 2-credit recital. Recitalists must have taken in residence at least one-half of their applied music credit in their major performance area. They must enroll in applied lessons for at least two consecutive semesters prior to the recital date and must audition before a committee of music faculty one month prior to the recital. Students majoring in performance without an undergraduate major in the same performance area (or the equivalent) must offer two recitals, only the second of which is for credit.

Piano Proficiency. Music majors must pass a piano proficiency examination. Graduate students who have not passed this examination on the undergraduate level must take the examination prior to the first registration. Students who do not pass this examination must enroll in applied piano until the examination is passed.

Language Proficiency. For admission to the Master of Music: Performance (voice performance specialization), language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Electives. Each area of study has appropriate choices of electives.

Practical Training Requirement. All students pursuing master’s programs (MA: Music, MMus: Conducting; MMus: MUSIC 195 Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUHEL555 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 MUHEL70 Comprehensive Exam toward the end of their studies. Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

Non-degree (Guest) Students. A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

Active Status. After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHEL655 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHEL70 Comprehensive Exam (non-repeatable), or MUHEL655 Program Continuation (repeatable with fee attached) until the degree is earned. A student who fails to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until he/she applies to the Department of Music for degree reactivation and pays the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHEL655 Program Continuation.

Music MA

A program requiring a variety of studies in the field of music normally including music theory, music history and performance. Graduates of this program demonstrate comprehensive knowledge of the field of music.

Total Credits: 32+

Core Requirements - 13

MUCT 535 - Analytical Techniques I Credits: 2
MUCT 536 - Analytical Techniques II Credits: 2
MUHL 524 - Music Literature Seminar Credits: 2

Course should be taken for 2 Topics for a total of 4 credits

MUHL 519 - Studies in 20th Century Music Credits: 2
MUED 648 - Workshop Credits: 1–3
MUHL 695 - Bibliography and Research in Music Credits: 2

205
Additional courses—19

- MUPF 500 - Applied Music Study in Private Lessons (for music non-performance majors) Credits: 1.2 (2-8 credits required for this degree)
- MUED 5XX - 2-3 credits of Music Education
- MU 5XX - courses 500 level or above
- MU 5XX - 6-12 credits of Music Electives 500 level or above
- MUPF 5XX - Ensemble (four semesters for 0 credits): Credit: 0
- MUPF 589 - Recital Attendance Credits: 0
- MUED 655 - Practical Training Credits: 0
- MUHL 670 - Comprehensive Exam Credits: 0

Note(s):
Students who plan to enter a doctoral program in musicology or who plan to teach music history and literature should elect the thesis option and fulfill a language requirement of reading proficiency in French or German.

Admission Requirements

Graduate Programs Admission Requirements and Procedures

General requirements for admission to graduate study as stated in the Admissions section of this bulletin.

Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:

1. Students with an earned baccalaureate degree within any major, assuming adequate undergraduate preparation in music. Adequate preparation includes mastery of music theory equivalent to content of MUCT242 Music Theory IV and MUCT153 Ear Training Laboratory III; mastery of music history equivalent to content of MUHL446-448 Music Literature and Style (Antiquity to 20th Century); and mastery of level of performance appropriate to the specific chosen master's program.
2. Students who have completed programs comparable to the baccalaureate degree from non-United States institutions.

The Department of Music requires placement examinations in music history and literature, music theory, piano proficiency, and an audition in the major area of performance for all entering students prior to registration. Admission status is provisional until these examinations are completed and any deficiencies removed. Courses used to make up for a deficiency may be taken for graduate credit but may not count for graduate requirements; a minimum grade of B must be earned.

A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

Only one degree is granted. The different majors will only be listed in the transcript.

Candidates must complete the specific requirements for both majors.

Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.

Candidates take comprehensive examinations that cover both concentration areas.

Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.

Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements

Registration is required for four semesters in one of the following: any Andrews University Department of Music band, choir or orchestra.

Keyboard majors: see note below. Students who require more than four semesters to complete their degree must participate in an ensemble during each semester of residence.

Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Thesis/Project/Recital Requirement

This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:

A thesis—6 credits of MUHL699 and/or EDRM505.

Two projects—2 credits of MUHL698 for each project.

A credit recital—2 credits plus a minimum of 6 credits of applied music.

One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

The MMus: Performance degree requires a 2-credit recital. Recitalists must have taken in residence at least one-half of their applied music credit in their major performance area. They must enroll in applied lessons for at least two consecutive semesters prior to the recital date and must audition before a committee of music faculty one month prior to the recital. Students majoring in performance without an undergraduate major in the same performance area (or the equivalent) must offer two recitals, only the second of which is for credit.

Piano Proficiency. Music majors must pass a piano proficiency examination.

Graduate students who have not passed this examination on the undergraduate level must take the examination prior to the first registration. Students who do not pass this examination must enroll in applied piano until the examination is passed.

Language Proficiency. For admission to the Master of Music: Performance (voice performance specialization), language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Electives. Each area of study has appropriate choices of electives.

Practical Training Requirement. All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: MUSIC 195 Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUED655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows:

- Music ministers in churches settings
- Music teachers or instructors for a public or private school
- Instrumentalists performing in professional or community ensembles
- Research assistants in approved music research projects
- Other alternative activities must be approved by the student’s major professor

After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to their major professor for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/service experience.

Comprehensive Examinations. All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam toward the end of their studies. Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

Non-degree (Guest) Students. A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

Active Status. After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeatable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. A student who fails to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until he/she applies to the Department of Music for degree reactivation and pays the established fees for each semester of absence.
in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

Music Ministry MMus

Total Credits: 35+

Core Requirements - 13
- MUCT 535 - Analytical Techniques | Credits: 2
- MUCT 536 - Analytical Techniques II Credits: 2
- MUHL 524 - Music Literature Seminar Credits: 2
  Course should be taken for 2 Topics for a total of 4 credits
- MUHL 519 - Studies in 20th Century Music Credits: 2
- MUED 648 - Workshop Credits: 1–3
- MUHL 695 - Bibliography and Research in Music Credits: 2

Music Components—29+

Sacred Music—9–11
- MURE 590 - Ministry of Music Practicum Credits: 1 (with portfolio)
- MUPF 506 - Advanced Conducting Credits: 1,2 (4-6 credits required for this degree.)
- CHMN 523 - Worship: Word and Music Credits: 2,3 (2 credits required for this course.)
- MURE 520 - Church Music and Hymnology Credits: 2

Other Studies in Music - 7+
- MUPF 500 - Applied Music Study in Private Lessons (for music non-performance majors) Credits: 1,2 (2-6 credits required for this degree.)
- MUPF 500 Organ (1)
- MUXX - Music Electives Credits: 2-6
- MUXX 5XX - Ensemble (4 semesters: 2 choral & 2 student choice) Credits: 0
- MUPF 589 - Recital Attendance Credits: 0
- MUED 655 - Practical Training Credits: 0
- MUHL 670 - Comprehensive Exam Credits: 0

Seminary Studies—5
- CHMN 543 - Christian Leadership in a Changing World Credits: 2,3
- DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3 (2 credits required for this course.) OR CHMN 552 - Foundations of Pastoral Ministry Credits: 2

Thesis/Project/Recital Requirement
This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:
A thesis—6 credits of MUHL699 and/or EDRM505.
Two projects—2 credits of MUHL698 for each project.
A credit recital—2 credits plus a minimum of 6 credits of applied music.
One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

Admission Requirements

Graduate Programs Admission Requirements and Procedures
General requirements for admission to graduate study as stated in the Admissions section of this bulletin.
Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:
1. Students with an earned baccalaureate degree within any major, assuming adequate undergraduate preparation in music. Adequate preparation includes mastery of music theory equivalent to content of MUCT242 Music Theory IV and MUCT153 Ear Training Laboratory III; mastery of music history equivalent to content of MUHL446-448 Music Literature and Style (Antiquity to 20th Century); and mastery of level of performance appropriate to the specific chosen master's program.
2. Students who have completed programs comparable to the baccalaureate degree from non-United States institutions.
The Department of Music requires placement examinations in music history and literature, music theory, piano proficiency, and an audition in the major area of performance for all entering students prior to registration. Admission status is provisional until these examinations are completed and any deficiencies removed. Courses used to make up for a deficiency may be taken for graduate credit but may not count for graduate requirements; a minimum grade of B must be earned.
A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

Double Major Policy for Graduate Music Programs:
Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.
Only one degree is granted. The different majors will only be listed in the transcript.
Candidates must complete the specific requirements for both majors.
Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.
Candidates take comprehensive examinations that cover both concentration areas.
Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.
Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements
Registration is required for four semesters in one of the following: any Andrews University Department of Music band, choir or orchestra.
Keyboard majors: see note below. Students who require more than four semesters to complete their degree must participate in an ensemble during each semester of residence.
Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.
Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Thesis/Project/Recital Requirement
This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:
A thesis—6 credits of MUHL699 and/or EDRM505.
Two projects—2 credits of MUHL698 for each project.
A credit recital—2 credits plus a minimum of 6 credits of applied music.
One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

Piano Proficiency. Music majors must pass a piano proficiency examination. Graduate students who have not passed this examination on the undergraduate level must take the examination prior to the first registration. Students who do not pass this examination must enroll in applied piano until the examination is passed.

Language Proficiency. For admission to the Master of Music: Performance (voice performance specialization), language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of
coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Electives. Each area of study has appropriate choices of electives.

**Practical Training Requirement.** All students pursuing master’s programs (MA: Music, MMus: Conducting; MMus: MUSIC 195 Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUHL655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows:

- Music ministers in church settings
- Music teachers or instructors for a public or private school
- Instrumentalists performing in professional or community ensembles
- Research assistants in approved music research projects
- Other alternative activities must be approved by the student’s major professor

After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to their major professor for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/service experience.

**Comprehensive Examinations.** All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam toward the end of their studies. Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

**Non-degree (Guest) Students.** A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

**Active Status.** After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeateable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. A student who fails to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until he/she applies to the Department of Music for degree reactivation and pays the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

**Performance MMus**

**Total Credits: 32+**

**Core Requirements - 13**

- MUCT 535 - Analytical Techniques I Credits: 2
- MUCT 536 - Analytical Techniques II Credits: 2
- MUED 648 - Workshop Credits: 1–3
- MUHL 519 - Studies in 20th Century Music Credits: 2
- MUHL 524 - Music Literature Seminar Credits: 2 (Course should be taken for 2 Topics for a total of 4 credits)
- MUHL 695 - Bibliography and Research in Music Credits: 2

**Additional courses—min. 19**

- MUPF 538 - Chamber Music Ensemble Credits: 0,1 (This course required for string majors only for 1-3 credits.)
- MUPF 575 - Recital Credits: 1,2 (2 credits required for this degree)
- MUPF 520 - Diction for Singers Credits: 2 (This course required for voice majors only.)*
- MUED 5XX - Area Literature* Credits: 2
- MUED 5XX - Area Pedagogy* Credits: 2
- MUXX - Music Electives Credits: 3-6
- MUPF 5XX - Ensemble (four semesters for 0 credits each)
- MUPF 560 - Applied Music Study in Private Lessons (for performance music majors) Credits: 1,2 (8 credits required for this degree)

**Electives.** Each area of study has appropriate choices of electives.

- MUPF 589 - Recital Attendance Credits: 0
- MUED 655 - Practical Training Credits: 0
- MUHL 670 - Comprehensive Exam Credits: 0

*Students who took these courses at AU will substitute with music electives.

**MUCL 535 - Analytical Techniques I Credits: 2
**MUCL 536 - Analytical Techniques II Credits: 2
**MUCL 648 - Workshop Credits: 1–3
**MUHL 519 - Studies in 20th Century Music Credits: 2
**MUHL 524 - Music Literature Seminar Credits: 2
**MUHL 695 - Bibliography and Research in Music Credits: 2

**Music Electives 3-6 credits.

**Admission Requirements**

**Graduate Programs Admission Requirements and Procedures**

General requirements for admission to graduate study as stated in the Admissions section of this bulletin.

- Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:
  1. Students with an earned baccalaureate degree within any major, assuming adequate undergraduate preparation in music. Adequate preparation includes mastery of music theory equivalent to content of MUCL242 Music Theory IV and MUCL153 Ear Training Laboratory III; mastery of music history equivalent to content of MUCL446-448 Music Literature and Style (Antiquity to 20th Century); and mastery of level of performance appropriate to the specific chosen master’s program.
  2. Students who have completed programs comparable to the baccalaureate degree from non-United States institutions.

The Department of Music requires placement examinations in music history and literature, music theory, piano proficiency, and an audition in the major area of performance for all entering students prior to registration. Admission status is provisional until these examinations are completed and any deficiencies removed. Courses used to make up for a deficiency may be taken for graduate credit but may not count for graduate requirements; a minimum grade of B must be earned. A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

**Double Major Policy for Graduate Music Programs:**

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

- Only one degree is granted. The different majors will only be listed in the transcript.
- Candidates must complete the specific requirements for both majors.
- Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.
- Candidates take comprehensive examinations that cover both concentration areas.
- Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.
- Once a degree is earned, a second major area may not be added to the transcripts.

**Ensemble Requirements**

Registration is required for four semesters in one of the following: any Andrews University Department of Music band, choir or orchestra.

- Keyboard majors: see note below. Students who require more than four semesters to complete their degree must participate in an ensemble during each semester of residence.
- Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of
Music Composition & Theory

MUFT 141 - Music Theory I: Introduction to Harmony
Credits: 3
Review of music fundamentals, including the music vocabulary, keys and rhythm, as well as the basic elements of melody and harmony (scales, intervals, and triads) and a basic study of the principles of chord progression utilizing triads in root position. Requires concurrent enrollment in MUFT 151.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUFT 142 - Music Theory II: Diatonic Harmony
Credits: 3
Study of the principles of voice leading and chord progression in applied four-part harmonization. Emphasis will be placed on interpretation and realization of figured 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 nondominant seventh chords. Requires concurrent enrollment in MUFT 152.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUFT 141.
Schedule Type: Lecture
College Code: CAS

MUFT 151 - Ear Training Laboratory I
Credits: 1
Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUFT 141, MUFT 142, MUFT 241, and MUFT 242.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lab
College Code: CAS

MUFT 152 - Ear Training Laboratory II
Credits: 1
Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUFT 141, MUFT 142, MUFT 241, and MUFT 242.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lab
College Code: CAS

MUFT 153 - Ear Training Laboratory III
Credits: 1
Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUFT 141, MUFT 142, MUFT 241, and MUFT 242.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lab
College Code: CAS

MUFT 154 - Ear Training Laboratory IV
Credits: 1
Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUFT 141, MUFT 142, MUFT 241, and MUFT 242.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lab
College Code: CAS

MUFT 241 - Music Theory III: Chromatic Harmony
Credits: 3
Theoretical and practical study of the entire spectrum of chromatic harmony vocabulary with emphasis in composition and analysis. Requires concurrent enrollment in MUFT 153.
MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony
Credits: 3
Continuation of Music Theory III with an introduction to the compositional practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUCT 142.
Schedule Type: Lecture
College Code: CAS

MUCT 251 - Music Technology Laboratory
Credits: 1
Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing and MIDI systems.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUCT 252 - Music Technology Laboratory II
Credits: 1
Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing and MIDI systems.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUCT 425 - Counterpoint
Credits: 3
Historical overview of counterpoint with emphasis on the practice and analysis of 18th-century contrapuntal techniques.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

MUED 301 - Conducting I
Credits: 2
The theory and application of basic conducting principles.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
College Code: CAS
MUED 302 - Conducting II
Credits: 2
The application of theory and techniques unique to the conducting of both choral and instrumental ensembles.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUED 301 or equivalent.
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 316 - Instrumental Literature
Credits: 2
Score analysis; score preparation and programming; study of significant band, orchestra and ensemble literature.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 317 - Choral Literature
Credits: 2
Score analysis; score preparation and programming; study and survey of significant choral literature.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 376 - Brass Methods
Credits: 2
Fundamentals of performing and teaching brass instruments with emphasis on their use in band and orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 377 - Percussion Methods
Credits: 2
Fundamentals of performing and teaching percussion-instruments with emphasis on their use in band and orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 378 - Vocal Methods
Credits: 2
Fundamentals of performing and teaching voice with emphasis on their use in choir.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 379 - String Methods
Credits: 2
Fundamentals of performing and teaching string instruments with emphasis on their use in orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years

MUED 380 - Woodwind Methods
Credits: 2
Fundamentals of performing and teaching woodwind instruments with emphasis on their use in band and orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 421 - Organ Literature and Pedagogy I
Credits: 3
A chronological survey of organ literature and the development of the instrument along with study of organ teaching and emphasis on keyboard and pedal technique, interpretation, sight reading, and teaching repertoire.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

MUED 422 - Organ Literature and Pedagogy II
Credits: 3
Continuation of MUED 421.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUED 421 or permission of instructor.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

MUED 426 - Piano Literature
Credits: 3
A survey of clavichord, harpsichord and piano literature and style, and the evolution of these instruments.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 427 - Piano Pedagogy
Credits: 3
The study and review of the materials and methods of private and class piano instruction.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 428 - String Literature
Credits: 3
The study of string literature and style from the Baroque era to the present, including significant solo, chamber and orchestral works.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: CAS

MUED 429 - String Pedagogy
Credits: 3
The study of beginning through advanced pedagogical techniques, including tone production, dexterity, fingerings and bowings.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS
MUED 430 - Topics in_________
Credits: 1–3
A study of selected topics related to the music profession. Consult current class schedule for topics covered each year.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

MUED 436 - Vocal Literature
Credits: 3
Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 437 - Vocal Pedagogy
Credits: 3
A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 438 - Workshop
Credits: 1–3
Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: CAS

MUED 458 - Music in the Elementary School
Credits: 3
Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 459 - Music Methods and Materials
Credits: 3
Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 485 - Practicum in Conducting
Credits: 1
Individual attention and instruction with one of the larger ensembles.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUED304 or 305 and permission of teacher.
Repeatable: Repeatable
Schedule Type: Practicum
College Code: CAS

MUED 500 - Graduate Theory/History Review
Credits: 1–4
Review of the theory and history principles that are regarded essential for success in a graduate program in music. Includes music vocabulary, skills, and basic concepts in the two areas.

Grade Mode: Satisfactory (S,U,I,W)
Prerequisite(s): Complete sequence of Undergraduate Music History and Music Theory courses, or equivalent.
Schedule Type: Lecture
College Code: CAS

MUED 515 - Introduction to Research in Music Education
Credits: 3
Research techniques appropriate to research in music education, principles of research design, organization of the research report, and critical examination of representative research studies in music education. Emphasis on developing knowledgeable and discriminating readers and interpreters of completed research.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: CAS

MUED 518 - Instrumental Methods
Credits: 3
Comprehensive study of current methodology, emphasizing one of the following areas: woodwinds, brass, percussion, strings.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 521 - Historical and Philosophical Foundations of Music Education
Credits: 3
Study of the philosophy and practice of Music Education from the 1920s to the present.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 526 - Piano Literature
Credits: 2
A survey of clavichord, harpsichord and piano literature and style, and the evolution of these instruments.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 527 - Piano Pedagogy
Credits: 2
The study and review of the materials and methods of private and class piano instruction.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 528 - String Literature
Credits: 2
The study of string literature and style from the Baroque era to the present, including significant solo, chamber and orchestral works.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: CAS

MUED 529 - String Pedagogy
Credits: 2
The study of beginning through advanced pedagogical techniques, including tone production, dexterity, fingerings and bowings.
MUED 530 - Current Issues and Trends in Music Education
Credits: 3
Study of current issues and trends in music education.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 531 - Organ Lit and Pedagogy I
Credits: 2
A chronological survey of organ literature and the development of the instrument along with study of organ teaching and emphasis on keyboard and pedal technique, interpretation, sight reading, and teaching repertoire.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 532 - Organ Lit and Pedagogy II
Credits: 2
Continuation of MUED 5xx

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUED 531 or permission of instructor.
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: CAS

MUED 535 - Topics in _________
Credits: 2
A study of selected topics related to the music profession. Consult current class schedule for topics covered each year.

Grade Mode: Normal (A-F,I,W)
Repeatable: repeatable
Schedule Type: Lecture
Special Approval: Instructor permission required.

Term Offering: fall, Spring
College Code: CAS

MUED 536 - Vocal Literature
Credits: 2
Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 537 - Vocal Pedagogy
Credits: 2
A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 558 - Music in the Elementary School
Credits: 2
Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture

MUED 559 - Music Methods and Materials
Credits: 2
Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 564 - Score Study
Credits: 2
A course designed to develop the essential abilities in the student to translate musical notation into a mental image, through the development of analytical tools to understand the larger design of a musical composition. Students will also be introduced to an effective method of score marking.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 648 - Workshop
Credits: 1-3
Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: CAS

MUED 655 - Practical Training
Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: CAS

Music History & Literature

MUHL 214 - Enjoyment of Music
Credits: 3
An opportunity to acquire a better appreciation of classical music—to discover how church music, folk songs, jazz, spirituals, gospel, rock and roll, and pop music fit into the broad spectrum of classical music from 1000 A.D. to the present day.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Self-Paced
College Code: CAS

MUHL 258 - American and World Music
Credits: 3
A study of America’s musical past with emphasis on the historical and social context of native, folk, sacred, popular, and classical music, and their interaction. An introduction to musical traditions from around the world with an investigation of their musical languages and the social context in which they happen.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUHL 446 - Music Literature and Style (Antiquity-Renaissance)
Credits: 3
Historical development of musical styles and the relationship between music and social trends of the period. Visual and aural analysis of representative compositions and introduction to biographical and bibliographical materials.

Grade Mode: Normal (A-F,I,W)
MUHL 447 - Music Literature and Style (Baroque and Classical)
Credits: 3
See MUHL 446.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUHL 448 - Music Literature and Style (Romantic & 20th Century)
Credits: 3
See MUHL 446.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUHL 450 - Project Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 490
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 490 - Research Pro Seminar
Credits: 0
The Research Pro Seminar is designed to provide a safe, supportive environment for undergraduate music scholars working on a research project in music, to provide constructive critique and encouragement for each other. While largely driven by the needs of the group members, the Research Pro Seminar is conducted under the guidance of a faculty member, who, in addition to facilitating group discussion, will give short presentations on relevant aspects of scholarship in music.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 490
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 495 - Independent Study
Credits: 1–3
In consultation with a member of the music faculty, a student may choose independent study in a special area of music. A brief outline of the study to be pursued must be submitted to the department chair. A minimum of 45 hours of work is required for each credit.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of the department chair required.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 519 - Studies in 20th Century Music
Credits: 2
A survey of 20th-century repertoire from its late 19th-century origins to the present. Emphasis is placed on compositional and stylistic trends and surrounding artistic climates.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUHL 524 - Music Literature Seminar
Credits: 2
A study of selected major works from representative period(s)/composer(s). Provides a synthesis of musicological, historical, analytical, and interpretational techniques. Different literature covered each semester.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Advanced-level survey courses or demonstrated equivalent.
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar
College Code: CAS

MUHL 590 - Research Pro Seminar
Credits: 0
The Research Pro Seminar is designed to provide a safe, supportive environment for graduate music scholars working on a research project in music, to provide constructive critique and encouragement for each other. While largely driven by the needs of the group members, the Research Pro Seminar is conducted under the guidance of a faculty member, who, in addition to facilitating group discussion, will give short presentations on relevant aspects of scholarship in music.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 650, MUHL 698, or MUHL 699
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

MUHL 650 - Project Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) with advisor approval only.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 655 - Program Continuation
Credits: 0
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 665 - Comprehensive Exam Preparation
Credits: 0
Advisor approval required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status
Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent
College Code: CAS

MUHL 670 - Comprehensive Exam
Credits: 0
Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent
College Code: CAS

MUHL 695 - Bibliography and Research in Music
Credits: 2
An introduction to the tools and materials available in music research, with a critical analysis of sources. An examination of the goals and methods of research in music and an introduction to scholarly writing.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUHL 697 - Independent Study
Credits: 1–3
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable with different topics
### MUPF 160 - Applied Music Non-Degree

**Credits:** 1,2  
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### MUPF 264 - Applied Music—Sophomore

**Credits:** 1,2  
Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### MUPF 265 - Applied Music—Sophomore

**Credits:** 1,2  
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### MUPF 330 - University Orchestra

**Credits:** 1  
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

### MUPF 334 - Wind Symphony

**Credits:** 1  
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

### MUPF 336 - University Chorale

**Credits:** 1  
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

### Music Performance

**MUPF 116 - Piano Proficiency**

**Credits:** 1,2  
The development of basic keyboard skills required for building musicianship for all music majors and minors: scales and chords, sight reading, accompaniment of melodies, and playing simple pieces and hymns.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Special Approval:** Instructor permission required.

**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

**MUPF 164 - Applied Music**

**Credits:** 1,2  
Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

**MUPF 165 - Applied Music**

**Credits:** 1,2  
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

**MUPF 264 - Applied Music—Sophomore**

**Credits:** 1,2  
Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

**MUPF 265 - Applied Music—Sophomore**

**Credits:** 1,2  
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

**MUPF 330 - University Orchestra**

**Credits:** 1  
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

**MUPF 334 - Wind Symphony**

**Credits:** 1  
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

**MUPF 336 - University Chorale**

**Credits:** 1  
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS
horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 339 - Chamber Music Ensemble
Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 345 - Sinfonietta
Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 360 - Applied Music Non-Degree
Credits: 1,2
Applied Music Non-Degree. The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. These courses do not apply toward fulfilling music degree requirements without specific music faculty action.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
Special Approval: instructor permission required.

Term Offering: Fall, Spring, Summer
College Code: CAS

MUPF 364 - Applied Music—Junior
Credits: 1,2
Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 365 - Applied Music—Junior
Credits: 1,2
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 385 - University Singers
Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 396H - Honors Music Recital (Junior)
Credits: 1
A memorized recital under the supervision of a music honors committee. Research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Independent
College Code: CAS

MUPF 397 - Recital—Junior
Credits: 1
Recitals

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: CAS

MUPF 405 - Keyboard Accompaniment
Credits: 1
Accompanying of instrumental and vocal soloists. Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 410 - Collaborative Piano
Credits: 1
Coaching and instruction in collaborative piano; the study of piano ensemble repertoire, such as piano duos, piano duets, chamber music and other forms featuring the piano as a collaborative instrument. Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 420 - Diction for Singers
Credits: 3
The study of the rules for pronunciation and diction of the major languages used by singers. Study of Italian, French, German and Latin with application of International Phonetic Alphabet symbols.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

MUPF 464 - Applied Music—Senior
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 465 - Applied Music—Senior
Credits: 1,2
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 478 - Study Tour:
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

MUPF 489 - Recital Attendance
Credits: 0
Attendance of on- and off-campus live musical events. Required for all music majors each semester in full-time residence and four (4) semesters for music minors. Students are required to attend nine (9) live musical events each semester in order to pass the course, at least seven (7) of which must be sponsored by the Department of Music. Students may count ensemble concerts in which they perform, but note that multiple performances of a given concert may only be counted as one (1) concert. Music majors and minors who do not achieve a "pass" for one (1) semester may risk losing their standing as a music major or minor.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 490 - Recital Continuation
Credits: 0
Recitals

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 496H - Honors Music Recital (Senior)
Credits: 2
A memorized recital under the supervision of a music honors committee. A research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Independent
College Code: CAS

MUPF 497 - Recital—Senior
Credits: 1,2
Recitals

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 2 credits
Schedule Type: Independent
College Code: CAS

MUPF 499 - Senior Project
Credits: 1,2
Requires concurrent enrollment in MUHL 490 - Research Pro Seminar.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 490
Schedule Type: Independent
College Code: CAS

MUPF 500 - Applied Music Study in Private Lessons (for music non-performance majors)
Credits: 1,2
Style and development of repertoire; preparation for public performance.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 505 - Keyboard Accompaniment
Credits: 0,1
Accompanying of instrumental and vocal soloists.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 506 - Advanced Conducting
Credits: 1,2
Choral/Instrumental Section 01: Study of the art and techniques of conducting relative to the score and to the chorus as a performance instrument. Section 02: Study of the art and techniques of conducting relative to the score and to the orchestra or band as performance instruments. Major works are studied and conducted. Each of these courses require concurrent enrollment in MUPF 489. MUPF 510 - Collaborative Piano and instruction in collaborative piano; the study of piano ensemble repertoire, such as piano duos, piano duets, chamber music, and other forms featuring the piano as a collaborative instrument.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: CAS

MUPF 510 - Collaborative Piano
Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 515 - Recital Accompanying
Credits: 0,1
Preparation and public performance of a pianist/soloist recital in which the piano is the principal medium of accompaniment.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS
MUPF 516 - Piano Proficiency
Credits: 1,2
The development of basic keyboard skills required for building musicianship for all music graduate students: scales and chords, sight reading, accompaniment of melodies, and playing simple pieces and hymns.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 520 - Diction for Singers
Credits: 2
The study of the rules for pronunciation and diction of the major languages used by singers. Study of Italian, French, German and Latin with application of International Phonetic Alphabet symbols.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: CAS

MUPF 525 - University Orchestra
Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 526 - University Wind Symphony
Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 527 - University Chorale
Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 528 - University Singers
Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 538 - Chamber Music Ensemble
Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 545 - Sinfonietta
Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Music Organization
College Code: CAS

MUPF 550 - Private Instruction in _________
Credits: 1–4
Private instruction in composition.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 560 - Applied Music Study in Private Lessons (for performance music majors)
Credits: 1,2
Style and development of repertoire; preparation for public performance.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 570 - Applied Music Study in Private Lessons (for non-music majors)
Credits: 1–2
Style and development of repertoire; preparation for public performance.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 575 - Recital
Credits: 1,2
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 578 - Study Tour
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

MUPF 589 - Recital Attendance
Credits: 0
Attendance of on- and off-campus live musical events. Required for all music majors each semester in full-time residence and four (4) semesters for music minors. Students are required to attend nine (9) live musical events each semester.
in order to pass the course, at least seven (7) of which must be sponsored by the Department of Music. Students may count ensemble concerts in which they perform, but note that multiple performances of a given concert may only be counted as one (1) concert. Music majors and minors who do not achieve a "pass" for one (1) semester may risk losing their standing as a music major or minor.

Grade Mode: Satisfactory [S,U,I,W]  
Repeatable: Repeatable  
Schedule Type: Independent  
College Code: CAS

MUPF 640 - Recital Continuation  
Credits: 1,2  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Repeatable: Repeatable  
Schedule Type: Independent  
College Code: CAS

Music-Religious

MURE 420 - Church Music and Hymnology  
Credits: 3  
The biblical basis for and the theological implications involved in church-music practice with emphasis on the development of principles for guidance in the use and selection of available literature.

Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
Year Offering: Even years  
Term Offering: Spring  
College Code: CAS

MURE 485 - The Church Organ and Service Playing  
Credits: 2  
The development of the organ and organ literature; a practical study of church services, including organ registrations for choral music, vocal solos, and hymn playing; discussion of the organ interlude and improvisation. Concurrent enrollment in applied music—organ is recommended.

Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
College Code: CAS

MURE 520 - Church Music and Hymnology  
Credits: 2  
The understanding and appreciation of the heritage and development of Christian hymn singing and Church music repertoire, in their respective liturgical and theological contexts.

Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
Year Offering: Even years  
Term Offering: Spring  
College Code: CAS

MURE 590 - Ministry of Music Practicum  
Credits: 1  
A two-semester internship as minister of music or minister of music assistant in a selected church in the local area.

Grade Mode: Satisfactory w/DG [S,U,I,W,DG]  
Repeatable: Repeatable up to 2 credits  
Schedule Type: Practicum  
College Code: CAS
Physics

Haughey Hall, Room 211
269-471-3430
physics@andrews.edu
http://physics.andrews.edu

Faculty
Margarita C. K. Mattingly, Chair
Gary W. Burdick
G. Brendan Cross
Mickey D. Kutzner
Tiffany Z. Summerscales
Stephen C. Thorman

Adjunct Faculty
Lonnie Pierce
Kelly Youngberg

Emeriti
Robert E. Kingman
S. Clark Rowland

Mission
Advance the appreciation, understanding and application of physics in the context of personal integrity and service, scientific rigor, and Seventh-day Adventist faith.

Strategies
Create an environment of scholarly inquiry, learning, and creativity
Develop technical, analytical, and critical thinking skills
Provide opportunities for intellectual independence, collaboration, and outreach
Promote personal wholeness, integrity, balance, and spiritual well-being

Student and Faculty Goals
Understand physics ideas, principles and interpretation, supporting and participating in research and education
Measure, analyze and model physical phenomena, lending insight to other disciplines and professions
Communicate scholarship in written and oral form, networking with scholarly, faith, and civic communities
Connect scientific and religious world views, serving the Seventh-day Adventist Church and society

Physics describes the world in terms of matter and energy and relates phenomena to fundamental law using mathematical representations. Its scope includes systems that range in size from the sub-nuclear to the entire cosmos.

The BS: Physics program supports and enhances professional careers in all the physical sciences, engineering, and the life sciences. Its emphasis on problem-solving also provides a foundation for careers in medicine, business, law, and government.

The BS: Biophysics program prepares the graduate for direct entry into the workforce or advanced studies in medical and bioengineering fields as well as biophysics.

The BS: Physics Education program prepares the graduate for a career in secondary teaching.

The Major in Physics Studies is an add-on degree program that complements any baccalaureate degree without incurring additional general education requirements. It strengthens and expands marketability and interdisciplinary opportunities.

A Minor in Physics complements any baccalaureate degree. It is the minimum requirement for secondary teaching certification in physics. All physics majors and minors desiring certification should consult with the School of Education throughout their program.

Bachelors

Biophysics BS

Major Requirements: 40

Offered by the biology and physics departments

BIOL 165 - Foundations of Biology Credits: 4.5 *
BIOL 166 - Foundations of Biology Credits: 4.5 *
BIOL 372 - Cell and Molecular Biology Credits: 3
BCHM 421 - Biochemistry I Credits: 4 **
PHYS 241 - Physics for Scientists and Engineers I Credits: 4
PHYS 242 - Physics for Scientists and Engineers II Credits: 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1
PHYS 277 - Physics Colloquium Credits: 0 ***
PHYS 311 - Classical Mechanics I Credits: 3
PHYS 316 - Biophysics Credits: 3
PHYS 330 - Thermodynamics and Statistical Mechanics Credits: 3
PHYS 377 - Advanced Physics Laboratory I Credits: 1
PHYS 431 - Electricity and Magnetism I Credits: 3
PHYS 495 - Physics Research Credits: 0–3

Note:
*Students taking the 8-credit BIOL 165 and 166 Foundations of Biology course must take an additional credit of electives to meet the 40-credit requirement. Students taking the on-campus 10-credit BIOL 165 and 166 Foundations of Biology course will need to take a total of 41 credits in order to complete the requirements for the major.

**By taking the cognate courses and BCHM 421, a student qualifies for a minor in chemistry.

***PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4
CHEM 231 - Organic Chemistry I Credits: 3
CHEM 232 - Organic Chemistry II Credits: 3
CHEM 241 - Organic Chemistry Laboratory I Credits: 1
CHEM 242 - Organic Chemistry Laboratory II Credits: 1

MATH 191 - Calculus I Credits: 4
Or MATH 195 - Calculus I for Biology Credits: 4

MATH 192 - Calculus II Credits: 4
MATH 286 - Differential Equations Credits: 3

Recommended Electives:

BCHM 422 - Biochemistry II Credits: 3
BCHM 430 - Biochemistry Lab Credits: 1
MATH 215 - Introduction to Linear Algebra Credits: 3
MATH 240 - Calculus III Credits: 4

Senior Thesis.

All Physics and Biophysics majors do some original research in collaboration with an established physicist on-campus or at another university, industrial or national laboratory. If students enroll for 3 credits of PHYS 495 or HONS 497H, they may prepare a Senior Thesis. Undergraduate Research Scholarships are available through the Office of Research & Creative Scholarship when students collaborate with Andrews Physics faculty.

Physics BS

Major Requirements: 40
This major is available only to those who are obtaining secondary teacher certification. Program is certified by the Michigan Department of Education and accredited by the National Science Teachers Association.

General Education Requirements—for Physics and Physics Education with Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum

Religion: 12*
RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
RELT 400 - SDA History and Prophetic Heritage Credits: 3,4
and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication:
ENGL 115 - College Writing I Credits: 3
ENGL 215 - College Writing II Credits: 3
COMM 450 - Communication in the Classroom Credits: 3

Foreign Language (BA only)
Intermediate Language (4)

History:
HIST 117 - Civilizations and Ideas I Credits: 3
HIST 118 - Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:
Choose one course from:
ARTH 210 - Language of Art Credits: 3
PHYO 210 - History of Photography Credits: 3
Studio Art (3)
ENGL 255 - Studies in Literature Credits: 3
PHIL 224 - Introduction to Philosophy Credits: 3
MUHL 214 - Enjoyment of Music Credits: 3
Ensemble Music (3)

Life/Physical Sciences:
see cognate requirements for major

Mathematics:
see cognate requirements for major

Service:
EDTE 165 - Introduction to Teaching Credits: 4

Social Sciences:
GDP 302 - Educational Psychology Credits: 3
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:
HLED 120 - Fit for Life Credits: 1
plus two Fitness Education courses

Non-degree Majors

Physics Studies Major

Major Requirements: 30

PHYS 241 - Physics for Scientists and Engineers I Credits: 4
PHYS 242 - Physics for Scientists and Engineers II Credits: 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1
PHYS 277 - Physics Colloquium Credits: 0 *
PHYS 311 - Classical Mechanics I Credits: 3
PHYS 330 - Thermodynamics and Statistical Mechanics Credits: 3
PHYS 377 - Advanced Physics Laboratory I Credits: 1
PHYS 431 - Electricity and Magnetism I Credits: 3
PHYS 477 - Advanced Physics Laboratory II Credits: 1
PHYS 481 - Quantum Mechanics I Credits: 3
PHYS 495 - Physics Research Credits: 0–3 (a minimum of 1 credit)
plus an additional 15 credits numbered 300 and above

Note:
*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

MATH 191 - Calculus I Credits: 4 or
MATH 195 - Calculus I for Biology Credits: 4

MATH 192 - Calculus II Credits: 4
MATH 215 - Introduction to Linear Algebra Credits: 3
MATH 240 - Calculus III Credits: 4
MATH 286 - Differential Equations Credits: 3
CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4

CPTR 151 - Computer Science I Credits: 3 or
PHYS 235 - MATLAB Credits: 2,3

Second-year-teaching Certification:
Physics majors desiring secondary-teaching certification should also consult with the School of Education. BIOL 165 is required in addition to all other cognates. Program is certified by the Michigan Department of Education. Accreditation by the National Science Teachers Association is pending.

Physics Education BS

Major Requirements: 30

PHYS 241 - Physics for Scientists and Engineers I Credits: 4
PHYS 242 - Physics for Scientists and Engineers II Credits: 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1
PHYS 277 - Physics Colloquium Credits: 0 *
PHYS 311 - Classical Mechanics I Credits: 3
PHYS 330 - Thermodynamics and Statistical Mechanics Credits: 3
PHYS 377 - Advanced Physics Laboratory I Credits: 1
PHYS 431 - Electricity and Magnetism I Credits: 3
PHYS 477 - Advanced Physics Laboratory II Credits: 1
PHYS 481 - Quantum Mechanics I Credits: 3
PHYS 495 - Physics Research Credits: 0–3 (a minimum of 1 credit)
plus an additional 15 credits numbered 300 and above in consultation with advisor.

Note:
*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

MATH 191 - Calculus I Credits: 4 or
MATH 195 - Calculus I for Biology Credits: 4

MATH 192 - Calculus II Credits: 4
MATH 240 - Calculus III Credits: 4
MATH 286 - Differential Equations Credits: 3
CHEM 131 - General Chemistry I Credits: 4
CHEM 132 - General Chemistry II Credits: 4

PHYS 330 - Thermodynamics and Statistical Mechanics Credits: 3
PHYS 377 - Advanced Physics Laboratory I Credits: 1
PHYS 431 - Electricity and Magnetism I Credits: 3
PHYS 477 - Advanced Physics Laboratory II Credits: 1
PHYS 481 - Quantum Mechanics I Credits: 3
PHYS 495 - Physics Research Credits: 0–3 (a minimum of 1 credit)
plus an additional 15 credits numbered 300 and above in consultation with advisor.

Note:
*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.
PHYS 377 - Advanced Physics Laboratory | Credits: 1
PHYS 431 - Electricity and Magnetism | Credits: 3 (or ENGR 435)
PHYS 481 - Quantum Mechanics | Credits: 3
PHYS 495 - Physics Research | Credits: 0-3 (a minimum of 1 credit) plus an additional 3-6 credits numbered 300 and above in consultation with advisor.

Note: *PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:
MATH 191 - Calculus I | Credits: 4 or MATH 195 - Calculus I for Biology | Credits: 4
MATH 192 - Calculus II | Credits: 4
MATH 240 - Calculus III | Credits: 4
MATH 286 - Differential Equations | Credits: 3

Note:
This major is available only as a second major. It is designed to complement engineering, computer science, chemistry and mathematics degrees, but may be added to a major in any field.

Undergraduate Minors

Physics Minor

Minor Requirements: 20
PHYS 241 - Physics for Scientists and Engineers I | Credits: 4
PHYS 242 - Physics for Scientists and Engineers II | Credits: 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I | Credits: 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II | Credits: 1
PHYS 277 - Physics Colloquium | Credits: 0 - 1
PHYS 311 - Classical Mechanics | Credits: 3
and electives chosen in consultation with the department chair.

Note: *PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Secondary-teaching Certification:
Students in a teacher certification program are required to take PHYS 330, PHYS 377 and PHYS 495 (1) Research. They are also required to take MATH 191, CHEM 131, and BIOL 165 as cognates. Program is certified by the State of Michigan Department of Education and accredited by the National Science Teachers Association.

For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Physics

PHYS 107 - Concepts and Applications in Physics I
Credits: 3
Identifying and quantifying physics concepts that organize daily experience, selected from mechanics, waves, thermodynamics, electromagnetism, optics, and modern physics. Includes individual and collaborative development of abstract and practical problem solving skills and applications in the classroom and integrated laboratory experience. Intended to lay a foundation for pre-professional and calculus-based introductory physics courses. In combination with PHYS 108, meets the physical science requirement for Andrews University General Education. Does not apply to a physics major or minor.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab

Term Offering: Fall
College Code: CAS

PHYS 108 - Concepts and Applications in Physics II
Credits: 3
A sequel to PHYS107, identifying and quantifying the remaining physics concepts from mechanics, waves, thermodynamics, electromagnetism, optics, and modern physics. Includes individual and collaborative development of abstract and practical problem solving skills and applications in the classroom and integrated laboratory experience. Intended to lay a foundation for pre-professional and calculus-based introductory physics courses. In combination with PHYS 107, meets the physical science requirement for Andrews University General Education. Does not apply to a physics major or minor.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 107
Schedule Type: Lecture/Lab
College Code: CAS

PHYS 110 - Astronomy
Credits: 4
Exploring the cosmic environment— the solar system, stars and their development, star clusters, the interstellar medium, galaxies, and large-scale features of the Universe. Meets the Andrews General Education Physical Science requirement. Does not apply to a major or minor.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE P2 or MATH 145 or MATH 165 or STAT 285 or equivalent.
Schedule Type: Lecture/Lab, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

PHYS 115 - Mythbusting
Credits: 4
Examining what is commonly believed about the physical world and how to realign it with 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.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE P2 or any GE-level math course.
Schedule Type: Lecture/Lab
College Code: CAS

PHYS 117 - Observational Astronomy Lab
Credits: 0, 1
Practical experience and background in observational astronomy with modern optical instruments in laboratory, field or remote facilities. As weather permits, lab will include sessions at the Kingman Observatory with departmental or personal telescopes. This is a standalone laboratory course suitable for students in any major and for the general public. General Education Physical Science credit is limited to transfer students who are articulating a lecture course in astronomy or a Physical Science with 3 or more credits. Does not apply to a major or minor.

Lecture/Lab: Weekly: one 3-hour activity
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Lab
College Code: CAS

PHYS 141 - General Physics I
Credits: 4
Algebra based introduction to mechanics, wave motion, sound and thermodynamics.

Lecture/Lab: Weekly: 3 lectures, 1 recitation, 1-hour of small-group learning and one 2.5-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE P4 or MATH 167 or MATH 168
Schedule Type: Lecture, Lab, Workshop
College Code: CAS

PHYS 142 - General Physics II
Credits: 4
Algebra based introduction to electricity, magnetism, physical and geometric
optics, relativity, and modern physics

**Lecture/Lab:** Weekly: 3 lectures, 1 recitation, 1-hour of small-group learning and one 2.5-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHYS 141  
**Schedule Type:** Lecture, Lab, Workshop  
**College Code:** CAS

**PHYS 225 - Sound and Waves**  
**Credits:** 4  
The production, transmission, synthesis, and perception of sound as understood through the physical principles, properties, and nature of waves. Includes a survey of applications—music, speech, locomotion, and imaging—and comparisons with light and other kinds of waves. Meets the General Education Physical Science requirement. Does not apply to a major or minor.

**Lecture/Lab:** Weekly: 3 lectures and a 2-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MPE P2 or MATH 145 or MATH 165 or STAT 285  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

**PHYS 235 - MATLAB**  
**Credits:** 2,3  
An introduction to MATLAB programming with a focus on its application to physics problems. The capabilities of MATLAB are explored in the areas of graphing, data analysis, numerical methods, Fourier analysis, and signal processing.

**Lecture/Lab:** Weekly: 1 lecture and a 4-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lab  
**College Code:** CAS

**PHYS 241 - Physics for Scientists and Engineers I**  
**Credits:** 4  
a calculus-based introduction to mechanics, wave motion and thermodynamics emphasizing the mathematical formulation and the physical significance of fundamental principles.

**Lecture/Lab:** Weekly: 4 lectures and 1 recitation  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PHYS 271  
**Prerequisite(s):** MATH 192  
**Schedule Type:** Lecture  
**College Code:** CAS

**PHYS 242 - Physics for Scientists and Engineers II**  
**Credits:** 4  
a calculus-based introduction to electricity, magnetism, geometric and physical optics, relativity, and modern physics emphasizing the mathematical formulation and the physical significance of fundamental principles.

**Lecture/Lab:** Weekly: 4 lectures and 1 recitation  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PHYS 272  
**Prerequisite(s):** MATH 192 and PHYS 241  
**Schedule Type:** Lecture  
**College Code:** CAS

**PHYS 271 - Physics for Scientists and Engineers Laboratory I**  
**Credits:** 1  
Laboratory experiments in mechanics, wave motion and thermodynamics, associated with the PHYS241 course.

**Lecture/Lab:** Weekly: one 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PHYS 242  
**Schedule Type:** Lab  
**College Code:** CAS

**PHYS 272 - Physics for Scientists and Engineers Laboratory II**  
**Credits:** 1  
Laboratory experiments in electricity, magnetism, geometric and physical optics, and modern physics associated with the PHYS242 course.

**Lecture/Lab:** Weekly: one 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PHYS 242  
**Schedule Type:** Lab  
**College Code:** CAS

**PHYS 277 - Physics Colloquium**  
**Credits:** 0  
Current topics and issues of interest to the physics community. Required each semester of all students with a physics major or minor. Interchangeable with MATH 389.

**Lecture/Lab:** Weekly: 1 lecture or activity  
**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** CAS

**PHYS 280 - Topics in_______**  
**Credits:** 0–3  
Introductory-level topics in astrophysics, other current physics area or associated scientific programming.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** Approval of the instructor.  
**Repeatable:** Repeatable up to 4 credits. Minimum of 4 hours per week is required for each credit earned.  
**Schedule Type:** Independent  
**College Code:** CAS

**PHYS 285 - Advanced Study/Research**  
**Credits:** 1.2  
Individually directed reading and lab projects in physics (e.g., holography and astrophotography). A minimum of 4 hours per week is required for each credit earned.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite(s):** Approval of the instructor.  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Independent  
**College Code:** CAS

**PHYS 311 - Classical Mechanics I**  
**Credits:** 3  
Statics, kinematics, and dynamics for single particles, including Lagrangian and Hamiltonian formalisms.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** MATH 192  
**Recommended/Prerequisite:** PHYS 241 or PHYS 142  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

**PHYS 316 - Biophysics**  
**Credits:** 3  
Modeling and describing physical phenomena of living systems, including transport and diffusion across membranes and electrical processes in muscle and nerve tissue.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHYS 242 (recommended) or PHYS 142; MATH 192  
**Schedule Type:** Lecture  
**College Code:** CAS

**PHYS 325 - Astrophysics**  
**Credits:** 3  
The application of physics to astronomical objects and systems. Includes orbital mechanics, observing with light, planetary systems, stellar mechanics, galaxies, and cosmology.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHYS 242 (recommended) or PHYS 142; MATH 192  
**Schedule Type:** Lecture  
**College Code:** CAS
PHYS 330 - Thermodynamics and Statistical Mechanics
Credits: 3
Systematic introduction to thermodynamics, kinetic theory, and statistical mechanics (classical and quantum).

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 242 (recommended) or PHYS 142; MATH 192
Schedule Type: Lecture
College Code: CAS

PHYS 350 - Optics
Credits: 3
Geometric and physical optics; interference and diffraction, polarization, Fourier optics, lasers, and holography.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 242 (recommended) or PHYS 142; MATH 192.
Schedule Type: Lecture
College Code: CAS

PHYS 377 - Advanced Physics Laboratory I
Credits: 1
Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, scientific computing, lab procedure, data reduction, interpretation, and technical communication. A public presentation is required.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 2 credits
Schedule Type: Lab
Term Offering: Spring
College Code: CAS

PHYS 400 - Demonstrations in Physics
Credits: 1,2
Identifying topics suitable for demonstration, surveying the literature, preparing demonstrations, finding suppliers of materials and equipment. Critically evaluating demonstrations—their design, preparation, and execution.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Approval of the department chair.
Schedule Type: Lab
College Code: CAS

PHYS 412 - Classical Mechanics II
Credits: 3
Statics, kinematics, and dynamics of multi-particle systems, including Lagrangian and Hamiltonian formalisms.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 311 or ENGR 285; MATH 192
Schedule Type: Lecture
College Code: CAS

PHYS 420 - Advanced Topics in_______
Credits: 2,3
Atomic physics, nuclear physics, or other current physics area.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): PHYS 242 or PHYS 311
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS

PHYS 431 - Electricity and Magnetism I
Credits: 3
A treatment of electromagnetic phenomena in terms of potentials and vector fields. Develops Maxwell’s equations with descriptions of electrostatics and magnetostatics as solutions to Laplace’s and Poisson’s equations.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): PHYS 311
Schedule Type: Lecture
College Code: CAS

PHYS 432 - Electricity and Magnetism II
Credits: 3
A treatment of electromagnetic phenomena in terms of potentials and vector fields. Addresses electromagnetic radiation in media, reflection and refraction, and the fields of waveguides and antennae.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): PHYS 431
Schedule Type: Lecture
College Code: CAS

PHYS 440 - Relativity
Credits: 3
Einstein’s theories of Special and General Relativity. Includes introductions to black holes, relativistic cosmology and gravitational waves.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 242 (recommended) or PHYS 142; MATH 192
Schedule Type: Lecture
College Code: CAS

PHYS 445 - Particle Physics
Credits: 3
A study of particle properties, forces, structure, decay and reaction mechanism in the context of the Standard Model.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 481
Schedule Type: Lecture
College Code: CAS

PHYS 460 - Solid State Physics
Credits: 3
A study of crystallography, x-ray diffraction, properties of crystalline and amorphous solids, band theory of solids, and lattice dynamics.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 311
Schedule Type: Lecture
College Code: CAS

PHYS 475 - Physics Review
Credits: 3
A review and synthesis of physics concepts and analytical and experimental techniques in preparation for entry into a graduate program. Topics include classical, statistical and quantum mechanics, waves and classical fields.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 311
Schedule Type: Workshop
College Code: CAS

PHYS 477 - Advanced Physics Laboratory II
Credits: 1
Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, scientific computing, lab procedure, data reduction, interpretation, and technical communication. A public presentation is required.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 2 credits
Schedule Type: Lab
Term Offering: Spring
College Code: CAS

PHYS 478 - Study Tour
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Schedule Type: Blended Learning
College Code: CAS

PHYS 481 - Quantum Mechanics I
Credits: 3
The mechanics of physical phenomena at small scales in formalisms developed by
Schrödinger, Heisenberg, and Dirac. Treatments of infinite and square well, barrier, step, and harmonic oscillator potentials; uncertainty relations and angular momenta.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 311
Schedule Type: Lecture
College Code: CAS

PHYS 482 - Quantum Mechanics II
Credits: 3
Matrix mechanics and spin, quantum mechanics applied to the hydrogen atom, many-electron atoms and solid state physics. Also an introduction to time-independent and time-dependent perturbation theory.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 481
Schedule Type: Lecture
College Code: CAS

PHYS 490 - Independent Study in Physics
Credits: 1–3
Individually directed study or problem-solving in selected fields of physics. A minimum of 4 hours work per week is required for each credit earned and a written paper is required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Special Approval: Instructor permission required.

College Code: CAS

PHYS 495 - Physics Research
Credits: 0–3
An independent research project in physics supervised by a faculty member. A minimum of 4 hours work per week is required for each credit earned. A written paper and an oral presentation are required. Students should register for credit, or for the zero credit option, for each semester during which research is being done.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Special Approval: Instructor permission required.

College Code: CAS

PHYS 530 - Topics in Teaching __________
Credits: 1–3
Discussions on 1) the principles of physics and effective approaches for teaching them, or 2) the physics lab, its purposes, administrative and safety procedures, essential equipment, seminal experiments, data analysis, lab journal, and reports.

Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 9 credits
Schedule Type: Seminar
College Code: CAS

PHYS 540 - Topics in __________
Credits: 2,3
Study in one of the traditional areas of graduate physics such as electromagnetic theory, analytical or quantum mechanics, solid state, atomic, nuclear or high energy physics, astrophysics, relativity, or mathematical physics. Students complete readings and problems.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 9 credits
Schedule Type: Lecture
College Code: CAS

PHYS 577 - Physics Colloquium
Credits: 0, 0.5, 1
Current topics and issues of interest in the physics community. For non-zero credit options, includes specialized study and the preparation and delivery of a public presentation.

Lecture/Lab: Weekly: 1 lecture or activity
Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
This AS degree can be completed on-campus or online. Program requirements are the same for both the main campus and online options.

Main Campus: All courses for this program are available on the main campus. Campus course formats include lectures, labs, and more interactive learning experiences.

Online: All course requirements can also be completed online, with no time required on the main campus. Online courses are offered in self-paced open learning and self-paced full term formats, with a few also available in interactive online format (see School of Distance Education and International Partnerships Online Delivery Definitions).

Requirements - 33

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELB 111</td>
<td>Introduction to the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>RELB 112</td>
<td>Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>RELB 210</td>
<td>Jesus in His Time and Ours</td>
<td>3</td>
</tr>
<tr>
<td>RELB 235</td>
<td>Apocalyptic and Biblical Prophecy</td>
<td>3</td>
</tr>
<tr>
<td>RELB 245</td>
<td>Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>RELB 335</td>
<td>Acts and Epistles</td>
<td>3</td>
</tr>
<tr>
<td>RELH 400</td>
<td>SDA History and Prophetic Heritage</td>
<td>3,4</td>
</tr>
<tr>
<td>RELT 225</td>
<td>Doctrines of the Adventist Faith</td>
<td>3</td>
</tr>
<tr>
<td>RELT 315</td>
<td>Christian Discipleship</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses

- RELT 115 - Introduction to Christian Discipleship: 3
- 3 Credits of RELP 240 - Personal Witnessing: 2–3

Choose one of the following courses

- RELG 225 - Foundations of Missions: 3
- RELT 250 - Personal Spirituality and Faith: 3
- RELP 335 - Foundations of Youth Ministry: 3

Andrews Core Experience

Students must take the courses designated in the Andrews Core Experience: Associate Degrees outline.

Bachelors

Religion BA (Distance Ed)

Online Delivery: This degree is offered as self-paced online program, although some courses are sometimes available in an interactive online format (see School of Distance Education and International Partnerships Definitions). This program does not require any time on campus.

Total Credits: 124

Program Description

The BA in Religion is designed for students seeking a mastery of basic principles of biblical interpretation, theological reasoning, and practical ministry. This degree does not aim for intentional integration with a student’s primary major and related vocational goals, but instead provides a broad-based immersion into Adventist theology and practice. As this degree fulfills part but not all of seminary prerequisites, it is a good fit for non-traditional students as they can finish their remaining prerequisites in the seminary.

Major: Core Requirements - 44-45

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELB 111</td>
<td>Introduction to the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>RELB 112</td>
<td>Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>RELB 210</td>
<td>Jesus in His Time and Ours</td>
<td>3</td>
</tr>
<tr>
<td>RELB 245</td>
<td>Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>RELH 400</td>
<td>SDA History and Prophetic Heritage</td>
<td>3,4</td>
</tr>
<tr>
<td>RELT 100</td>
<td>God and Human Life</td>
<td>3</td>
</tr>
<tr>
<td>RELT 250</td>
<td>Personal Spirituality and Faith</td>
<td>3</td>
</tr>
<tr>
<td>RELT 325</td>
<td>Theology I</td>
<td>3</td>
</tr>
<tr>
<td>RELT 326</td>
<td>Theology II</td>
<td>3</td>
</tr>
<tr>
<td>RELT 340</td>
<td>Religion and Ethics in Modern Society</td>
<td>3</td>
</tr>
</tbody>
</table>
Select a major in theology. A religion major may be selected but must be the Seventh-day Adventist Theological Seminary section of this bulletin.

Major: Core Requirements - 42-43

Choose one of the following courses:
- RELB 216 - Law and Writings of the Old Testament Credits: 3
- RELB 274 - Prophetic Writings of the Old Testament Credits: 3
- RELB 335 - Acts and Epistles Credits: 3

Take 5-6 credits from the following:
- RELG 225 - Foundations of Missions Credits: 3
- RELP 240 - Personal Witnessing Credits: 2-3
- RELP 330 - Homiletics—Introduction to Preaching Credits: 2
- RELP 335 - Foundations of Youth Ministry Credits: 3
- RELP 441 - Introduction to Pastoral Ministry Credits: 2,3

Andrews Core Experience

The Religion Andrews Core Experience requirement is fulfilled through completion of the religion major.

Students must complete an intermediate language course/requirement either through Greek, Hebrew, or a modern foreign language.

Students must take all courses designated in the BA/BS degree requirements of the Andrews Core Experience Program while noting the preceding specific considerations for this degree.

Program Outcomes

Seek Knowledge
Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective.

Affirm Faith
Expression of faith: In the context of present society, history, theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing.

Exhibit growth in Christian life skills.

Change the World
Document an attitude of mission, experience & skills in personal service.

Note:

Students planning to enter the Seventh-day Adventist Theological Seminary should select a major in theology. A religion major may be selected but must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Seventh-day Adventist Theological Seminary section of this bulletin.

Religion, BA

Total Credits: 124

Program Description

The BA in Religion is designed for students seeking a mastery of basic principles of biblical interpretation, theological reasoning, and practical ministry. This degree does not aim for intentional integration with a student's primary major and related vocational goals, but instead provides a broad-based immersion into Adventist biblical interpretation, theological reasoning, and practical ministry. This degree does not meet pre-Seminary requirements and students are encouraged to add another major.

Major: Core Requirements - 42-43

Biblical Studies (15)
- RELB 111 - Introduction to the Old Testament Credits: 3
- RELB 112 - Introduction to the New Testament Credits: 3
- RELB 210 - Jesus in His Time and Ours Credits: 3
- RELB 406 - Studies in Daniel and Revelation Credits: 3

Choose one of the following courses:
- RELB 216 - Law and Writings of the Old Testament Credits: 3
- RELB 335 - Acts and Epistles Credits: 3

Theological Studies (15-16)
- RELT 250 - Personal Spirituality and Faith Credits: 3
- RELT 315 - Christian Discipleship Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4 (3-4 credits)*
- RELT 325 - Theology I Credits: 3
- RELT 326 - Theology II Credits: 3
- RELT 340 - Religion and Ethics in Modern Society Credits: 3

Practical Studies*
- RELP 200 - Religion Forum Credits: 0 (Every semester in residence)

Choose five to six credits from the following courses:
- RELP 240 - Personal Witnessing Credits: 2–3
- Any RELP course.

Electives (6)*
Courses from RELP, RELG, RELH, RELT, or RELB.

*Please see note below regarding electives for those wishing to enter the Seventh-day Adventist Theological Seminary. Students wishing to enter the seminary should take RELH 400 for (4) credits.

Andrews Core Experience - 60-61

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience.

- RELT 100 - God and Human Life Credits: 3 (Or Test Out)

Language*
Choose one of the following sets:
- BIBL 211 - Greek I Credits: 3
- BIBL 212 - Greek II Credits: 3
- BIBL 313 - Greek III Credits: 3
- BIBL 341 - Hebrew I Credits: 3
- BIBL 342 - Hebrew II Credits: 3
- Any modern foreign language, through the intermediate level.

*Note: Language requirements may be fulfilled by any intermediate level foreign language course. Major requirement can be fulfilled by taking one of the Biblical languages.

Graduation Requirements

Minimum grade of "C-" for all major classes and cognates.
Minimum overall GPA of 2.25
Major GPA of 2.50
Practical service in accordance with the requirements of the department.

Program Outcomes

Seek Knowledge
Document foundational knowledge in the areas of Bible, history, and theology from an SDA perspective

Affirm Faith
Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church

Exhibit growth in awareness of Christian values and life skills

Change the World
Document service experiences & skills in community and cross cultural contexts

Off-campus Locations

This program is also offered at approved off-campus location(s).

Additional Information

For students wishing to directly enter the seminary, it is recommended that you choose the following prerequisite courses in addition to the prerequisites built into the degree: RELP 485 (Pastoral Ministry), RELH 316 (History of the Christian Church I), RELH 317 (History of the Christian Church II), and RELP 330 (Homiletics). One of the RELP courses can count towards your practical studies elective component of
Employment/Future Academic Progress

Information

For students desiring to directly enter the ministry upon graduation, the Theology, BA is the standard, in-depth degree that has greater employment options. The religion degree should be done in conjunction with another major for employment purposes except for transfer/major change students attempting to finish up and go directly to the seminary.

Religion, Secondary Education
Concentration BA

Total Credits: 124

Program Description

The BA in Religion for Secondary Education includes all requirements in Religion for SDA church certification and is designed for those seeking to teach religion on the secondary level. In order to meet Michigan State Teacher Certification requirements an additional major and minor must be earned. Students must obtain a second advisor in the School of Education and consult regularly with that advisor as well as their Religion advisor.

Major: Core Requirements - 33-34

RELB 111 - Introduction to the Old Testament Credits: 3
RELB 112 - Introduction to the New Testament Credits: 3
RELB 245 - Hermeneutics Credits: 3
RELB 210 - Jesus in His Time and Ours Credits: 3
RELB 406 - Studies in Daniel and Revelation Credits: 3
RELT 100 - God and Human Life Credits: 3
RELT 326 - Theology II Credits: 3

3 Credits of RELH 400 - SDA History and Prophetic Heritage Credits: 3,4

Choose one course from the following:
RELB 216 - Law and Writings of the Old Testament Credits: 3
RELT 335 - Acts and Epistles Credits: 3
RELB 274 - Prophetic Writings of the Old Testament Credits: 3

Choose two courses from the following:
RELT 250 - Personal Spirituality and Faith Credits: 3
RELT 340 - Religion and Ethics in Modern Society Credits: 3
RELP 335 - Foundations of Youth Ministry Credits: 3
RELF 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

Certification

Denominational

Religion for Secondary Education includes all requirements in Religion for SDA church certification and designated for those seeking to teach religion on the secondary level. In order to meet Michigan State Teacher Certification requirements an additional major and minor must be earned. Students must obtain a second advisor in the School of Education and consult regularly with that advisor as well as their Religion advisor.

Andrews Core Experience

Please see the School of Education, Department of Teaching, Learning & Curriculum for specific Andrews Core Experience requirements.

Graduation Requirement:

A minimum grade of "C" for all major classes
a minimum overall GPA of 2.5
Major GPA of 2.50
Practical service in accordance with the requirements of the department.

See Department of Teaching, Learning & Curriculum for Additional Secondary Education graduation requirements.

Additional Information

Seminary Prerequisites

Students planning to enter the Seventh-day Adventist Theological Seminary should select a major in theology. A religion major must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Theological Seminary section of this bulletin.

Theology BA

Total Credits: 124

Program Description

The BA in Theology is a pre-professional degree which prepares students for the Theological Seminary and further training towards full time gospel ministry. It lays a solid foundation in the areas of biblical languages, exegesis, and theology, practical theology and ministry, history of the Christian Church with an emphasis on the Seventh-day Adventist movement, and doctrine and systematic theology, including ethics. It requires the development of an individual portfolio of ministerial service.

Major: Core Requirements - 57

RELB 111 - Introduction to the Old Testament Credits: 3
RELB 112 - Introduction to the New Testament Credits: 3
RELB 210 - Jesus in His Time and Ours Credits: 3
RELB 245 - Hermeneutics Credits: 3
RELB 335 - Acts and Epistles Credits: 3
RELB 406 - Studies in Daniel and Revelation Credits: 3
RELP 105 - Introduction to Pastoral Service Credits: 1
RELP 200 - Religion Forum Credits: 0 (each semester registered)
RELP 240 - Personal Witnessing Credits: 2–3
RELP 330 - Homiletics—Introduction to Preaching Credits: 2
RELP 350 - Evangelism Credits: 3
RELP 480 - Practicum Capstone Credits: 1
RELP 485 - Pastoral Ministry Credits: 3
RELH 400 - SDA History and Prophetic Heritage Credits: 3,4
Take for 4 credits.
RELT 325 - Theology I Credits: 3
RELT 326 - Theology II Credits: 3

Choose one class from each of the following sets: (One or both classes must be 400 level.)
RELB 216 - Law and Writings of the Old Testament Credits: 3 Or RELB 416 - Advanced Study in Law and Writings Credits: 3
RELB 274 - Prophetic Writings of the Old Testament Credits: 3 Or RELB 474 - Advanced Study in Old Testament Prophets Credits: 3

Choose one of the following:
RELG 225 - Foundations of Missions Credits: 3
RELP 335 - Foundations of Youth Ministry Credits: 3

Choose one course from each of the following three categories (must take 3 credits in each category):
Christian Spirituality: (3 credits)
RELH 115 - Introduction to Christian Discipleship Credits: 3
RELH 315 - Christian Discipleship Credits: 3
RELH 250 - Personal Spirituality and Faith Credits: 3
RELH 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

Religion, Culture, and Society: (3 credits)
RELG 350 - World Religions Credits: 3
RELT 340 - Religion and Ethics in Modern Society Credits: 3
RELT 348 - Christians and the Environment Credits: 3
RELT 385 - Bioethics and Christian Faith Credits: 3
RELT 390 - Christian Business Ethics Credits: 3
RELF 445 - Modern Trends in Religion & Society Credits: 1–3
Major: Additional Requirements
Theology majors must, within their first semester on campus, prove proficiency in Theology and Bible through a test, including a written paper and an interview, administered by the department. If they fail to meet these requirements, RELT 100 is required.

Cognates - 22
BIBL 211 - Greek I Credits: 3
BIBL 212 - Greek II Credits: 3
BIBL 313 - Greek III Credits: 3
BIBL 341 - Hebrew I Credits: 3
BIBL 342 - Hebrew II Credits: 3
RELH 316 - History of the Christian Church I Credits: 3
RELH 317 - History of the Christian Church II Credits: 3
RELT 295 - Introduction to Theological Research Credits: 1
Or HONS 398H - Research Pro-Seminar Credits: 1

Andrews Core Experience
Students must take the courses designated in the Andrews Core Experience: BA & BS Degrees outline. Noting the following courses as required courses;

Humanities
PHIL 224 - Introduction to Philosophy Credits: 3

Social Sciences
A Family Study Course (FMST) Or
PSYC 101 - Introduction to Psychology Credits: 3 (Seminary Recommended) Or
PSYC 180 - Dealing with Your Mind Credits: 3

Graduation Requirements
(a) A minimum grade of "C-" for all major classes and cognates; (b) a minimum overall of 2.25 GPA; (c) major GPA of 2.50; (d) a practical ministry portfolio in accordance with the requirements of the department.

Program Outcomes
Seek Knowledge
Possess a foundational knowledge in the areas of Bible, history, and theology, from an SD&A perspective
Possess skills in the major biblical languages of Hebrew & Greek
Affirm Faith
In the context of present society, history, and theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing
Change the World
Exhibit growth in Christian life skills
Document experience & skills in personal ministry and evangelism on the level of local church and community and in a cross cultural context

Off-campus Locations
This program is also offered at approved off-campus location(s).

Program Acceptance
Students who enter the Theology, BA will be assessed at the end of their first year in the program in the areas of Christlikeness, character, community involvement, discipleship, mission, and scholarship. Students who do not receive a positive recommendation for continuation in the program will be transferred to the Religion, Biblical & Theological studies degree. An appeal to the faculty may be made. For this, an appointment should be made with the department chair.

Undergraduate Minors

Biblical Languages Minor

Minor Requirements - 20
BIBL 211 - Greek I Credits: 3
BIBL 212 - Greek II Credits: 3
BIBL 313 - Greek III Credits: 3
BIBL 341 - Hebrew I Credits: 3
BIBL 342 - Hebrew II Credits: 3
BIBL 495 - Independent Study Credits: 1–3
A total of 5 credits of BIBL 495 must be taken.

Missions Minor

Minor Requirements - 20
ANTH 200 - Cultural Anthropology Credits: 3
RELG 350 - World Religions Credits: 3
RELP 240 - Personal Witnessing Credits: 2–3
RELP 325 - Preparation for Mission Service Credits: 2
Or RELG 225 - Foundations of Missions Credits: 3

Choose one or two courses from the following:
EDTE 165 - Introduction to Teaching Credits: 4
BSAD 365 - International Environment of Business Credits: 3
BSAD 450 - Multicultural Business Relations Credits: 3
ENGL 465 - TESOL Methods Credits: 2
FDNT 469 - International Nutrition Credits: 2.3
SOCI 431 - Needs Assessment and Capacity Mapping Credits: 3

Choose two courses from the following:
GEOG 260 - Cultural Geography Credits: 3
RELG 225 - Topics in Religion Credits: 1–3
Or RELG 225 - Foundations of Missions Credits: 3

Topics: Mission Cultural and Religious Context (3 credits) and/or Christian Witness and World Religions (3 credits). These seminary courses are also available by request/instructor permission.

Religion Minor

Minor Requirements - 20
6 upper-division credits, 15 credits from RELB, RELT, RELG, and RELP. The remaining 5 credits may be taken from any Department of Religion & Biblical Languages offerings subject to consultation with the department.

Certificates

Christian Discipleship Certificate

This program is designed for students desiring limited studies in Christian Discipleship.

Certificate Description
The Christian Discipleship Certificate prepares Christians to better connect with God, self, and others, through a deeper understanding of biblical foundations, applied to their vocational calling and specific ministries. The certificate requires academic study and service learning in an internship ministry experience, with a portfolio as evidence of completing all certificate outcomes.

All courses may be counted towards other religion associates/baccalaureate degrees.

Online delivery: This program is also offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). Some courses may also be available in an interactive online format. This program does not require any on-campus time, unless one is enrolled in the on-campus delivery.
Certificate Requirements: 17-18
RELT 115 - Introduction to Christian Discipleship Credits: 3

Choose one course from each of the following sets:
RELB 111 - Introduction to the Old Testament Credits: 3
RELB 112 - Introduction to the New Testament Credits: 3
RELB 210 - Jesus in His Time and Ours Credits: 3
RELT 250 - Personal Spirituality and Faith Credits: 3
RELB 230 - Biblical Prayers Credits: 3
RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
RELG 110 - Global Adventism and Cross-Cultural Service Credits: 3
RELG 225 - Foundations of Missions Credits: 3
RELP 325 - Preparation for Mission Service Credits: 2
RELP 240 - Personal Witnessing Credits: 2–3
RELP 350 - Evangelism Credits: 3

Additional Requirements
Practicum
The certificate requires a practical ministry component.

Program Outcomes
At the end of the program the students should be able to:
- Demonstrate understanding of human spiritual development
- Apply biblical themes and key theological doctrines to fundamentals of discipleship
- Exhibit fundamental principles of biblical discipleship through personal faith journey
- Document discipleship initiative through applied, practical service

Mission and Global Awareness Certificate

Certificate Description
The Mission and Global Awareness Certificate prepares students for serving God and humanity in a cross cultural context. The programs provides theological foundations combined with sociological, anthropological and missiological understandings which equip the student for international service.

Certificate Requirements: 17-18
RELG 110 - Global Adventism and Cross-Cultural Service Credits: 3

Choose one course from each of the following sets:
RELG 225 - Foundations of Missions Credits: 3
RELP 325 - Preparation for Mission Service Credits: 2
RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
RELG 350 - World Religions Credits: 3
RELP 235 - Christianity in a World Context Credits: 2
ANTH 200 - Cultural Anthropology Credits: 3
BHSC 235 - Culture, Place and Interdependence Credits: 3
GEOG 260 - Cultural Geography Credits: 3
SOCI 160 - Introduction to International Development Credits: 3

Additional Requirements
A mission trip or volunteer service in an overseas culture is required.

Program Objectives
At the end of the program the students should be able to:
- Describe key factors which characterize the Seventh-day Adventist Church as a global movement
- Identify significant challenges in cross cultural mission from an SDA perspective
- Discern how culture and mission interact in service for God and humanity

Ministry Certificate (Spanish)

Online Delivery: This degree is offered as an interactive online program (see School of Distance Education and International Partnerships Definitions). This program does not require any time on campus.

Description
The Certificate in Ministry in Spanish provides biblical and theological foundations for practical Hispanic ministry through blended learning. The certificate requires academic study and service learning in an practical life setting, with a portfolio as evidence of completing all certificate outcomes.

Certificate Requirements: 18 Credits
The following courses will be taught in Spanish:
RELB 111 - Introduction to the Old Testament Credits: 3
RELB 112 - Introduction to the New Testament Credits: 3
RELB 210 - Jesus in His Time and Ours Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
RELP 245 - Hermeneutics Credits: 3
3 Credits of RELP 240 - Personal Witnessing Credits: 2–3

Additional Requirements
Practicum
The certificate requires a practical ministry component with mentored learning.

Program Outcomes
At the end of the program the students should be able to:
- Document foundational knowledge in the area of Bible and Adventist teachings
- Communicate the biblical message employing proper hermeneutical tools

Biblical Languages

BIBL 211 - Greek I
Credits: 3
Elements of grammar of the koine Greek of the New Testament, including vocabulary, translation, and reading.
Lecture/Lab: Weekly lab required
Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Self-Paced
Term Offering: Fall
College Code: CAS

BIBL 212 - Greek II
Credits: 3
Instruction in intermediate grammar and reading of selected portions of the New Testament.
Lecture/Lab: Weekly lab required
Grade Mode: Normal (A-F, I, W)
**BIBL 221 - Elementary Latin**

*Credits: 2*

Introduction to Latin grammar and syntax. Emphasis on biblical and ecclesiological vocabulary and reading and translation of simple texts from Vulgate and church history.

*Grade Mode: Normal (A-F,I,W)*

**BIBL 222 - Intermediate Latin**

*Credits: 2*

Instruction in intermediate Latin grammar and syntax and reading and translation of selected texts from Vulgate and church history.

*Grade Mode: Normal (A-F,I,W)*

**BIBL 313 - Greek III**

*Credits: 3*

Advanced Koine Reading. New Testament portions from Luke, Paul, the book of Hebrews, and James should be analyzed on the bases of Greek syntax and author specific vocabulary. Selections from the Septuagint and the early church fathers will be considered to illustrate the development of thought within Christianity. Furthermore, introducing students to selections from Philo and Josephus.

*Grade Mode: Normal (A-F,I,W)*

**BIBL 341 - Hebrew I**

*Credits: 3*

Fundamentals of Biblical Hebrew including a practical vocabulary, an understanding of the grammatical structure of the language, and practice in translation.

*Lecture/Lab: Weekly lab required*

*Grade Mode: Normal (A-F,I,W)*

**BIBL 342 - Hebrew II**

*Credits: 3*

Development of reading ability in different portions of the Hebrew Bible on intermediate level. Application of the principles of Hebrew lexicography, grammar, syntax and style to the exegesis of selected passages of the Hebrew Old Testament. Emphasis placed upon practical and scholarly application of the text in an exegesis paper.

*Lecture/Lab: Weekly lab required*

*Grade Mode: Normal (A-F,I,W)*

**BIBL 495 - Independent Study**

*Credits: 1–3*

Provides opportunity for further and independent investigation of the history, development, and exegesis of the biblical text.

*Grade Mode: Normal w/ S/DG (A-F,I,S,U,DG,W)*

**Religion-Biblical Studies**

**RELB 111 - Introduction to the Old Testament**

*Credits: 3*

An introduction to the writings and theology of the Old Testament within their near eastern cultural, geographical, and historical backgrounds.

*Grade Mode: Normal (A-F,I,W)*

**RELB 112 - Introduction to the New Testament**

*Credits: 3*

An introduction to the writings and theology of the New Testament within their Jewish and Greco-Roman cultural, geographical, and historical backgrounds.

*Grade Mode: Normal (A-F,I,W)*

**RELB 210 - Jesus in His Time and Ours**

*Credits: 3*

Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? Also examines the connection between Christ’s first Advent and His second. May be taught with specific emphasis on one of the four gospels.

*Grade Mode: Normal (A-F,I,W)*

**RELB 216 - Law and Writings of the Old Testament**

*Credits: 3*

An introduction to the Pentateuch and the "Writings" (historical books, Psalms, and Wisdom literature). May be taught with specific emphasis on a particular book or theme.

*Grade Mode: Normal (A-F,I,W)*

**RELB 219 - Apocalyptic and Biblical Prophecy**

*Credits: 3*

A study of the meaning for the 21st century of biblical apocalyptic prophecy, describing the principles of reading and applying biblical prophecy in a modern world, comparing it with other modes of prophecy and prediction in the present culture, and assessing its relevance in view of modern global challenges. Does not count toward a Religion and Theology major.

*Grade Mode: Normal (A-F,I,W)*

**RELB 220 - Biblical Prayers**

*Credits: 3*

Readings of biblical prayers as part of divine-human dialogue, assessing their significance for theology as well as for personal spiritual life. A study of the way prayers help to characterize both God and human beings in various types of biblical literature, and reflections of the role of prayer in the life of believers today.

*Grade Mode: Normal (A-F,I,W)*

**RELB 224 - Hermeneutics**

*Credits: 3*

An introduction to the presuppositions beneath various interpretive approaches to the biblical text and application of the principles of interpretation to texts representing the various genres of the Old and New Testaments.

*Grade Mode: Normal (A-F,I,W)*
REL 274 - Prophetic Writings of the Old Testament
Credits: 3
An introduction to the prophets of the Old Testament and their writings. May be taught with specific emphasis on a particular book or theme.
Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

REL 304 - Studies in Daniel
Credits: 3
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.
Grade Mode: Self-Paced (A-F, I, W)
Schedule Type: Self-Paced
College Code: CAS

REL 305 - Studies in Revelation
Credits: 3
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.
Grade Mode: Self-Paced (A-F, I, W)
Schedule Type: Self-Paced
College Code: CAS

REL 335 - Acts and Epistles
Credits: 3
Brief introduction to principles of New Testament interpretation; a study of Acts, the Pauline Epistles, Hebrews, and the General Epistles. Research paper may be required. May be taught with specific emphasis on a particular book or theme.
Grade Mode: Normal (A-F, I, W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

REL 406 - Studies in Daniel and Revelation
Credits: 3
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.
Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

REL 416 - Advanced Study in Law and Writings
Credits: 3
Focused on a particular book or on themes in the law and writings of the Old Testament. Includes exegesis. Research paper required.
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): BIBL 341 and BIBL 342
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

REL 474 - Advanced Study in Old Testament Prophets
Credits: 3
Focused on a particular book or on themes in the prophetic writings of the Old Testament. Includes exegesis. Research paper required.
Grade Mode: Normal (A-F, I, W)
Prerequisite/Corequisite: BIBL 341 and BIBL 342
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

REL 110 - Global Adventism and Cross-Cultural Service
Credits: 3
A study of the Seventh-day Adventist Church as a global movement. Emphasis is on the interaction between mission, theology, organization, and culture in the 21st century.
Grade Mode: Normal with DG (A-F, I, W, DG, DN)
Schedule Type: Lecture
College Code: CAS

REL 160 - Topics in Religion
Credits: 1–3
Designed to add flexibility to the department offerings and to meet diverse student needs. Consult the class schedule for the current topic.
Grade Mode: Normal (A-F, I, W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
Term Offering: Fall, Spring, Summer
College Code: CAS

REL 225 - Foundations of Missions
Credits: 3
An undergraduate religion course which explores the theology and practice of missions. The objective of the course is to understand God's mission in our world and to experience personal involvement in that mission. A long-term goal of the course is to create an experience through which God can inspire students to a lifetime of service and missions. The class experience includes intensive short-term missions exposure by means of a class tour. Note: Student missionaries are required to take a different missions course: RELP 325 - Preparation for Mission Service.
Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Blended Learning, Self-Paced
College Code: CAS

REL 248 - Workshop
Credits: 1–3
Provides flexibility for the occasional workshop where it is appropriate to offer religion credit. Workshop requirements must be approved by the department.
Grade Mode: Normal with S/DG (A-F, I, S, U, DG, W)
Repeatable: Repeatable
Schedule Type: Workshop
Term Offering: Fall, Spring
College Code: CAS

REL 350 - World Religions
Credits: 3
Explores major world views and religious traditions and their fundamental teachings, beliefs, and practices. Considers each major religion's analysis of basic human problems and the proposed solutions. Students learn to respect and understand diverse beliefs and practices. Taught from a Christian perspective, the course seeks to explore common ground and challenges between Christianity and the major world religions.
Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

REL 360 - Topics in Religion
Credits: 1–3
Designed to add flexibility to the department offerings and to meet diverse student needs. Consult the class schedule for the current topic. This course qualifies for a deferred grade when it requires research.
Course Attribute: Service course
Grade Mode: Normal (A-F, I, W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
Term Offering: Fall, Spring, Summer
College Code: CAS
An investigation of the background, rise, and development of the Seventh-day Adventist theological heritage.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: CAS

RELP 325 - Preparation for Mission Service
Credits: 2
An orientation to the knowledge, skills, and attitudes necessary for successful student mission service. This class is required for all student missionaries (SMs). The course includes aspects of the entire student missionary experience including: preparation (before going), in-field service (while serving in mission field), and re-entry (when the student missionary returns). This class fulfills 2 credits of the General Education religion requirement. The course is offered at the special reduced student missionary tuition rate. Students must enroll in the course before leaving as a student missionary. Instructor permission required.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
Term Offering: Spring, Summer
College Code: CAS

RELP 330 - Homiletics—Introduction to Preaching
Credits: 2
Lays the foundation for biblical sermon construction and delivery. This class is the prerequisite for all other homiletics courses and is a requirement for all religion/theology majors.

Lecture/Lab: Weekly: lab required
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: RELB 245
Schedule Type: Lecture, Self-Paced
Term Offering: Spring
College Code: CAS

Religion-History

RELP 105 - Introduction to Pastoral Service
Credits: 1
An introduction for ministerial students to the various components of the pastoral calling and practicum. Open only to Theology majors.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

RELP 200 - Religion Forum
Credits: 0
A weekly seminar giving instruction in the many aspects of ministering in churches. Required of all theology/religion majors. Students must register for this class each semester in residence.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Practicum
Term Offering: Fall, Spring
College Code: CAS

RELP 235 - Christianity in a World Context
Credits: 2
An introduction to the status and role of Christianity and mission worldwide. Includes a brief history of Christian mission, current facts about mission needs, Christian and mission relationships to world religions, political ideologies, national development, and non-Western cultures.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

RELP 240 - Personal Witnessing
Credits: 2–3
Acquaintance with the dynamics of Christian witnessing in the neighborhood, at work, and in the friend-to-friend approach of personal Bible study. Christ's example of witnessing is highlighted.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Blended Learning, Seminar, Self-Paced
Term Offering: Fall
College Code: CAS

RELP 316 - History of the Christian Church I
Credits: 3
Surveys the internal and external developments and conflicts which Christianity has experienced in time and space from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HIST 117 or permission of instructor. Not applicable to the General Education requirements in religion nor a major in religion.
Schedule Type: Lecture, Self-Paced
Term Offering: Fall
College Code: CAS

RELP 317 - History of the Christian Church II
Credits: 3
Surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, the world-wide mission expansion, and ecumenism.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HIST 118 or permission of instructor. Not applicable to the GE requirements in religion.
Schedule Type: Lecture, Blended Learning, Self-Paced
Term Offering: Spring
College Code: CAS

RELP 400 - SDA History and Prophetic Heritage
Credits: 3.4
An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White. Theology majors take the class for 4 credits, Religion majors for 3 credits.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Summer
College Code: CAS
RELP 335 - Foundations of Youth Ministry
Credits: 3
Designed for the youth specialist who wishes to work as a youth pastor, youth director, academy Bible teacher, or in any other youth-training capacity.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
College Code: CAS

RELP 340 - Strategies for Service
Credits: 2
Creates the vision that all Christians can serve in mission. Shows how to witness in cross-cultural situations and introduces students to ways they can do mission in any occupation. Alternate forms of mission like tent-maker ministries, nonresident missionaries, urban ministry, and work with refugees and foreign students are addressed.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

RELP 350 - Evangelism
Credits: 3
Students will prepare and conduct public evangelistic meetings. Different contexts will be chosen in different years. Students will study and reflect on the role of public evangelism in the mission of the church in various cultural settings.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): RELP 330
Schedule Type: Lecture, Blended Learning
College Code: CAS

RELP 441 - Introduction to Pastoral Ministry
Credits: 2,3
A study of the principles of leadership as applied to pastoral ministry, in particular with regard to the minister as leader of worship, as nurturing pastor, as administrator of the church and as evangelist. Theology majors enroll for 3 credits and Religion majors for 2 credits.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Term Offering: Fall
College Code: CAS

RELP 480 - Practicum Capstone
Credits: 1
The Department of Religion and Biblical Languages seeks to engage theology majors in church based ministry which will equip and inspire them for pastoral ministry. This course is the culmination of that training experience and includes the fulfillment of all practicum requirements and successful completion of the theology portfolio.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Practicum
College Code: CAS

RELP 485 - Pastoral Ministry
Credits: 3
A study of the principles of leadership as applied to pastoral ministry, in particular with regard to the minister as leader of worship, as nurturing pastor, as administrator of the church and as evangelist. This class summarizes and assesses the practical ministry portfolio developed by the student during the course of study.
Course Attribute: Service course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): RELP 240, RELP 330, RELP 350
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

RELT 100 - God and Human Life
Credits: 3
How God confronts human beings—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.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring, Summer
College Code: CAS

RELT 115 - Introduction to Christian Discipleship
Credits: 3
This course covers fundamental theories of human psychosocial, moral, and faith development, transformational theology and theory, and foundational principles of discipleship as found in both the Old and New Testaments of Scripture.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

RELT 207 - Issues in the Great Controversy
Credits: 3
Study of the controversy between Christ and Satan with particular emphasis on their characters and kingdoms, the attack against law, the implications of the sacrifice of Christ, the relationship of these issues to human lives today, and the completion of God's mission for sinners. Credit not applicable toward the theology concentration.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

RELT 216 - Workshop in Prayer
Credits: 2
Study of faith, private prayer, family worship, conducting prayer groups, public prayer, and prayer as a ministry. Not applicable toward the theology concentration or major in religion.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Workshop
Term Offering: Fall, Spring
College Code: CAS

RELT 225 - Doctrines of the Adventist Faith
Credits: 3
Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall, Spring, Summer
College Code: CAS

RELT 250 - Personal Spirituality and Faith
Credits: 3
A study of the Biblical perspective on the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? Also studies the meaning of spiritual nurture in various lifestyle and work settings. Personal spiritual growth is fostered through involvement in organized church activities and/or witnessing outreach.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

RELT 295 - Introduction to Theological Research
Credits: 1
Introduces students to basic research concepts, tools, and methodology in the discipline.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS
RELT 308 - Gift of Prophecy
Credits: 2–3
Study of the prophetic manifestation in Bible and church to include the ministry and writings of Ellen G. White. Research paper may be required. Theology and Religion majors enroll for 2 credits.
Grade Mode: Self-Paced (A-F,I,W)
Schedule Type: Self-Paced
Term Offering: Fall
College Code: CAS

RELT 315 - Christian Discipleship
Credits: 3
Christians are called to be followers or disciples of Jesus. This class presents the personal and spiritual implications of the biblical concept of discipleship. Discipleship is discussed in light of personal life, biblical teachings, and historical-theological developments.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

RELT 325 - Theology I
Credits: 3
A continuation of RELT 100. Study of nature, sources, and methods of theology; the doctrines of God and his works (the Trinity, creation, providence, law, and Sabbath), Christ, the Holy Spirit, and human beings. Research paper may be required. Student can earn general education credit in either RELT 225 or RELT 325, but not in both.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: RELH 400
Schedule Type: Lecture, Self-Paced
Term Offering: Fall
College Code: CAS

RELT 326 - Theology II
Credits: 3
Study of the doctrines of Christ and salvation (nature and works of atonement), the church (characteristics, ministry, and mission), sanctuary and Christ’s heavenly ministry, and eschatology from a distinct Seventh-day Adventist perspective. Research paper may be required.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): RELT 325
Schedule Type: Lecture, Self-Paced
Term Offering: Spring
College Code: CAS

RELT 340 - Religion and Ethics in Modern Society
Credits: 3
Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT 340 or RELT 390, but not in both.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

RELT 348 - Christians and the Environment
Credits: 3
A religious, philosophical, and activist approach to environmental issues, analyzing ideological causes of environmental degradation, and offering philosophical and theological perspectives which inform and sensitize the student to the Christian’s environmental responsibility. Qualifies as an “S” course for General Education Service Learning. Contains a service component.
Course Attribute: Service course
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture

RELT 385 - Bioethics and Christian Faith
Credits: 3
A capstone seminar for biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166, COMM 104 or higher, ENGL 215
Schedule Type: Lecture
College Code: CAS

RELT 390 - Christian Business Ethics
Credits: 3
Designed for the student to examine differing ethical models and to develop a personal model that will serve as the basis on which a Seventh-day Adventist Christian will make personal value decisions. The developed model is used in examining actual ethical issues which confront people in daily affairs of business life. Student can earn general education credit in either RELT 340 or 390, but not in both. (Open only to upper division BBA students).
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

RELT 415 - Topics in Theology
Credits: 3
Focused attention on select theological issues and their relationship to Christian practice. The selection of topics varies with any given course offering and might include some of the following: Trinity, theodicy, sanctity, apocalypticism, justification by faith, revelation and inspiration, and doctrine of creation. Research paper required.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): RELT 325, RELT 326
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

RELT 420 - Formative Thinkers in Religion
Credits: 3
An in-depth, seminar-style exploration of selected thinkers who have significantly impacted both Christian thought and the culture at large. Through a sustained attention of mostly primary texts, student explore the rich intersection of theology, philosophy, spirituality and ethics with the aim of probing the richness and complexity of human existence in relationship to God.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

RELT 425 - Seminar in Contemporary Theology
Credits: 3
A study of ideas of major theologians in modern times. Underlying philosophical presuppositions are analyzed. The relationship between theology and secularism is studied. The course critically examines some primary texts and evaluates their contribution and significance.
Grade Mode: Self-Paced (A-F,I,W)
Schedule Type: Self-Paced
College Code: CAS

RELT 440 - Fundamentals of Spirituality & Ethics in Healthcare
Credits: 3
Addresses religious and spiritual issues of significance for healthcare. Includes a discussion of views of the relationship between health and spirituality from different religious perspectives. Provides an overview of the philosophical and historical background for ethical systems and their significance for current ethical challenges in healthcare.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: CAS
RELT 445 - Modern Trends in Religion & Society
Credits: 1–3
Examines a wide range of issues arising from the postmodern cultural context and their impact on Christian self-understanding, missions, and ministry in general. Special attention given to the rise of secularism, pluralism and "new atheism" and the challenges such trends present for Christian apologetics.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

RELT 475 - Theological and Biblical Research
Credits: 0
Independent student research under the supervision of a Department of Religion & Biblical Languages Faculty member.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Lecture
College Code: CAS
Social Work

Nethery Hall, Room 009
269-471-6196
swinfo@andrews.edu
www.andrews.edu/socialwork

Faculty
Curtis J. VanderWaal, PhD, ACSW, Chair
Alina Baltazar, PhD, MSW, LMSW, ACSW, CFLE, MSW Program Director
Krista Cooper, PhD, MSW
Desiree E. Davis, PhD, MSW, LMSW, LCWW, PhD Candidate, BSW Program Director
Melissa Henley, MSW, Associate Director of Field—Off-Campus BSW Site
Margaret Howell, MSW, LICSW, Dual Degree Director
John Gavin, MSW, BSW Program Associate Director—Off-Campus BSW Site
Ingrid A. Slikkers, MSW, LMSW
Twyla E. Smith, MSW, Director of Field Education
Shannon M. Trecartin, PhD, LMSW
Jan F. Wrenn, Emerita, MSW, ACSW, LMSW

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-organizational, and community well-being, celebrate difference, and promote additional departmental competencies: (1) Global Worldview and (12) Christian life for all people by upholding the traditions, values, and ethics of the social work profession.

Bachelors

Social Work BSW

The Bachelor of Social Work (BSW) is a professional degree which prepares graduates for generalist professional practice and/or the opportunity to be admitted to a Master of Social Work (MSW) program with advanced standing within appropriate advanced standing GPA guidelines. In addition to the on-campus BSW program, the BSW program is offered as an off-campus program at Washington Adventist University, Takoma Park, Md. The off-campus BSW program is administered and delivered by the AU Department of Social Work and upon completion the BSW is conferred by Andrews University. The AU baccalaureate program is accredited by the Council on Social Work Education through the year 2019.


Throughout the curriculum, the program integrates concepts of professional ethics and values, critical thinking, and sensitivity to diversity, oppression, social and economic justice, and populations-at-risk. Field education is an integral component of the program.

Although students may declare themselves as social work majors in their freshman or sophomore year, they must apply for acceptance into the social work program. Application is made in January of the sophomore year for formal acceptance into the program by the end of March. Applications are available from social work academic advisors of both the on-campus and off-campus sites.

BSW Student Handbook
The BSW Student Handbook has been designed as the social work student’s aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the BSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Education
The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Admission Criteria
Students qualify for entry into the BSW program when they:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
   - TOEFL ITP (paper-based) - A minimum score of 550
   - TOEFL IBT (internet-based) - 80 with a minimum of 20 on each section
   - IELTS (Academic version) - 6.5
   - PTE (Academic version) - 54
2. Nelson Denny - score of 13 and
3. Personal interview with BSW program director or designee

Students who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Continued Enrollment and Professional Expectations
Continued enrollment is conditional upon the following:

- Acceptable academic performance
- Ethical conduct in compliance with the National Association of Social Workers (NASW) Code of Ethics
- Adequate knowledge and practice performance in the practicum setting
- Appropriate demonstration of Professional Expectations

Students in the BSW and MSW Social Work programs are expected to read, know, and integrate the professional expectations listed in the Andrews University Department of Social Work Handbook. Consequences for violations of these expectations could include but are not limited to verbal or written warnings, denial of admission, suspension, dismissal, or expulsion from a course or the program. Student Handbook can be obtained on the departmental website at www.andrews.edu/socialwork/.

General Education Requirements
See professional program requirements, see here, and note the following specific requirements:

- Religion: professional degree requirements
- Language/Communication: professional degree requirements
- History: professional degree requirements
- Fine Arts/Humanities: professional degree requirements
Undergraduate Minors

Human Services Minor

Description
The Human Services minor allows students to choose from a variety of core and elective social work courses. This track cannot be used for reduced credit entry into the MSW program. Although students could still be admitted into the Andrews University MSW program, they would be required to complete the full 56-credit requirement for the degree. Although core social work classes taken at the undergraduate level would not need to be repeated, another elective graduate course must be used to replace that course in the total credit load.

Minor Requirements

SOWK 100 - Introduction to Social Work Credits: 3
SOWK 320 - Introduction to Counseling Skills Credits: 3

Choose 14 credits from the following list of courses:
SOWK 325 - Social Welfare Institutions and Services Credits: 3
SOWK 331 - Human Behavior and the Social Environment I Credits: 2
SOWK 332 - Human Behavior and the Social Environment II Credits: 2
SOWK 350 - Social Policy Credits: 3
SOWK 401 - Foundations of Practice I Credits: 4
SOWK 402 - Foundations of Practice II Credits: 4
1 Credit of SOWK 420 - Social Work Methods Seminar Credits: 5
SOWK 435 - Field Instruction Credits: 1–4
SOWK 461 - Social Work Research I Credits: 2
SOWK 462 - Social Work Research II Credits: 2
1 Credit of SOWK 489 - BSW Professional Seminar Credits: 5

Total Credits: 20

Additional Information

Accreditation
Minors in social work and human services are NOT accredited by the Council on Social Work Education. In addition, a minor in Social Work does NOT qualify the student as:
- a professional social worker;
- a member of the professional social work organization;
- eligible for licensure by the State of Michigan or other state license;
- eligible for full Advanced Standing in a graduate school of social work; or,
- Social Work practice in an employment situation.

Students who are accepted into the MSW degree program at Andrews University are eligible to reduce their Master’s degree requirements by ten credits. All courses eligible for course load reduction must have a grade of B- or better or must be retaken at either the Bachelor’s or Master’s degree level.

Pre-requisites
SOWK 100 must be completed before taking SOWK320 and SOWK350. SOWK331 must be completed before proceeding to SOWK 332. SOWK 461 must be completed before proceeding to SOWK462.

Social Work practice courses (SOWK401; SOWK402), Field Placement courses (SOWK420; SOWK435), and Professional Seminar classes (SOWK489) are not available to minors.

Social Work Minor

Description
The Social Work minor consists of nine courses (21-22 credit hours) and creates eligibility for reduced credit entry into the Andrews University MSW program. However, acceptance into the MSW program is NOT guaranteed by completing the
Minor Requirements

**SOWK 100 - Introduction to Social Work** Credits: 3
**SOWK 315 - Values, Ethics and Diversity** Credits: 2 (SOWK elective may be substituted)
**SOWK 320 - Introduction to Counseling Skills** Credits: 3
**SOWK 325 - Social Welfare Institutions and Services** Credits: 3 (SOWK elective may be substituted)
**SOWK 331 - Human Behavior and the Social Environment I** Credits: 2
**SOWK 332 - Human Behavior and the Social Environment II** Credits: 2
**SOWK 350 - Social Policy** Credits: 3
**SOWK 461 - Social Work Research I** Credits: 2
**SOWK 462 - Social Work Research II** Credits: 2

*Students who take a research course(s) that are equivalent to, or more advanced than, the social work research sequence may substitute social work electives in place of these credits.

Total Credits: 21-22

Additional Information

Accreditation

Minors in social work and human services are NOT accredited by the Council on Social Work Education. In addition, a minor in Social Work does NOT qualify the student as:
- a professional social worker;
- a member of the professional social work organization;
- eligible for licensure by the State of Michigan or other state license;
- eligible for full Advanced Standing in a graduate school of social work; or,
- Social Work practice in an employment situation.

Students who are accepted into the MSW degree program at Andrews University are eligible to reduce their Master's degree requirements by ten credits. All courses eligible for course load reduction must have a grade of B- or better or must be retaken at either the Bachelor's or Master's degree level.

Pre-requisites

SOWK 300 must be completed before taking SOWK320 and SOWK350. SOWK331 must be completed before proceeding to SOWK 332. SOWK 461 must be completed before proceeding to SOWK462.

Social Work practice courses (SOWK401; SOWK402), Field Placement courses (SOWK420; SOWK435), and Professional Seminar classes (SOWK489) are not available to minors.

Masters

Social Work MSW

The Master of Social Work (MSW) degree is a professional degree enabling the graduate to enter practice as an advanced-level practitioner. Graduates are prepared to work in a variety of clinical, administration, and development focus areas. The foundation curriculum for the MSW consists of 12 core competencies:
- (1) Professionalism,
- (2) Values and Ethics,
- (3) Critical Thinking,
- (4) Diversity and Differences,
- (5) Human Rights and Social Economic Justice,
- (6) Research,
- (7) Human Behavior and the Social Environment,
- (8) Social Welfare Policy and Services,
- (9) Contextualization,
- (10) Social Work Practice,
- (11) Global Worldview,
- and (12) Christian Perspective. Accreditation for the MSW degree has been granted through the Council on Social Work Education through 2019.

Degree Requirements

A minimum cumulative GPA of 3.00 in Social Work Program
No grade of D or F (or U) may count toward a graduate degree.

The maintenance at all times of professional conduct and behaviors appropriate for a social worker according to the National Association of Social Workers' Code of Ethics.

Defense of the professional degree portfolio. This portfolio is a demonstrative collection of professional competencies.

Other Andrews University degree requirements as presented in the Graduate Academic Information section of this bulletin

* Subject to change as necessary to improve the process and address accreditation issues.

Past experience strengthens all MSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Curriculum

Core advanced interpersonal practice courses supplemented by optional areas of focus are offered. Students wishing to enroll in core graduate social work courses must be enrolled in the MSW program and/or have the instructor's permission. Students in the regular two-year program are required to take all foundation year courses. All students, both regular and advanced placement, must take all core advanced year courses, as well as those listed for any specific focus area they select and elective courses to complete the total credits required. Students who are accepted into the advanced one-year program must also take SOWK 515. Students may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

Admission Requirements

English Language Requirements

For those applicants whose native language is not English, the following is required:

- Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
  - TOEFL ITP (paper-based) - A minimum score of 550
  - TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
  - MELAB – 80 with a minimum of 80 on each section
  - IELTS (Academic version) - 6.5
  - PTE (Academic version) – 54

MSW program participates in the Bridge program which allows students who are close to the minimum scores to take 3-6 credits of MSW courses along with ESL courses. Requirements to participate in the Bridge program are below.

- TOEFL ITP (paper-based) - A score of 500-549 [2-3 ESL courses and up to 3-6 credits of regular MSW course work]* OR
- MELAB - Bridge 1 - 70-75 (3 ESL courses; up to 3 credits regular MSW course work)*
- MELAB - Bridge 2 - 76-79 (2 ESL courses: up to 6 credits regular MSW course work)*

* with permission of the department.

Nelson Denny - score of 13 and

Personal interview with MSW program director or designee

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

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

- GRE Score | Scholarship
- 320 | 50% tuition reduction
- 310 | 25% tuition reduction
- 300 | 10% tuition reduction
Areas of Focus
Students may choose to specialize in the following areas of Focus: Administration & Development, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, and Medical Social Work. Please refer to the Department of Social Work website for further information: www.andrews.edu/cas/socialwork/. Students are not required to choose a focus area.

MSW Social Work Tracks
Regular Standing (Two Year) Program
Accelerated Regular Standing (Two Year) Program
Advanced Standing (One Year) Program
Advanced Standing Plus (18 Months) Program

Regular Standing (Two Year) Program

Total Credits: 56

Degree Core - 35
SOWK 501 - Foundations of Practice I Credits: 4
SOWK 502 - Foundations of Practice II Credits: 4
SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
SOWK 531 - Human Behavior and the Social Environment I Credits: 2
SOWK 532 - Human Behavior and the Social Environment II Credits: 2
SOWK 550 - Social Policy Credits: 2,3
SOWK 561 - Social Work Research I Credits: 2
SOWK 562 - Social Work Research II Credits: 2
SOWK 601 - Advanced Practice II Credits: 3
SOWK 602 - Advanced Practice II Credits: 2
SOWK 605 - Advanced Clinical Assessment Credits: 3
SOWK 630 - Policy for Social Change Credits: 3
SOWK 660 - Advanced Practice Evaluation Credits: 3
1 Credit of SOWK 689 - Advanced Professional Seminar Credits: .5

Additional Requirements - 11
Field Experience
SOWK 535 - Generalist Field Experience Credits: 1–4 (400 hours)
1 Credit of SOWK 510 - Generalist Field Seminar Credits: .5
SOWK 635 - Advanced Field Experience Credits: 1–5 (500 hours)
1 Credit of SOWK 610 - Advanced Field Seminar Credits: .5

Electives - 10

Admission Requirements
Hold a baccalaureate degree from an accredited college or university
Provide transcripts that demonstrate course work with a strong liberal arts background.

Required Liberal Arts Background Minimum Semester Credits
Human Biology or Anatomy and Physiology—3
(or pass non-credit equivalency course)
Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6
Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—8
Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—14
Beginning-level Statistics course (or pass non-credit equivalency course)—3
Previous computer skills, either in course work (1 or more credit) or extensive hands-on experience evidenced by the Computer Skills Assessment Form.
Satisfy one of the criteria below:

Have an overall GPA of at least 2.75 in undergraduate courses.
Have a GPA of at least 2.75 on last 50% of undergraduate courses.
Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A–F.
Hold a previous master’s degree.
A professional résumé documenting related experience
A statement of professional interest and purpose for MSW graduate study
Advanced Standing Plus (One Year) Program

Total Credits: 33

Degree Core - 17
SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
SOWK 601 - Advanced Practice I Credits: 3
SOWK 602 - Advanced Practice II Credits: 2
SOWK 605 - Advanced Clinical Assessment Credits: 3
SOWK 630 - Policy for Social Change Credits: 3
SOWK 660 - Advanced Practice Evaluation Credits: 3
SOWK 689 - Advanced Professional Seminar Credits: .5

Additional Requirements - 7
6 Credits of SOWK 637 - Advanced Standing Field Experience Credits: 1–6
1 Credit of SOWK 610 - Advanced Field Seminar Credits: .5

Electives – 9

Admission Requirements
Credit requirements are reduced by 23 based on previous BSW foundation courses taken. In addition to the requirements for the regular two-year program, the following are required for admission into the advanced one-year program.

Bachelors degree in Social Work no more than five years old from a program accredited by the Council on Social Work Education or international equivalent approved by CSWE. If an applicant has a degree older than five years, he/she must have one year of post-bachelor’s human-service work experience for every year beyond the five-year limit.

An overall undergraduate GPA of 3.0 and on graduate credits previously earned, and 3.2 on undergraduate Social Work classes.

Satisfactory completion of 33 credits:

Advanced Standing Plus (18 Months) Program

Students who have done generally very well in their BSW program, but do not meet the 3.0 GPA admission requirement for the one-year advanced standing program, may be eligible for the 18 month advanced standing program designed to remediate any areas of academic weakness. Credit requirements are increased by six credits in addition to the one-year advanced program requirements, designated by the advisor in consultation with the student to strengthen identified areas for growth. Students must receive at least a 3.25 GPA the first semester in order to take a full load of 12 credits the second semester.

Total Credits: 39

Degree Core - 17
SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
SOWK 601 - Advanced Practice I Credits: 3
SOWK 602 - Advanced Practice II Credits: 2
SOWK 605 - Advanced Clinical Assessment Credits: 3
SOWK 630 - Policy for Social Change Credits: 3
SOWK 660 - Advanced Practice Evaluation Credits: 3
1 Credit of SOWK 689 - Advanced Professional Seminar Credits: .5

Additional Requirements - 7
1 Credit of SOWK 637 - Advanced Standing Field Experience Credits: 1–6
1 Credit of SOWK 610 - Advanced Field Seminar Credits: .5

Program Electives - 15

Dual Degree Program Description
The MSW Dual Degree Programs allow the student to complete two degrees in one additional year, with a tuition reduction of 33% for the MSW credits. To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. Specifically, the Social Work department will reduce the required number of credits by 9-10 credits by allowing students to take their required social work electives in the other graduate program. In addition, around sixteen credits will be shared between the two programs.

Dual Degrees
The MSW Dual Degree Programs allow the student to complete two degrees in one additional year, with a tuition reduction of 33% for the MSW credits. To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. Specifically, the Social Work department will reduce the required number of credits by 9-10 credits by allowing students to take their required social work electives in the other graduate program. In addition, around sixteen credits will be shared between the two programs.

MSW Scholarship
Since the MSW program does not require the GRE, an equivalent graduate scholarship is offered in the department. The amount of potential scholarship is related to GPA and supporting documents. This applies to the last 3 semesters of the program. Please refer to the Department of Social Work website for further information:

https://www.andrews.edu/cas/socialwork/scholarships/msw-scholarship-policy.pdf

GPA Scholarship
3.90 - 4.00 50% tuition reduction
3.89 - 3.99 25% tuition reduction
3.80 - 3.89 10% tuition reduction
3.00 - 3.89 25% tuition reduction

*available to Advanced standing 1 year students only, based on BSW GPA

Assistantships
Students have the opportunity to apply for graduate assistantships—teaching or research. These assistantships give students the opportunity to develop their expertise. Students interested in becoming social-work educators—especially those with years of clinical experience—may teach undergraduate courses. Research assistantships offer experiences in community consulting, grant writing, and/or conducting research.

Resources
MSW Student Handbook
The MSW Student Handbook has been designed as the social work student’s aid in understanding the program requirements of the Social Work Department as well as relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

Field Manual
The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.
Masters Dual Degrees

Note: Because each dual degree is listed in two schools you will find duplicates. The content is identical except for order of information.

Master of Social Work/ Master of Divinity Dual Degree MSW/MDiv

General Information

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect.

The objectives of this program are to prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed; to enable students to integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students an integrated approach to both theology and social work. Students can choose either a dual degree or an emphasis in either Social Work or Christian Ministry.

Since both the MSW and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 111

MDiv: Graduation requirements consist of the satisfactory completion of 111 semester credits with an overall grade point average of 2.75 or better. 65 credits are MDiv credits, and 46 credits are social work credits.

11.5 credits of MSW core courses replace 9 credits of equivalent MDiv core courses. In addition the 6 credits of electives for each program are merged.

SOWK 501 Foundations of Practice I (4 credits) replaces DSRE 503 Marriage, Family, and Interpersonal Relationships (2 credits)

SOWK 510/535 Generalist Field Experience/Seminar 2.5 credits replaces CHMN 560 Theological Field Education (2 credits)

SOWK 601 Advanced Practice I (3 credits) replaces CHMN 555 Pastoral Counseling (2 credits)

SOWK 515 Christian Perspectives on Professional Ethics (2 credits) replaces THST 643 Christian Professional Ethics (3 credits)

MSW: MDiv students are required to complete 46 core credit hours of the two-year regular MSW program. Due to the strict requirements of the Council on Social Work Education’s accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. However, these courses could be co-taught with faculty from the seminary. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Plus requirements.

Master of Divinity (MDiv)

MDiv General Information

MDiv Degree Prerequisites

1 Credit of  GSEM 525 - The Bible and Biblical History Credits: 0,1
OR  Biblical Literacy Exam 80% - August

All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the MDiv program. Students must either pass the exam at 80% or higher or take GSEM525 - The Bible and Biblical History during the Fall or Spring of their first year in the MDiv program.

2 Credits of  CHMN 552 - Foundations of Pastoral Ministry Credits: 0,2
OR Church Policy Exam 80% - August, September

Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their first year in the MDiv program.

2 Credits of  CHMN 505 - Biblical Preaching Credits: 2

2 Credits of  CHMN 536 - Personal Evangelistic Ministry Credits: 2,3

3 Credits of  CHIS 504 - Adventist Heritage Credits: 0,3
OR Adventist Heritage Placement Exam 80%

Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their first year in the MDiv program.

2 Credits of  CHIS 506 - Church History to 1500 Credits: 2,3

2 Credits of  CHIS 507 - Church History 1500 to Present Credits: 2,3

2 Credits of  NTST 520 - Introduction to the New Testament Credits: 2

2 Credits of  NTST 530 - Introduction to Revelation Credits: 2

2 Credits of  NTST 551 - Beginning Greek Credits: 0,2 (C- or higher)
OR Greek Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of  NTST 552 - Intermediate Greek Credits: 0,2,3 (C or higher)
OR Greek Placement Exam 60% or higher - May, August

2 Credits of  OTST 500 - Survey of the Old Testament Credits: 2,3

2 Credits of  OTST 565 - Pentateuch Credits: 3

3 Credits of  OTST 551 - Biblical Hebrew I Credits: 0,3 (C- or higher)
OR Hebrew Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the languages in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of  OTST 552 - Biblical Hebrew II Credits: 0,2,3 (C- or higher)
OR Hebrew Placement Exam 65% or higher - May, August

3 Credits of  THST 521 - Christian Theology I Credits: 2,3

3 Credits of  THST 522 - Christian Theology II Credits: 2,3

Students who have not taken an undergraduate course in Ethics must take THST 605 Principles of Christian Ethics as a prerequisite to any other Ethics course.

THST 605 - Principles of Christian Ethics Credits: 2,3

MDiv Degree Requirements: 65

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation Credits: 0

Divinity Core

Interdisciplinary Credits: 2

2 Credits of  GSEM 530 - Doctrine of the Sanctuary Credits: 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a “Great Controversy, Covenant, Law, Sabbath” course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.
Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for transfer students or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____________________________ Credits: 0

Christian Ministry Credits: 17

CHMN 539 - Church Growth and the Equipping Pastor: ____________________ Credits: 3

2 Credits of CHMN 543 - Christian Leadership in a Changing World Credits: 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism Credits: 2–6

CHMN 644 - Field Evangelism: Chaplaincy Credits: 3

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3–6

2 Credits of CHMN 560 - Theological Field Education Credits: 1,2

TFE Exemption: Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit of SWOK 510.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN 560 TFE.

1 Credit of CHMN 567 - Health Ministry Credits: 1–3

2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

Choose one 2 credit (600-level) Advanced Preaching Elective (CHMN List):

CHMN 600 - Preaching from the New Testament Credits: 2,3

CHMN 607 - Preaching from the Old Testament Credits: 2,3

CHMN 609 - Media Ministry Credits: 2,3

CHMN 614 - Preaching from Daniel or Revelation Credits: 2,3

CHMN 627 - Black Preaching Credits: 2,3

CHMN 632 - Contextualized Preaching: ____________________________ Credits: 2,3

CHMN 633 - Preaching the Literary Forms of the Bible Credits: 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3

CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one 2 credit NADEI Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2–8

CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2,3

CHMN 606 - Mission-Shaped Church Planting Credits: 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3

CHMN 641 - Practicum in Military Chaplaincy Credits: 2–8

CHMN 656 - Evangelistic Small Groups Credits: 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can ONLY be used in fulfillment of this core elective by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 7

3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 (Must be taken in entry semester (fall or Spring) of MDiv Program)

2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3

2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose at least 3 credits (600 Level) from Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 Credits: 2,3

CHIS 609 - The Church in the Middle Ages Credits: 2,3

CHIS 620 - Seminar in Christian Biography Credits: 2,3

CHIS 625 - Seminar in Church-State Thought Credits: 2,3

CHIS 629 - History of Christian Spirituality Credits: 2,3

CHIS 630 - History of Jewish Experience Credits: 2,3

CHIS 634 - Reformation Theology Credits: 2,3

CHIS 635 - History of the African American Churches Credits: 2,3

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3

CHIS 640 - Reformation: ____________________________ Credits: 2,3

CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3

CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3

CHIS 655 - Wesley and Methodism Credits: 2,3

CHIS 657 - Seminar in Reformation Theology Credits: 3

CHIS 659 - Seminar in the History of Selected Christian Doctrines Credits: 3

CHIS 660 - History of Religion in America Credits: 2,3

CHIS 664 - History of American Religious Thought Credits: 2,3

CHIS 665 - Modern Church History Credits: 2,3

CHIS 668 - History of Religious Liberty Credits: 2,3

CHIS 670 - Seminar in History of the Seventh-day Adventist Church Credits: 2,3

CHIS 673 - Development of Seventh-day Adventist Lifestyle Credits: 2,3

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2,3

CHIS 680 - History of Sabbath and Sunday Credits: 2,3

CHIS 682 - Seminar in Church History Credits: 3

CHIS 683 - The Pastor, Church and Civil Law Credits: 3

CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3

CHIS 685 - Studies in Church History Credits: 2,3

CHIS 686 - Development of Prophetic Interpretation Credits: 2,3

CHIS 687 - Seminar in Development of Prophetic Interpretation Credits: 2,3

CHIS 688 - Contemporary Trends Credits: 2,3

CHIS 689 - History of Worship and Liturgy Credits: 3

CHIS 690 - Independent Study Credits: 1–3

World Mission Credits: 6

MSSN 546 - Mission in Cultural and Religious Context Credits: 3

MSSN 561 - Christian Witness and World Religions Credits: 3

Theology Credits: 10

2 Credits of THST 635 - Issues in Origins Credits: 2,3

2 Credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 3

Choose one 3 credit (600 Level) Systematic Theology course (THST List A):

THST 608 - The Great Controversy, Covenant, Law, Sabbath Credits: 2,3

THST 615 - Doctrine of the Church Credits: 2,3

THST 616 - Doctrine of God Credits: 2,3

THST 617 - The Works of God Credits: 2,3

THST 618 - The Works of Christ Credits: 2,3

THST 619 - Principles and Methods of Theology Credits: 2,3

THST 630 - Doctrine of Christ Credits: 2,3

THST 637 - Biblical Eschatology Credits: 2,3

THST 639 - Doctrine of the Holy Spirit Credits: 2,3

THST 640 - Doctrine of Salvation Credits: 2,3

THST 647 - Human Nature and Destiny Credits: 2,3

THST 649 - Seminar in Theological Issues: ____________________________ Credits: 2,3

THST 678 - Science and Religion Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology course (THST List B):

THST 623 - Contemporary Adventist Theological Issues Credits: 2,3

THST 624 - Protestant Theological Heritage Credits: 2,3

THST 625 - Early Christian Theology Credits: 2,3

THST 626 - Modern Christian Theology Credits: 2,3

THST 627 - Roman Catholic Life & Thought Credits: 2,3

THST 628 - Contemporary Theology Credits: 2,3

THST 629 - History and Theology of Ecumenism Credits: 2,3

THST 656 - Seminar in Historical Theology: ____________________________ Credits: 2,3

THST 667 - Postmodernism and the Church Credits: 2,3

THST 676 - History of Philosophy Credits: 2,3

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective

NTST 648 - Revelation Credits: 2,3 (as New Testament Exegesis)

OR  NTST 647 - Eschatology Credits: 2,3 (as New Testament Theology)
Master of Social Work Degree Requirements: 46 Credits

Core MSW Courses
- SOWK 501 - Foundations of Practice I Credits: 4
- SOWK 502 - Foundations of Practice II Credits: 4
- SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 - Human Behavior and the Social Environment I Credits: 2
- SOWK 532 - Human Behavior and the Social Environment II Credits: 2
- SOWK 550 - Social Policy Credits: 2,3
- SOWK 561 - Social Work Research I Credits: 2
- SOWK 562 - Social Work Research II Credits: 2
- SOWK 601 - Advanced Practice I Credits: 3
- SOWK 602 - Advanced Practice II Credits: 2
- SOWK 605 - Advanced Clinical Assessment Credits: 3
- SOWK 630 - Policy for Social Change Credits: 3
- SOWK 660 - Advanced Practice Evaluation Credits: 3
- 1 Credit of SOWK 689 - Advanced Professional Seminar Credits: 5

Field Experience
- 4 credits of SOWK 533 - Generalist Field Experience Credits: 1–4
- .5 Credits of SOWK 510 - Generalist Field Seminar Credits: .5
- 5 Credits of SOWK 635 - Advanced Field Experience Credits: 1–5
- .5 Credits of SOWK 610 - Advanced Seminar Credits: 5

Admissions Requirements

Master of Divinity
All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

English Language Requirements
Students whose language of education is not English must submit one of the following tests and minimum scores:
- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- IELTS - 6.5
- PTE - 58

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)

Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant’s family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.

If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner’s aspirations for future ministry.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.

An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
Complete and return the Sixteen Personality Factor Questionnaire as directed.
Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Recommendations
Church board where the applicant is a member
Church administrator, pastor, or elder
General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

Master of Social Work
Applicants for the MDiv/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from a four-year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Seventh-day Adventist Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:
Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv program. Students who have already completed an MDiv degree can receive the tuition reduction upon admission into the MSW program.

MSW:
1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
2. No grade of D or F (or U) may count toward the MSW degree.

English Language Requirement MDiv
For those applicants whose native language is not English, the following is required:
MELAB—score of 81 (must achieve passing score on each section) or
TOEFL (paper based)—score of 565 or (IBT Internet based)-score of 85. Minimum score of 20 in each section (reading, listening, speaking, writing).
IELTS (Academic Version)—score of 6.5
PTE - (Academic Version) score of 58
Language proficiency must be met before enrolling full-time in regular coursework.

English Language Requirement - MSW
For those applicants whose native language is not English, the following is required:
1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment:
   TOEFL ITP (paper-based) - A Minimum score of 550
   TOEFL IBT (internet-based) - 80 with a minimum of 20 on each section
   MELAB - 80 with a minimum of 80 on each section
   IELTS (Academic version) - 6.5
   PTE (Academic version) - 54
2. Nelson Denny - score of 13 and
3. Personal interview with MSW program director or designee
   Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)
Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

<table>
<thead>
<tr>
<th>GRE Score</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>310</td>
<td>25% tuition reduction</td>
</tr>
<tr>
<td>300</td>
<td>10% tuition reduction</td>
</tr>
</tbody>
</table>

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Student Handbook
The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual
The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Master of Social Work/Master of Arts in Youth & Young Adult Ministry Dual Degree
MSW/MAYYAM

Master of Social Work Degree Requirements

Basic Courses - 56 Credits
SOWK 501 - Foundations of Practice I Credits: 4
SOWK 502 - Foundations of Practice II Credits: 4
SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
SOWK 531 - Human Behavior and the Social Environment I Credits: 2
SOWK 532 - Human Behavior and the Social Environment II Credits: 2
SOWK 550 - Social Policy Credits: 2,3
SOWK 551 - Basic Social Policy I Credits: 2
SOWK 552 - Social Policy Seminar Credits: 3
SOWK 601 - Advanced Practice I Credits: 2
SOWK 602 - Advanced Practice II Credits: 2
SOWK 605 - Advanced Clinical Assessment Credits: 3
SOWK 630 - Policy for Social Change Credits: 3
SOWK 660 - Advanced Practice Evaluation Credits: 3
SOWK 689 - Advanced Professional Seminar Credits: .5

Field Experience
SOWK 535 - Generalist Field Experience Credits: 1–4 (4 credits required for this degree. (4) = 400 hours)
SOWK 510 - Generalist Field Seminar Credits: .5
SOWK 635 - Advanced Field Experience Credits: 1–5 (5 credits required for this degree. (5) = 500 hours)
SOWK 610 - Advanced Field Seminar Credits: .5

MA in Youth & Young Adult Ministry Requirements

Prerequisite - 1 credit
   The student needs to pass the Biblical Literacy Exam with an 80%
   Or GSEM 525 - The Bible and Biblical History Credits: 0,1

MA YYAM Core Courses - 18 credits
DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 (2 cr req)
CHMN 523 - Worship: Word and Music Credits: 2,3 (2 cr req)
Two courses in Old Testament/New Testament (4 cr req)
Two courses in Theology (4 cr req)
One course in World Mission (2 cr req)
MAYYAM Emphasis Courses - 14 Credits

- 2 credits of CHMN 632 - Contextualized Preaching: Credits: 2,3
- 2 credits of DSRE 534 - Ministry to Youth and Young Adults: Credits: 2,3
- 2 credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership: Credits: 2,3
- 2 credits of DSRE 608 - Youth and Young Adults in Contemporary Culture: Credits: 2,3
- 2 credits of DSRE 610 - Teaching for Discipleship: Credits: 2,3
- 2 credits of DSRE 615 - Collaborative Ministry: School, Church, Community: Credits: 2,3
- 2 credits of DSRE 656 - Counseling Youth and Young Adults: Credits: 2,3

MAYYAM/MSW Dual Degree

Andrews University has formed a collaborative between the Department of Discipleship and Religious Education in the Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for youth and young adult ministry and social work. Students choosing this program would receive both a master's in Youth and Young Adult Ministry and a master's in Social Work. The objectives of this program are to equip students for various forms of ministry in which clinical and administrative skills in social work and ministry are needed; to enable students to integrate both ministry and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize them to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students both master's degrees within three years. The details of the program are as follows:

The dual degree will consist of 78 credits.

The student will need to be accepted into both programs.

There will be shared electives between the two programs:

Eight credits for the MA in Youth & Young Adult Ministry; and
Ten credits for the Master of Social Work.

Fieldwork will also be a shared experience, being cross-listed as SOWK 535 - Generalist Field Experience and DSRE 660 - Field Practicum: Youth and Young Adult Ministry. Four credit hours will be required for a total of 400 clock hours of field during this course. A total of nine credit hours or 900 clock hours will be required for the program.

One course will be cross-listed and be taken in the Department of Social Work:

SOWK 501 - Foundations of Practice I will fulfill the requirements for DSRE 503 - Marriage, Family, and Interpersonal Relationships.

GSEM 525 - The Bible and Biblical History will be considered a prerequisite course. If the student passes the Biblical Literacy Exam, that will satisfy the prerequisite. If the student does not pass the exam, they will need to take the one-credit GSEM 525 in addition to the 78 credits for the dual degree.

Since both, the MSW and MAYYAM programs, reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

MAYYAM/MSW with Campus Chaplaincy Emphasis

For those pursuing the MAYYAM/MSW with an emphasis in Campus Chaplaincy, please note the following differences:

The following course is not required for those pursuing the Campus Chaplaincy Emphasis:

DSRE 656 - Counseling Youth and Young Adults: Credits: 2,3

The following courses are required for those pursuing the Campus Chaplaincy Emphasis:

DSRE 636 - Seminar in Youth Ministry: Credits: 2,3
DSRE 664 - Advanced Campus Ministry: Credits: 3
DSRE 669 - Reaching the Secular Mind: Credits: 2,3

MSW Program Information

Admission Requirements

English Language Requirement

For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on one of the following exams. Exam must be taken within two years prior to enrollment:
   TOEFL ITP (paper-based) - A minimum score of 550
   TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
   IELTS (Academic version) - 6.5
   PTE (Academic version) - 54

2. Nelson Denny - score of 13 and
3. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

<table>
<thead>
<tr>
<th>GRE Score</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>310</td>
<td>25% tuition reduction</td>
</tr>
<tr>
<td>300</td>
<td>10% tuition reduction</td>
</tr>
</tbody>
</table>

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Resources

Student Handbook

The MSW Student Handbook has been designed as the social work student’s aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Master of Social Work/Master of Arts, Religious Education, Family Life Education Focus Dual Degree MSW/MA

Dual Degree Program Description

The Dual Degree Program in Family Life and Masters in Social Work allows the student to complete two degrees in 3 years, with a tuition reduction of 33% for the MSW credits. For seminary credits, the student may apply for the MA (Religious Education) tuition discount.
To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. Specifically, the Social Work department will reduce the required number of credits from 56 to 46 by allowing students to take their required electives in the Seminary. Sixteen credits will be shared between the two programs.

The MA (Religious Education) is a 48 credit degree, but it will share 16 credits with the MSW program and accept 3 MSW credits as electives thereby reducing the MA (Religious Education) credits to 45.

Total Credits: 80

MSW Degree Requirements

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 501</td>
<td>Foundations of Practice I</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 502</td>
<td>Foundations of Practice II</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 515</td>
<td>Christian Perspectives on Professional Ethics</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 531</td>
<td>Human Behavior and the Social Environment I</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 532</td>
<td>Human Behavior and the Social Environment II</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 550</td>
<td>Social Policy</td>
<td>2,3</td>
</tr>
<tr>
<td>SOWK 561</td>
<td>Social Work Research I</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 562</td>
<td>Social Work Research II</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 601</td>
<td>Advanced Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 602</td>
<td>Advanced Practice II</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 605</td>
<td>Advanced Clinical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 630</td>
<td>Policy for Social Change</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 659</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 660</td>
<td>Advanced Practice Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 689</td>
<td>Advanced Professional Seminar</td>
<td>5</td>
</tr>
</tbody>
</table>

Field Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 535</td>
<td>Generalist Field Experience</td>
<td>1–4</td>
</tr>
<tr>
<td>SOWK 510</td>
<td>Generalist Field Seminar</td>
<td>5</td>
</tr>
<tr>
<td>SOWK 635</td>
<td>Advanced Field Experience</td>
<td>1–5</td>
</tr>
<tr>
<td>SOWK 610</td>
<td>Advanced Field Seminar</td>
<td>.5</td>
</tr>
</tbody>
</table>

MA (Religious Education) Degree Requirements

Prerequisite

An undergraduate or graduate level course in psychology (SOWK 531 meets prerequisite requirement).

MA (Religious Education) Core Courses - 18 credits

2 Credits of  EDFN 500 - Philosophical Foundations for Professionals | 2,3 |
4 Credits of  a religion or theology elective |                     |
3 Credits of  DSRE 541 - Foundations of Biblical Spirituality | 2,3 |
3 Credits of  DSRE 605 - Contemporary Topics in Religious Education and Discipling | 2,3 |
3 Credits of  DSRE 610 - Teaching for Discipleship | 2,3 |
DSRE 655 - Families in Society | 3       |
GSEM 680 - Master's Comprehensive Exam | 0       |

Family Life Education Concentration Courses - 12 credits

3 Credits of  CHMN 575 - Principles of Stewardship | 2,3 |
3 Credits of  DSRE 503 - Marriage, Family, and Interpersonal Relationships | 2,3 |
DSRE 658 - Internal Dynamics of Families | 3       |
DSRE 679 - Parenting Education and Guidance | 3       |

Certification on Family Life Education

While completion of the MA (Religious Education) with an emphasis in Family Life Education does not, of itself, qualify an individual as a Certified Family Life Educator (CFLE) through NCFR, the courses meet all of the requirements to apply for CFLE. Application must be made directly to NCFR, documenting that approved courses have been successfully completed in each of the 10 NCFR content areas, and that a practicum has also been completed. For those who wish to pursue the CFLE, these additional courses are required:

2,3 |
DSRE 657 - Social Policy | 2,3 |
DSRE 659 - Human Sexuality | 3       |

Shared Credits

SOWK 515 - Christian Perspectives on Professional Ethics | 2       |
Or DSRE 635 - Christian Perspectives on Professional Ethics | 2,3 |
SOWK 535 - Generalist Field Experience | 1–4     |
And SOWK 635 - Advanced Field Experience | 1–5     |
Replaces DSRE 680 - Field Practicum | 1–6     |

MSW Program Information

Admission Requirements

English Language Requirement

For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.

   TOEFL ITP (paper-based) - A minimum score of 550
   TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
   PTE (Academic version) - 54
   IELTS (Academic version) - 6.5

2. Nelson Denny - score of 13 and
3. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

- GRE Score
- Scholarship
- 320 | 25% tuition reduction
- 310 | 25% tuition reduction
- 300 | 10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Resources

Student Handbook

The MSW Student Handbook has been designed as the social work student’s aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.
Field Manual
The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Master of Social Work/Master of Business Administration Dual Degree MSW/MBA

School of Business Administration
Chan Shun Hall
269-471-3339; FAX: 269-471-6158
msba-info@andrews.edu
www.andrews.edu/sba

Social Work
Nethery Hall, Room 009
269-471-6196; FAX: 269-471-3686
swinfo@andrews.edu
www.andrews.edu/socialwork

Graduate Faculty
School of Business Administration
Jerry Chi, Graduate Programs Director, Professor of Management
William Greenley, Assistant Professor of Computer Information Systems
Alan Kirkpatrick, Associate Professor of Finance
Ben Magaud, Professor of Management
Liz Muhlenbeck, Adventist Health System Associate Professor of Management
Kimberly Pichot, Associate Professor of Marketing
Lucie Sabas, Associate Professor of Economics
Carmelita Troy, Associate Professor of Accounting
Jacquelyn Warwick, J.N. Andrews Professor of Finance

Department of Social Work
Alina Baltazar, MSW Program Director, Associate Professor of Social Work
Krista Cooper, Assistant Professor of Social Work
Desiree Davis, Assistant Professor of Social Work
Margaret Howell, Dual Degree Program Coordinator, Assistant Professor of Social Work
Shannon Trecartin, Assistant Professor of Social Work
Ingrid Slikkers, Assistant Professor of Social Work
Twyla Smith, Director of Field, Assistant Professor of Social Work
Curt VanderWaal, Department Chair, Professor of Social Work

Program Description
Andrews University has chosen to explore a collaboration between the School of Business Administration and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and an MBA intersect. Social Workers, particularly those in the areas of Administration and Development Social Work, may have an interest in administrative work. In such situations, the MBA could equip them with a complementary skill set. Likewise, MBA students may find themselves in situations where social work skills in counseling and therapy would be useful, especially if they work in the not-for-profit sector. In addition, the MSW/MBA collaborative allows for a greater breadth of employment opportunities for students.

Since both the MSW and MBA programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. In the event that a student decides to drop out of the dual degree program, the requirements for the single degree must be completed in their entirety. The MBA is a 33 credit degree, but it will share 5 credits with the MSW program, accepting 3 MSW credits as an elective (SOWK 630 or 660 which are taken under the MSW core), plus 2 MSW credits as part of the MBA ethics requirement (SOWK 515 from the MSW core). Likewise, the MSW is a 56 credit degree, but it will share 10 credits with the MBA program and accept 10 MBA credits as electives. This reduces the total credits for both degrees from 89 to 74.

Total Credits: 74

MBA Core—22
ACCT 610 - Managerial Accounting Credits: 3
BSAD 515 - Organizational Behavior & Leadership Credits: 3
1 credit of BSAD 556 - Topics in Christian Ethics in Business Credits: 1–3 (Must be concurrently enrolled in SOWK 515 Christian Perspectives on Professional Ethics Credits: 2)
BSAD 689 - Strategic Management Credits: 3 (Capstone Course)
ECON 525 - International Macroeconomics Credits: 3
ECON 530 - Managerial Economics Credits: 3
FNCE 675 - Financial Management Credits: 3
MKTG 680 - Strategic Marketing Management Credits: 3

MSW Core—35
SOWK 501 - Foundations of Practice I Credits: 4
SOWK 502 - Foundations of Practice II Credits: 4
SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2 (Must be concurrently enrolled in BSAD 556 Topics: Christian Ethics in Business Credits: 1)
SOWK 531 - Human Behavior and the Social Environment I Credits: 2
SOWK 532 - Human Behavior and the Social Environment II Credits: 2
2 credits of SOWK 550 - Social Policy Credits: 2,3
SOWK 561 - Social Work Research I Credits: 2
SOWK 562 - Social Work Research II Credits: 2
SOWK 601 - Advanced Practice I Credits: 3
SOWK 602 - Advanced Practice II Credits: 2
SOWK 605 - Advanced Clinical Assessment Credits: 3
SOWK 630 - Policy for Social Change Credits: 3
SOWK 660 - Advanced Practice Evaluation Credits: 3
1 credit of SOWK 689 - Advanced Professional Seminar Credits: 5

MSW Field Experience—11
1 credit of SOWK 510 - Generalist Field Seminar Credits: 5
4 credits of SOWK 535 - Generalist Field Experience Credits: 1–4 (4 credits = 400 hours)
1 credit of SOWK 610 - Advanced Field Seminar Credits: 5
5 credits of SOWK 635 - Advanced Field Experience Credits: 1–5 (5 credits = 500 hours)

MBA Electives—6
Choose two courses from the following:
ACCT 620 - Financial Statement Analysis Credits: 3
BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
BSAD 545 - International Business Management Credits: 3
3 credits of BSAD 556 - Topics in _________________ Credits: 1–3
BSAD 560 - Intercultural Business Relations Credits: 3
BSAD 615 - Management of Quality Credits: 3
BSAD 643 - Quantitative Methods in Business Decisions Credits: 3
BSAD 670 - Management of Human Resources Credits: 3
FNCE 526 - International Financial Management Credits: 3
FNCE 580 - Investment Management Credits: 3
INF5 510 - Management Information Systems Credits: 3
MKTG 540 - Marketing Management in Not-for-Profit Organizations Credits: 3

Admission Requirements
In addition to the general admission requirements under Graduate Academic Policies, note also the requirements listed below.

Prerequisite Courses
MBA
These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses. Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master’s degree. The following six courses constitute the prerequisites for the MBA degree:
ACCT 505 Survey of Accounting for Decision Making and Control Credits: 2
OR ACCT 205 Accounting for Decision Making and
Control Credits: 3; OR both ACCT 121 - Principles of Accounting I Credits: 3 AND ACCT 122 - Principles of Accounting II Credits: 3)
BSAD 505 - Survey of Operations Management Credits: 2 (OR BSAD 475 - Operations Management Credits: 3)
BSAD 506 - Survey of Business Law Credits: 2 (OR BSAD 341 - Business Law Credits: 3)
ECON 508 Survey of Economics Credits: 2 (OR ECON 208 Principles of Economics Credits: 3; OR both ECON 225 - Principles of Macroeconomics Credits: 3 AND ECON 226 - Principles of Microeconomics Credits: 3)
FNCE 500 - Survey of Business Finance Credits: 2 (OR FNCE 317 - Business Finance Credits: 3)
STAT 285 - Elementary Statistics Credits: 3

**MSW**
Human Biology or Anatomy and Physiology—3 credits (or pass non-credit equivalency course)
Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6 credits
Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—8 credits
Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—14 credits
Previous computer skills, either in course work (1 or more credits) or extensive hands-on experience evidenced by the Computer Skills Assessment Form.

**Graduate Management Admission Test (GMAT)**
The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as 515 or above) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

Admission GMAT requirements can be obtained by ONE of the following:
At least a cumulative GPA of 3.0 and earned a grade of at least a B- in pre-calculus algebra.

**Program Accreditation**
The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

The Master of Social Work program is accredited by the Council on Social Work Education (CSWE) located in Alexandria, Virginia.

**Master of Social Work/Master of Science in Community and International Development Dual Degree MSW/MSCID**

**Dual Degree Program Description**
Andrews University has chosen to explore a collaborative between the Community & International Development Program (CIDP) and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and international development intersect. Social Workers, particularly those in the areas of Administration and Development and International Social Work, may have an interest in international work. In such situations, the MSCID could equip them with a complementary skill set. Likewise, development and relief workers often find themselves in situations where social work skills in counseling and therapy would be useful. In addition, the MSCID/MSW collaborative allows for a greater breadth of employment opportunities for students.

Since both the MSW and MSCID programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the requirements for the second degree would be met through completion of the requirements shown below.

**MSW Degree Requirements**

**Basic Courses**
SOWK 501 - Foundations of Practice I Credits: 4
SOWK 502 - Foundations of Practice II Credits: 4
SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
SOWK 531 - Human Behavior and the Social Environment I Credits: 2
SOWK 532 - Human Behavior and the Social Environment II Credits: 2
SOWK 550 - Social Policy Credits: 2, 3
SOWK 561 - Social Work Research I Credits: 2
SOWK 562 - Social Work Research II Credits: 2
SOWK 601 - Advanced Practice I Credits: 3
SOWK 602 - Advanced Practice II Credits: 2
SOWK 605 - Advanced Clinical Assessment Credits: 3
SOWK 630 - Policy for Social Change Credits: 3
SOWK 660 - Advanced Practice Evaluation Credits: 3
SOWK 689 - Advanced Professional Seminar Credits: 5

**Field Experience**
SOWK 535 - Generalist Field Experience Credits: 4 = 400 hours

Maintaining Academic Standing
All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.
MSCID Degree Requirements - 39-40 Credits

CIDP Core Courses - 11 Credits

GIDS 520 - Development Theory and Practice Credits: 3
SOCI 508 - Emergency Preparedness Credits: 2
ANTH 517 - Cultural and Developmental Anthropology Credits: 2

Remaining 3 credit hours satisfied by SOWK 630 - Policy for Social Change

Development Management - 10 Credits

GIDS 530 - Community Assessment & Planning Credits: 3
GIDS 536 - Project Design, Implementation & Evaluation Credits: 3
GIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2

Choose one of the following three courses:
GIDS 515 - Organization and Human Resources Credits: 3
BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
BSAD 515 - Organizational Behavior & Leadership Credits: 3

Research Tools & Skills - 6-7 Credits

SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 2
SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2
CIDS 670 - Comprehensive Exam Credits: 0
CIDS 698 - Research Project Credits: 2,3 OR CIDS 699 - Master’s Thesis Credits: 3,4

Practicum - 1 Credit
Field experience must be planned in consultation with both programs in order to satisfy all requirements.
Satisfied by: SOWK 635 - Advanced Field Experience Credits: 1–5

Concentration Electives - 12 Credits

SOWK 660 - Advanced Practice Evaluation

SOWK core credits may be applied to a CIDP concentration at the discretion of the CIDP Program Director.

Collaborative Program Objectives

To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;
To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program

The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Admission Requirements

MSW Requirements

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement

For those applicants whose native language is not English, the following is required:
1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
   - TOEFL ITP (paper-based) - A minimum score of 550
   - TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
   - MELAB - 80 with a minimum of 80 on each section
   - IELTS (Academic version) - 6.5
   - PTE (Academic version) - 54
2. Nelson Denny - score of 13 and
3. Personal interview with MSW program director or designee.

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-
speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)
Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

<table>
<thead>
<tr>
<th>GRE Score</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>310</td>
<td>25% tuition reduction</td>
</tr>
<tr>
<td>300</td>
<td>10% tuition reduction</td>
</tr>
</tbody>
</table>

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Social Work

SOWK 100 - Introduction to Social Work
Credits: 3
The professional activity of social workers in the U.S., including a brief history of the social-work profession, its knowledge, values, and skills base, and its cross-cultural aspects. Emphasis on the response of social work to varied populations and diverse cultures.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 101 - Orientation to Human Services
Credits: 2
This course explores various personal and professional values and skills needed for working in human services. It provides a theoretical and practical knowledge base for understanding and meeting community needs. It also includes a brief orientation to the BSW program. Fifty (50) hours of documented volunteer service is required.

Course Attribute: Service course
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: CAS

SOWK 220 - Critical Thinking
Credits: 2
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Content will challenge students to think abstractly by examining the construction of social work theory and applying theory in practice. Topics include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, the characteristics of various types of arguments and critical analysis.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 315 - Values, Ethics and Diversity
Credits: 2
Special attention is given to core values and professional ethics expected of outstanding social workers. Emphasizing a Christian world view, students develop appreciation for diversity and sensitivity toward issues related to culture, race, gender, class, age, and sexual identity.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: Pre/Corequisite: SOWK 100 or permission of instructor.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 320 - Introduction to Counseling Skills
Credits: 3
Exposes students to basic engagement, listening, assessment, and interviewing skills. Students gain beginning skills to explore the problems of various client systems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 100, SOWK 315, PSYC 101
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 325 - Social Welfare Institutions and Services
Credits: 3
An analysis of the factors which determine the manner in which social-welfare services are currently being delivered in the U.S. Factors include the value base, the historical development, and the organization of the social welfare system.

Course Attribute: Service course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 100
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 331 - Human Behavior and the Social Environment I
Credits: 2
Ecological model for studying human behavior and an overview of normal individual development from conception through early childhood. Psychosocial, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 100, BIOL 100.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 332 - Human Behavior and the Social Environment II
Credits: 2
Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psychosocial, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 331
Schedule Type: Lecture, Blended Learning
Term Offering: Spring
College Code: CAS

SOWK 350 - Social Policy
Credits: 3
Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and social service practice.

Course Attribute: Service course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 331, PLSC 104.
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 366 - Drugs and Behavior
Credits: 3
An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment, as well as debates on controversial topics in the field of drugs.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS
### SOWK 378 - Study Tour
**Credits:** 0
- Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

<table>
<thead>
<tr>
<th>Course/Lab Fee:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Mode:</td>
<td>Noncredit (NC,W)</td>
</tr>
<tr>
<td>Repeatable:</td>
<td>Repeatable</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Blended Learning</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 401 - Foundations of Practice I
**Credits:** 4
- Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite/Corequisite:</td>
<td>SOWK 331</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Term Offering:</td>
<td>Fall</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 402 - Foundations of Practice II
**Credits:** 4
- Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisite(s):</td>
<td>SOWK 331, SOWK 332</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>SOWK 401</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Term Offering:</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 405 - Medical Social Work
**Credits:** 2
- Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 408 - Introduction to Emergency Preparedness
**Credits:** 2
- Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA-provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Type:</td>
<td>Lecture, Interactive Online</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 410 - Children and Families at Risk
**Credits:** 2
- This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable:</td>
<td>Repeatable</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 415 - Substance Use in American Society
**Credits:** 2
- An overview of substance-use terminology, historical issues, definitions, epidemiology, consequences, and drugs of abuse within an American cultural and historical framework.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Year Offering:</td>
<td>Alternate years</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 420 - Social Work Methods Seminar
**Credits:** 5
- Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal with DG (A-F,I,W,DG,DN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisite(s):</td>
<td>SOWK 401 or SOWK 402</td>
</tr>
<tr>
<td>Repeatable:</td>
<td>Repeatable up to 1 credit</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Seminar</td>
</tr>
<tr>
<td>Term Offering:</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 424 - Social Gerontology
**Credits:** 2
- A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Year Offering:</td>
<td>Even years</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 425 - Emergency Planning
**Credits:** 2
- Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Required course for Michigan Professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>SOWK 408</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 435 - Field Instruction
**Credits:** 1–4
- A lab course to give students experience and practice in a community agency under qualified supervision. A total of 400 clock hours required. Repeatable to 4 credits.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Satisfactory w/DG (S,U,I,W,DG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisite(s):</td>
<td>SOWK 401 and SOWK 420</td>
</tr>
<tr>
<td>Repeatable:</td>
<td>Repeatable up to 4 credits</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Practicum</td>
</tr>
<tr>
<td>Term Offering:</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 437 - International Social Work
**Credits:** 2
- This course reviews the concepts, issues and organizations related to international social work. It gives students the historical perspective of the involvement of social workers in international action including both development and human rights efforts. The course includes a discussion of international ethics, global policy and international exchange.

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### SOWK 438 - Workshop:__________
**Credits:** 1–4

<table>
<thead>
<tr>
<th>Grade Mode:</th>
<th>Normal (A-F,I,W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable:</td>
<td>Repeatable up to 4 credits</td>
</tr>
</tbody>
</table>
SOWK 440 - Assessment and Treatment of Victims of Violence
Credits: 2
Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long-term therapy options including specific techniques are explored.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 401 and SOWK 402 or SOWK 501 or permission of instructor.
Schedule Type: Lecture
College Code: CAS

SOWK 444 - International Social Work Services and Programs
Credits: 2–4
Students will travel within the USA and/or abroad to develop thorough immersion cultural competency in the areas of research, policy and practice, and to gain practical experience from an international social work perspective. Additionally, this course will provide students with networking opportunities with various humanitarian organizations working in national and international settings.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

SOWK 445 - Counseling and Spirituality
Credits: 3
This course provides an introduction to counseling and spirituality. Working from a Christian worldview, students will integrate current therapeutic practice models with a variety of spiritual counseling principles and skills. Students will assess their own spiritual wellness and examine how it impacts their work with clients.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS

SOWK 446 - Crisis Intervention
Credits: 2
Survey of brief treatment models. Direct application of various crisis intervention models to population in crisis. Juniors and seniors only.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

SOWK 449 - Disaster Response and Emergency Operations
Credits: 2
Study of the phases of disaster response and recovery with attention to local, state, and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision-making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery on victims and communities and the implications of disaster recovery efforts. Required course for PEM certification.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSAD 426/526. Evidence of satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, IS546/547 Continuity of Operations, and IS1700 National Incident Management System.
Schedule Type: Lecture, Blended Learning
College Code: CAS

SOWK 455 - Treatment of Substance Abuse
Credits: 2–4
An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 460 - Death and Grief in Contemporary Society
Credits: 2
Designed to help the student understand cultural and societal perspectives on death as well as develop an increased awareness and sensitivity to the personal and interpersonal dynamics of death, dying, and loss. The student's personal encounters with dying, death, and loss, as well as the experiences of guest speakers, provides topics for class discussion. The "art of condolence" is discussed for helping people deal with uncomplicated death and loss issues.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 461 - Social Work Research I
Credits: 2
Course includes research tools available to social workers to assist them with the integration of research-based evidence into their practice. Discusses an overview of the research process, theoretical review, ethics, cultural competence, hypothesis and problem formulation, instrument construction and research design. SPSS will be used by students to design a research project addressing a social problem.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 220, STAT 285
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 462 - Social Work Research II
Credits: 2
Course includes research tools for social workers, including: data collection methods, survey research, data analysis, qualitative research methods and writing research reports. Students will complete a research project addressing a social problem, analyze the data using SPSS, and write a research report.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: SOWK 461
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 475 - Topics in:________
Credits: 1–4
Students are able to select offerings from various contemporary social-work topics.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Independent
College Code: CAS

SOWK 477 - Community Assessment and Capacity Mapping
Credits: 2
Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 478 - Principles & Practice of Hazards Mitigation
Credits: 3
Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS5 modules IS271 Anticipating Hazardous Weather & Community Risk and IS340 Hazardous Materials Prevention.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Evidence of satisfactory completion of PDS course. modules IS5 Intro to Hazardous Materials and IS55 Hazardous Materials Guide for Citizens.
Schedule Type: Lecture
College Code: CAS

SOWK 489 - BSW Professional Seminar
Credits: 5
Introduces and monitors professionalism as evidenced in student’s portfolio, scholarship skills, and their ability to exhibit positive behaviors that will ensure success in social work practice. Fall portfolios presented and graded in the spring.
This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services.

Grade Mode: Normal (A-F,I,W)

SOWK 510 - Generalist Field Seminar
Credits: 5
Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed: is taken concurrently with the student's field placement.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Corequisite(s): SOWK 435
Repeatable: Repeatable up to 1 credit
Schedule Type: Seminar
Term Offering: Fall, Spring
College Code: CAS

SOWK 495 - Independent Study/Project/Teachings
Credits: 1–4
Consent of the instructor required.

Grade Mode: Normal w S/DG (A-F,J,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

SOWK 501 - Foundations of Practice I
Credits: 4
Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

Grade Mode: Normal (A-F,J,I,W)
Corequisite(s): SOWK 510
Prerequisite(s): SOWK 531 or SOWK 532
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 502 - Foundations of Practice II
Credits: 4
Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

Grade Mode: Normal (A-F,J,I,W)
Corequisite(s): SOWK 510
Prerequisite(s): SOWK 501
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

SOWK 505 - Medical Social Work
Credits: 2
Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting.

Grade Mode: Normal (A-F,J,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 510 - Generalist Field Seminar
Credits: 5
Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed: is taken concurrently with the student's field placement.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Corequisite(s): SOWK 501 or SOWK 502
Repeatable: Repeatable up to 1 credit
Schedule Type: Seminar
Term Offering: Fall, Spring
College Code: CAS

SOWK 514 - Children & Families at Risk
Credits: 2
This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services.

Grade Mode: Normal (A-F,J,I,W)

SOWK 515 - Christian Perspectives on Professional Ethics
Credits: 2
Students will examine their personal beliefs and values in relation to ethical and diversity issues. Students will also apply a professional code of ethics to practice dilemmas they may face in the fields of social work and family life using a Christian theological framework.

Grade Mode: Normal (A-F,J,I,W)

SOWK 516 - Substance Use in American Society
Credits: 2
An overview of substance use terminology, historical issues, definitions, epidemiology, consequences, and drugs of abuse within an American cultural and historical framework.

Grade Mode: Normal (A-F,J,I,W)

SOWK 520 - Web & Media for Not-for-Profit
Credits: 2
This course emphasizes interpersonal competence, various professional standards and use of presentation and archival technologies for use in professional interviews. Electronic Portfolio, Web Development and CDROM Authoring technologies are presented.

Grade Mode: Normal (A-F,J,I,W)

SOWK 524 - Social Gerontology
Credits: 2
A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

Grade Mode: Normal (A-F,J,I,W)

SOWK 525 - Emergency Planning
Credits: 2
Principles of emergency planning used in any type of diaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Required course for Michigan Professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series.

Grade Mode: Normal (A-F,J,I,W)

SOWK 531 - Human Behavior and the Social Environment I
Credits: 2
Ecological model for studying human behavior and an overview of normal individual development from conception through early childhood. Psycho-social, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development.

Grade Mode: Normal (A-F,J,I,W)

SOWK 532 - Human Behavior and the Social Environment II
Credits: 2
Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psycho-social, learning, and social-role theories constitute the theoretical basis for the course.
Special attention paid to the impact of gender, health, and minority status upon human development.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
Term Offering: Spring
College Code: CAS

SOWK 535 - Generalist Field Experience
Credits: 1–4
In this practicum, students will apply course-based knowledge and skills by working in a social service setting. A minimum of 400 clock hours are required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): SOWK 510 and SOWK 501 or SOWK 502
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
Term Offering: Fall, Spring, Summer
College Code: CAS

SOWK 536 - Generalist Social Work/Theological Field Experience
Credits: 1–4
In this practicum, students will apply course-based knowledge and skills by working in a social service setting. A total of 400 clock hours are required. Cross-listed with CHMN560.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): SOWK 501, SOWK 510
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
College Code: CAS

SOWK 537 - International Social Work
Credits: 2
This course reviews the concepts, issues and organizations related to international social work. It gives students the historical perspective of the involvement of social workers in international action including both development and human rights efforts. The course includes a discussion of international ethics, global policy, and international exchange.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 543 - Assessment and Treatment of Victims of Violence
Credits: 2
Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long-term therapy options including specific techniques are explored.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 544 - International Social Work Services and Programs
Credits: 2–4
Students will travel within the USA and/or abroad to develop thorough immersion cultural competency in the areas of research, policy and practice, and to gain practical experience from an international social work perspective. Additionally, this course will provide students with networking opportunities with various humanitarian organizations working in national and international settings.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

SOWK 545 - Counseling and Spirituality
Credits: 2
This course provides an introduction to counseling and spirituality. Working from a Christian worldview, students will integrate current therapeutic practice methods with a variety of spiritual counseling principles and skills. Students will assess their own spiritual wellness and examine how it impacts their work with clients.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MSW student or permission of instructor.
Schedule Type: Lecture
College Code: CAS

SOWK 550 - Social Policy
Credits: 2,3
Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and social service practice.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 559 - Death & Grief in Contemporary Society
Credits: 2
Designed to help the student understand cultural and societal perspectives on death as well as develop an increased awareness and sensitivity to the personal and interpersonal dynamics of death, dying, and loss. The student's personal encounters with dying, death, and loss, as well as the experiences of guest speakers, provides topics for class discussion. The "art of condolence" is discussed for helping people deal with uncomplicated death and loss issues.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 561 - Social Work Research I
Credits: 2
Course includes research tools available to social workers to assist them with the integration of research-based evidence into their practice. Discusses an overview of the research process, theoretical review, ethics, cultural competence, hypothesis and problem formulation, instrument construction and research design. SPSS will be used by students to design a research project addressing a social problem.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 531
Prerequisite(s): SOWK 531
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 562 - Social Work Research II
Credits: 2
Course includes research tools for social workers, including: data collection methods, survey research, data analysis, qualitative research methods and writing research reports. Students will complete a research project addressing a social problem, analyze the data using SPSS, and write a research report.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 561, SOWK 532
Prerequisite(s): SOWK 561, SOWK 532
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 567 - Drugs and Behavior
Credits: 2
An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment, as well as debates on controversial topics in the field of drugs.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS

SOWK 568 - Treatment of Substance Abuse
Credits: 2
An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.

Grade Mode: Normal (A-F,I,W)
SOWK 577 - Community Assessment and Capacity Mapping
Credits: 2
Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 578 - Study Tour
Credits: 0
Travel to selected areas of social work interest combined with lectures, directed readings and assignments. The amount of credit and geographic location are designated at the time a study tour is announced.

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

SOWK 601 - Advanced Practice I
Credits: 3
Develops interpersonal practice skills on an advanced level. The course gives special consideration to developing proficiency in cognitive-behavioral therapy.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 610.
Prerequisite(s): Completion of SOWK 502 or admission to Advanced Standing.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 602 - Advanced Practice II
Credits: 2
Develops practice skills on an advanced level. The course gives special consideration to Social Work leadership as it relates to human and financial resource management.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 610.
Prerequisite(s): Advanced-year status or permission of instructor.
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 605 - Advanced Clinical Assessment
Credits: 3
Advanced assessment theories of and recent research into the etiology and psychopathology of social variance. Emphasis on developing differential diagnostic skills and holistic assessment from a strengths perspective.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): Advanced-year status or permission of instructor.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 610 - Advanced Field Seminar
Credits: 5
This seminar builds on the student's generalist foundational knowledge. It is designed to help the student further integrate social work knowledge and theory to field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): SOWK 601 or SOWK 602.
Repeatable: Repeatable
Schedule Type: Seminar
Term Offering: Fall, Spring
College Code: CAS

SOWK 614 - Migrant & Refugee Issues
Credits: 2
This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic and environmental push and pull factors that influence immigration and emigration within the framework of globalization.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 620 - School Social Work
Credits: 2
Required for students who wish to practice social work in a school setting. Various aspects of practice included: the students, the community, the school staff, and innovative social-work-practice techniques.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

SOWK 624 - Evidence-Based Therapies
Credits: 2
This survey course will explore evidence-based practice models that are commonly used in clinical settings. Students will have opportunities to observe and practice these models in a classroom setting in preparation for application in field settings.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 626 - Therapy with Children & Adolescents
Credits: 2
This course prepares students to work with children and adolescents. Information on therapeutic modalities and specific interventions are included. The major psychological disorders in children and adolescents are addressed, as well as special issues they may have.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Advanced-year status or permission of instructor.
Schedule Type: Lecture
College Code: CAS

SOWK 628 - Treatment of Adult Mental Disorders
Credits: 2
Exposure to the primary clinical social goals of assessment, diagnosis, and treatment by examining the common adult mental disorders. Emphasis placed on assessment factors, including cultural, psychosocial and evaluation of symptoms. Specific treatment techniques for each diagnosis explored.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 501, SOWK 502 or advanced placement.
Schedule Type: Lecture
College Code: CAS

SOWK 630 - Policy for Social Change
Credits: 3
Students explore theory and apply it to community organizing, coalition building, and advanced-policy analysis; assess existing policies within various systems and study the impact of these policies; and plan and implement a social-action project.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Advanced-year placement.
Schedule Type: Lecture, Blended Learning
College Code: CAS

SOWK 635 - Advanced Field Experience
Credits: 1–5
In this practicum, students will apply advanced course-based knowledge and skills by working in a social service setting. A minimum of 500 clock hours is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): Successful completion of SOWK 535, SOWK 610, SOWK 601 or SOWK 602.
Schedule Type: Practicum
Term Offering: Fall, Spring, Summer
College Code: CAS
SOWK 637 - Advanced Standing Field Experience  
Credits: 1–6  
In this practicum, students will apply advanced course-based knowledge and skills by working in a social service setting. A minimum of 600 hours are required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)  
Corequisite(s): SOWK 610, SOWK 601 or SOWK 602  
Prerequisite(s): SOWK 610, SOWK 601 or SOWK 602  
Repeatable: Repeatable up to 6 credits  
Schedule Type: Practicum  
Term Offering: Fall, Spring, Summer  
College Code: CAS

SOWK 638 - Leadership in Social Work  
Credits: 2  
Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change.

Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): Completion of SOWK 502, admission to Advanced Standing, or permission of instructor.  
Schedule Type: Lecture  
College Code: CAS

SOWK 640 - Interventions in Marital Conflict  
Credits: 2  
Explores models and techniques to uncover and utilize counselee’s strengths to improve marital communication and satisfaction. Research-based techniques applied through role-playing and other experiential activities.

Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): SOWK 402 or SOWK 501 or an equivalent graduate course in social-work methods or counseling.  
Schedule Type: Lecture  
College Code: CAS

SOWK 646 - Trauma and Advanced Crisis Intervention  
Credits: 2  
This course is designed to enhance students' empathetic understanding of the nature of a traumatic experience from the child’s perspective, and how traumatic experiences and their aftermath may influence the child's life. This focus on the impact of trauma on the child and family provides a foundation for assessment, crisis intervention, and intervention planning leading to the provision of effective, individually-tailored services that reflect the client's unique needs and strengths, cultural background, developmental level, and life circumstances. Real case studies as they actually unfold in practice are utilized.

Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): SOWK 501  
Schedule Type: Lecture, Blended Learning  
College Code: CAS

SOWK 648 - Workshop: __________  
Credits: 1–4  
Grade Mode: Normal (A-F,I,W)  
Repeatable: Repeatable up to 4 credits  
Schedule Type: Workshop  
College Code: CAS

SOWK 649 - Advanced Family Therapy  
Credits: 2  
This course prepares students to work with families. Major family therapy modalities are included, as well as an exposure to therapeutic family concerns.

Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): Advanced-year status or permission of instructor.  
Schedule Type: Lecture  
College Code: CAS

SOWK 651 - Foundations of Biblical Counseling  
Credits: 2–3  
This course equips students to apply biblical principles of counseling and psychological insights to human challenges in the emotional, spiritual, cognitive, and behavioral aspects of life.

Grade Mode: Normal (A-F,I,W)
SOWK 675 - Topics in:
Credits: 1–4
Students are able to select offerings from various contemporary social-work topics.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Independent
College Code: CAS

SOWK 689 - Advanced Professional Seminar
Credits: .5
Facilitates MSW closure prior to graduation. Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment. Exploration of issues related to career development and lifelong learning.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Advanced Standing or permission of instructor.
Repeatable: Repeatable up to 1 credit
Schedule Type: Seminar
Term Offering: Fall, Spring
College Code: CAS

SOWK 690 - Independent Study/Research
Credits: 1–3
Open to qualified students who show ability and initiative. See the department policy for specific requirements.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of Graduate Program Director and instructor.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS
Undergraduate Leadership Program

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

Why an Undergraduate Leadership Program?
Society often encourages us to think of leadership as reserved for people with charismatic personalities or those in high-profile positions. Many would argue that effective leaders are born rather than made, and that those who lack the stereotyped traits associated with leadership must settle to be followers. Andrews University rejects the notion that leadership is only for the few. We define “leadership” as individualized, intentional influence, believing that a well-trained leader will be better able to affect meaningful change regardless of their career path.

The question is not whether Andrews students are leaders. They are. The question is whether or not they are maximizing their natural leadership potential. While leadership growth is a lifelong process—one that will obviously continue beyond the undergraduate college years—participation in the Leadership Program provides a vital grounding in leadership thinking and practice that places graduates ahead of their peers in terms of self-knowledge, creativity, positive change, interpersonal communication, teamwork, engaged citizenship and many other traits.

Program participants may pursue any of three tracks in approaching their leadership development, depending on what works best for the individual. Some may wish to take advantage of an individual course, created especially for those seeking a single game-changing elective. Those students who would like a more in-depth leadership experience can opt for the Undergraduate Leadership Certificate. The certificate embeds in their current academic program, allowing for maximum flexibility. Still others will want to pursue the most complete opportunity by accomplishing the Leadership Minor. Any Andrews’ student should be able to take part in this program without adjusting the course of study for their major.

Undergraduate Leadership Courses

Fundamentals of Leadership is a class created with every student in mind. Whether a stand-alone, game-changing course or the entryway to a Leadership Certificate or Minor, this class is designed to bring immediate and long-term value to any undergraduate degree by exploring basic leadership concepts and why leadership applies to them, their individualized approach to leading, team dynamics, and unlocking their creativity.

Creative Problem Solving seeks to dive deeply into the creative and critical thinking process that should prepare students to address new and emerging issues in the world around them.

Theories of Leadership provides students with an understanding of the leadership points of view swirling around them. It will help decode the conversation and actions of others who may use similar language while intending different things. Finally, this course will facilitate the student’s personalized construction of a practicable theory of leadership.

Introduction to Coaching gives the student theory and practice in impacting those around them to become a better version of themselves. Participants in this class will acquire the coveted skills allowing them to move into groups or teams and increase the performance and engagement of others.

Leadership Practicum (0 credits, required every semester a student is enrolled in the certificate/minor program) helps students learn how to navigate their college experience from a leadership perspective with the help of one-on-one coaching. They will engage with a mentor, expand their knowledge base of leadership, and develop a growth plan designed to help them lead self, others, and organizations.

Leadership Capstone is a course that helps students to develop and present their leadership portfolio, an experience that includes a reflection process describing personal growth and increasing theoretical understanding, as well as a focus on preparing students to present their skills to future employers.

Change Project allows students to identify needed change, create a plan, attempt the change and study the resulting relationships and processes required to become a change agent.

Diversity & Inclusion in Leadership will equip students with the tools to manage intercultural conflict, identify and utilize inclusive language, and explore the relationship among diversity, inclusion and the gospel. Emphasis will be given to learning the strategies needed for effective, inclusive leadership in diverse settings, giving special consideration to conversations around religion, gender, orientation, ability, and race/culture.

Undergraduate Minors

Leadership Minor

This world desperately needs engaged young leaders—those prepared to positively impact teams, organizations, and movements. The leadership minor signifies a bold claim of readiness to do just that. The leadership minor builds on the leadership certificate by diving deeper into the mechanics of leadership, learning to listen well and ask good questions, and creatively addressing complex problems within a team.

Total Credits: 20-21

The leadership minor can be completed in 20 to 21 credit hours. The minor adds three courses to the foundation of the leadership certificate. As in the certificate, LEAD 101 is offered for 2 or 3 credits to give students flexibility in their schedule, as well as allowing 3 credit students to take a deep dive into strengths identification, an integral component of the leadership program curriculum.

Requirements

2-3 Credits of LEAD 101 - Fundamentals of Leadership Credits: 2,3
Or
2-3 Credits of LEAD 301 - Leadership and Mentoring Credits: 2,3

LEAD 200 - Leadership Practicum Credits: 0 *
LEAD 220 - Creative Problem Solving Credits: 3
LEAD 310 - Theories of Leadership Credits: 3
LEAD 320 - Introduction to Coaching Credits: 3
LEAD 496 - Leadership Capstone Credits: 1
2 Credits of LEAD 498 - Leadership Change Project Credits: 1–3
6 credits of leadership electives (These electives may include Diversity & Inclusion in Leadership, Creative Problem Solving, Theories of Leadership, Introduction to Coaching or other chosen electives from a list of approved cognates. The student must provide justification for its inclusion in their leadership certificate/minor.)

*Note: LEAD 200 is required every semester in the program (after completion of LEAD 101 or LEAD 301).

Maintaining Academic Standing

The following standards are required for successful completion of the certificate program or minor.

Academic Standards:
Earn a minimum overall 2.25 GPA.
Earn a minimum 2.5 GPA in certificate or minor program coursework.
No course with a grade below C may count toward the certificate or minor program coursework.

Citizenship Standards:
Program participants placed on suspension or Student Life probation in either of the following categories may be removed from the program:
Citizenship Probation
Co-curricular Probation
Failure to meet these standards results in possible removal from the program. Students may reapply.

Awards and Ceremonies

Each recipient will be recognized in the following ways:
A celebration ceremony focusing on the student's change project, leadership portfolio and leadership journey.
The Randall Leadership Medallion, which the student may wear during graduation ceremonies.
A Leadership Certificate with the Andrews University seal.
Specific mention or annotation in the University commencement program.
Notation of Leadership Certificate accomplishment included on transcripts.

Leadership Certificate

Recipients of the leadership certificate demonstrate growth in emotional and social intelligence, clarification of personal passion, and identification of values and mission. These areas of development unlock powerful career and graduate school opportunities.

Total Credits: 11-12

The leadership certificate can be completed in 11 to 12 credit hours. LEAD 101 is offered for 2 or 3 credits to give students flexibility in their schedule, as well as allowing 3 credit students to take a deep dive into strengths identification, an integral component of the leadership program curriculum.

Requirements

2-3 Credits of LEAD 101 - Fundamentals of Leadership Credits: 2,3
2-3 Credits of LEAD 301 - Leadership and Mentoring Credits: 2,3

LEAD 200 - Leadership Practicum Credits: 0 *
LEAD 496 - Leadership Capstone Credits: 1

2 Credits of LEAD 498 - Leadership Change Project Credits: 1–3

6 credits of leadership electives (These electives may include Diversity & Inclusion in Leadership, Creative Problem Solving, Theories of Leadership, Introduction to Coaching or other chosen electives from a list of approved cognates. The student must provide justification for its inclusion in their leadership certificate/minor.)

*Note: LEAD 200 is required every semester in the program (after completion of LEAD 101 or LEAD 301).

Maintaining Academic Standing

The following standards are required for successful completion of the certificate program or minor.

Academic Standards:
- Earn a minimum overall 2.25 GPA.
- Earn a minimum 2.5 GPA in certificate or minor program coursework.
- No course with a grade below C may count toward the certificate or minor program coursework.

Citizenship Standards:
Certificate program participants placed on suspension or Student Life probation in either of the following categories may be removed from the program:
- Citizenship Probation
- Co-curricular Probation

Failure to meet these standards results in possible removal from the program. Students may reapply.

Awards and Ceremonies

Each leadership certificate and minor student will be recognized in the following ways:
- A celebration ceremony focusing on the student's change project, leadership portfolio and leadership journey.
- The Randall Leadership Medallion, which the student may wear during graduation ceremonies.
- A Leadership Certificate with the Andrews University seal.
- Specific mention or annotation in the University commencement program.
- Notation of Leadership Certificate accomplishment included on transcripts.

Leadership

Students in the Leadership and Educational Administration programs, in consultation with their advisors, may choose from the following list of EDAL and LEAD courses. 600-level courses are available for both master's and doctoral programs.

LEAD 101 - Fundamentals of Leadership

Credits: 2,3
An exploration of essential personal and interpersonal qualities of a leader. Emphasis is given to team dynamics, problem solving, values identification, strengths discovery and unlocking creativity. Following this course, students may apply to the Undergraduate Leadership Program to pursue a certificate or minor in leadership. Students may receive credit for only LEAD101 or LEAD 301.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

LEAD 200 - Leadership Practicum

Credits: 0
This zero credit course helps students apply leadership theory. Under the advisement of a coach, they will develop a plan which focuses on one of three areas: Leadership of One, Leadership of Others, and Leadership of Organizations. It will include a growth strategy for expanding the student's knowledge base, engaging in a mentoring relationship, and an individualized leadership growth plan. Required of all certificate and minor students each semester in residence.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: CAS

LEAD 220 - Creative Problem Solving

Credits: 3
This course explores how to proceed when confronted by problems too ambiguous, complex and messy to be addressed directly through technical strategies. It seeks to increase the participants' understanding of creativity and critical thinking to improve their problem-solving skills.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

LEAD 230 - Diversity and Inclusion in Leadership

Credits: 3
This course will equip students with the tools to manage intercultural conflict, identify and utilize inclusive language, and explore the relationship among diversity, inclusion and the gospel. Emphasis will be given to learning the strategies needed for effective, inclusive leadership in diverse settings, giving special consideration to conversations around religion, gender, orientation, ability, and race/culture.

Grade Mode: Normal Sem (A-F,I,DG,WN)
Recommended: LEAD 101: Fundamentals of Leadership
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

LEAD 301 - Leadership and Mentoring

Credits: 2,3
In addition to an exploration of essential personal and interpersonal qualities of a leader, this course will place a special focus on mentoring. Emphasis is given to teambuilding, problem solving, strengths discovery and unlocking creativity. Upon completion students may apply to the Undergraduate Leadership Certificate Program. Students may receive credit for only LEAD101 or 301.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): At least junior class standing.
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

LEAD 310 - Theories of Leadership

Credits: 3
A study of classical and modern theories of leadership, leadership styles, the role
of leadership in changing social reality.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

**LEAD 320 - Introduction to Coaching**

Credits: 3
This course will equip students with tools and methods for being successful coaches in their context. Students will acquire the skills needed to help others increase performance and develop themselves.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

**LEAD 496 - Leadership Capstone**

Credits: 1
Students will develop and present a leadership portfolio. This includes a reflection process describing personal growth and increasing theoretical understanding, as well as a focus on professional preparation for pursuing graduate studies or entering the workforce.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): LEAD 101 or LEAD 301, permission of instructor.
Schedule Type: Lecture
College Code: CAS

**LEAD 497 - Special Projects in Leadership**

Credits: 1–3
By special permission of the Leadership Program.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: CAS

**LEAD 498 - Leadership Change Project**

Credits: 1–3
A leadership project in which the student identifies needed change; creates a plan, attempts the change, and studies the resulting relationships and processes. Both a written and oral presentation of the project is required. Course limited to students in the Undergraduate Leadership Program.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

**LEAD 499 - Independent Study: Topic**

Credits: 1–3
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Instructor and Advisor permission required
College Code: CAS
Visual Art, Communication & Design

Nethery Hall, Room 224
269-471-6314; Fax 269-471-3125
visartndes@andrews.edu
www.andrews.edu/art/
www.andrews.edu/communication
www.facebook.com/aucomm

Faculty
Paul B. Kim, Chair
T. Lynn Caldwell
Heather Day
Stefanie P. Elkins-Bates
Kari A. Friestad
Beverly J. Matiko
Diane J. Myers
Rhonda G. Root
David B. Sherwin
Douglas A. Taylor
Marc G. Ullum
Sharon J. Prest Ullom
Derene L. Vernon-Brebnor
Everett Wiles
Sebastian Woebber

Emeritus
Gregory J. Constantine

Adjunct Faculty
Marsha Beal
Pablo Fernandez
Carolina Gomez-Jones
Brian D. Manley
Donald L. May
Peggie Ncube
Delyse Steyn
Joel Thompson
Kristine Walker-Fraser

Mission
We, the Andrews University Department of Visual Art, Communication & Design, mentor students in a nurturing, spiritual environment to be Christ-centered, socially responsible individuals by developing their creative gifts for visual and verbal communication.

Department Goal
The goal of the department is to prepare students to become scholars, market-ready practitioners, graduate students and future professors who are able to effectively develop, shape, and deliver uplifting content through journalism, communication, art, film, photography and design. Our purpose is to mold students’ minds and to increase their talents so they think critically, discern clearly, and communicate creatively and constructively, with a Christ-like mindset for service.

Communication, whether visual or verbal or nonverbal, is all about connection—shaping, sending, sharing, and receiving messages and meaning through a variety of channels—interpersonal, small group, public, or mediated. The mediums of communication may vary from producing a television show, designing a magazine, writing an editorial, photographing, or painting a portrait, but the goal is always to create human connection.

Lambda Pi Eta
Lambda Pi Eta is the National Communication Association (NCA) affiliated honor society.

Public Relations Student Society of America (PRSSA) Chapter
The Andrews University PRSSA chapter is affiliated with the Western Michigan Public Relations Society of America. At the national level students are eligible for PRSA’s publications, scholarships, award programs, leadership training and a national conference.

Communication Club
We have an active Communication Club that you are encouraged to participate in. The club provides you with opportunities to gain meaningful extracurricular experience, engage in enjoyable and professional social activities, and have access to privileges (such as special tours or workshops, or opportunities) only granted to club members.

Computer Policy
The Department of Visual Art, Communication & Design regards the computer as a tool integral to the success of students in their professional development. It is required that all students purchase a laptop computer and software to meet the department guidelines. Because computer technology is continually changing, a revised policy is drafted each fall semester. A list of software is available in the department. Specific requirements change so it is important to make sure the software listed is compatible with the laptop you choose to purchase. Use of the computer in the curriculum varies by course.

Communication Degrees
A bachelor’s degree in Communication is very useful for preparing you for a wide range of career options, including being a political aide, public relations manager, talk show host, sales representative, graphic designer, photojournalist, market researcher, camera operator, corporate communication manager, copy editor, producer, magazine editor, and marketing/advertising manager. A master’s degree in Communication can position you as an expert in your chosen area of concentration, further expanding your career options, and opening higher-level opportunities for professional advancement—as well as preparing you to pursue a terminal degree.

The three undergraduate degrees in Communication have a variety of emphasis areas. We also offer a Master of Arts program with two degrees (an MA and an MDiv/MA dual degree), and a graduate certificate program. In addition, we facilitate the Bachelor of Science in Communication for the Adult Degree Completion program (see Distance Education for more information).

Internships
Students enrolled in the Communication Management emphasis or the Journalism and Communication Media programs must submit applications for required internships during their sophomore and/or junior years. Students must fulfill the required number of clock hours to meet the requirements for their degree. All majors are encouraged to participate in the internship program. Department approval must be obtained prior to the start of an internship.

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

Visual Art & Design Degrees
Students can graduate with a double BFA major or a BFA with a BA in Art History. Credits cannot be duplicated within the 45-credit BFA emphasis. In the second BFA emphasis, 39 credits are required, and excludes ART 485 Thesis Project (3), ART 496 Portfolio Development (3), and ART 497 BFA Exhibition (1).

Associates

Photography AS
The Associate of Science in Photography degree offers students the opportunity to gain marketable skills for entry-level employment in the photographic industry. The AS in Photography answers the need for a professional degree where a broad photographic skill set can be learned in a short period of time, addressing time and/or financial constraints, while still preparing the student for a viable place in the photographic industry.

Total Credits: 63

Major Courses - 42

PHTO 115 - Photography I Credits: 3 Or PHTO 116 - Digital Photography
Credits: 3
PHTO 175 - Digital Imaging Credits: 3
PHTO 200 - Advanced Photography I Credits: 3
Pre-Med, or Pre-Dent. The degree requires 45 credits in art history and visual art and multiple majors, minors, and pre-professional programs such as Pre-Art Therapy, visually creative work. The BA in Art lends itself easily to the combination of appropriate for those who wish to integrate other educational pursuits with their related emphasis field, or another area. The BA Art student's interest in art and other educational pursuits are equally as strong, making the degree requirements including a foreign language.

General Education - 21
This degree utilizes the Professional General Education Package for Associate's degrees.

Bachelors

Art BA
The BA in Art is an academic liberal arts degree with a broad interdisciplinary program that is suited for those students anticipating graduate school either in their related emphasis field, or another area. The BA Art student's interest in art and other educational pursuits are equally as strong, making the degree appropriate for those who wish to integrate other educational pursuits with their visually creative work. The BA in Art lends itself easily to the combination of multiple majors, minors, and pre-professional programs such as Pre-Art Therapy, Pre-Med, or Pre-Dent. The degree requires 45 credits in art history and visual art courses, a minor in a secondary area, and the Andrews Core Experience requirements including a foreign language.

Total Credits - 45

Visual Art, Communication and Design Core - 15
COMM 320 - Interpersonal Communication Credits: 3
DSGN 130 - Introduction to Digital Media Credits: 3
FILM 105 - Intro to Filmmaking Credits: 3
JOUR 230 - Beginning Media Writing Credits: 3
PHTO 300 - Media Ethics & Awareness Credits: 3

Major: Core - 21
Art History - 12
ARTH 325 - Prehistoric to Medieval Art Credits: 3
ARTH 326 - Renaissance to Modern Art Credits: 3
ARTH 440 - Art Since 1945 Credits: 3
Choose one of the following Courses:
ARTH 380 - Topics in: Credits: 1–6
ARTH 345 - History of Graphic Design Credits: 3
FILM 315 - Movements in World Cinema Credits: 3
PHTO 210 - History of Photography Credits: 3

Studio - 9
ART 104 - Drawing I Credits: 3
ART 105 - Painting I Credits: 3
ART 200 - Color Theory and Use Credits: 3

Major: Electives - 9
Choose three classes from ART, DSGN or PHTO.

Minor (Recommended) - 21

Communication BA
Communication is all about connection—shaping, sending, sharing, and receiving messages and meaning through a variety of mediums/channels including interpersonal, small group, public, or digital. This degree provides you with a comprehensive study of communication, spanning media studies, old and new media technologies, social applications, and speech communication. Upon completion students will commonly pursue graduate school or careers in corporate communication, public relations, public affairs, and more. In interactive classrooms and state-of-the-art facilities, you will meet engaged professors who are motivated to equip you with the knowledge and skills you will need.

Total Credits - 43-46

Visual Art, Communication & Design Core - 15
COMM 320 - Interpersonal Communication Credits: 3
DSGN 130 - Introduction to Digital Media Credits: 3
FILM 105 - Intro to Filmmaking Credits: 3
JOUR 230 - Beginning Media Writing Credits: 3
PHTO 300 - Media Ethics & Awareness Credits: 3

Major: Core - 16
1 Credit required of ART 496 - Portfolio Development Credits: 1–3
COMM 215 - Introduction to Communication Theory Credits: 3
COMM 336 - Intercultural Communication Credits: 3
COMM 375 - Professional Presentations Credits: 3
COMM 432 - Research Methods in Communication Credits: 3
JOUR 140 - Media, Culture and Society Credits: 3
JOUR 140 - Media, Culture and Society Credits: 3

Concentrations
A concentration is required for this degree. Choose one of the following Concentrations:

Public Relations - 15
COMM 435 - Crisis Communications Credits: 3
JOUR 330 - Advanced Media Writing Credits: 3
PREL 255 - Introduction to Public Relations Credits: 3
PREL 320 - Managing PR Campaigns and Special Events Credits: 3
PREL 454 - Advanced Public Relations Credits: 3

Communication Studies - 12
Choose four of the following Courses:
COMM 280 - Voice and Diction Credits: 3
COMM 356 - Group Dynamics and Leadership Credits: 3
COMM 405 - Persuasion Credits: 3
COMM 446 - Gender Communication Credits: 3
JOUR 455 - Mass Media Law Credits: 3
Communication BS (Adult Degree Completion)

This program serves adult students desiring a Communication degree and is offered on-campus as well as online. Program requirements are the same for both the main campus and online options.

Main Campus: All courses for this program are available on the main campus. Campus course formats include lectures, labs, and more interactive learning experiences.

Online: All course requirements can also be completed online, with no time required on the main campus. Online courses are offered in self-paced open learning and self-paced full term formats, with a few also available in interactive online format (see School of Distance Education and International Partnerships Definitions).

Total Credits: 124

Major: Core Requirements - 36

Communication Core
JOUR 140 - Media, Culture and Society Credits: 3
JOUR 230 - Beginning Media Writing Credits: 3

Core Requirements
COMM 320 - Interpersonal Communication Credits: 3
COMM 325 - Media Literacy Credits: 3
COMM 336 - Intercultural Communication Credits: 3
COMM 356 - Group Dynamics and Leadership Credits: 3
COMM 375 - Professional Presentations Credits: 3
COMM 380 - Communication Theory and Research for Adults Credits: 3
COMM 405 - Persuasion Credits: 3
COMM 434 - Healthcare Communication Credits: 3
Or COMM 435 - Crisis Communications Credits: 3
Or PREL 460 - Development Credits: 3
COMM 445 - Family Communication Credits: 3
Or COMM 446 - Gender Communication Credits: 3

Undergraduate Electives - 49

Andrews Core Experience - 39

Students must take all courses designated in the Professional Degree of the Andrews Core Experience.

Admission Requirements
An adult, with 25+ earned hours of college credits;
Age 24 or above (married individuals who are under 24 years' of age should be considered on a case by case basis)
GPA of 2.0 or above.

Digital Communication BS

Communication is all about connection—shaping, sending, sharing, and receiving messages and meaning through a variety of mediums/paths including interpersonal, small group, public, or digital. All industries are in need of strong communicators, and this degree will allow you to explore the rapidly changing field of digital communication with a skillset that provides a competitive edge. Career pursuits include public relations, television, public affairs, filmmaking, digital publication, and more. In interactive classrooms and state-of-the-art facilities, you will meet engaged professors who are motivated to equip you with the knowledge and skills you will need.

Total Credits - 40-49

Visual Art, Communication & Design Core - 15

COMM 320 - Interpersonal Communication Credits: 3
DSGN 130 - Introduction to Digital Media Credits: 3
FILM 105 - Intro to Filmmaking Credits: 3
JOUR 230 - Beginning Media Writing Credits: 3
PHTO 300 - Media Ethics & Awareness Credits: 3

Major: Core - 13

1 Credit of ART 496 - Portfolio Development Credits: 1–3
COMM 336 - Intercultural Communication Credits: 3
JOUR 140 - Media, Culture and Society Credits: 3
JOUR 455 - Mass Media Law Credits: 3
PREL 255 - Introduction to Public Relations Credits: 3

Concentration - 12-21

A concentration is required for this degree. Choose one of the following Concentrations:

Media Production - 21
3 Credits of COMM 145 - Introduction to Television Production Credits: 2–3
COMM 455 - Advanced Television Production Credits: 3
COMM 468 - Directing and Producing for Studio Television Credits: 3
FILM 275 - Post-Production Credits: 3
FILM 350 - Cinematography Credits: 3
FILM 355 - Sound Recording and Editing Credits: 3
FILM 490 - Producing for Film and Television Credits: 3

Media Writing - 18
COMM 375 - Professional Presentations Credits: 3
COMM 432 - Research Methods in Communication Credits: 3
COMM 435 - Crisis Communications Credits: 3
FILM 225 - Screenwriting Credits: 3
JOUR 330 - Advanced Media Writing Credits: 3
JOUR 440 - Magazine and Feature Writing Credits: 3

Public Relations - 12
COMM 435 - Crisis Communications Credits: 3
JOUR 330 - Advanced Media Writing Credits: 3
PREL 320 - Managing PR Campaigns and Special Events Credits: 3
PREL 454 - Advanced Public Relations Credits: 3

Documentary Film BFA

The Documentary Film program at Andrews University was designed for the student who embraces the role of the visual storyteller, and for students who feel compelled to inform and engage audiences with deeply affecting narratives on important issues. Students will start by taking a selection of core courses which provide a broad base of art and communication experiences in digital media, photography and art history. With this foundation, the curriculum moves to immerse students in the art and craft of directing, producing, writing, cinematography and post-production, while including important film history and theory courses to further their analytical and critical development.

Whether learning how to construct breathtaking scenes with state-of-the-art film technology, or editing sequences that rouse audiences to action, students will develop both a competence in the tools of the trade as well as the thoughtfulness to approach filmmaking with creative integrity. Upon the completion of their BFA in Documentary Film, majors will have finished several major projects to include in their portfolio, capped by a senior film project intended to be shared broadly with audiences.

Total Credits - 82

Visual Art, Communication & Design Core - 15

COMM 320 - Interpersonal Communication Credits: 3
DSGN 130 - Introduction to Digital Media Credits: 3
FILM 105 - Intro to Filmmaking Credits: 3
Art History - 12

ARTH 326 - Renaissance to Modern Art Credits: 3
ARTH 440 - Art Since 1945 Credits: 3
FILM 210 - Survey of Documentary Film Credits: 3
FILM 315 - Movements in World Cinema Credits: 3

Major: Core - 55

ART 207 - Basic Design I Credits: 3
ART 485 - Senior Project I Credits: 3
1 Credit of ART 487 - Internship Credits: 1–3
FILM 225 - Screenwriting Credits: 3
FILM 275 - Post-Production Credits: 3
FILM 350 - Cinematography Credits: 3
FILM 355 - Sound Recording and Editing Credits: 3
FILM 398 - Directing the Documentary I Credits: 3
FILM 399 - Directing the Documentary II Credits: 3
FILM 486 - Senior Project II Credits: 3
FILM 490 - Producing for Film and Television Credits: 3
ART 116 - Digital Photography I Credits: 3
PHTO 380 - Lighting I Credits: 3

With an additional 18 elective credits to be chosen in consultation with your academic advisor from ART, ARTH, COMM, DSGN, FILM, JOUR, and PHTO.

Andrews Core Experience - 36

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the first two Pre-Professional Years (typically at the end of the Sophomore Year) students must apply for acceptance into their respective BFA Professional Degree Programs which includes:

Completion of the Application. The application packet may be obtained from the Department Office and must be submitted directly to the academic advisor from ART, ARTH, COMM, DSGN, FILM, JOUR, and PHTO.

The BFA Review. All work created in Pre-professional Years One & Two should be available for review. The BFA review is a critique of the student’s portfolio by the faculty of the Department of Visual Art & Design.

Minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students seeking advanced placement in a chosen BFA program must have a BFA Review. Students who have no previous coursework in art are not eligible to apply for advanced standing. Transfer coursework must be evaluated for content equivalency and students may be asked to provide course descriptions and syllabi.

Academic Standards

Students accepted to a BFA Professional Degree program are expected to in Design, Documentary Film, Fine Art, Illustration, and Photography are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA major coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA may include a senior project, senior exhibition, internship, and portfolio of the student’s work.

Fine Art BFA

The Bachelor of Fine Art is recommended for students seeking to become professional artists, illustrators, craftsmen, or professors on the college level. The BFA is the required degree for acceptance into a Masters of Fine Arts program, which is the necessary degree for pursuing a university teaching position.

The Department of Visual Art, Communication, and Design offers concentrations in Drawing and Painting. The Fine Art major cultivates the individual voice and vision of the Fine Art student and prepares them to create a mature body of work which prepares them to work as a practicing artist.

Total Credits - 82

Visual Art, Communication & Design Core - 15

COMM 320 - Interpersonal Communication Credits: 3
DSGN 130 - Introduction to Digital Media Credits: 3
FILM 105 - Intro to Filmmaking Credits: 3
JOUR 230 - Beginning Media Writing Credits: 3
PHTO 300 - Media Ethics & Awareness Credits: 3

Art History - 12

ARTH 325 - Prehistoric to Medieval Art Credits: 3
ARTH 326 - Renaissance to Modern Art Credits: 3
ARTH 440 - Art Since 1945 Credits: 3

Choose one of the following Courses:

ARTH 345 - History of Graphic Design Credits: 3
FILM 210 - Survey of Documentary Film Credits: 3
PHTO 210 - History of Photography Credits: 3

Major: Requirements - 55

ART 104 - Drawing I Credits: 3
ART 105 - Painting I Credits: 3
ART 106 - Printmaking I Credits: 3
ART 107 - Ceramics I Credits: 3
ART 200 - Color Theory and Use Credits: 3
ART 207 - Basic Design I Credits: 3
ART 304 - Drawing II Credits: 3
ART 305 - Painting II Credits: 2–4

(13 Credits Required)

ART 485 - Senior Project Credits: 3
ART 496 - Portfolio Development Credits: 1–3

(3 Credits Required)

ART 497 - BFA Exhibition Credits: 1–3

(3 Credits Required)

PHTO 115 - Photography I Credits: 3
PHTO 116 - Digital Photography I Credits: 3
PHTO 175 - Digital Imaging Credits: 3
PHTO 200 - Advanced Photography I Credits: 3
PHTO 380 - Lighting I Credits: 3

Andrews Core Experience - 36

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University.

Please note: The Andrews Core Experience requirements for Professional Degree Programs are normally 42 credits, 6 of the 42 credits are fulfilled through the studio elective line and major courses line.

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University.
Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the first two Pre-Professional Years (typically at the end of the Sophomore Year) students must apply for acceptance into their respective BFA Professional Degree Programs which includes:

Completion of the Application. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for admission are outlined in the packet.

The BFA Review. All work created in Pre-professional Years One & Two should be available for review. The BFA review is a critique of the student’s portfolio by the faculty of the Department of Visual Art & Design.

Minimum cumulative GPA of 2.75 in all coursework.

Transfer Students
Transfer students seeking advanced placement in a chosen BFA program must have a BFA Review. Students who have no previous coursework in art are not eligible to apply for advanced standing. Transfer coursework must be evaluated for content equivalency and students may be asked to provide course descriptions and syllabi.

Academic Standards
Students accepted to a BFA Professional Degree program is expected to in Design, Documentary Film, Fine Art, Illustration, and Photography are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA major coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA may include a senior project, senior exhibition, internship, and portfolio of the student’s work.

Graphic Design BS
The Bachelor of Science in Graphic Design allows students to supplement their design education with business, marketing, and communication classes that will give them a more entrepreneurial background. The program requires students to self-brand themselves and create a personal brand, estimate and quote materials, for content equivalency and students may be asked to provide course descriptions and syllabi.

Mainstream Core - 36

**Visual Art, Communication & Design Core - 15**
- COMM 320 - Interpersonal Communication: 3
- DSGN 130 - Introduction to Digital Media: 3
- FILM 105 - Intro to Filmmaking: 3
- JOUR 230 - Beginning Media Writing: 3
- PHTO 300 - Media Ethics & Awareness: 3

**Art History - 3**
- ARTH 345 - History of Graphic Design: 3

**Major: Core - 53**
- ART 104 - Drawing I: 3
- ART 200 - Color Theory and Use: 3
- ART 207 - Basic Design I: 3
- ART 487 - Internship Credits: 1–3 (1 Credit Required)
- ART 496 - Portfolio Development Credits: 1–3 (3 Credits Required)
- ART 497 - BFA Exhibition Credits: 1–3 (1 Credit Required)
- BSAD 210 - Small Business Management: 3
- DSGN 150 - Web Design I: 3
- DSGN 185 - InDesign: 3
- DSGN 214 - Graphic Design I: 3
- DSGN 225 - Digital Vector Graphics: 3
- DSGN 310 - Typography: 3
- DSGN 431 - Editorial Design: 3
- DSGN 432 - Brand Design: 3

**Andrews Core Experience - 36**

Please note: The Andrews Core Experience requirements for Professional Degree Programs are normally 42 credits, 6 of the 42 credits are fulfilled through the studio elective line and major courses line.

**General Electives - 17**

**Graphic Design BFA**

The BFA in Graphic Design is recommended for those wishing to work as graphic design professionals. The degree program combines the study of art, communication, design, web development and technology as mediums for visual communication and/or personal artistic expression. Students join the BFA in Graphic Design because they possess the ability to think, speak, draw, write and design. Students graduate as design leaders, having learned to inform, guide, clarify, promote and empower through visual form. The Senior Project and BFA Exhibition, as well as internships, bring students face-to-face with the design community. At the same time, students acquire valuable experience in problem solving and the application of design principles, making them cultural catalysts and sought-after design professionals.

**Total Credits - 124**

**Visual Art, Communication & Design Core - 15**
- COMM 320 - Interpersonal Communication: 3
- DSGN 130 - Introduction to Digital Media: 3
- FILM 105 - Intro to Filmmaking: 3
- JOUR 230 - Beginning Media Writing: 3
- PHTO 300 - Media Ethics & Awareness: 3

**Art History - 9**
- ARTH 326 - Renaissance to Modern Art: 3
- ARTH 345 - History of Graphic Design: 3
- ARTH 440 - Art Since 1945: 3

**Major: Core - 56**
- ART 104 - Drawing I: 3
- ART 200 - Color Theory and Use: 3
- ART 207 - Basic Design I: 3
- ART 485 - Senior Project: 3 (3 Credits Required)
- ART 487 - Internship: 1–3 (1 Credit Required)
- ART 496 - Portfolio Development: 1–3
- ART 497 - BFA Exhibition: 1–3 (1 Credit Required)
- DSGN 150 - Web Design I: 3
- DSGN 185 - InDesign: 3
- DSGN 214 - Graphic Design I: 3
- DSGN 225 - Digital Vector Graphics: 3
- DSGN 250 - Web Design II: 3
- DSGN 310 - Typography: 3
- DSGN 431 - Editorial Design: 3
- DSGN 432 - Brand Design: 3
- DSGN 433 - The Business of Design: 3
- DSGN 434 - Design in Advertising: 3
- PHTO 300 - Media Ethics & Awareness: 3
- PHTO 365 - Advanced Digital Imaging: 3

**Andrews Core Experience - 36**
Please note: The Andrews Core Experience requirements for Professional Degree Programs is 42 credits, 6 of the 42 credits are fulfilled through the BFA Common Core and Major: Core.

General Electives - 8

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the the first two Pre-Professional Years (typically at the end of the Sophomore Year) students must apply for acceptance into their respective BFA Professional Degree Programs which includes:

- Completion of the Application. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for acceptance are outlined in the packet.
- The BFA Review. All work created in Pre-professional Years One & Two should be considered for review. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design.
- Minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students seeking advanced placement in a chosen BFA program must have a BFA Review. Students who have no previous coursework in art are not eligible to apply for advanced standing. Transfer coursework must be evaluated for content equivalency and students may be asked to provide course descriptions and syllabi.

Academic Standards

Students accepted to a BFA Professional Degree program are expected to in Design, Documentary Film, Fine Art, Illustration, and Photography. are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA major coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA may include a senior project, senior exhibition, internship, and portfolio of the student’s work.

Photography BS

The Bachelor of Science in Photography addresses the job placement outlook of the photographic field focusing on the commercial industry and those with entrepreneurial goals. The BS is more interdisciplinary than the BFA in Photography as the BS requires courses in business and communication.

Total Credits - 74

Visual Art, Communication & Design Core - 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 320 - Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>DSGN 130 - Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>FILM 105 - Intro to Filmmaking</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 230 - Beginning Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 300 - Media Ethics &amp; Awareness</td>
<td>3</td>
</tr>
</tbody>
</table>

Major: Core - 58

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTO 115 - Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 175 - Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 200 - Advanced Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 210 - History of Photography</td>
<td>3</td>
</tr>
</tbody>
</table>

Photography BFA

The Photography major is recommended for those wishing to pursue a career in the photographic field. The degree encompasses elements of traditional image making coupled with contemporary digital workflow methods while also focusing on developing a compelling personal vision.

Total Credits - 88

Visual Art, Communication & Design Core - 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 105 - Intro to Filmmaking</td>
<td>3</td>
</tr>
<tr>
<td>DSGN 130 - Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 230 - Beginning Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 300 - Media Ethics &amp; Awareness</td>
<td>3</td>
</tr>
<tr>
<td>COMM 320 - Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Art History - 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 326 - Renaissance to Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 440 - Art Since 1945</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following Courses:

- ARTH 325 - Prehistoric to Medieval Art |
- ARTH 345 - History of Graphic Design |
- FILM 210 - Survey of Documentary Film |
- PHTO 210 - History of Photography |

Major: Core - 61

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 104 - Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 200 - Color Theory and Use</td>
<td>3</td>
</tr>
<tr>
<td>ART 207 - Basic Design I</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 115 - Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 175 - Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 200 - Advanced Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 220 - Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 305 - Alternative Photographic Processes</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 326 - Business of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 365 - Advanced Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 380 - Lighting I</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 400 - Digital Photographic Processes</td>
<td>3</td>
</tr>
<tr>
<td>PHTO 480 - Lighting II</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 375 - Photojournalism</td>
<td>3</td>
</tr>
<tr>
<td>FILM 275 - Post-Production</td>
<td>3</td>
</tr>
<tr>
<td>FILM 350 - Cinematography</td>
<td>3</td>
</tr>
<tr>
<td>ART 485 - Senior Project I</td>
<td>3</td>
</tr>
<tr>
<td>ART 487 - Internship I</td>
<td>1–3</td>
</tr>
<tr>
<td>ART 496 - Portfolio Development</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Andrews Core Experience - 36

Please note: The Andrews Core Experience requirements for Professional Degree Programs are normally 42 credits, 6 of the 42 credits are fulfilled through the studio elective line and major courses line.

MKTG 310 - Principles of Marketing | 3       |
Andrews Core Experience - 36

Please Note: The Andrews Core Experience requirements for Professional Degree Programs is 42 credits, 6 of the 42 credits are fulfilled through the BFA Common Core and Major Requirements.

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the first two Pre-Professional Years (typically at the end of the Sophomore Year) students must apply for acceptance into their respective BFA Professional Degree Programs which includes:

Completion of the Application. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for admission are outlined in the packet.

The BFA Review. All work created in Pre-professional Years One & Two should be available for review. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design.

Minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students seeking advanced placement in a chosen BFA program must have a BFA Review. Students who have no previous coursework in art are not eligible to apply for advanced standing. Transfer coursework must be evaluated for content equivalency and students may be asked to provide course descriptions and syllabi.

Academic Standards

Students accepted to a BFA Professional Degree program is expected to in Design, Documentary Film, Fine Art, Illustration, and Photography are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA major coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA may include a senior project, senior exhibiton, internship, and portfolio of the student's work.

Visual Arts Education BS
(Secondary Education)

(No minor required)

This degree, offered in cooperation with the Department of Teaching and Learning, prepares students to teach art on both the elementary and secondary levels. The Visual Arts Education degree is a K-12 endorsement for secondary certificates. This degree should only be taken by those seeking teacher certification. Majors must complete the requirements for denominational and/or Michigan state teacher certification through the School of Education. The Andrews Core Experience for BS degrees will be followed for this degree. They match the Andrews Core Experience requirements outlined by the School of Education (SED). Students may not take ART 457, ART 459, ART 480 courses in the Department of Visual Art & Design until they have been accepted into the School of Education’s Teacher Preparation Program and have completed the Foundation courses. The BS in Visual Arts Education requirement includes the successful completion of a senior exhibition and a portfolio of the student's work given to the Department of Visual Art & Design.

Art History—12

Choose one course from:

- ART 325 - Prehistoric to Medieval Art Credits: 3
- ART 326 - Renaissance to Modern Art Credits: 3
- ART 440 - Art Since 1945 Credits: 3

Or

- ARCH 424 - Islamic Architecture Credits: 2,3
- ARCH 425 - Architecture of Ancient Americas Credits: 2,3
- ARCH 426 - Far Eastern Architecture Credits: 2,3

Art Methods—12

Choose one course from:

- ART 457 - Art Methods: Elementary Credits: 4
- ART 459 - Art Methods: Secondary Credits: 4
- ART 480 - Practicum in Visual Art Education Credits: 4

Visual Art Foundation—18

Choose one course from:

- ART 104 - Drawing I Credits: 3
- ART 105 - Painting I Credits: 3
- ART 107 - Ceramics I Credits: 3
- ART 200 - Color Theory and Use Credits: 3
- ART 207 - Basic Design I Credits: 3
- ART 106 - Printmaking I Credits: 3
- ART 209 - Basic Design II Credits: 3

Senior Exhibition—3

ART 497 - BFA Exhibition Credits: 1–3

Advanced Visual Art Requirements—8

In consultation with the advisor, choose 8 elective credits in one studio area from the following:

- ART 304 - Drawing II Credits: 3
- ART 305 - Painting II Credits: 2–4
- ART 306 - Printmaking II Credits: 2–4
- ART 307 - Ceramics II Credits: 2–6
- DSGN 310 - Typography Credits: 3
- DSGN 431 - Editorial Design Credits: 3
- DSGN 432 - Brand Design Credits: 3
- DSGN 433 - The Business of Design Credits: 3
- DSGN 434 - Design in Advertising Credits: 3
- DSGN 435 - Package Design Credits: 3

Andrews Core Experience—Visual Arts Education with Secondary Certification

For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum

Religion: 12

- RELT 100 - God and Human Life Credits: 3
- RELT 225 - Doctrines of the Adventist Faith Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4

and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 - College Writing I Credits: 3
- ENGL 215 - College Writing II Credits: 3
- COMM 450 - Communication in the Classroom Credits: 3

History:

- HIST 117 - Civilizations and Ideas I Credits: 3
- HIST 118 - Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

Covered by major

Life/Physical Sciences:

Take one course from Life Science and one from Physical Science. Choose from Andrews Core Experience requirements.

Mathematics:
BS degree requirement

Service:
- EDTE 165 - Introduction to Teaching Credits: 4

Social Sciences:
- GDPC 302 - Educational Psychology Credits: 3
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:
- HLED 120 - Fit for Life Credits: 1
  plus two additional courses from personal fitness, outdoor skills or team activity

Undergraduate Minor

Art History Minor

Recommended for students of literature, history, and sociology as a complementary area of study. The minor concentration in art history responds to the needs of those students pursuing a major in another field who would like to expand their knowledge of the art of various cultures and of art-historical research methods. The minor offers flexibility in the selection of courses to suit the interests of students in other fields of the humanities or sciences seeking the broad cultural perspective that art history provides.

Total Credits - 21

Minor: Requirements - 12
- ART 200 - Color Theory and Use Credits: 3
- ARTH 325 - Prehistoric to Medieval Art Credits: 3
- ARTH 326 - Renaissance to Modern Art Credits: 3
- ARTH 440 - Art Since 1945 Credits: 3

Minor: Electives - 9
Choose three of the following Courses:
- ARCH 425 - Architecture of Ancient Americas Credits: 2,3
- ARCH 426 - Far Eastern Architecture Credits: 2,3
- ART 380 - Topics in: Credits: 1–6 (Minimum of 3 credits required / Special topics in art history classes only)
- ARTH 345 - History of Graphic Design Credits: 3
- ARTH 450 - Study Tour: Credits: 0
- ENGL 315 - Professional Writing Credits: 3
- FILM 210 - Survey of Documentary Film Credits: 3
- FILM 315 - Movements in World Cinema Credits: 3
- PHTO 210 - History of Photography Credits: 3

Communication Arts Minor

(Secondary Education)

(Secondary Education)
Available only to those students obtaining secondary teacher certification. For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Requirements
- COMM 215 - Introduction to Communication Theory Credits: 3
- COMM 480 - Communication Capstone Credits: 3
- JOUR 230 - Beginning Media Writing Credits: 3
  and 10 credits of electives selected from foundational courses of the major.

Total Credits: 20

Communication Studies Minor

All minors require that students earn at least 12 credits in courses numbered 300 and above.

Requirements
- COMM 215 - Introduction to Communication Theory Credits: 3
Choose 17 credits of electives from Communication-related courses.

Total Credits: 21

Film Minor

In the Film minor, students will be taking the core classes in our award-winning film program, learning to successfully utilize cameras, lights, computers and software in the telling of important and visually arresting stories. Students will be immersed in the art of directing, producing, writing, cinematography and post-production. With the combination of their chosen major and a film minor, students should have a strong foundation for entrance into the film and television industry.

Minor Requirements - 21
- FILM 105 - Intro to Filmmaking Credits: 3
- FILM 225 - Screenwriting Credits: 3
- Additional 15 credits in FILM

Graphic Design Minor

Recommended for students interested in communication, marketing, architecture, photography and technology.

Required courses:
- ART 104 - Drawing I Credits: 3
- ART 130 - Introduction to Digital Media Credits: 3
- ART 207 - Basic Design I Credits: 3
- DSGN 214 - Graphic Design I Credits: 3
- DSGN 310 - Typography Credits: 3
- ARTH 345 - History of Graphic Design Credits: 3
- PHTO 175 - Digital Imaging Credits: 3

Total Credit: 21

Painting and Drawing Minor

Recommended for students interested in technology, the humanities, and the design areas.

Minor: Requirements - 21
- ART 104 - Drawing I Credits: 3
- ART 105 - Painting I Credits: 3
- ART 106 - Printmaking I Credits: 3
  3 Credits of Art History from ARTH, PHTO, FILM, or DSGN.
  9 Credits of either:
  - ART 304 - Drawing II Credits: 3 (repeatable)
  - ART 305 - Painting II Credits: 2–4 (repeatable)

Photography Minor

Recommended for students interested in technology, communication, architecture, the humanities and the design areas.
Required Courses:
- FILM 105 - Intro to Filmmaking Credits: 3
- PHTO 175 - Digital Imaging Credits: 3
- PHTO 115 - Photography I Credits: 3 OR PHTO 116 - Digital Photography I Credits: 3
- PHTO 200 - Advanced Photography I Credits: 3
- PHTO 220 - Color Photography I Credits: 3
  Upper Division Elective Credits in PHTO:

Total Credits: 21

Public Relations Minor

All minors require that students earn at least 12 credits in courses numbered 300 and above.

Requirements
- JOUR 230 - Beginning Media Writing Credits: 3
- PREL 255 - Introduction to Public Relations Credits: 3
  Remainder selected from Communication or Journalism-related courses - Credits: 14

Total Credits: 21

Masters

Communication MA

The Master of Arts program is designed for students who wish to develop advanced-level skills and an expanded knowledge base in Communication. Additionally, it also gives them the option of selecting a specific concentration area in which they focus their studies and connect a specific area of interest to the broader field of Communication. For information about requirements for admission, progression through the program, and completion, please see Department’s Graduate Student Manual at www.andrews.edu/communication and under the “Graduate” tab.

Total Credits: 33

MA Degree Requirements

Degree Core - 12
- COMM 500 - Graduate Colloquium Credits: 3
- COMM 510 - Communication Theory Credits: 3
- COMM 520 - Communication Research I Credits: 3
- COMM 525 - Christian Communication Worldview & Ethics Credits: 3
- COMM 650 - Communication Research II Credits: 3

Communication electives - 6
  - Suggested Courses for Theoretical/Research-based Track
    - COMM 536 - Issues in Intercultural Communication Credits: 2,3
    - COMM 570 - Gender, Race, and Class Credits: 3
    - COMM 574 - Family Communication Credits: 3
    - COMM 580 - Interpersonal Communication Credits: 2–3
    - COMM 585 - Organizational Communication Credits: 2,3
    - COMM 600 - Leadership Communication Credits: 2,3
  - Suggested Courses for Professional-based Track
    - COMM 635 - Crisis Communications Credits: 2,3
    - COMM 653 - Communication Pedagogy Credits: 3
    - COMM 587 - Producing Practicum Credits: 2,3
    - COMM 589 - Internship/Practicum in Communication Credits: 1–4

  COMM 610 - Advanced Persuasion Credits: 2,3
  COMM 615 - Media Law Credits: 2,3
  COMM 690 - Independent Study in Communication Credits: 1–3
  ART 530 - Graphic Design Concepts Credits: 2,3 (Required for Visual Art Concentration)

Concentration area courses - 12
Courses may be selected from one or more areas of interest within Communication (no concentration declaration required). Alternatively, a student may declare one of the following concentrations:
- Communication Management
- Interdisciplinary Communication
- International Communication Development
- Media Studies

Culminating Experience - 3
- COMM 670 - Comprehensive Examination Credits: 0
- COMM 695 - Production Project Credits: 3
  Or COMM 699 - Master’s Thesis Credits: 3

Concentration Areas

Communication Management
- COMM 590 - Graduate Seminar in ________ Credits: 2,3 (Organizational Communication)
- COMM 600 - Leadership Communication Credits: 2,3
  Choose 6-8 credits of the following courses:
  - BSAD 500 - Survey of Management Credits: 2
  - BSAD 505 - Survey of Operations Management Credits: 2
  - BSAD 506 - Survey of Business Law Credits: 2
  - BSAD 515 - Organizational Behavior & Leadership Credits: 3
  - BSAD 526 - Emergency Management Credits: 3
  - BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
  - BSAD 545 - International Business Management Credits: 3
  Additional course options may be considered by the supervising committee.

Interdisciplinary Communication
Course options are selected with the approval of the other department(s) and the advisor or coordinator of graduate program; however, the student must establish competency in two of the following three areas:
- Writing
- Speaking
- Visual communication

Humanitarian and Development Communication
- COMM 540 - Communication in Development Practice Credits: 2,3
  Choose 6-8 credits of the following courses:
  - BSAD 500 - Survey of Management Credits: 2
  - BSAD 515 - Organizational Behavior & Leadership Credits: 3
  - BSAD 526 - Emergency Management Credits: 3
  - BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
  Additional course options may be considered by the supervising committee.

Suggested Courses for Professional-based Track
- CIDS 520 - Development Theory and Practice Credits: 3
- CIDS 524 - Humanitarian Studies: Theory and Practice Credits: 3
- CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2
- CIDS 538 - Needs Assessment, Project Design and Evaluation Credits: 3
- CIDS 555 - Development Policy and Analysis Credits: 3
- SOCI 508 - Emergency Preparedness Credits: 2
- SOCI 555 - Emergency Planning Credits: 2

Suggested Courses for Theoretical/Research-based Track
- CIDS 554 - Topics in ________ Credits: 1–3 (Media Management)
- COMM 590 - Graduate Seminar in ________ Credits: 2,3 (Magazine Writing and/or Media Literacy)
- COMM 620 - Christian Mass Media Development Credits: 3
- COMM 630 - Media Production Credits: 3
- COMM 648 - Communication Workshop Credits: 1–6 (Writing for the Media)

Visual Art
8 credits in one of the following tracks: Graphic Design, Film, or Photography.
Plus, 4 credits in any Visual Art track.

Course Options:
- ART 530 - Graphic Design Concepts Credits: 2,3
- COMM 587 - Producing Practicum Credits: 2,3
- COMM 468 - Directing and Producing for Studio Television Credits: 3
- DSGN 510 - Typography Credits: 2–3
- DSGN 551 - Web Design II Credits: 2–3
- DSGN 585 - Digital Publishing Credits: 2–3
- DSGN 514 - Graphic Design I Credits: 2–3
- DSGN 531 - Editorial Design Credits: 2–3
- DSGN 532 - Brand Design Credits: 2–3
- DSGN 534 - Design in Advertising Credits: 2–3
- DSGN 550 - Web Design I Credits: 2–3
- FILM 505 - Intro to Film Making Credits: 2–3
- FILM 525 - Screenwriting Credits: 2–3
- FILM 550 - Cinematography Credits: 2–3
- FILM 555 - Sound Recording and Editing Credits: 2–3
- FILM 575 - Post-Production Credits: 2–3
- FILM 590 - Producing for Film and Television Credits: 2,3
- PHTO 570 - Photojournalism Credits: 2–3
- PHTO 500 - Advanced Photography Credits: 2–3
- PHTO 516 - Digital Photography Credits: 2–3
- PHTO 520 - Color Photography Credits: 2–3
- PHTO 565 - Digital Imaging Credits: 2–3
- PHTO 575 - Documentary Photography Credits: 2–3
- PHTO 580 - Lighting I Credits: 2–3

General Admission Requirements

Graduate Program admission requirements, academic information and graduation procedures are detailed in the School of Graduate Studies & Research section of this catalog.

Departmental Admission Requirements

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

At the time of application for admission, students must:
- have a bachelor’s degree or its equivalent.
- present a resume of current experience.
- submit a Statement of Purpose which explains how the relevant disciplines will be integrated to meet his/her career and academic goals.

Upon acceptance and registration, the student in conjunction with the graduate advisor will develop a Plan of Study which is based on the student’s Statement of Purpose.

must have minimum GPA for entrance into Andrews University School of Graduate Studies.

No GRE is required if your undergraduate GPA is above 3.0.

In addition to the admission requirements of the School of Graduate Studies & Research, the student applying to the Department of Visual Art, Communication & Design must meet the following requirements:

Language Requirements

English Proficiency Requirements. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting.

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL Paper-based</td>
<td>565</td>
</tr>
<tr>
<td>TOEFL iBT Internet-based</td>
<td>85-Minimum 20 in each section (reading, listening, speaking, writing).</td>
</tr>
<tr>
<td>MELAB</td>
<td>81</td>
</tr>
<tr>
<td>IELTS</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Progression

All graduate students need to understand that:

The GRE must be completed in order to register for the second semester courses.

Must enroll in COMM 500 - Graduate Colloquium Credits: 3 every Fall and Spring semester.

A student on regular status must, in consultation with the graduate advisor, identify members to serve on a supervisory committee, prior to application to Candidacy. It determines individual requirements for completion with reference to a student’s Plan of Study.

A 3.00 GPA per semester must be maintained.

The Advancement to Candidacy deadline is the semester prior to the student applying for graduation.

Students are responsible for completing all the required forms.

All required forms are submitted to the coordinator of the Department Graduate Program. On approval, recommendations are made to the Records Office and to the Dean of Graduate Studies. See General Academic Policies for further details on graduation procedures and degree conferral.

Masters Dual Degrees

Note: Because each dual degree is listed in two schools you will find duplicates. The content is identical except for order of information.

Master of Arts, Communication/
Master of Divinity Dual Degree
MA/MDiv

Andrews University has chosen to establish a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Communication in the College of Arts and Sciences. Students can potentially complete the two degrees in less than 3½ years; 2 years in the Theological Seminary and 1 to 1½ years in the Department of Communication. It will also prepare MDiv students for service in occupations where Communication—and in particular, media-related Communication—intersects with the pastoral mission of the church. Pastors today are challenged to minister and serve in ever-widening fields and increasingly diverse audience groups, and being able to do so effectively through a variety of mediums is becoming more important than ever before. Likewise, there are benefits to understanding the how and why of communication and what it takes to be an effective communicator on all levels outside of the pulpit. Furthermore, this collaboration allows for widened employment opportunities including television and radio, public relations, corporate communications, advertising, management, healthcare communications, and more.

General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Visual Arts, Communication and Design in the College of Arts and Sciences. Students can potentially complete the two degrees in less than 3½ years; 2 years in the Theological Seminary and 1 to 1½ years in the Communication Program.

This dual degree program will also prepare students for service in occupations where Communication—and in particular, media-related Communication—intersects with the pastoral mission of the church. Pastors today are challenged to minister and serve in ever-widening fields and increasingly diverse audience groups, and being able to do so effectively through a variety of mediums is becoming more important than ever before. Likewise, there are benefits to understanding the how and why of communication and what it takes to be an effective communicator on all levels outside of the pulpit. Furthermore, this collaboration allows for widened employment opportunities including television
and radio, public relations, corporate communications, advertising, management, healthcare communications, and more.

Since both the MA Communications and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 100

Credits for Each Program

**MDiv:** Graduation requirements consist of the satisfactory completion of 100 semester credits with an overall grade point average of 2.75 or better. 67 credits are MDiv credits, and 33 credits are Communication credits.

11 of these credits are shared between the MDiv and Communication programs:

- THST 605 Principles of Christian Ethics (3 Cr) is used as a Communications core course
- CHIS 504 Adventist Heritage during their first year in the MDiv program.

2 Credits of CHMN 552 - Foundations of Pastoral Ministry Credits: 0,2
- OR Church Policy Exam 80% - August, September

2 Credits of CHMN 555 - Foundations of Pastoral Ministry Credits: 0,2
- OR Adventist Heritage Placement Exam 80%
- Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their first year in the MDiv program.

2 Credits of CHMN 505 - Biblical Preaching Credits: 2
2 Credits of CHMN 536 - Personal Evangelistic Ministry Credits: 2,3
3 Credits of CHIS 504 - Adventist Heritage Credits: 0,3
- OR Adventist Heritage Placement Exam 80%
- Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their first year in the MDiv program.

2 Credits of CHIS 506 - Church History to 1500 Credits: 2,3
2 Credits of CHIS 507 - Church History 1500 to Present Credits: 2,3
2 Credits of NTST 520 - Introduction to the New Testament Credits: 2
2 Credits of NTST 530 - Introduction to Revelation Credits: 2
2 Credits of NTST 551 - Beginning Greek Credits: 0,2 (C- or higher)
- OR Greek Placement Exam 45% or higher - May, August
- Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of OTST 552 - Biblical Hebrew II Credits: 0,2,3 (C+ or higher)
- OR Hebrew Placement Exam 65% or higher - May, August
3 Credits of THST 521 - Christian Theology I Credits: 2,3
3 Credits of THST 522 - Christian Theology II Credits: 2,3

**MDiv Degree Requirements: 67 (plus 5-12 additional MDiv credits shared with Comm)**

**Semenary New Student Orientation**

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

- GSEM 501 - New Student Orientation Credits: 0

**Divinity Core**

Interdisciplinary Credits: 2
- 2 Credits of GSEM 530 - Doctrine of the Sanctuary Credits: 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a “Great Controversy, Covenant, Law, Sabbath” course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

- On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.
- Colloquia requirements for transfer students or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

- GSEM 505 - Colloquium: _______________ Credits: 0

**Christian Ministry Credits: 17**

- CHMN 539 - Church Growth and the Equipping Pastor: ____________ Credits: 3
- 2 Credits of CHMN 555 - Pastoral Counseling Credits: 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

- Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

**CHMN 562 - Field Evangelism Credits: 2–6**

**CHMN 644 - Field Evangelism: Chaplaincy Credits: 3**

**CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3–6**

**2 Credits of CHMN 560 - Theological Field Education Credits: 1,2**

**TFE Exemption:** Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

- 1 Credit of CHMN 567 - Health Ministry Credits: 1–3
- 2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

Choose one 2 credit (600-level) CHMN Advanced Preaching Core Elective (CHMN List):

- CHMN 600 - Preaching from the New Testament Credits: 2,3
- CHMN 607 - Preaching from the Old Testament Credits: 2,3
- CHMN 609 - Media Ministry Credits: 2,3
- CHMN 614 - Preaching from Daniel or Revelation Credits: 2,3
- CHMN 627 - Black Preaching Credits: 2,3
CHMN 632 - Contextualized Preaching: Credits: 2,3
CHMN 633 - Preaching the Literary Forms of the Bible: Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum: Credits: 2,3
CHMN 637 - Seminar in Preaching: Credits: 2,3

Choose one 2 credit NADEI Core Elective (NADEI List 2):
CHMN 557 - Practicum in Clinical Pastoral Education: Credits: 2–8
CHMN 604 - Mobilizing for Evangelistic Ministry: Credits: 2,3
CHMN 606 - Mission-Shaped Church Planting: Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum: Credits: 2,3
CHMN 641 - Practicum in Military Chaplaincy: Credits: 2-8
CHMN 656 - Evangelistic Small Groups: Credits: 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9
3 Credits of DSRE 541 - Foundations of Biblical Spirituality: Credits: 2,3
2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships: Credits: 2,3
2 Credits of DSRE 534 - Ministry to Youth and Young Adults: Credits: 2,3
2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community: Credits: 2,3

Church History Credits: 7
2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology: Credits: 2,3
2 Credits of CHIS 624 - Issues in Ellen G. White Studies: Credits: 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):
CHIS 600 - The Early Church to A.D. 604: Credits: 2,3
CHIS 609 - The Church in the Middle Ages: Credits: 2,3
CHIS 620 - Seminar in Christian Biography: Credits: 2,3
CHIS 625 - Seminar in Church-State Thought: Credits: 2,3
CHIS 629 - History of Christian Spirituality: Credits: 2,3
CHIS 630 - History of Jewish Experience: Credits: 2,3
CHIS 634 - Reformation Theology: Credits: 2,3
CHIS 635 - History of the African American Churches: Credits: 2,3
CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath: Credits: 2,3
CHIS 640 - Reformation: Credits: 2,3
CHIS 650 - English Reformation and Rise of Puritanism: Credits: 2,3
CHIS 654 - Seminar in English Reformation and Puritan Theology: Credits: 3
CHIS 655 - Wesley and Methodism: Credits: 2,3
CHIS 657 - Seminar in Reformation Theology: Credits: 3
CHIS 659 - Seminar in the History of Selected Christian Doctrines: Credits: 3
CHIS 660 - History of Religion in America: Credits: 2,3
CHIS 664 - History of American Religious Thought: Credits: 2,3
CHIS 665 - Modern Church History: Credits: 2,3
CHIS 668 - History of Religious Liberty: Credits: 2,3
CHIS 670 - Seminar in History of the Seventh-day Adventist Church: Credits: 2,3
CHIS 673 - Development of Seventh-day Adventist Lifestyle: Credits: 2,3
CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle: Credits: 2,3
CHIS 680 - History of Sabbath and Sunday: Credits: 2,3
CHIS 682 - Seminar in Church History: Credits: 3
CHIS 683 - The Pastor, Church and Civil Law: Credits: 3
CHIS 684 - Seminar in History of Sabbath and Sunday: Credits: 3
CHIS 685 - Studies in Church History: Credits: 2,3
CHIS 686 - Development of Prophetic Interpretation: Credits: 2,3
CHIS 687 - Seminar in Development of Prophetic Interpretation: Credits: 2,3
CHIS 688 - Contemporary Trends: Credits: 2,3
CHIS 689 - History of Worship and Liturgy: Credits: 3
CHIS 690 - Independent Study: Credits: 1–3

World Missions Credits: 6
MSSN 546 - Mission in Cultural and Religious Context: Credits: 3
MSSN 561 - Christian Witness and World Religions: Credits: 3

Theology Credits: 13
2 Credits of THST 635 - Issues in Origins: Credits: 2,3
3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics: Credits: 3

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):
THST 608 - The Great Controversy, Covenant, Law, Sabbath: Credits: 2,3
THST 615 - Doctrine of the Church: Credits: 2,3
THST 616 - Doctrine of God: Credits: 2,3
THST 617 - The Works of God: Credits: 2,3
THST 618 - The Works of Christ: Credits: 2,3
THST 619 - Principles and Methods of Theology: Credits: 2,3
THST 630 - Doctrine of Christ: Credits: 2,3
THST 637 - Biblical Eschatology: Credits: 2,3
THST 639 - Doctrine of the Holy Spirit: Credits: 2,3
THST 640 - Doctrine of Salvation: Credits: 2,3
THST 647 - Human Nature and Destiny: Credits: 2,3
THST 649 - Seminar in Theological Issues: Credits: 2,3
THST 678 - Science and Religion: Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):
THST 623 - Contemporary Adventist Theological Issues: Credits: 2,3
THST 624 - Protestant Theological Heritage: Credits: 2,3
THST 625 - Early Christian Theology: Credits: 2,3
THST 626 - Modern Christian Theology: Credits: 2,3
THST 627 - Roman Catholic Life & Thought: Credits: 2,3
THST 628 - Contemporary Theology: Credits: 2,3
THST 629 - History and Theology of Ecumenism: Credits: 2,3
THST 656 - Seminar in Historical Theology: Credits: 2,3
THST 667 - Postmodernism and the Church: Credits: 2,3
THST 676 - History of Philosophy: Credits: 2,3
3 Credits of THST 605 - Principles of Christian Ethics: Credits: 2,3
OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):
THST 600 - Christian Personal Ethics: Credits: 2,3
THST 624 - Christian Social Ethics: Credits: 2,3
THST 643 - Christian Professional Ethics: Credits: 2,3
THST 644 - Theological Ethics: Credits: 2,3
THST 659 - Seminar in Philosophy, Theology, and Ethics: Credits: 2,3
THST 660 - Church and Society: Credits: 2,3
CHMN 549 - Philosophy & Ethics of Chaplaincy: Credits: 2

New Testament Credits: 8
Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:
NTST 648 - Revelation: Credits: 2,3 (as New Testament Exegesis)
OR
NTST 647 - Eschatology: Credits: 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Greek proficiency required. (NTST List A):
NTST 645 - Hebrews: Credits: 2,3
NTST 646 - Topics in New Testament Exegesis: Credits: 2,3
NTST 648 - Revelation: Credits: 2,3
NTST 653 - Advanced Studies in the General Epistles: Credits: 2,3
NTST 655 - Advanced Studies in the Pauline Writings: Credits: 2,3
NTST 678 - Seminar in Greek Exegesis: Credits: 2,3

Choose one 3 credit (600 level) New Testament Theology Core Elective - Intermediate Greek proficiency required. (NTST List B):
NTST 613 - Love, Marriage and Divorce: Credits: 2,3
NTST 614 - Suffering, Death and Resurrection: Credits: 2,3
NTST 616 - Theology of Luke-Acts: Credits: 2,3
NTST 623 - New Testament Theology of Prayer: Credits: 2,3
NTST 627 - New Testament Theology of Salvation: Credits: 2,3
NTST 628 - The Holy Spirit in the New Testament: Credits: 2,3
NTST 629 - New Testament Ecclesiology: Credits: 2,3
NTST 630 - Theology of the Synoptic Gospels: Credits: 2,3
NTST 633 - Social Issues in the New Testament: Credits: 2,3
NTST 634 - Theology of the Pauline Epistles: Credits: 2,3
NTST 641 - Theology of the Johannine Writings: Credits: 2,3
NTST 647 - Eschatology: Credits: 2,3
NTST 667 - Topics in New Testament Theology: Credits: 2,3
Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (OTST List C):

- OTST 606 - New Testament Textual Criticism and Canon Formation Credits: 2,3
- OTST 615 - New Testament Archaeology Credits: 2,3
- OTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
- OTST 635 - Intertextual Literature Credits: 2,3
- OTST 636 - Jerusalem in the Time of Jesus Credits: 2,3
- OTST 654 - Second Century Christianity Credits: 2,3
- OTST 680 - Greco-Roman World Credits: 2,3
- OTST 684 - Judaism and the New Testament Credits: 2,3
- OTST 689 - Seminar in New Testament Backgrounds Credits: 2,3
- OTST 695 - Topics in New Testament Backgrounds Credits: 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

6 Credits of OTST 674 - Daniel Credits: 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective - Intermediate Hebrew proficiency required (OTST List A):

- OTST 628 - Methods of OT Exegesis Credits: 2,3
- OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
- OTST 664 - Pentateuch Credits: 3
- OTST 666 - Historical Books Credits: 3
- OTST 668 - Psalms/Wisdom Literature Credits: 3
- OTST 671 - Minor Prophets Credits: 3
- OTST 681 - Seminar in Old Testament Exegesis Credits: 2,3
- OTST 689 - Topics in Old Testament Exegesis Credits: 2,3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - Intermediate Hebrew proficiency required (OTST List B):

- OTST 619 - Theology of the Old Testament Credits: 2,3
- OTST 620 - Seminar in Old Testament Theology Credits: 2,3
- OTST 627 - Jewish Life and Thought Credits: 2,3
- OTST 685 - Principles of Hermeneutics Credits: 2,3
2 Credits of OTST 510 - Archaeology and the Bible Credits: 2,3

Choose one 2 credit (600 Level) Old Testament Archaeology Credits: 2,3

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

- OTST 615 - New Testament Archaeology Credits: 2,3
- OTST 514 - Bible Lands and Their Explorations Credits: 2,3
- OTST 604 - History of the Ancient Near East Credits: 2,3
- OTST 635 - History of Israel Credits: 2,3

Choose a total of 6 credits of electives from the following classes. Must take CHMN543 Christian Leadership in a Changing World (2 Cr) then choose 4 credits from the list below.

2 Credits of CHMN 543 - Christian Leadership in a Changing World Credits: 2,3

Choose 4 credits from the following list:

- ART 530 - Graphic Design Concepts Credits: 2,3
- COMM 536 - Issues in Intercultural Communication Credits: 2,3
- COMM 570 - Gender, Race, and Class Credits: 3
- COMM 574 - Family Communication Credits: 3
- COMM 580 - Interpersonal Communication Credits: 2–3
- COMM 585 - Organizational Communication Credits: 2,3
- COMM 587 - Producing Practicum Credits: 2,3
- COMM 589 - Internship/PRACTICUM in Communication Credits: 1–4
- COMM 600 - Leadership Communication Credits: 2,3
- COMM 610 - Advanced Persuasion Credits: 2,3
- COMM 615 - Media Law Credits: 2,3
- COMM 635 - Crisis Communications Credits: 2,3
- COMM 653 - Communication Pedagogy Credits: 3
- COMM 690 - Independent Study in Communication Credits: 1–3

Culminating Experience: 3

- COMM 670 - Comprehensive Examination Credits: 0
- COMM 695 - Production Project Credits: 3
- OR COMM 699 - Master's Thesis Credits: 3

Admission Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)

Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.

If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner’s aspirations for future ministry.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.

An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.

Complete and return the Sixteen Personality Factor Questionnaire as directed.

Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Recommendations

- Church board where the applicant is a member
- Church administrator, pastor, or elder
- General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements
Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- MELAB - 81
- IELTS - 6.5
- PTE - 58

Master of Arts In Communication

Please note, MA can be taken consecutively or concurrently with M. Div.

Baccalaureate Degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.

Undergraduate GPA: A minimum GPA same as general university standards for graduate admittance.

Recommendations from the church board where the applicant is a member; College teacher/advisor, and church administrator, pastor, or recent employer.

Undergraduate coursework: 12 semester credits in communication and/or related areas

Other:

Satisfy the admission requirements of the School of Graduate Studies & Research

Present a resume of current experience

Submit a statement of purpose which explains how the relevant disciplines will be integrated to meet his/her career and academic goals

Complete any deficiencies at the beginning of the program

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- MELAB - 81
- IELTS - 6.5
- PTE - 58

Exceptions to these requirements may be granted by the Department of Visual Art, Communication and Design on an individual basis.

Program Outcomes

To enable students to integrate both theological and communication-savvy approaches to reaching expanded audiences with increased levels of effectiveness and efficiency, thereby enhancing their usefulness as instruments of the Holy Spirit.

To prepare students for various forms of ministry in which communication (in particular, media) skills/experience and theology are needed.

To sensitize students to nontraditional ministry opportunities by exposing them to theoretical knowledge and practical skills that will increase their options for spreading the gospel.

Pre-Professional

Pre-Professional Program in Art Therapy

“Art therapy is a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. A goal in art therapy is to improve or restore a client's function and his or her sense of personal well-being. Art therapy practice requires knowledge of visual art (drawing, painting, sculpture, and other art forms) and the creative process, as well as of human development, psychological, and counseling theories and techniques.”

Art (Studio)

ART 104 - Drawing I

Credits: 3

A foundational course where basic drawing principles are introduced and observational abilities are developed. Standards of drawing, such as line, value, composition and perspective are explored using a variety of approaches, tools and media.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

College Code: CAS

ART 105 - Painting I

Credits: 3

An introduction to various painting techniques, principles of color, composition and materials. Objective subject matter is emphasized and the development of a basic visual vocabulary.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

College Code: CAS

ART 106 - Printmaking I

Credits: 3

Explores basic intaglio and relief printmaking methods such as linoleum cut, engraving and various etching techniques. Emphasis on technical skill development and personal imagery.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ART 104; Recommended: ART 207.

Schedule Type: Studio

College Code: CAS

ART 107 - Ceramics I

Credits: 3

An introduction to working with clay and glazes for the creation of hand-built ceramic objects.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

College Code: CAS

ART 130 - Introduction to Digital Media

Credits: 3

An introductory survey of the discipline of digital media. Students are introduced...
to Adobe Creative Suite applications (Photoshop, Illustrator, InDesign and Acrobat), basic printing principles, vector and raster graphics, image acquisition and output. Understanding the Macintosh computer is also covered.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

**ART 200 - Color Theory and Use**

Credits: 3
A hands-on study of the aesthetic, historical, perceptual, scientific, and psychological aspects of color and color mixing.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

**ART 207 - Basic Design I**

Credits: 3
A study of the elements and organizational principles of 2-dimensional design.

Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
College Code: CAS

**ART 209 - Basic Design II**

Credits: 3
An introduction to the principles of three dimensional design and sculpture media. Introduces students to a variety of tools and materials which help to develop 3-D expression.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
College Code: CAS

**ART 304 - Drawing II**

Credits: 3
In-depth study in the art and craft of drawing, designed to expand one's visual vocabulary. Emphasis placed on observational drawing with explorations in figure, still life. Conceptual drawing and illustration is also explored.

Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 104.
Repeatable: Repeatable
Schedule Type: Blended Learning, Studio
College Code: CAS

**ART 305 - Painting II**

Credits: 2–4
Advanced-level painting course, with an in-depth study in the art and craft of painting, designed to expand one's visual vocabulary. Exploration in an area of painting practice; illustration, portrait, figurative, still life, landscape or conceptual.

Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 105.
Repeatable: Repeatable
Schedule Type: Studio
College Code: CAS

**ART 306 - Printmaking II**

Credits: 2–4
One of the major methods (relief, intaglio, lithography, screenprinting) may be selected for semester-long exploration.

Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: CAS

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** ART 106, ART 207
**Repeatable:** Repeatable
**Schedule Type:** Studio
**College Code:** CAS

**ART 307 - Ceramics II**

Credits: 2–6
A systematic exploration of a particular area of ceramic practice. Subjects may include: wheel throwing, glaze formulation, various firing practices, raku, ceramic sculpture, exploring a form, or other assignments chosen by the professor.

Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 107.
Repeatable: Repeatable
Schedule Type: Studio
College Code: CAS

**ART 308 - Sculpture I**

Credits: 2–6
The expressive use of a range of materials through the skills of modeling, carving, and construction. Usually one medium is studied during the semester.

Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 209
Repeatable: Repeatable
Schedule Type: Studio
College Code: CAS

**ART 380 - Topics in:**

Credits: 1–6
Courses cover specific topic areas in Studio Art and Art History such as: African Art, Asian Art, Design, Egyptian Art, Near Eastern Art, Mixed Mediums, Method and Theory in Art History, and Watercolor. Prerequisites for advanced studio courses apply to Topics course.

Course Attribute: Art History course
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: CAS

**ART 457 - Art Methods: Elementary**

Credits: 4
Covers the process of teaching creativity and artistic expression to students at the elementary level. The focus is on understanding the developmental levels of creativity in children. Art is also integrated in the rest of the curriculum. Art projects are part of this course.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

**ART 459 - Art Methods: Secondary**

Credits: 4
Deals with teaching creativity and artistic expression to students at the secondary level. It covers the developmental levels of students and gives practical ideas for developing individual creativity. Project ideas are part of the course.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

**ART 478 - Visual Art Study Tour**

Credits: 6
This course is designed to take students to venues in various locations in the United States and around the world. This tour course is part of the degree requirements for all BA and BFA degrees as noted in each Emphasis. Each BFA Emphasis will design a tour that fits its discipline. The content of the 6 credits will be decided by each BFA Emphasis.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
## ART 480 - Practicum in Visual Art Education

**Credits:** 4  
Application of principles of art in education, and integrating various subjects into the art curriculum. An introduction to the curriculum of K12 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Prerequisite(s):** ART 457, ART 459.  
**Schedule Type:** Practicum  
**College Code:** CAS

## ART 485 - Independent Reading/Project

**Credits:** 1–3  
Individual study and readings on topics in consultation with advisor and/or instructor.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Pracitcum  
**College Code:** CAS

## ART 487 - Internship

**Credits:** 1–3  
Supervised work experience in the student’s major and/or emphasis area. 120 hours of work is required for each credit.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 3 credits  
**Schedule Type:** Practicum  
**College Code:** CAS

## ART 488 - Senior Project

**Credits:** 3  
This capstone course allows for the synthesis of the students’ academic and studio work, developing an individual project proposal and culminating in a thoughtful presentation that demonstrates knowledge of specific issues, methods, and materials.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite(s):** Permission of the instructor.  
**Schedule Type:** Independent  
**College Code:** CAS

## ART 489 - Portfolio Development

**Credits:** 1–3  
This course focuses on student’s job-seeking portfolios through lectures, demonstrations and studio work. Existing projects are refined and gaps are filled in new projects. All projects meet professional standards and quality.

**Lecture/Lab:** Lab required  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite(s):** Minimum of 24 credits in a portfolio emphasis.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**Special Approval:** Instructor permission required

**College Code:** CAS

## ART 490 - Art and Design Research Course

**Credits:** 0  
Research course designed for research conducted by student under supervision of instructor.

**Course/Lab Fee:** Yes

## ART 504 - Drawing I

**Credits:** 2–3  
A skill-building, project-based foundational course where basic drawing principles are introduced and observational abilities are developed.

**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course

## ART 530 - Graphic Design Concepts

**Credits:** 2,3  
The skill-based, applied course will introduce students to the basics of two-dimensional design, and the primary software tools used by design professionals. Students will apply knowledge directly to real-world design problems.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Schedule Type:** Lecture  
**College Code:** CAS

## ART 597 - Independent Study

**Credits:** 1–3  
Individual study or research under the direction of an instructor.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**Special Approval:** Permission of department chair required  
**College Code:** CAS

## Art History

## ARTH 220 - Language of Art

**Credits:** 3  
Presents the elements of visual language and studies them in relationship to images of famous paintings, sculptures, and contemporary advertisements. Does not duplicate an art history course.

**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## ARTH 325 - Prehistoric to Medieval Art

**Credits:** 3  
Examines the ancient images of non-Western and Western cultures as they are manifested in famous works of art and architecture.

**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## ARTH 326 - Renaissance to Modern Art

**Credits:** 3  
A survey of selected Western and non-Western artists, techniques, and cultural eras from 1300 to 1945.

**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course

**Grade Mode:** Normal (A-F,I,W)
Communication

COMM 104 - Communication Skills
Credits: 3
Study of the human communication process—including a multicultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations. Transfer students, juniors, and seniors meet the General Education requirement by taking one of the following: COMM 320, 436, or 456. Communication majors who transfer in take COMM 320, COMM 436 or COMM 456.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

COMM 145 - Introduction to Television Production
Credits: 2–3
This hands-on introductory production course introduces the students to television production, utilizing state-of-the-art industry equipment. Emphasis will be placed on planning, production, post production and presentation. By the end of the course the students have practical knowledge of television production working with lights, audio and video equipment. They are required to produce a short television program for this class. Laboratory and lab fee are required.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 215 - Introduction to Communication Theory
Credits: 3
A study of classical and modern theories of rhetoric, interpersonal communication, language, and the role of communication in establishing social reality.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 280 - Voice and Diction
Credits: 3
Through vocal analysis and studying the production and differentiation of sound units in the English language, students identify and develop vocal strengths and identify and remedy vocal problems. Students learn to use their voices to achieve maximum understanding and pleasure. Includes theory, practice exercises, public performances, and an introduction to the International Phonetic Alphabet.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 290 - Practicum
Credits: 1–3
Supervised work experience in journalism, public relations, or another aspect of communication. A minimum of 75 clock hours of work experience is required. Obtain procedures and guidelines from the department.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Practicum
College Code: CAS

COMM 320 - Interpersonal Communication
Credits: 3
Emphasis is placed on interpersonal skills for the workplace. Students examine components of interpersonal communication such as listening, perception, managing conflict, etc., then apply specific strategies to build relationships.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
### COMM 325 - Media Literacy
**Credits:** 3  
A critical and experiential approach to information conveyed through the mass media. It includes an introduction to myth and meaning and the importance of understanding prevailing ideologies in the context of a Christian worldview and a sense of identity.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Self-Paced  
**Year Offering:** Alternate years  
**College Code:** CAS

### COMM 336 - Intercultural Communication
**Credits:** 3  
Students examine the relationship between culture and communication and the ways culture influences values and perceptions. Discussion and activities help students develop and apply analytic and communication skills which enable them to interact with cultural sensitivity and communicate more effectively in intercultural, interethnic, and cross-gender contexts. Particularly useful for students in business, behavioral sciences, education, and theology.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning, Self-Paced  
**College Code:** CAS

### COMM 356 - Group Dynamics and Leadership
**Credits:** 3  
An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Students work in teams to plan and complete a service project during the semester.

**Course/Lab Fee:** Yes  
**Course Attribute:** Service course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Self-Paced  
**College Code:** CAS

### COMM 375 - Professional Presentations
**Credits:** 3  
Grounded in rhetorical theory and research, students conduct advanced research on speech topics of various situations and modes towards a professional and engaging performance of public communication. Speeches must be solidly supported and logically reasoned: Principles of eloquence, presentation design, and ethics characterize the articulate delivery. Focus is practical application of argumentation and debate skills to develop critical thinking for reasoned decision-making and problem-solving. Particularly useful for students in fields such as pre-law and business.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Self-Paced  
**Year Offering:** Alternate years  
**College Code:** CAS

### COMM 380 - Communication Theory and Research for Adults
**Credits:** 3  
This course combines a study of classical and modern theories of rhetoric, interpersonal communication, language, and the role of communication in establishing social reality, with an introduction to research methods including textual analysis, qualitative, quantitative, and ethnomethodology.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Self-Paced  
**College Code:** CAS

### COMM 389 - Internship in Communication
**Credits:** 1–3  
Students work full time at communication enterprises. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 3 credits

### COMM 390 - Internship in Communication
**Credits:** 1–3  
An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Students work in teams to plan and complete a service project during the semester.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Self-Paced  
**Year Offering:** Alternate years  
**College Code:** CAS

### COMM 405 - Persuasion
**Credits:** 3  
The analysis of persuasive appeals from the point of view of a critical consumer plus practical experience, oral and written, in ethically persuading others.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** COMM 104 or COMM 230 or permission of instructor.  
**Schedule Type:** Lecture, Self-Paced  
**College Code:** CAS

### COMM 432 - Research Methods in Communication
**Credits:** 3  
An introduction to methods including textual analysis, qualitative, quantitative, ethnomethodology. Specific emphasis on methods in Public Relations, Journalism and Media Studies.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### COMM 434 - Healthcare Communication
**Credits:** 3  
Overview of health care communication - what health communicators do and where they work. This class will also provide an introduction to provider-patient communication, end of life communication, mass communication, health public relations, corporate communication. In addition, the course will examine a variety of theories used in health communication and explore health literacy, patient safety and health care reform.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### COMM 435 - Crisis Communications
**Credits:** 3  
Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication's plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Self-Paced  
**Year Offering:** Alternate years  
**College Code:** CAS

### COMM 445 - Family Communication
**Credits:** 3  
A study of the family from a communication perspective (odd years).

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Self-Paced  
**Year Offering:** Alternate years  
**College Code:** CAS

### COMM 446 - Gender Communication
**Credits:** 3  
The study of the interactive relationships between gender and communication as experienced in various contexts such as personal relationships, school and work settings (even years).

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS
COMM 450 - Communication in the Classroom
Credits: 3
The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central. Open only to upper division and graduate students.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 454 - Topics in Communication:_______
Credits: 1–3
Topics of current significance. Credit to be announced with topic in advance.
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,S,U,DG,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 455 - Advanced Television Production
Credits: 3
This hands-on production course builds skills, and applies the knowledge of on-location, studio and control room procedures for television production, beginning with routine exercises. Students will be required to operate efficiently cameras, sound equipment, lights to a given production. Students will build on the skills received in the introduction class and emphasis will be placed on application of concepts, techniques, and basic scriptwriting to complete television
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: COMM 145, FILM 225
Schedule Type: Lecture
College Code: CAS

COMM 456 - Directing and Producing for Studio Television
Credits: 3
The television studio directing and producing is an intensive course that encourages the student to acquire the proper procedures for studio production. It involves learning the skills in multi-camera and single camera directing and producing. The business aspect of a television program will be emphasized, including, planning techniques for pre-production, production, and post-production phases of program development, and legal issues. This course entails directing and producing a live 30-minute television program.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 458 - Study Tour:
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

COMM 480 - Communication Capstone
Credits: 3
A practical capstone class which helps students integrate and synthesize material acquired in their major. Practical applications are made to specific communities of practice. Students are required to complete their portfolios including mission statements and samples of performance in their major, and give evidence of an organized job search.
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,S,U,DG,DN)
Schedule Type: Lecture, Self-Paced
College Code: CAS

COMM 495 - Independent Study/Readings
Credits: 1--4
Topics chosen in consultation with an instructor.
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,J,S,U,DG,W)
Prerequisite: Requires prior approval from instructor.
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

COMM 496 - Communication Research Course
Credits: 0
Research Course designed for research conducted by student under supervision of instructor.
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,J,S,U,DG,W)
Prerequisite/Corequisite: Requires prior approval of instructor.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 500 - Graduate Colloquium
Credits: 3
A forum required of graduate students for every semester in residence.
Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

COMM 510 - Communication Theory
Credits: 3
An in-depth exploration of theoretical perspectives, approaches, and issues within the field of Communication.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 520 - Communication Research I
Credits: 3
Consideration of foundational research principles and methodologies with emphasis on quantitative approaches to research.
Grade Mode: Normal with DG (A-F,J,S,U,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 525 - Christian Communication Worldview & Ethics
Credits: 3
This course involves a critical examination of a Seventh-day Adventist biblical worldview, the development of a personal worldview, and an exploration of ethical implications and applications on communication decision making and practices.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 535 - Crisis Communications
Credits: 2
Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication’s plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 536 - Issues in Intercultural Communication
Credits: 2,3
Examination of intercultural communication issues with specific applications to
COMM 540 - Communication in Development Practice
Credits: 2,3
Students examine the relationship between culture and communication. Apply analytic and communication skills which enable effective communication in various communities. Develop skills in persuasion and explore sensitivity to diversity issues.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: CAS

COMM 550 - Communication Pedagogy/Teaching Communication
Credits: 3
The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central. Open only to upper division and graduate students.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: CAS

COMM 554 - Topics in ________
Credits: 1–3
Study of selected communication topics of current significance. Topics to be announced in advance.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: CAS

COMM 560 - Overview of News Production
Credits: 3
This is an overview of the news production process.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 562 - Social Media: Digital Footprint Management
Credits: 3
Study best practices, ethical issues and critique a variety of viewpoints on the use of social media. Explore and evaluate your current digital footprint and update your personal and professional use of social media and online tools appropriately. Build a personal learning network to extend your network beyond your university experience. Choose to focus on your field and create a professional online presence to accompany your resume; or focus on sharing your faith online; building a social media presence for your hobby; or building the social media presence for your organization.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 565 - Writing for Media
Credits: 3
Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 570 - Gender, Race, and Class
Credits: 3
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 574 - Family Communication
Credits: 3
A study of the family from a communication perspective.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 580 - Interpersonal Communication
Credits: 2–3
This course provides in-depth exploration of theoretical perspectives, approaches, and interpersonal communication within a variety of contexts, including personal and family relationships, the church, and the workplace.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 585 - Organizational Communication
Credits: 2,3
An overview of concepts and research related to communication behavior in changing organizational settings, including the study of organizational structure, communication, and theories as they relate to organizational communication in a variety of organizational contexts.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 587 - Producing Practicum
Credits: 2,3
The television studio directing and producing is an intensive course that encourages the student to acquire the proper procedures for studio production. It involves learning the skills in multi-camera and single camera directing and producing. The business aspect of a television program will be emphasized, including, planning techniques for pre-production, production and post-production phases of program development, and legal issues. This course entails directing and producing a live 30-minute television program.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: CAS

COMM 589 - Internship/Practicum in Communication
Credits: 1–4
Students apply their academic research at a full-time professional communication or media related job. Additionally, students will lead practical materials regarding workplace communication. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Grade Mode: Normal (A-F,I,W)
Course Attribute: Full-time status
Schedule Type: Practicum
College Code: CAS

COMM 590 - Graduate Seminar in ________
Credits: 2,3
Projects, reports, and discussions. Seminars are offered in various subjects such as Conflict Management, Prejudice Communication and Forgiveness, Religious Journalism, Contextualized Communication, Communication Paradigms, and Teambuilding. Topic announced in advance.
Grade Mode: Normal (A-F,I,W)
Course Attribute: Full-time status
Schedule Type: Practicum
College Code: CAS
COMM 600 - Leadership Communication
Credits: 2,3
This course focuses on leadership from a communication standpoint. It explores what leadership communication is, focuses on mastery of key leadership communication skills, and requires the student to develop an individualized, real-life application of leadership communication within his/her work, school, or community environment. The course will include a perusal of organizational communication, communication theories, Biblical perspectives on leadership communication, and global leadership communication issues.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 610 - Advanced Persuasion
Credits: 2,3
The analysis of persuasive appeals from the point of view of a critical consumer plus practical experience, oral and written, in ethically persuading others.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 615 - Media Law
Credits: 2,3
Case studies of court decisions affecting the mass media in the United States and the place of the ethical journalist in society. Consideration of the development of freedom, censorship, libel, privacy, obscenity laws, and the relationship between the press and the courts and freedom of information, and broadcast regulation.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 620 - Christian Mass Media Development
Credits: 3
Consideration and analysis of video and TV production from a Christian and evangelism perspective. The course lays a foundation for designing and producing new, effective, Christian media project.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 630 - Media Production
Credits: 3
Foundations in media production. Includes developing story structure, writing to picture, interview techniques, shooting, editing, pitching media production and the student as the producer to media outlets. Students will write, shoot, and produce media content and be exposed to media room and studio operations. Editorial decision-making and production management is emphasized. Lab experience is required for the course.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
College Code: CAS

COMM 635 - Crisis Communications
Credits: 2,3
Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 640 - Project Continuation
Credits: 0
Students may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 648 - Communication Workshop
Credits: 1–6
Intensive study on selected practical topics including competencies in speaking, writing and visual communication. Offered on a periodic basis with topic announced in class schedule.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable with different topics
Schedule Type: Workshop
College Code: CAS

COMM 650 - Communication Research II
Credits: 3
Consideration of foundational research principles and methodologies with emphasis on qualitative and rhetorical approaches to research.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): COMM 520
Schedule Type: Seminar
College Code: CAS

COMM 653 - Communication Pedagogy
Credits: 3
The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 655 - Program Continuation
Credits: 0
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. Registration does not indicate full-time status.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 660 - Thesis Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 670 - Comprehensive Examination
Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 690 - Independent Study in Communication
Credits: 1–3
Individualized reading or research in a specified area under the guidance of an instructor; admission by consent of Area Coordinator.

Course/Lab Fee: Yes
Grade Mode: Normal w/SDG (A-F, I, S, U, DG, W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 695 - Production Project
Credits: 3
Independent work on final research project(s). This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status
Grade Mode: Normal w/SDG (A-F, I, S, U, DG, W)
Prerequisite(s): COMM 520 and approved project proposal.
Repeatable: Repeatable up to 6 credits with Graduate Committee permission
Schedule Type: Independent
College Code: CAS

COMM 699 - Master's Thesis
Credits: 3
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status
Grade Mode: Satisfactory w/SDG (S, U, I, W, DG)
Schedule Type: Independent
College Code: CAS

Design

DSGN 130 - Introduction to Digital Media
Credits: 3
An introductory survey of the discipline of digital media. Students are introduced to Adobe Creative Suite applications (Photoshop, Illustrator, InDesign and Acrobat), basic printing principles, vector and raster graphics, image acquisition and output. Understanding the Macintosh computer is also covered.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

DSGN 150 - Web Design I
Credits: 3
This introductory course is designed to familiarize students with the design and creation of web pages and web sites. Students will learn basic HTML structure along with basic styling with CSS (Cascading Style Sheets) through video based lectures outside of class and hands-on work in-class. Beyond the basics of HTML and CSS, students will learn how to publish their content on-line, validate code, and how accessibility plays a major role in development and content strategy. May be offered as an Intensive.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): ART 130
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

DSGN 185 - InDesign
Credits: 3
Students learn to produce a variety of publications using basic and advanced techniques with Adobe InDesign. Emphasis will be on designing, pre-flighting and publishing documents for print, online and mobile devices. Adding interactivity to layouts using animation, video and sound in page layouts is also covered.

Lecture/Lab: Lab required
Course/Lab Fee: Yes

DSGN 214 - Graphic Design I
Credits: 3
A transition from design theory to design application as it relates to visual communication. A series of projects develops basic skills and familiarity with design process and the graphic design profession.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): ART 130, ART 207
Schedule Type: Lecture
College Code: CAS

DSGN 225 - Digital Vector Graphics
Credits: 3
In this course, students study the art of vector graphics. Demonstrations will be provided through in-class instruction and on-line by industry professionals. Students work on projects in and out of class each week ranging from print to on-line publishing. Required: Adobe Illustrator CS5+ and laptop.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): ART 130 or equivalent.
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

DSGN 250 - Web Design II
Credits: 3
This intermediate course expands the student’s knowledge of HTML and advanced CSS techniques to include wireframe and rapid prototyping techniques. Students learn through a series of projects designed to advance not only their technical knowledge, but also their User Interface (UI) and User Experience (UX) design skills. Required: laptop. May be offered as an intensive.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): DSGN 150
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

DSGN 310 - Typography
Credits: 3
An exploration of typographic structures terminology, methods, and visual problem solving. This studio course addresses typographic design as a practical form of visual communication.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): DSGN 150
Schedule Type: Lecture
College Code: CAS

DSGN 335 - Web Design III
Credits: 3
In this course, students focus on interactive design and production utilizing JavaScript and other open source technologies. Students learn through in-class demonstrations and outside class through on-line video lectures by other industry professionals. Projects consist of small challenges while working towards a final semester project that will showcase the student’s skills in interactive design. Required: laptop. May be offered as an intensive.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F, I, W)
Prerequisite(s): DSGN 250
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

DSGN 350 - Web Design IV
Credits: 3
This course introduces basic and intermediate server-side scripting techniques,
A skill-building, project-based course exploring typographic structures, terminology, methods and visual problem solving.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 207, DSGN 214
Schedule Type: Studio
College Code: CAS

DSGN 514 - Graphic Design I
Credits: 2–3
A skill-building, project-based course focusing on design application as it relates to visual communication.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 530 or permission of instructor.
Schedule Type: Lecture
College Code: CAS

DSGN 531 - Editorial Design
Credits: 2–3
A skill-building, project-based course focusing on page design in books, newspapers and magazines for both print and digital applications.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514, DSGN 585
Schedule Type: Studio
College Code: CAS

DSGN 532 - Brand Design
Credits: 2–3
A skill-building, project-based course focusing on a brand, and brand building strategies.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514 or permission of instructor.
Schedule Type: Studio
College Code: CAS

DSGN 534 - Design in Advertising
Credits: 2–3
A skill-building, project-based course focusing on putting advertising theory into practice. Students will create advertising campaigns and develop creative solutions based on market research.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514 or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 550 - Web Design I
Credits: 2–3
A skill-building, hands-on, foundational course designed to build the skills necessary to create web pages and websites.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 530 or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 551 - Web Design II
Credits: 2–3
A skill-building, hands-on course expanding the students abilities to produce working webpages and websites. Focus will be on advanced CSS techniques and building technical knowledge.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 550 or permission of instructor.
Prerequisite/Corequisite: DSGN 550 or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 585 - Digital Publishing

version control, open source Content Management software (CMS), and how to set up localhost testing servers. Students will learn through in-class demonstrations and outside of class through on-line video lectures by other industry professionals. Projects consist of small challenges while working towards a final semester project that will showcase the student’s skills in techniques and technologies over the previous courses. Required: laptop. May be offered as an intensive.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 335
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

DSGN 431 - Editorial Design
Credits: 3
This studio course focuses on page design in books, newspapers and magazines for both print and digital applications. Editorial concept, content, format, image and audience will all be explored.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 207, DSGN 214, DSGN 185
Schedule Type: Studio
College Code: CAS

DSGN 432 - Brand Design
Credits: 3
This studio course is concerned with creating a brand and provides a basis for deciding the procedures and practices for corporate communication goals.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 207, DSGN 214
Schedule Type: Studio
College Code: CAS

DSGN 433 - The Business of Design
Credits: 3
This studio course focuses on the business side of Graphic Design and will help students understand best practices when creating contracts, dealing with clients/partner relationships, developing design strategy, self-promotion, and communication both internal and external. Students will also develop their own brand, creating their own custom business forms and promotional materials.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
College Code: CAS

DSGN 434 - Design in Advertising
Credits: 3
This studio course is project-based and focuses on putting advertising theory into practice. Students will create advertising campaigns and develop creative solutions based on market research, taking their ideas from concept to completion. Idea-driven design based on a solid foundation of research is emphasized.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ART 207, DSGN 214
Schedule Type: Studio
College Code: CAS

DSGN 435 - Package Design
Credits: 3
This studio course explores the many facets of package design and puts them into practice. Students will learn how to create a die-line and develop effective visual solutions for complex packaging scenarios. Projects will be taken from the concept phase to fully realized, 3-dimensional prototypes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 207, DSGN 214
Schedule Type: Studio
College Code: CAS

DSGN 510 - Typography
Credits: 2–3
This studio course is focused on the business side of Graphic Design and will help students understand best practices when creating contracts, dealing with clients/partner relationships, developing design strategy, self-promotion, and communication both internal and external. Students will also develop their own brand, creating their own custom business forms and promotional materials.

Prerequisite(s): ART 207, DSGN 214.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 514 - Graphic Design I
Credits: 2–3
A skill-building, project-based course focusing on design application as it relates to visual communication.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 530 or permission of instructor.
Schedule Type: Lecture
College Code: CAS

DSGN 531 - Editorial Design
Credits: 2–3
A skill-building, project-based course focusing on page design in books, newspapers and magazines for both print and digital applications.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514, DSGN 585
Schedule Type: Studio
College Code: CAS

DSGN 532 - Brand Design
Credits: 2–3
A skill-building, project-based course focusing on a brand, and brand building strategies.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514 or permission of instructor.
Schedule Type: Studio
College Code: CAS

DSGN 534 - Design in Advertising
Credits: 2–3
A skill-building, project-based course focusing on putting advertising theory into practice. Students will create advertising campaigns and develop creative solutions based on market research.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514 or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 550 - Web Design I
Credits: 2–3
A skill-building, hands-on, foundational course designed to build the skills necessary to create web pages and websites.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 530 or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 551 - Web Design II
Credits: 2–3
A skill-building, hands-on course expanding the students abilities to produce working webpages and websites. Focus will be on advanced CSS techniques and building technical knowledge.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 550 or permission of instructor.
Prerequisite/Corequisite: DSGN 550 or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 585 - Digital Publishing
A skill-building, hands-on course in which students learn to use InDesign to produce a variety of publications. Emphasis will be on designing, preflighting and publishing documents for print, online and mobile devices.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

**Film**

**FILM 105 - Intro to Filmmaking**

Credits: 3
To the generation of digital natives, film has become one of the most dominant forms of visual media and personal expression. This studio course is a broad introduction to the collective elements of film production with a focus on nonfiction storytelling. This class explores both the art and craft of filmmaking, mixing aesthetic understanding with production techniques. Labs and instruction focus on storytelling, basic high-definition video production, and post-production. While designed to be an engaging introduction to filmmaking, students should be prepared to work toward the goal of the class—the creation of a non-fiction short film.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

**FILM 210 - Survey of Documentary Film**

Credits: 3
This course offers a historical and theoretical overview of documentary film. We will view and examine documentaries from the beginning of cinema through the present, all of film history. In the process we will discover the infinite forms film can take.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

**FILM 215 - Language of Cinema**

Credits: 3
This course examines public attitudes and assumptions about film. Through an exploration of film studies, students will look beyond film’s immediate accessibility and broaden their cinematic vocabulary and analytical abilities. Elements of aesthetics such as mise-en-scene, cinematography, editing, and sound will be covered, including different theoretical approaches to understanding cinema.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

**FILM 225 - Screenwriting**

Credits: 3
This course provides a broad foundation to writing for the screen. Storytelling is at the heart of screenwriting, and we will explore the elements of story such as plot structure, narrative arc, and character development. Lectures will deal with these topics and more, but over the course of the semester students will work on writing a screenplay for a short film and also a proposal for a documentary. A major part of class will be devoted to analysis, discussion, and revision of student work, so students should expect to spend a considerable amount of time for creative writing outside of class hours.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

**FILM 275 - Post-Production**

Credits: 3
An introduction to film editing and motion design. This course begins with a primer on digital video codecs and the post-production workflow. Then through the first half of the semester, participants will learn the language and technique of editing and develop a proficiency in professional non-linear editing systems. In the latter half of the semester, students will be introduced to the art and technique of motion design and gain exposure to Adobe After Effects and other professional compositing, 3D, or animation software.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 105
Schedule Type: Lecture
Special Approval: Instructor permission required

College Code: CAS

**FILM 315 - Movements in World Cinema**

Credits: 3
This course will offer an introduction to world cinema and the diversity of film movements and film cultures around the world. We will examine films outside of Hollywood and the phenomenon of world cinema in terms of movements that appear in different places and different times throughout film history.

Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

**FILM 325 - Advanced Screenwriting**

Credits: 3
This course builds on the fundamentals of screenwriting and writing for visual media. Students will come to the course with screenplays and documentaries that they would like to develop, including stories that they have already started. They will refine their work in preparation for production or for submission to screenwriting competitions.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 225
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

**FILM 350 - Cinematography**

Credits: 3
Intermediate course focusing on theoretical and practical applications of motion picture photography through appropriate lighting, exposure and selection of cinematic tools for the overall purpose of dramatic impact. Students will be required to operate both introductory digital cinema cameras, learning to select the right tools for the project. By the end of the semester students should have a demo reel, showcasing their abilities to film for both aesthetic and narrative purposes. Additional time outside of class should be expected for projects.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 105
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

**FILM 355 - Sound Recording and Editing**

Credits: 3
This course is an introduction to basic theories and techniques of sound through the entire filmmaking process, from the use of location sound recording packages to audio post-production editing and design. The course involves lecture and instruction, but the bulk of the course is spent on assignment both in the field and in post-production environments.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 105
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

**FILM 398 - Directing the Documentary I**

Credits: 3
Directing the Documentary I & II are the principal courses in the Documentary Film program. Taken consecutively, it is a year-long execution drawing upon all the skills...
and experience that students have acquired thus far. Directing requires filmmakers to perform a broad and cumulative array of abilities and instincts to perform their role as the creative lead on a film. Students learn the art of directing through an intense study and analysis of contemporary documentary films, while working in small teams toward the goal of making a substantial film by the end of the year. A significant highlight that occurs during the course is a field trip to a major film festival, where students will spend several days immersing themselves in the art, culture, and business of cinema.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** FILM 105  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Special Approval:** Instructor permission required

**College Code:** CAS

**FILM 399 - Directing the Documentary II**  
**Credits:** 3  
**Prerequisite(s):** FILM 398  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Special Approval:** Instructor permission required

**College Code:** CAS

**FILM 410 - Advanced Documentary Studies**  
**Credits:** 3  
**Prerequisite(s):** FILM 275  
**Recommended:** Photography Courses: PHTO 380, PHTO 480  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

**FILM 450 - Advanced Cinematography**  
**Credits:** 3  
**Recommended:** Photography Courses: PHTO 380, PHTO 480  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

**FILM 486 - Senior Project II**  
**Credits:** 3  
**Prerequisite(s):** ART 485. Must be taken the semester after ART 485.
successful independent filmmaking. Topics covered include development, budgeting, fundraising, marketing, legal issues and outreach.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Practicum
College Code: CAS

Journalism

JOUR 140 - Media, Culture and Society
Credits: 3
A study of how media affects our popular culture and to critically assess the role of media in our lives. Beginning with the invention of mass communication and using culture as a thematic approach, students study the broad and overlapping media.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Year Offering: Alternate years
College Code: CAS

JOUR 230 - Beginning Media Writing
Credits: 3
Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Ability in word-processing.
Schedule Type: Lecture, Self-Paced
College Code: CAS

JOUR 241 - Intro to News Production
Credits: 3
An introduction to basic news production. Topics will include story structure, writing to picture, interview techniques, shooting, editing, pitching your stories and yourself to media outlets. Lab experience is expected. Course culminates in the production of a short hard news story.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 330 - Advanced Media Writing
Credits: 3
Continues on the foundation of Beginning Media Writing, helping students to develop a deeper understanding of journalism and its place in society. Students learn how to cover a journalistic "beat", develop sources, and how to research in-depth stories. Students also practice the art of the interview and learn the rights and obligations of reporters and communicators in any media.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): JOUR 230
Schedule Type: Lecture
College Code: CAS

JOUR 350 - News Editing for Electronic Media
Credits: 3
Using news industry's editing standards, this course will assist students to develop techniques to edit news for the electronic media consistent with broadcast quality. This course will emphasize the roles and responsibilities of an editor including deadlines and ethics.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture

JOUR 375 - Photojournalism
Credits: 3
Practice in the composition of good news pictures and in producing the picture story.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 440 - Magazine and Feature Writing
Credits: 3
This course emphasizes developing original ideas and content for the specific, niche audiences served by magazines and focuses on how to think and write for magazines and newspapers.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 445 - Publication Production
Credits: 3
The theory and practice of planning and producing of any publication, be it newspaper, magazine or newsletter. Students will learn the value of careful editing and basic layout from an editor's perspective. Practice in editing copy, writing headlines, composing picture captions, planning layout and designing pages, as well as tips and tricks on project production, will be covered.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): JOUR 230.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 450 - Multimedia Journalism
Credits: 3
In the context of media convergence, this course embraces storytelling for delivery across various media platforms. Hands-on production focuses on news content for print, broadcast (TV and radio), new media (Internet, blogs, vodcasts, podcasts and interactive elements).

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 455 - Mass Media Law
Credits: 3
Case studies of court decisions affecting the mass media in the United States and the place of the ethical journalist in society. Consideration of the development of freedom, censorship, libel, privacy, obscenity laws, and the relationship between the press and the courts and freedom of information, and broadcast regulation.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 465 - Advanced Topics in Journalism:__________
Credits: 3
Study of selected topics in Journalism. Topic to be announced in advance.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 15 credits with different topics
Schedule Type: Lecture
College Code: CAS
JOUR 496 - Portfolio and Journalism Capstone
Credits: 3
A practical capstone class which helps students integrate and synthesize material acquired in their major and make practical applications to relevant professional standards and expectations of the job market. Students are required to complete their portfolios including mission statements and samples of performance in their major, and give evidence of an organized job search.
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: CAS

JOUR 570 - Multimedia Messaging
Credits: 3
In the context of media convergence, this course embraces storytelling for delivery across various media platforms. Hands-on production focuses on news content for print, broadcast (TV and radio), new media (Internet, blogs, vodcasts, podcasts and interactive elements).
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

Photography

PHTO 115 - Photography I
Credits: 3
Basic introduction to the principles of the camera and darkroom techniques with consideration toward composition, psychological, and aesthetic attitudes in black-and-white photography.
Lecture/Lab: Lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 116 - Digital Photography I
Credits: 3
Introduction to photography through the use of digital tools. Digital SLRs and archival pigment printers are used to explore the technical and aesthetic issues involved in the process of making images. Consideration will be given to digital workflow, managing data, and creating visually compelling photographs.
Lecture/Lab: Lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Schedule Type: Blended Learning, Lecture/Lab
College Code: CAS

PHTO 175 - Digital Imaging
Credits: 3
A foundation course in how to apply creative vision within the boundaries of Adobe Photoshop. Emphasis is on creative and technical issues as they relate to the creation of visual work. Layers, adjustment layers, compositing methods, and restoration are explored. Technical proficiency, creative expression, and attention to detail are stressed.
Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 130, (ART 207 recommended) or Permission of Instructor.
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

PHTO 200 - Advanced Photography I
Credits: 3
Develops the art of photographic perception and use of photography as a visual language. The class focuses on aesthetics and the art of seeing creatively while challenging the student to use the camera to create work that is visually refined and sophisticated.
Lecture/Lab: Lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHTO 115 or PHTO 116.
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 210 - History of Photography
Credits: 3
A study of selected photographers and processes relevant to the development of the photographic medium. This course also explores the societal fabric of the mid 19th and 20th century while investigating how photography impacted the culture of Europe and America during that time. By viewing work, listening to photographers speak about their images and discussing relevant trends, the student will better understand the society in which they live and how the medium of photography has influenced the world of art and popular culture.
Course Attribute: Art History course
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PHTO 220 - Color Photography I
Credits: 3
Application of color materials and methods, their handling and exposure. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color work.
Lecture/Lab: Weekly: lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHTO 115 or PHTO 116 or by permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 300 - Media Ethics & Awareness
Credits: 3
An exploration and discussion of the media and its effect on society, covering such issues as body image, violence, politics, etc. Students study how to recognize the way moral values of media professionals influence themselves and society.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PHTO 305 - Alternative Photographic Processes
Credits: 3
This course is designed to provide the advanced student with additional methods of creative expression. The Cyanotype and VanDyke Brown processes will be learned as well as various methods of image transfer. Creative expression and technical proficiency in these techniques will be emphasized. The creation of a portfolio with strong visual unity will be a significant part of the class.
Lecture/Lab: Lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHTO 175, PHTO 380.
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 320 - Color Photography II
Credits: 3
An image-oriented course, drawing on the student background in the use of color comprehension, photographic technical and aesthetic understanding, and working knowledge of emulsion and digital photography. Information in this class is for the sole purpose of comprehensive color image.
Lecture/Lab: Lab required
Course/Lab Fee: Yes
### PHTO 326 - Business of Photography

**Credits:** 3  
**Prerequisite(s):** Normal (A-F,I,W)  
**Grade Mode:** Normal (A-F,I,W)  
**Course Attribute:** Studio Art course  
**Repeatable:** Repeateable up to 6 credits  
**Course/Lab Fee:** Yes  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** CAS

Students will learn how to make sure the skills learned in the studio courses actually can be used to make a viable career from a business perspective. The intent of this course is to learn how to charge a fair fee for the work that you love. Students will learn how to bid on jobs, invoice, and brand themselves from a fiscal point of view.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal (A-F,I,W)</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>ART 207, PHTO 175, PHTO 115 or PHTO 116.</td>
</tr>
<tr>
<td>Repeatable:</td>
<td>Repeateable up to 6 credits</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture/Lab</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### PHTO 356 - Advanced Digital Imaging

**Credits:** 3  
**Prerequisite(s):** ART 207, PHTO 175, PHTO 115 or PHTO 116.  
**Repeatable:** Repeateable up to 6 credits  
**Course/Lab Fee:** Yes  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

Builds a deeper understanding of how to use software to create compelling visual work. Emphasis is on learning how to finely control the variables available within Adobe Photoshop and other related software. The student learns how to use alpha channels, master complex masking, and understand critical color theory as they create a body of work that further defines a unique personal vision.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal (A-F,I,W)</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>PHTO 200 or PHTO 220.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture, Lab, Lecture/Lab</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### PHTO 370 - Lighting I

**Credits:** 3  
**Prerequisite(s):** PHTO 200 or PHTO 220.  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

As the still and motion picture photography industries grow closer together, this course is uniquely designed to introduce the universal principles of lighting as they are applied to both fields. Students will work on projects involving still life, portraiture, location, and commercial subjects, learning to employ the right equipment - strobe vs. continuous lights, still camera vs. digital camera - for the desired outcome.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal (A-F,I,W)</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>PHTO 200 or PHTO 220.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture, Lab, Lecture/Lab</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### PHTO 400 - Digital Photographic Processes

**Credits:** 3  
**Prerequisite(s):** PHTO 220, PHTO 365.  
**Schedule Type:** Lecture  
**College Code:** CAS

In this course students explore methods of digital photographic compositing to create modern illustrative images. A high level of production and craftsmanship is emphasized throughout the pre- and postproduction stages. Refined digital capture and processing of RAW files while refining illustrative techniques using the photographic medium will be stressed. Attention to crafting the highest quality prints using modern output methods will also be highlighted.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal (A-F,I,W)</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>PHTO 220, PHTO 365.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### PHTO 410 - Advanced Photography II

**Credits:** 3  
**Prerequisite(s):** PHTO 380.  
**Grade Mode:** Normal (A-F,I,W)  
**Course Attribute:** Studio Art course  
**Repeatable:** Repeateable up to 6 credits  
**Course/Lab Fee:** Yes  
**Schedule Type:** Lecture  
**College Code:** CAS

A skill-building, project-based course further developing the art of photographic perception and use of photography as visual language.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal (A-F,I,W)</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>PHTO 516 or permission of the instructor.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture/Lab</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### PHTO 420 - Documentary Photography

**Credits:** 1–6  
**Course Attribute:** Studio Art course  
**Repeatable:** Repeateable up to 4 credits  
**Course/Lab Fee:** Yes  
**Schedule Type:** Lecture  
**College Code:** CAS

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.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal with DG (A-F,I,W,DG,DN)</td>
</tr>
<tr>
<td>Repeatable:</td>
<td>Repeateable up to 9 credits</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture, Blended Learning</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### PHTO 425 - Travel Photography

**Credits:** 3  
**Prerequisite(s):** PHTO 175, PHTO 220.  
**Repeatable:** Repeateable up to 6 credits  
**Course/Lab Fee:** Yes  
**Schedule Type:** Lecture  
**College Code:** CAS

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.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal (A-F,I,W)</td>
</tr>
<tr>
<td>Repeatable:</td>
<td>Repeateable up to 9 credits</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture, Blended Learning</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### PHTO 480 - Lighting II

**Credits:** 3  
**Prerequisite(s):** PHTO 380.  
**Repeatable:** Repeateable up to 9 credits  
**Course/Lab Fee:** Yes  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

An advanced course in lighting design, students will choose a concentration in the following areas: portraiture, people/fashion, still-life, advertising/illustration, and location photography. Designed to emphasize visual concepts, this course challenges students to solve visual problems as they relate to the commercial photography industry.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal (A-F,I,W)</td>
</tr>
<tr>
<td>Repeatable:</td>
<td>Repeateable up to 9 credits</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture, Lab, Lecture/Lab</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>

### PHTO 500 - Advanced Photography

**Credits:** 2–3  
**Prerequisite(s):** PHTO 516 or permission of the instructor.  
**Repeatable:** Repeateable up to 6 credits  
**Course/Lab Fee:** Yes  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

A skill-building, project based course introducing high-level digital photographic tools. These include digital SLR's and archival pigment printers.

<table>
<thead>
<tr>
<th>Lecture/Lab:</th>
<th>Lab Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Lab Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Normal (A-F,I,W)</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture/Lab</td>
</tr>
<tr>
<td>College Code:</td>
<td>CAS</td>
</tr>
</tbody>
</table>
PHTO 520 - Color Photography
Credits: 2–3
A skill-building, project-based course applying the use of color materials and methods. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color work.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Course Attribute: Studio Art Course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHTO 516 or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 565 - Digital Imaging
Credits: 2–3
A skill-building, project-based course emphasizing the creative use of Adobe Photoshop.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 570 - Photojournalism
Credits: 2–3
A skill-building, project-based course providing students with the opportunity to grapple with real-life storytelling through photographic means.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 575 - Documentary Photography
Credits: 2–3
A skill-building, project-based course providing students with the opportunity to grapple with real-life storytelling through photographic means.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Course Attribute: Studio Art Course
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PHTO 580 - Lighting I
Credits: 2–3
A skill-building, project-based course introducing the universal principles of lighting as applied to both commercial photography and filmmaking.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHTO 516, PHTO 520 or permission of the instructor.
Schedule Type: Lecture/Lab
College Code: CAS

Public Relations

PREL 255 - Introduction to Public Relations
Credits: 3
Basic concepts in public relations, publics, public opinions, attitudes, two-way communications, and evaluation of public relations effectiveness. Basic literature of the field is examined. Basic principles for production of news releases, public service announcements, and other materials are covered.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

PREL 320 - Managing PR Campaigns and Special Events
Credits: 3
Examines the characteristics of successful public relations campaigns. Emphasis given to public relations planning and evaluating, as well as to advanced techniques in news publicity, controlled media publicity, and media relations. Professional practitioners are frequent guest lecturers.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PREL 255 and JOUR 230 or permission of instructor.
Schedule Type: Lecture
College Code: CAS

PREL 454 - Advanced Public Relations
Credits: 3
Focuses on preparation for Public Relations careers, media relations, ethics, and industry issues and trends, including literature in the field and professional organizations. Students focus on writing projects, including press kits, proposals, newsletters, brochures, fund raising, speeches, public service announcements, copy writing and create documents for portfolios.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PREL 255.
Schedule Type: Lecture
College Code: CAS

PREL 460 - Development
Credits: 3
Provides student with an understanding of the facets of development intrinsic to a non-profit organization. Students work on team projects in local agencies and organization. They report to the class, write reflection papers, and give a final oral presentation about their experiences.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Year Offering: Alternate years
College Code: CAS

PREL 465 - Advanced Topics in Public Relations:
Credits: 3
Study of selected topics in Public Relations. Topic to be announced in advance.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 9 credits with different topics
Schedule Type: Lecture
College Code: CAS

PREL 510 - Advancement and Communication
Credits: 2
Developing communication skills necessary to the non-profit arena, including working with volunteers, promoting and positioning various service organizations. Communication with relevant publics.

Grade Mode: Normal (A-F,I,W)
College Code: CAS
The School of Architecture & Interior Design is comprised of the professional degree programs Master of Architecture (5½ year and 3½ year tracks), *Bachelor of Interior Design, **Bachelor of Science in Construction Management and the non-professional Bachelor of Science in Architectural Studies.

*SPECIAL NOTATION REGARDING BACHELOR OF INTERIOR DESIGN
The Bachelor of Interior Design program will only begin a new cohort with a critical mass of students (minimum of 6) who enter in Fall, 2018. Please contact the School of Architecture & Interior Design at 269-471-6003 with questions.

**SPECIAL NOTATION REGARDING BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT
The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2018. Please contact the School of Architecture & Interior Design at 269-471-6003 with questions.
Architecture, Construction Management & Interior Design

Architecture Faculty
Carey C. Carscallen, Dean
Paula L. Dronen, Assistant Dean
Kathleen M. Densky, Library Director
Thomas B. Lowing
Mark A. Moreno
Rhonda G. Root
Martin D. Smith
Ariel Solis
Andrew C. von Maur
Kristin S. von Maur
William W. Davidson, Professor Emeritus
Llewellyn D. Selbold, Professor Emeritus

Mission
The faculty promote stewardship, rigorous scholarship and creative problem solving in their disciplines, and encourage students to:
Shape places that foster whole human health;
Explore time-honored and innovative solutions in their works;
Seek joy, beauty, and moderation in a lifelong pursuit of learning;
Serve mankind in accord with a professional and Christian vocation.
All this for the glory of God until the risen Christ comes again.

Academic Calendar 2018–2019
May 25, 2018 Deadline for application to BSA professional degree track, BID and BSCM programs. (Currently enrolled students and transfer students seeking studio placement.)

Master of Architecture (3½-Year Track) Application Deadlines
Sept 15, 2018 For January 2019 admission
Feb 15, 2019 For summer or fall admission

Resources
Architecture Resource Center (ARC). The ARC provides an extensive range of materials including over 25,000 books, 90 journals, and a growing media collection. An added dimension to resource materials are two special collections. The ARC maintains a relationship with the Environmental Design Research Association, and houses an internationally recognized collection of books and materials in the area of environmental psychology and design. In addition, the ARC holds the Senseman Rare Book Collection of over 800 rare and out-of-print books and photos.

Student Handbook. A handbook for School of Architecture & Interior Design students outlining policies, operational guidelines, and general information is available from the School office. Students are responsible for all policies outlined in the School of Architecture & Interior Design Student Handbook.

Program Accreditation
In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a eight-year, four-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Andrews University School of Architecture & Interior Design offers the following NAAB-accredited programs:

- MArch (pre-professional degree—138 undergraduate credits + 30 graduate credits)
- MArch (non-pre-professional degree + 72 undergraduate prerequisite credits + 30 graduate credits)

Next accreditation visit for all programs: 2018
(The National Architectural Accrediting Board, Inc., 2014 Conditions for Accreditation)

*BESpecial Notation Regarding Bachelor of Interior Design and Bachelor of Science in Construction Management*
The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2018. The Bachelor of Interior Design will not accept new cohorts unless a critical mass of students (minimum of 6) enter the program in Fall, 2018. Please contact the School of Architecture, Art & Design at 269-471-6003 with questions.

Bachelors

Architectural Studies BS (Non-Professional)

Program Description
The Bachelor of Science in Architectural Studies is a nonprofessional degree. Students who elect this degree do not proceed into the professional program track. In this program, Architectural Studies is declared as a major and upon successful completion, receives an undergraduate degree. Students who elect for this degree may seek advanced degrees or employment in the construction industry, the arts, business, and other fields.

Total Credits - 126-131

Major: Core Requirements - 38

Core Requirements - 17
- ARCH 126 - Drawing and Graphics Studio Credits: 3
- ARCH 150 - Introduction to Architecture and Design Credits: 3
- ARCH 215 - Introduction to Design Studio Credits: 5
- ARCH 315 - History of Architecture I Credits: 3
- ARCH 316 - History of Architecture II Credits: 3

Electives - 21
A minimum of 9 upper division credits from courses with ARCH acronyms.

Cognates - 6
- ART 104 - Drawing I Credits: 3
- ART 207 - Basic Design I Credits: 3

Andrews Core Experience - 55-60
Students must complete all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience

Undergraduate Electives - 5

Minor Requirements - 22

Architecture BSA (Professional Degree Track)

Total Credits - 138
Major: Core Requirements - 93

Core Requirements - 86
ARCH 126 - Drawing and Graphics Studio  Credits: 3
ARCH 150 - Introduction to Architecture and Design  Credits: 3
ARCH 201 - Construction I  Credits: 3
ARCH 202 - Construction II  Credits: 3
ARCH 215 - Introduction to Design Studio  Credits: 5
ARCH 247 - Architecture as Craft  Credits: 5
ARCH 315 - History of Architecture I  Credits: 3
ARCH 316 - History of Architecture II  Credits: 3
ARCH 205 - Structures I  Credits: 4
ARCH 305 - Structures II  Credits: 4
ARCH 318 - Background Building Studio  Credits: 5
ARCH 320 - Placemaking Studio  Credits: 5
ARCH 330 - Analytical Summer Abroad  Credits: 6
ARCH 335 - Environmental Technology I  Credits: 4
ARCH 336 - Environmental Technology II  Credits: 4
ARCH 370 - Person-Environment Theory  Credits: 3
ARCH 434 - Urban Studies  Credits: 3
ARCH 435 - Introduction to Building Information Modeling  Credits: 3
ARCH 441 - Comprehensive Building Design Studio  Credits: 5
ARCH 442 - Integrative Design Studio  Credits: 5
ARCH 449 - Integrative Design I  Credits: 2
ARCH 459 - Design Theory  Credits: 3
ARCH 469 - Integrative Design II  Credits: 2

Architecture Electives - 7
A minimum of 7 credits of architecture electives at the undergraduate level. Elective must be selected from ARCH, BID, and INT courses. Selection of electives outside of school offerings requires the approval of the school faculty.

Major: Additional Requirements

Analytical Summer Abroad
Each student is required to attend the Analytical Summer Abroad (ARCH330). This program is usually five weeks in duration. Students completing Professional Track Year One should make plans accordingly. For further information, consult the School of Architecture & Interior Design.

Andrews Core Experience
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.
Fine Arts and Humanities
ART 104 - Drawing I  Credits: 3

Life and Physical Sciences
PHYS 141 - General Physics I  Credits: 4

Mathematics
MATH 168 - Precalculus  Credits: 4

Service and Computer Literacy
Covered in core curriculum.

Social Sciences
ARCH 370 - Person-Environment Theory  Credits: 3
(BSCM: follow professional degree requirements)

Undergraduate Electives - 5

Maintaining Academic Standing
Students are required to complete the BSA in a specific path sequence. Please see the attached chronological listing of courses by year with academic requirements.

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442; INT 341, INT 342, INT 441, INT 442.)

Students accepted to the BSA Professional Degree Track are expected to maintain a minimum cumulative GPA requirement of 2.75 for acceptance into the Master of Architecture year (see Graduate-Year Enrollment requirements). Students whose cumulative GPA falls below this minimum requirement are not allowed to continue to the Master of Architecture Year (graduate-year) but may be eligible to receive the Bachelor of Science in Architecture (BSA), the pre-professional component of the professional Master of Architecture. The BSA alone is not an NAAB-accredited degree. A minimum cumulative GPA of 2.25 is required to receive the BSA.

Admission Requirements

Application Process

BSA Professional Degree Track, BID or BSCM
Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre-Professional Year One, which is a common first-year experience between these programs.

Upon completion of Pre-Professional Year One students must:
Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and
Have a minimum cumulative GPA of 2.5

Upon completion of Pre-Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

* Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate-Year Enrollment.

Transfer Students
Transfer applicants who have no previous work in architectural/ interior design must complete the foundation years (pre-professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture & Interior Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of Andrews Core Experience courses normally required in Pre-Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to transferring to Andrews University, must also contact the School of Architecture & Interior Design directly to confirm their reservation for the class.

Additional Information

Graduate Year Admission
In addition to meeting the General Minimum Admission Requirements for graduate degree programs, the following School requirements apply to the graduate phase of this program.
Completion of a baccalaureate degree—BSA: Architecture.
Successful completion of all undergraduate coursework with a minimum cumulative GPA of 2.75.
Construction Management BSCM

PLEASE BE ADVISED: The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2017. Please contact the School of Architecture & Interior Design at 269-471-6003 with questions.

NOTE: Southern Adventist University, another SDA institution of higher learning currently offers Construction Management.

Program Description
The construction management program is four years plus two summers in duration.

Total Credits - 137

Major: Core Requirements

Core Requirements - 67

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 126</td>
<td>Drawing and Graphics Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 150</td>
<td>Introduction to Architecture and Design</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 201</td>
<td>Construction I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 202</td>
<td>Construction II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 215</td>
<td>Introduction to Design Studio</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 247</td>
<td>Architecture as Craft Studio</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 395</td>
<td>Community Project in Architecture</td>
<td>1–6</td>
</tr>
<tr>
<td>ARCH 435</td>
<td>Introduction to Building Information Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 485</td>
<td>Special Topics in ARCH</td>
<td>1–4</td>
</tr>
<tr>
<td>BSCM 101</td>
<td>History and Introduction to Construction Management</td>
<td>2</td>
</tr>
<tr>
<td>BSCM 207</td>
<td>Regulatory Issues</td>
<td>2</td>
</tr>
<tr>
<td>BSCM 215</td>
<td>Construction Equipment and Methods</td>
<td>2</td>
</tr>
<tr>
<td>BSCM 301</td>
<td>Cost Estimating I</td>
<td>2</td>
</tr>
<tr>
<td>BSCM 325</td>
<td>Structural Systems Design</td>
<td>2</td>
</tr>
<tr>
<td>BSCM 349</td>
<td>Construction Documents</td>
<td>3</td>
</tr>
<tr>
<td>BSCM 365</td>
<td>Site Construction and Surveying</td>
<td>2</td>
</tr>
<tr>
<td>BSCM 401</td>
<td>Construction Management I</td>
<td>3</td>
</tr>
<tr>
<td>BSCM 402</td>
<td>Construction Management II</td>
<td>3</td>
</tr>
<tr>
<td>BSCM 410</td>
<td>Project Planning &amp; Scheduling</td>
<td>2</td>
</tr>
<tr>
<td>BSCM 420</td>
<td>Construction Law</td>
<td>2</td>
</tr>
<tr>
<td>BSCM 430</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>BSCM 445</td>
<td>Building Information Modeling - Cost Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BSCM 455</td>
<td>Building Information Modeling</td>
<td>3</td>
</tr>
<tr>
<td>BSCM 465</td>
<td>Collaborative Project Delivery</td>
<td>3</td>
</tr>
</tbody>
</table>

Major: Additional Requirements

Community Project in Architecture - 6
Each student is required to take ARCH 395 - Community Project in Architecture during a summer following Pre-Professional Year Two. A minimum of 6 credits must be earned.

Work Experience
Students pursuing the BSCM must document 600 hours of work experience in the construction industry. 100 hours must be obtained prior to applying to the professional degree program and an additional 500 hours must be obtained prior to graduation. Please see School for Work Experience Requirement Form.

Certification
According to standards set by the Construction Management Certification Institute (CMCI), an independent administrative body of the Construction Management Association of America (CMAA); a four-year degree in Construction Management plus 48 months of CM experience within 5 classifications of 30 possible experience areas meet eligibility requirements to apply to sit for the Certified Construction Manager (CCM) certification examination (cmaanet.org).

Business Administration Minor - 21

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 121</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 122</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 341</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ECON 225</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 226</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper Division electives in business

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Fine Arts and Humanities

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 104</td>
<td>Drawing</td>
<td>3</td>
</tr>
</tbody>
</table>

Life and Physical Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 141</td>
<td>General Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 168</td>
<td>Precalculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Service and Computer Literacy

Covered in core curriculum.

Social Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 370</td>
<td>Person-Environment Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

(BSCM: follow professional degree requirements)

Maintaining Academic Standing

Students are required to complete the BSCM in a specific path sequence. Please see the attached chronological listing of courses by year with academic requirements.

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442, INT 341, INT 342, INT 441, INT 442.)

Admission Requirements

Application Process

Students seeking to pursue the BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre-Professional Year One, which is a common first-year experience between these programs.

Upon completion of Pre-Professional Year One students must:
- Declare their degree program choice (BSA Professional Degree Track, BID or BSCM)
- Have a minimum cumulative GPA of 2.5

Upon completion of Pre-Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

*Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate-Year Enrollment.

Transfer Students

Transfer applicants who have no previous work in architectural/interior design must complete the foundation years (pre-professional years one and two) and then make formal application to their program choice.
Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student’s submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of Andrews Core Experience courses normally required in Pre-Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture, Art & Design directly to confirm their reservation for the class.

**Interior Design BID**

**Program Description**

The interior design program is a four-year plus one summer course of study and results in the Bachelor of Interior Design. This degree qualifies students to participate in the Interior Design Experience Program (IDEP) which is required in order to be eligible to sit for the National Council for Interior Design Qualification (NCIDQ) certification examination (www.ncidq.org).

**Total Credits - 132**

**Major: Core Requirements - 89**

Core Requirements - 85

ARCH 126 - Drawing and Graphics Studio Credits: 3
ARCH 150 - Introduction to Architecture and Design Credits: 3
ARCH 201 - Construction I Credits: 3
ARCH 202 - Construction II Credits: 3
ARCH 215 - Introduction to Design Studio Credits: 5
ARCH 247 - Architecture as Craft Studio Credits: 5
ARCH 330 - Analytical Summer Abroad Credits: 6
ARCH 335 - Environmental Technology I Credits: 4
ARCH 336 - Environmental Technology II Credits: 4
ARCH 370 - Person-Environment Theory Credits: 3
ARCH 435 - Introduction to Building Information Modeling Credits: 3
ARCH 445 - Furniture Design Credits: 2
ARCH 485 - Special Topics in Credits: 1-4

Must be ARCH485 Special Topics: Introduction to CAD Credits: 2
BSCM 325 - Structural Systems Design Credits: 2
BSCM 445 - Building Information Modeling - Cost Analysis Credits: 3
INT 200 - Color Theory Credits: 3
INT 300 - Materials & Methods Credits: 2
INT 315 - History and Theory of Interiors Credits: 3
INT 341 - Interior Design Studio I Credits: 5
INT 342 - Interior Design Studio II Credits: 5
INT 420 - Textiles Credits: 3
INT 435 - Professional Practice Credits: 3
INT 441 - Interior Design Studio III Credits: 5
INT 442 - Interior Design Studio II Credits: 5

Interior Design Electives - 4

A minimum of 4 credits of interior design electives at the undergraduate level. Elective must be selected from ARCH, BSCM, and INT courses. Selection of electives outside of school offerings requires the approval of the school faculty.

**Major: Additional Requirements**

**Analytical Summer Abroad**

Each student is required to attend the Analytical Summer Abroad (ARCH330). This program is usually five weeks in duration. Students completing Professional Track Year One should make plans accordingly. For further information, consult the School of Architecture & Interior Design.

**Andrews Core Experience**

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

- **Fine Arts and Humanities**
  - ART 104 - Drawing I Credits: 3

- **Life and Physical Sciences**
  - PHYS 141 - General Physics I Credits: 4

- **Mathematics**
  - MATH 168 - Precalculus Credits: 4

- **Service and Computer Literacy**

- **Social Sciences**
  - ARCH 370 - Person-Environment Theory Credits: 3
  - (BSCM: follow professional degree requirements)

**Undergraduate Electives - 3**

**Maintaining Academic Standing**

Students are required to complete the BID in a specific path sequence. Please see the attached chronological listing of courses by year with academic requirements.

Academic standards apply to the BS, BID, and BSCM. A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442, INT 341, INT 342, INT 441, INT 442.)

**Admission Requirements**

**Application Process**

Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre-Professional Year One, which is a common first-year experience between these programs.

Upon completion of Pre-Professional Year One students must:

- Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and
- Have a minimum cumulative GPA of 2.5

Upon completion of Pre-Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

*Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate-Year Enrollment.

**Transfer Students**

Transfer applicants who have no previous work in architectural/interior design must complete the foundation years (pre-professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Maintenance of Academic Standing

Approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

- **Fine Arts and Humanities**
  - ART 104 - Drawing I Credits: 3

- **Life and Physical Sciences**
  - PHYS 141 - General Physics I Credits: 4

- **Mathematics**
  - MATH 168 - Precalculus Credits: 4

- **Service and Computer Literacy**

- **Social Sciences**
  - ARCH 370 - Person-Environment Theory Credits: 3
  - (BSCM: follow professional degree requirements)
students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student’s submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only. Summer Studio. In some cases, completion of the Summer Studio program is best done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of Andrews Core Experience courses normally required in Pre-Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture, Art & Design directly to confirm their reservation for the class.

Undergraduate Minors

Architectural Studies Minor

Minor Requirements - 23
ARCH 126 - Drawing and Graphics Studio Credits: 3
ARCH 150 - Introduction to Architecture and Design Credits: 3
ARCH 215 - Introduction to Design Studio Credits: 5
plus 12 additional credits with a minimum of 6 upper division credits from courses with ARCH acronym

Masters

Architecture MArch (3 1/2 Year Track)

Program Description
The 3½-year professional degree program is designed for students who have previously earned an undergraduate degree in an unrelated area of study. Under this program, the student spends the first 2½ years completing undergraduate prerequisite architectural core courses. The final year is similar to the final year of the Master of Architecture 5½-year degree which results in the accredited professional degree. Please see the Academic Calendar [OLD] for application deadlines.

Total Credits - 102

Degree Core - 88
Requirements
ARCH 150 - Introduction to Architecture and Design Credits: 3
ARCH 201 - Construction I Credits: 3
ARCH 202 - Construction II Credits: 3
ARCH 205 - Structures I Credits: 4
ARCH 247 - Architecture as Craft Studio Credits: 5
ARCH 248 - Architecture as Craft Studio Credits: 5
ARCH 249 - Integrative Design I Credits: 2
ARCH 459 - Design Theory Credits: 3
ARCH 469 - Integrative Design II Credits: 2
ARCH 521 - Urban Design Studio Credits: 6
ARCH 522 - Visiting Critic/Topic Studio Credits: 6
ARCH 536 - Professional Practice I Credits: 2
ARCH 537 - Professional Practice II Credits: 2

Program Electives - 14
Elective must be selected from ARCH, BSCM and INT courses.

Maintaining Academic Standing
No grade lower than C (2.00) in any course in the graduate portion of the program.
A student whose cumulative graduate GPA falls below 3.0 in any given term is placed on academic probation. A student is normally disqualified if they do not increase their graduate GPA to 3.0 during the academic term of probation.
A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture degree.

Admission Requirements
Application must be made online to the School of Graduate Studies & Research. In addition to meeting the application requirements of the School of Graduate Studies & Research, applicants should:
- Hold an undergraduate degree;
- Have a minimum cumulative undergraduate GPA of 3.0;
- Submit an online application.
- Submit a portfolio of work (this work need not be architectural in nature, it may include writing samples, drawings, photography, etc.) Original work will not be accepted.

The following prerequisite courses may be required at the discretion of the Admissions Committee:
- ARCH 126 - Drawing and Graphics Studio
- ART 104 - Drawing I
- MATH 168 - Precalculus
- PHYS 141 - General Physics I

Upon acceptance, graduate standards of scholarship apply to all coursework.

Architecture MArch (5 1/2 Year Track)

Program Description
The professional degree program consists of a pre-professional Bachelor of Science in Architecture and then a Master of Architecture. When earned sequentially, the degree track results in the accredited professional education.

Total Credits - 30

Degree Core - 16
ARCH 521 - Urban Design Studio Credits: 6
ARCH 522 - Visiting Critic/Topic Studio Credits: 6
ARCH 536 - Professional Practice I Credits: 2
ARCH 537 - Professional Practice II Credits: 2

Program Electives - 14
A minimum of 14 credits of architecture electives at the graduate level. Elective requirements must be selected from ARCH, BSCM and INT courses. Selection of electives outside of school offerings requires the approval of the school faculty.

Maintaining Academic Standing
No grade lower than C (2.00) in any course in the graduate portion of the program.
A student whose cumulative graduate GPA falls below 3.0 in any given term is placed on academic probation. A student is normally disqualified if they do not increase their graduate GPA to 3.0 during the academic term of probation.
A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture.

Admission Requirements
Application Process
In addition to meeting the General Minimum Admission Requirements for graduate degree programs, the following School requirements apply to the graduate phase of this program.

Completion of a baccalaureate degree—BSA: Architecture.
Successful completion of all undergraduate coursework with a minimum cumulative GPA of 2.75.
Completion of the Graduate Record Exam (GRE). The GRE must be taken AND scores reported prior to beginning the M.Arch. year.

Architecture

ARCH 126 - Drawing and Graphics Studio
Credits: 3
Introduction to freehand drawing and architectural drawing graphic conventions. Exercises include freehand and drafted drawings of building plans, sections, and elevations, and an introduction to three-dimensional representation.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring, Summer
College Code: SAID

ARCH 150 - Introduction to Architecture and Design
Credits: 3
Emphasis on design concepts, professional vocabulary, historical appreciation, contemporary issues, and values that are important to the mission of the School of Architecture & Interior Design. Open to all students.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 201 - Construction I
Credits: 3
An overview of site work, foundation, and structural systems as well as an investigation into the structural and material properties, assembly methods and detailing primarily for wood and masonry construction systems.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 202 - Construction II
Credits: 3
An investigation into the structural and material properties, assembly methods and detailing primarily for steel and concrete construction systems as well as an introduction to cost estimating.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 201.
Schedule Type: Lecture

ARCH 205 - Structures I
Credits: 4

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 168 & PHYS 141.
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: SAID

ARCH 215 - Introduction to Design Studio
Credits: 5
Introduction to formal composition, architectural typology and principles of building context in the design of buildings and artifacts with simple program elements. Minimum cumulative GPA of 2.5.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 126.
Schedule Type: Studio
Term Offering: Fall
College Code: SAID

ARCH 247 - Architecture as Craft Studio
Credits: 5
Design projects focusing on the materiality of architecture and the logic of construction.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 215
Schedule Type: Independent
Term Offering: Spring
College Code: SAID

ARCH 299 - Independent Study
Credits: 1–4
Study of special topics not currently offered by the School of Architecture, Art & Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture, Art & Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.

Grade Mode: Normal w/SG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: SAID

ARCH 305 - Structures II
Credits: 4
Structural problems in steel analysis and principles of concrete and masonry, lateral loads due to wind and seismic forces.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 205.
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: SAID

ARCH 315 - History of Architecture I
Credits: 3
Chronological overview of the history of architecture from prehistory through the 14th century (Gothic). Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115.
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 316 - History of Architecture II
Arts and Architecture

The design of buildings as it relates to landscape and to human experience with increased complexity of program and form.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Credits: 2

ARCH 318 - 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.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 320.
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 320 - Placemaking Studio

The design of buildings as it relates to landscape and to human experience with increased complexity of program and form.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Credits: 4

ARCH 330 - 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.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Credits: 6

ARCH 335 - 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.

Grade Mode: Normal (A-F,I,W)
Credits: 4

ARCH 336 - 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.

Grade Mode: Normal (A-F,I,W)
Credits: 4

ARCH 370 - 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.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115.
Credits: 3

ARCH 390 - Special Topics in _______

Based on selected topics of current interest in architecture offered by the School of Architecture & Interior Design. May be repeated in different topic areas.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: SAID

ARCH 395 - 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.

Course Attribute: Service course
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning, Independent
College Code: SAID

ARCH 424 - Islamic Architecture

A focused view on the period of architectural history known as Islamic Architecture. Covers the beginnings of Islamic period from 600 CE to the present time, looking at Islamic buildings from all parts of the world.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Credits: 2,3

ARCH 425 - 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.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Credits: 2,3

ARCH 426 - 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.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Credits: 2,3

ARCH 434 - 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.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115.
Credits: 3
ARCH 435 - Introduction to Building Information Modeling
Credits: 3
An introduction to Building Information Modeling (BIM) using Autodesk REVIT software.
Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 441, ARCH 449.
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 441 - Comprehensive Building Design Studio
Credits: 5
Design of a public and/or civic building in the physical and cultural setting of a small town or urban neighborhood.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 205, ARCH 318, ARCH 330;
Prerequisite(s): ARCH 449.
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 442 - Integrative Design Studio
Credits: 5
Comprehensive building design project: site design, building design, and development of architectural detail (including integration of materials and structural and environmental systems).
Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 441.
Prerequisite(s): ARCH 449.
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 445 - Furniture Design
Credits: 2
An exploratory course that prepares individuals to apply technical knowledge and skills to prepare and execute furniture design projects from assemblage to finish. Incorporates the safe use of a variety of hand and power tools and machinery. Projects vary according to the individual skill level of the student. May be repeated for up to 4 credits.
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

ARCH 449 - Integrative Design I
Credits: 2
An introduction to the pre-design activities of programming and project budgeting; and an investigation into the design implications of building codes, accessibility standards, and zoning ordinances for a concurrent studio project.
Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 435, ARCH 441
Prerequisite(s): ARCH 205
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 459 - Design Theory
Credits: 3
A survey and analysis of architectural thought, including readings from both historical and contemporary sources.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 315.
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 469 - Integrative Design II
Credits: 2
The application of the principles of architectural detailing, building data evaluation, materials specifications, and comparative cost analysis for a concurrent studio project.
Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 442
Prerequisite(s): ARCH 449
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 480 - Architectural Community Service
Credits: 1–3
Design of community service or architectural mission projects. May also include pre-construction management work associated with mission projects. Work initiated by students requires prior approval of faculty. May be repeated for up to 6 credits.
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): ARCH 247.
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture, Blended Learning
College Code: SAID

ARCH 485 - Special Topics in _________
Credits: 1–4
Based on selected topics of current interest in architecture offered by the School of Architecture & Interior Design. May be repeated in different topic areas.
Course/Lab Fee: Yes
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): ARCH 441.
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture, Blended Learning
College Code: SAID

ARCH 496 - Cooperative Work Experience
Credits: 1–6
Supervised work with an architecture or construction firm. 120 hours of work is required for each credit. May be repeated up to 6 credits.
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): 3rd year standing and application one semester in advance of the planned work. Graded on S/U basis.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SAID

ARCH 499 - Independent Research
Credits: 1–4
Study of special topics not currently offered by the School of Architecture & Interior Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture & Interior Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): ARCH 469.
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning, Independent
College Code: SAID

ARCH 521 - Urban Design Studio
Credits: 6
Urban design proposal for a small town (or parts thereof), urban neighborhood, or college campus.
Grade Mode: Normal (A-F,I,W)
Corequisite(s): Completion of BSA and Acceptance to Master of Architecture degree year.
ARCH 522 - Visiting Critic/Topic Studio
Credits: 6
Design project(s) to be determined by Visiting Critic and regular faculty. Topic of studio varies.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Completion of BSA and Acceptance to Master of Architecture degree year.
Schedule Type: Studio
Term Offering: Spring
College Code: SAID

ARCH 530 - Analytical Summer Abroad
Credits: 3–6
A course focusing upon study, analysis, and documentation of buildings, spaces, and/or gardens in another country. Venues may change from year to year.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 318.
Schedule Type: Blended Learning
Term Offering: Summer
College Code: SAID

ARCH 536 - Professional Practice I
Credits: 2
Lectures and seminars focusing on Judeo-Christian values and social responsibilities in the profession. Studies introduce conventional practice methods and career planning for present and future. Topical areas include the role of the architect, organization and management of the firm, and project administration.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 537 - Professional Practice II
Credits: 2
Lectures and seminars focusing on Judeo-Christian values and social responsibilities in the profession. Studies introduce conventional practice methods and career planning for present and future. Topical areas include the role of the architect, organization and management of the firm, and project administration.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 536
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 585 - Special Topics in ______________________
Credits: 1–7
Based on selected topics of current interest in architecture offered by the School of Architecture & Interior Design. May be repeated in different topic areas.
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SAID

ARCH 594 - Practicum
Credits: 7
Experience under the supervision of a professional practitioner that meets the requirements of the Andrews University School of Architecture & Interior Design. May be for a for-profit or not-for-profit organization.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Acceptance to Master of Architecture degree year and Acceptance to Practicum Program.
Schedule Type: Practicum
College Code: SAID

ARCH 595 - Community Project in Architecture
Credits: 1–6
"Hands-on" involvement in humanitarian and/or service-oriented projects in an on-site work environment. Work initiated by students requires prior approval of faculty.
Course Attribute: Service course
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning, Independent
College Code: SAID

ARCH 599 - Independent Research
Credits: 1–4
Study of special topics not currently offered by the School of Architecture & Interior Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture & Interior Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.
Grade Mode: Normal w/ S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning, Independent
College Code: SAID

Construction Management

BSCM 101 - History and Introduction to Construction Management
Credits: 2
A historical background into the development of the construction industry, the roles of the different participants and an overview of the construction process. Career choices, industry firms, and key players in the construction management process will be explored.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HIST 117, HIST 118, ENGL 115.
Schedule Type: Lecture
College Code: SAID

BSCM 207 - Regulatory Issues
Credits: 2
Examination of the regulations in planning, building, advocacy and civil rights rules. Includes investigative techniques, jurisdictional responsibilities and inspection procedures.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 215 - Construction Equipment and Methods
Credits: 2
Construction equipment and selected construction methods including equipment application strategies, own/lease benefits and establishing operational costs for project estimating.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 301 - Cost Estimating I
Credits: 2
Introduction to the estimating function and review and applications of material quantity survey techniques used in estimating costs of construction projects. Includes types of approximate and precise methods of estimating and their uses, and computer applications.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 302 - Cost Estimating II
Credits: 3
Pricing and bidding of construction work including cost factors, labor and equipment, productivity factors, prices databases, job direct and indirect costs, methods of estimating time, materials, equipment, subcontractors' work, general expenses, and profit, bid preparations and submission, and computer applications.
BSCM 325 - Structural Systems Design
Credits: 2
The study of typical construction materials as used in the design process. Concrete, wood, steel and composite structures and underlying mechanical and physical properties will be covered.

BSCM 349 - Construction Documents
Credits: 3
This course examines construction documents for competitive bidding and execution of projects. Light and heavy construction types will be examined.

BSCM 365 - Site Construction and Surveying
Credits: 2
The study of critical aspects of site construction and surveying relating to on-site logistics.

BSCM 401 - Construction Management I
Credits: 3
Construction management concepts and practices, the management system, construction planning and programming, project control, environmental management, total quality management, and ethics in construction management.

BSCM 402 - Construction Management II
Credits: 3
A management course in contract documents, safety, planning, scheduling, production control, and law and labor. Topics include contracts, planning, cost and production peripheral documents, and cost and work analysis, scheduling, material handling, layout, payment scheduling, and inspections.

BSCM 410 - Project Planning & Scheduling
Credits: 2
Construction planning, scheduling, and communications required for project control, the practical and legal implications of each, as well as introduction to the use of scheduling software, and its benefits.

BSCM 420 - Construction Law
Credits: 2
Study of the United States legal system and contractual issues that are significant to construction managers, and addresses ethics in the construction industry. Legal issues arising from design and construction services, focusing on risk management and liability awareness.

BSCM 430 - Professional Practice
Credits: 3
Analyzes construction contracts, specifications, and practices with regard to business law and liability. Examines contractor, architect, and engineer responsibilities through case studies and class discussions.

BSCM 445 - Building Information Modeling - Cost Analysis
Credits: 3
Application of a Building Information Model that incorporates cost data, used for quantity takeoff and cost estimating.

BSCM 455 - Building Information Modeling
Credits: 3
Application of a Building Information Model used to visualize a construction schedule and sequence.

BSCM 465 - Collaborative Project Delivery
Credits: 3
Application of project delivery in conjunction with a concurrent project within the School of Architecture, Art & Design. Building Information Modeling will be used as a method of applying cost analysis and project planning and scheduling.

INT 200 - Color Theory
Credits: 3
This course introduces students to the aesthetic, historical, perceptual, scientific, and psychological aspects of color and light and the implication of color principles and theories to interior design. Students will explore color through experimentation, observation and evaluation. Relevant design projects will be analyzed for their use of color theory.

INT 300 - Materials & Methods
Credits: 2
In this course students will examine non-textile based materials, available resources, and methods of production, construction and installation. Through a study of current product applications, they will learn how to select, specify and apply appropriate materials and finishes on the basis of aesthetics, material cost, environmental impact and performance.
INT 315 - History and Theory of Interiors
Credits: 3
This course is a survey of interior design throughout history. Emphasis is given to the historical, theoretical and cultural influences that have affected the design of the interior environment from antiquity through present-day.

INT 341 - Interior Design Studio I
Credits: 5
Intermediate design studio building on previous design principles.

INT 342 - Interior Design Studio II
Credits: 5
Intermediate design studio building on previous design principles.

INT 420 - Textiles
Credits: 3
This course introduces students to the technical and aesthetic aspects of textiles and their use in interior design. Emphasis is placed on product knowledge, specifications, technology, safety, testing, and terminology. New textiles and fibers and their application and performance will be studied.

INT 435 - Professional Practice
Credits: 3
This course explores standard business procedures commonly associated with the practice of interior design. Students will study various types of design practices, financial management and compensation, ethical practices, professional development, legal liability, and issues related to licensing and certification. The management of a typical interior design project will be studied, including writing proposals and contracts, specifications, bidding procedures, budgets, construction schedules, contractor negotiations and collaboration, and project administration.

INT 441 - Interior Design Studio I
Credits: 5
Advanced design studio building on previous design principles.

INT 442 - Interior Design Studio II
Credits: 5
Advanced design studio building on previous design principles.
School of Business Administration

Chan Shun Hall, Room #201
269-471-3632; FAX: 269-471-6158
sba-info@andrews.edu
www.andrews.edu/SBA

Ralph Trecartin, Dean
Jerry Chi, Assistant Dean

Mission
The School of Business Administration offers high quality education in business at the bachelor's and master's levels to all who qualify, both church members and others of goodwill. We emphasize excellence in teaching in our disciplines, challenging students to search for knowledge and for that wisdom illumined by Christian insight in preparation for service to the world.

History
The school traces its origin to 1908 with the establishment of the Commercial Department of Emmanuel Missionary College. In 1952 all business instruction was organized into the Department of Business Administration. MBA candidates were admitted to the graduate program in 1964.

In July 1980, the School of Business Administration was organized, becoming the third professional school of the university. The school is housed in Chan Shun Hall.

Business Ethics Oath
The School of Business Administration is committed to promoting a higher ethical standard for its graduating students. Ethics is learned in various business classes throughout the course of study, with a business ethics oath taken at the end of their program. This oath is available to graduating students wishing to participate in a higher ethical standard of business conduct.

Program Outcomes

Bachelor of Business Administration/Bachelor of Science
- Students will be able to identify the major theory and concepts of business across business functional areas.
- Students will be able to incorporate relevant quantitative and qualitative data in the analysis.
- Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
- Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.
- Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Master of Business Administration
- Students will be able to demonstrate competence in each of the functional areas of business.
- Students will be able to integrate the core business concepts and the use of effective management skills.
- Students will be able to apply professional communication skills, both oral and written.
- Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving business problems.
- Students will be able to articulate a manager's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Master of Science Administration (Organizational Management)
- Students will be able to demonstrate competence in the application of business principles and practices to the administration of church and church-related organizations.
- Students will be able to apply professional communication skills, both oral and written.
- Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving administrative problems.
- Students will be able to articulate an administrator's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Accreditation and Memberships
Andrews University has received accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration
- Bachelor of Business Administration with Majors in:
  - Accounting
  - Finance
  - Information Systems
  - International Business
  - Management
  - Marketing
- Bachelor of Science in Business Administration

Programs

Associate of Science
- Business, General Business Concentration AS

Bachelor of Science
- Business Administration BS

Bachelor of Business Administration
- Accounting BBA
- Finance BBA
- Information Systems BBA
- International Business BBA
- International Business and Language BA/BBA (dual degree)
- Management BBA
- Marketing BBA

Minors
- Accounting Minor
- Business Administration Minor
- Economics Minor
- Finance Minor
- Information Systems Minor
- Management Minor
- Marketing Minor

Master of Business Administration
- Business Administration MBA
- Business Administration MBA (Interactive Online)
- Master of Business Administration/Master of Social Work Dual Degree
  - MBA/MSW (dual degree)

Master of Science Administration
- Organizational Management MSA

Associates

Business, General Business Concentration AS

Program Description
The Associate of Science degree prepares students for entry-level job opportunities in the business field. The degree is designed for the student who cannot stay in college for a four-year degree or who wishes to interrupt his/her program for a period of time and return to college to complete a four-year baccalaureate degree.

This AS degree can be completed on-campus or online. Program requirements are the same for both the main campus and online options.
Main Campus: All courses for this program are available on the main campus. Campus course formats include lectures, labs, and more interactive learning experiences.

Online: All course requirements can also be completed online, with no time required on the main campus. Online courses are offered in self-paced open learning and self-paced full-term formats, with a few also available in interactive online format (see School of Distance Education and International Partnerships Online Delivery Definitions).

Total Credits: 62

Core Requirements - 33

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 121 - Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 122 - Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 210 - Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 341 - Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 355 - Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 225 - Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 226 - Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 317 - Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>INF 120 - Foundations of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>INF 215 - Business Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 310 - Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Cognates - 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 285 - Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Undergraduate Electives

Sufficient credits to complete the 62 credits required for graduation.

Andrews Core Experience—21

Students must take all courses designated in the Associate Within Professional Program of the Andrews Core Experience Program while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101 - Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Life/Physical Sciences/Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 166 - College Algebra for Business</td>
<td>3 (or higher)</td>
</tr>
</tbody>
</table>

Additional Information

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Bachelors

Business Administration BS

Program Description

The program caters specifically to pre-medical, pre-dental, pre-law or other pre-professional students who desire a business emphasis that will benefit them in their chosen career.

This four-year degree includes the business core and courses required by the pre-professional program. Courses need to be selected in consultation with an advisor from the School of Business Administration and an advisor from the specific pre-professional program.

Total Credits: 124

Business Core - 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 121 - Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 122 - Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 341 - Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 355 - Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 365 - International Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 475 - Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 494 - Business Strategy and Decisions</td>
<td>3</td>
</tr>
<tr>
<td>ECON 225 - Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 226 - Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 317 - Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>INF 120 - Foundations of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>INF 215 - Business Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 310 - Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Cognates - 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 285 - Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience Program while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELT 100 - God and Human Life</td>
<td>3</td>
</tr>
<tr>
<td>RELT 340 - Religion and Ethics in Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>Or RELT 390 - Christian Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>and two courses</td>
<td></td>
</tr>
</tbody>
</table>

Additional Information

Undergraduate Electives

As required by the pre-professional program.

Graduation Requirements

Students must complete the required business courses with a minimum GPA of 2.33 (C+).

Additional Information

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Program Objectives

Program Outcomes

Students will be able to identify the major theory and concepts of business across business functional areas.

Students will be able to incorporate relevant quantitative and qualitative data in the analysis.

Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas. Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Bachelors Dual Degrees

International Business and Language BA/BBA

Program Description
This program prepares students for international careers with business and language skills, providing practical, on-site, work experience and an academic background in international affairs. Students receive two separate but integrated degrees: a Bachelor of Business Administration with a major in international business and a Bachelor of Arts in language for international trade.

Total Credits: 149

Business Core - 39

ACCT 121 - Principles of Accounting I Credits: 3  
ACCT 122 - Principles of Accounting II Credits: 3  
BSAD 341 - Business Law Credits: 3  
BSAD 355 - Principles of Management Credits: 3  
BSAD 365 - International Environment of Business Credits: 3  
BSAD 475 - Operations Management Credits: 3  
BSAD 494 - Business Strategy and Decisions Credits: 3  
ECON 225 - Principles of Macroeconomics Credits: 3  
ECON 226 - Principles of Microeconomics Credits: 3  
FNCE 317 - Business Finance Credits: 3  
INF 120 - Foundations of Information Technology Credits: 3  
INF 215 - Business Software Applications Credits: 3  
MKTG 310 - Principles of Marketing Credits: 3  

Business Major: Core Requirements - 27

Business Core - 18  
BSAD 450 - Multicultural Business Relations Credits: 3  
BSAD 467 - International Management Credits: 3  
ECON 454 - International Economics Credits: 3  
FNCE 426 - International Finance Credits: 3  
MKTG 465 - International Marketing Credits: 3  
BSAD 487 - Internship in _________ Credits: 1–3 (Must have an international focus. INLS 490 may be taken in place of BSAD 487.)

Business Electives - 9  
Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements. Choose three courses from the following:

Economics Electives—0-9  
ECON 325 - Economic Thought Credits: 3  
ECON 328 - Money and Banking Credits: 3  
ECON 330 - Health Economics Credits: 3  
ECON 415 - Introduction to Econometrics Credits: 3  
ECON 427 - Economic Development Credits: 3  

Finance/Accounting Electives—0-9  
FNCE 397 - Investments Credits: 3  
FNCE 410 - Intermediate Business Finance Credits: 3  
FNCE 429 - Portfolio Theory Credits: 3  
ACCT 330 - Cost and Managerial Accounting Credits: 3  

Management Electives—0-9  
BSAD 345 - Business and Society Credits: 3  
BSAD 380 - Healthcare Foundations Credits: 3  
BSAD 384 - Human Resource Management Credits: 3  
BSAD 410 - Entrepreneurship Credits: 3  
BSAD 470 - Quality Management Credits: 3  

Marketing Electives—0-9  
MKTG 320 - Consumer Behavior Credits: 3  
MKTG 368 - Integrated Marketing Communication Credits: 3  
MKTG 440 - Marketing Management Credits: 3  
MKTG 456 - Marketing Research Credits: 3  

Business Major Graduation Requirements
Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All management majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122 and a C (2.00) minimum grade in BSAD 355.

Language Major: Core Requirements - 30

French
All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

Adventist Colleges Abroad - 9  
FREN 321  
FREN 341  
FREN 351  
FREN 361  

Andrews University Language Courses - 21  
FREN 275 - Intermediate French Credits: 4  
FREN 280 - French Conversation and Composition Credits: 3  
FREN 415 - Advanced French Communication Credits: 3  
FREN 430 - Contemporary French Culture and Society Credits: 3  
FREN 460 - French for International Trade Credits: 3  
ILGS 490 - Language and International Trade Internship/Practicum Credits: 3  
(Also may be taken in place of ILGS 490.)
remaining FREN/ILGS credits to complete 30 credits.

Note: Language proficiency exit exam required.

Spanish
All majors are required to attend a full academic year, excluding summer sessions, at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Adventist Colleges Abroad - 6  
Advanced Grammar  
Choose one of the following courses:  
SPAN 351, 352, 353, 451, 452, 453  
Advanced Composition  
Choose one of the following courses:  
SPAN 361, 362, 363, 461, 462, 463  
Advanced Conversation  
Choose one of the following courses:  
SPAN 371, 372, 373, 471, 472, 473  

Andrews University Language Courses - 24  
FREN 275 - Intermediate Spanish Credits: 4  
SPAN 280 - Spanish Conversation and Composition Credits: 3  
SPAN 470 - Spanish for International Trade Credits: 3  
SPAN 488 - Spanish for International Relations Credits: 3  
ILGS 490 - Language and International Trade Internship/Practicum Credits: 3  
(Also may be taken in place of ILGS 490.)
remaining SPAN/ILGS credits to complete 30 credits.
Cognates - 3  
STAT 285 - Elementary Statistics Credits: 3

Andrews Core Experience - 60  
Students must take all courses designated in the Andrews Core Experience: BA & BS Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion  
RELT 340 - Religion and Ethics in Modern Society Credits: 3  
Or RELT 390 - Christian Business Ethics Credits: 3

Mathematics  
MATH 166 - College Algebra for Business Credits: 3

Social Sciences  
ECON 225 - Principles of Macroeconomics Credits: 3 (Taken as part of the business core.)  
3 credits of  
FNCE 206 - Personal Finance Credits: 2,3

Language/Communication  
Language, Intermediate Level Credits: 4 (Taken as part of the language core.)

Additional Requirements  
Transfer Credits  
The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement  
Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Undergraduate Minors  
Business Administration Minor  

Total Credits: 21  

Minor Core—12  
ACCT 205 - Accounting for Decision Making and Control Credits: 3  
BSAD 355 - Principles of Management Credits: 3  
ECON 208 - Principles of Economics Credits: 3  
MKTG 310 - Principles of Marketing Credits: 3

Minor Electives—9  
Choose nine credits from the following courses (students who are interested in pursuing the MBA after completion of their undergraduate degree should consider taking BSAD341, BSAD475, and FNCE317):  
BSAD 210 - Small Business Management Credits: 3  
BSAD 341 - Business Law Credits: 3  
BSAD 365 - International Environment of Business Credits: 3  
BSAD 475 - Operations Management Credits: 3  
FNCE 206 - Personal Finance Credits: 2,3  
FNCE 317 - Business Finance Credits: 3  
INF 120 - Foundations of Information Technology Credits: 3  
INF 215 - Business Software Applications Credits: 3

Other Minors Available  
Minors may also be obtained in:  
Accounting  
Economics  
Finance  
Information Systems  
Management  
Marketing

Masters  
Business Administration MBA  
Chan Shun Hall  
269-471-3339; FAX: 269-471-6158  
mba-info@andrews.edu  
www.andrews.edu/sba

Graduate Faculty  
Jerry Chi, Graduate Programs Director, Professor of Management  
William Greenley, Assistant Professor of Computer Information Systems  
Alan Kirkpatrick, Associate Professor of Finance  
Ben Maguad, Professor of Management  
Liz Muilenbeck, Adventist Health System Associate Professor of Management  
Kimberly Pichot, Associate Professor of Marketing  
LeRoy Ruhupatty, Assistant Professor of Accounting  
Lucile Sabas, Associate Professor of Economics  
Carmelita Troy, Associate Professor of Accounting  
Jacquelyn Warwick, J.N. Andrews Professor of Marketing

Program Description  
Mission  
The mission of the Professional MBA program is to prepare students from many cultural backgrounds for responsible positions in domestic and international business, in government, and in not-for-profit organizations. The program emphasizes the integration of business principles with Christian principles and philosophy to prepare students for leadership roles which require clear and critical thinking, wise judgment, effective communication, integrity in all actions, and recognition of opportunities for service.

Professional MBA  
With the appropriate business background, the Professional MBA at Andrews University can be completed in three semesters. However, the MBA is also designed for students with any bachelor’s degree. Students who enter the program without prior coursework in business will take a two-year (5-semester) degree program, which will include prerequisites. Prerequisites in the common body of knowledge are required to bring the student up to the minimum expectations of our graduate faculty. These courses provide an introduction to the broad field of business administration.

The graduate courses in the MBA itself, which approximate three semesters of work, are divided into two groups, required and elective; 24 credits are in courses required of all students, and 9 credits are in elective courses. These advanced courses emphasize the understanding of administrative processes in resolving problems faced by business executives. These courses also help the student view the business enterprise as an integrated unit operating in a complex economic, political, and social system.

Only courses numbered above 500 may be used to meet MBA requirements. A maximum of 6 credits in approved courses may be taken off-campus or in another school of the university.

Total Credits: 33  

MBA Core—24  
ACCT 610 - Managerial Accounting Credits: 3  
BSAD 515 - Organizational Behavior & Leadership Credits: 3  
BSAD 620 - Christian Ethics, Service & Society Credits: 3  
BSAD 689 - Strategic Management Credits: 3 (Capstone Course)  
ECON 525 - International Macroeconomics Credits: 3

Note: Language proficiency exit exam required.
ECON 530 - Managerial Economics Credits: 3
FNCE 675 - Financial Management Credits: 3
MKTG 680 - Strategic Marketing Management Credits: 3

MBA Electives—9
Choose three courses from the following:
ACCT 586 - Tax Research Credits: 3
ACCT 615 - Accounting Theory Credits: 3
ACCT 620 - Financial Statement Analysis Credits: 3
BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
BSAD 545 - International Business Management Credits: 3
BSAD 555 - Topics in ___ Credits: 1–3
BSAD 560 - Intercultural Business Relations Credits: 3
BSAD 615 - Management of Quality Credits: 3
BSAD 643 - Quantitative Methods in Business Decisions Credits: 3
BSAD 670 - Management of Human Resources Credits: 3
FNCE 526 - International Financial Management Credits: 3
FNCE 680 - Investment Management Credits: 3
INF5 510 - Management Information Systems Credits: 3
MKTG 540 - Marketing Management in Not-for-Profit Organizations Credits: 3

Admission Requirements
In addition to the general admission requirements under Graduate Academic Policies, note also the requirements listed below.

Prerequisite Courses
These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following six courses constitute the prerequisites for the MBA degree:
ACCT 505 Survey of Accounting for Decision Making and Control Credits: 2
(OR ACCT 205 Accounting for Decision Making and Control Credits: 3;
OR both ACCT 121 - Principles of Accounting I Credits: 3 AND ACCT 122 - Principles of Accounting II Credits: 3)
BSAD 505 - Survey of Operations Management Credits: 2 (OR BSAD 475 - Operations Management Credits: 3)
BSAD 506 - Survey of Business Law Credits: 2 (OR BSAD 341 - Business Law Credits: 3)
ECON 508 Survey of Economics Credits: 2 (OR ECON 208 Principles of Economics Credits: 3; OR both ECON 225 - Principles of Macroeconomics Credits: 3 AND ECON 226 - Principles of Microeconomics Credits: 3)
FNCE 500 - Survey of Business Finance Credits: 2 (OR FNCE 317 - Business Finance Credits: 3)
STAT 285 - Elementary Statistics Credits: 3

Competency in computers is assumed.

Graduate Management Admission Test (GMAT)
The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as

Admission GMAT requirements can be obtained by ONE of the following:
Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score ≥ 1,000.

OR
Five years of documented and approved related work experience and earned a grade of at least B- in statistics and a grade of at least B- in pre-calculus algebra.

OR
On-campus Andrews University undergraduate business students with a cumulative GPA ≥ 3.0 and earned a grade of at least a B- in statistics and a grade of at least B- in pre-calculus algebra.

OR
GPA ≥ 3.25 from a U.S. accredited institution.

Professional Resume
All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

Maintaining Academic Standing
All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

Program Accreditation
The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

Program Objectives

Program Outcomes
Students will be able to demonstrate competence in each of the functional areas of business.

Students will be able to integrate the core business concepts and the use of effective management skills.

Students will be able to apply professional communication skills, both oral and written.

Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving business problems.

Students will be able to articulate a manager's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Dual Degree Option
Master of Business Administration/Master of Social Work Dual Degree MBA/MSW

Business Administration MBA (Interactive Online)
Chan Shun Hall
269-471-3339; FAX: 269-471-6158
mba-info@andrews.edu
www.andrews.edu/sba

Graduate Faculty
Jerry Chi, Graduate Programs Director, Professor of Management
William Greenley, Assistant Professor of Computer Information Systems
Alan Kirkpatrick, Associate Professor of Finance
Ben Maguad, Professor of Management
Liz Muhlenbeck, Adventist Health System Associate Professor of Management
Kimberly Pichot, Associate Professor of Marketing
LeRoy Ruhupatty, Assistant Professor of Accounting
Lucile Sabas, Associate Professor of Economics
Carmelita Troy, Associate Professor of Accounting
Jacquelyn Warwick, J.N. Andrews Professor of Marketing

Program Description
Andrews University School of Business Administration recognizes that it is not always convenient for business professionals to leave their places of employment to obtain advanced degrees in business. The interactive online MBA degree program is designed for completion online with the final courses required on campus (3-week intensives) culminating with graduation exercises (usually the first

307
weekend in August). The interactive online MBA program is available to students who are not able to attend classes on campus.

A maximum of 6 credits in approved courses may be taken at another accredited college/university or in another school of Andrews University.

Total Credits: 33

MBA Core—24

ACCT 610 - Managerial Accounting Credits: 3
BSAD 515 - Organizational Behavior & Leadership Credits: 3
BSAD 620 - Christian Ethics, Service & Society Credits: 3
BSAD 689 - Strategic Management Credits: 3 (Capstone Course)
ECON 525 - International Macroeconomics Credits: 3
ECON 530 - Managerial Economics Credits: 3
FNCE 675 - Financial Management Credits: 3
MKTG 680 - Strategic Marketing Management Credits: 3

MBA Electives—9

These elective courses are tentative. Other electives may become available and offered for the online program.

Choose three courses from the following:

ACCT 620 - Financial Statement Analysis Credits: 3
BSAD 530 - Leadership & Management of Not-For-Profit Organizations Credits: 3
BSAD 556 - Topics in ___ Credits: 1–3
BSAD 615 - Management of Quality Credits: 3
BSAD 643 - Quantitative Methods in Business Decisions Credits: 3
BSAD 670 - Management of Human Resources Credits: 3
FNCE 526 - International Financial Management Credits: 3
FNCE 680 - Investment Management Credits: 3
INF5 510 - Management Information Systems Credits: 3
MKTG 540 - Marketing Management in Not-For-Profit Organizations Credits: 3

Admission Requirements

In addition to the general admission requirements under Graduate Academic Policies, note also the requirements listed below.

Prerequisite Courses

These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master’s degree. The following six courses constitute the prerequisites for the MBA degree:

ACCT 505 Survey of Accounting for Decision Making and Control Credits: 2
(OR ACCT 205 Accounting for Decision Making and Control Credits: 3;
OR both ACCT 121 - Principles of Accounting I Credits: 3 AND ACCT 122 - Principles of Accounting II Credits: 3)
BSAD 505 - Survey of Operations Management Credits: 2 (OR BSAD 475 - Operations Management Credits: 3)
BSAD 506 - Survey of Business Law Credits: 2 (OR BSAD 341 - Business Law Credits: 3)
ECON 508 Survey of Economics Credits: 2 (OR ECON 208 Principles of Economics Credits: 3; OR both ECON 225 - Principles of Macroeconomics Credits: 3 AND ECON 226 - Principles of Microeconomics Credits: 3)
FNCE 500 - Survey of Business Finance Credits: 2 (OR FNCE 317 - Business Finance Credits: 3)
STAT 285 - Elementary Statistics Credits: 3

Competency in computers is assumed.

Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as 515 or above) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

Admission GMAT requirements can be obtained by ONE of the following:

Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score ≥ 1,000.

OR

Five years of documented and approved related work experience and earned a grade of at least B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

On-campus Andrews University undergraduate business students with a cumulative GPA ≥ 3.0 and earned a grade of at least B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

GPA ≥ 3.25 from a U. S. accredited institution.

Professional Resume

All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the “Professional History” section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

Program Accreditation

The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

Program Objectives

Program Outcomes

Students will be able to demonstrate competence in each of the functional areas of business.

Students will be able to integrate the core business concepts and the use of effective management skills.

Students will be able to apply professional communication skills, both oral and written.

Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving business problems.

Students will be able to articulate a manager’s ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Organizational Management

MSA

Program Description

A Master of Science in Administration program is designed to prepare students for leadership in various industry-specific settings.

The MSA degree in Organizational Management is for students seeking management roles in church or other not-for-profit organizations. Offered by the School of Business Administration, the program blends business management, church management, and communication principles to create a well-rounded degree experience.
This MSA degree can be completed on-campus or online.

A maximum of 6 credits in approved courses may be taken off-campus or in another school of the university.

**Total Credits: 33**

**Degree Requirements**

**Business Core - 9**
- BSAD 530 - Leadership & Management of Not-For-Profit Organizations **Credits:** 3
- BSAD 620 - Christian Ethics, Service & Society **Credits:** 3
- MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits:** 3

**Business Electives - 6**
Choose two courses from the following:
- ACCT 610 - Managerial Accounting **Credits:** 3
- ACCT 620 - Financial Statement Analysis **Credits:** 3
- BSAD 515 - Organizational Behavior & Leadership **Credits:** 3
- BSAD 560 - Intercultural Business Relations **Credits:** 3
- BSAD 615 - Management of Quality **Credits:** 3
- BSAD 670 - Management of Human Resources **Credits:** 3
- ECON 530 - Managerial Economics **Credits:** 3
- FNCE 675 - Financial Management **Credits:** 3
- MKTG 680 - Strategic Marketing Management **Credits:** 3

**Seminary Electives - 9**
Choose nine credits from the following:
- CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3
- CHMN 526 - Christian Responses to Human Needs **Credits:** 2,3
- CHMN 546 - Mission in Cultural and Religious Context **Credits:** 3
- MSSN 630 - Cross-Cultural Leadership Development **Credits:** 2,3

**Communication Electives - 9**
Choose nine credits from the following:
- COMM 510 - Communication Theory **Credits:** 3
- COMM 525 - Christian Communication Worldview & Ethics **Credits:** 3
- COMM 533 - Crisis Communications **Credits:** 2
- COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
- COMM 562 - Social Media: Digital Footprint Management **Credits:** 3
- COMM 600 - Leadership Communication **Credits:** 2,3
- COMM 610 - Advanced Persuasion **Credits:** 2,3
- COMM 615 - Media Law **Credits:** 2,3
- COMM 620 - Christian Mass Media Development **Credits:** 3
- COMM 630 - Media Production **Credits:** 3

**Admission Requirements**

See general admission requirements under Graduate Academic Policies.

**GRE/GMAT Requirements**
Students have the option to take either the GRE or GMAT.

Professional Resume
All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

**Maintaining Academic Standing**

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

**Program Objectives**

Students will be able to demonstrate competence in the application of business principles and practices to the administration of church and church-related organizations.

Students will be able to apply professional communication skills, both oral and written.

Students will be able to apply professional communication skills, both oral and written.

Students will be able to articulate an administrator’s ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

**Masters Dual Degrees**

**Master of Business Administration/Master of Social Work Dual Degree MBA/MSW**

School of Business Administration
Chan Shun Hall
269-471-3339; FAX: 269-471-6158
mba-info@andrews.edu
www.andrews.edu/sba

Social Work
Nethery Hall, Room 009
269-471-6196; FAX: 269-471-3686
swinfo@andrews.edu
www.andrews.edu/socialwork

Graduate Faculty
School of Business Administration
Jerry Chi, Graduate Programs Director, Professor of Management
William Greenley, Assistant Professor of Computer Information Systems
Alan Kirkpatrick, Associate Professor of Finance
Ben Maguad, Professor of Management
Liz Muhlenbeck, Adventist Health System Associate Professor of Management
Kimberly Pichot, Associate Professor of Marketing
Lucile Sabas, Associate Professor of Economics
Carmelita Troy, Associate Professor of Accounting
Jacquelyn Warwick, J.N. Andrews Professor of Marketing

Department of Social Work
Alina Baltazar, MSW Program Director, Associate Professor of Social Work
Krista Cooper, Assistant Professor of Social Work
Desiree Davis, Assistant Professor of Social Work
Margaret Howell, Dual Degree Program Coordinator, Assistant Professor of Social Work
Shannon Trecartin, Assistant Professor of Social Work
Ingrid Sliskers, Assistant Professor of Social Work
Twyla Smith, Director of Field, Assistant Professor of Social Work
Curt VanderWaal, Department Chair, Professor of Social Work

**Program Description**

Andreae University has chosen to explore a collaboration between the School of Business Administration and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and an MBA intersect. Social Workers, particularly those in the areas of Administration and Development Social Work, may have an interest in administrative work. In such situations, the MBA could equip them with a complementary skill set. Likewise, MBA students may find themselves in situations where social work skills in counseling and therapy would be useful, especially if they work in the not-for-profit sector. In addition, the MSW/MBA collaborative allows for a greater breadth of employment opportunities for students.

Since both the MSW and MBA programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. In the event that a student decides to drop out of the dual degree program, the requirements for the single degree must be completed in their entirety.
The MBA is a 33 credit degree, but it will share 5 credits with the MSW program, accepting 3 MSW credits as an elective (SOWK 630 or 660 which are taken under the MSW core), plus 2 MSW credits as part of the MBA ethics requirement (SOWK 515 from the MSW core). Likewise, the MSW is a 56 credit degree, but it will share 10 credits with the MBA program and accept 10 MBA credits as electives. This reduces the total credits for both degrees from 89 to 74.

**Total Credits: 74**

**MBA Core—22**

- ACCT 610 - Managerial Accounting Credits: 3
- BSAD 515 - Organizational Behavior & Leadership Credits: 3
- 1 credit of BSAD 556 - Topics in Christian Ethics in Business Credits: 1–3 (Must be concurrently enrolled in SOWK 515 Christian Perspectives on Professional Ethics Credits: 2)
- BSAD 689 - Strategic Management Credits: 3 (Capstone Course)
- ECON 525 - International Macroeconomics Credits: 3
- ECON 530 - Managerial Economics Credits: 3
- FNCE 675 - Financial Management Credits: 3
- MKTG 680 - Strategic Marketing Management Credits: 3

**MSW Core—35**

- SOWK 501 - Foundations of Practice I Credits: 4
- SOWK 502 - Foundations of Practice II Credits: 4
- SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2 (Must be concurrently enrolled in BSAD 556 Topics: Christian Ethics in Business Credits: 1)
- SOWK 531 - Human Behavior and the Social Environment I Credits: 2
- SOWK 532 - Human Behavior and the Social Environment II Credits: 2
- 2 credits of SOWK 550 - Social Policy Credits: 2,3
- SOWK 561 - Social Work Research I Credits: 2
- SOWK 562 - Social Work Research II Credits: 2
- SOWK 601 - Advanced Practice I Credits: 3
- SOWK 602 - Advanced Practice II Credits: 2
- SOWK 605 - Advanced Clinical Assessment Credits: 3
- SOWK 630 - Policy for Social Change Credits: 3
- SOWK 660 - Advanced Practice Evaluation Credits: 3
- 1 credit of SOWK 689 - Advanced Professional Seminar Credits: .5

**MSW Field Experience—11**

- 1 credit of SOWK 510 - Generalist Field Seminar Credits: .5
- 4 credits of SOWK 535 - Generalist Field Experience Credits: 1–4 (4 credits = 400 hours)
- 1 credit of SOWK 610 - Advanced Field Seminar Credits: .5
- 5 credits of SOWK 635 - Advanced Field Experience Credits: 1–5 (5 credits = 500 hours)

**MBA Electives—6**

Choose two courses from the following:

- ACCT 620 - Financial Statement Analysis Credits: 3
- BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
- BSAD 545 - International Business Management Credits: 3
- 3 credits of BSAD 556 - Topics in Christian Ethics in Business Credits: 1–3
- BSAD 560 - Intercultural Business Relations Credits: 3
- BSAD 615 - Management of Quality Credits: 3
- BSAD 643 - Quantitative Methods in Business Decisions Credits: 3
- BSAD 670 - Management of Human Resources Credits: 3
- FNCE 526 - International Financial Management Credits: 3
- FNCE 680 - Investment Management Credits: 3
- INF5 510 - Management Information Systems Credits: 3
- MKTG 540 - Marketing Management in Not-for-Profit Organizations Credits: 3

**Admission Requirements**

In addition to the general admission requirements under Graduate Academic Policies, note also the requirements listed below.

**Prerequisite Courses**

- **MBA**
  - These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.
  - Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master’s degree. The following six courses constitute the prerequisites for the MBA degree:
    - ACCT 505 Survey of Accounting for Decision Making and Control Credits: 2 (OR ACCT 205 Accounting for Decision Making and Control Credits; 3 OR both ACCT 121 - Principles of Accounting Credits: 3 AND ACCT 122 - Principles of Accounting II Credits: 3)
    - BSAD 505 - Survey of Operations Management Credits: 2 (OR BSAD 475 - Operations Management Credits: 3)
    - BSAD 506 - Survey of Business Law Credits: 2 (OR BSAD 341 - Business Law Credits: 3)
    - ECON 508 Survey of Economics Credits: 2 (OR ECON 208 Principles of Economics Credits: 3; OR both ECON 225 - Principles of Macroeconomics Credits: 3 AND ECON 226 - Principles of Microeconomics Credits: 3)
    - FNCE 500 - Survey of Business Finance Credits: 2 (OR FNCE 317 - Business Finance Credits: 3)
    - STAT 285 - Elementary Statistics Credits: 3

- **MSW**
  - Human Biology or Anatomy and Physiology—3 credits (or pass non-credit equivalency course)
  - Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6 credits
  - Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—8 credits
  - Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—14 credits
  - Previous computer skills, either in course work (1 or more credits) or extensive hands-on experience evidenced by the Computer Skills Assessment Form.

- **Graduate Management Admission Test (GMAT)**
  - The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as MBA or MSW) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

  **Admission GMAT requirements can be obtained by ONE of the following:**
  - Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score ≥ 1,000.
  - OR Five years of documented and approved related work experience and earned a grade of at least B- in statistics and a grade of at least B- in pre-calculus algebra.
  - OR On-campus Andrews University undergraduate business students with a cumulative GPA ≥ 3.0 and earned a grade of at least a B- in statistics and a grade of at least B- in pre-calculus algebra.
  - OR GPA ≥ 3.25 from a U.S. accredited institution.

- **GPA Requirements**
  - Applicants must satisfy one of the criteria below:
    - Have an overall GPA of at least 2.75 in undergraduate courses.
    - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
    - Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A-F.
    - Hold a previous master’s degree.

- **Professional Resume**
  - All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the “Professional History” section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

- **English Language Requirements**
  - In addition to the English language requirements under Graduate Academic Policies, note also the requirements listed below.
    - Nelson Denny - score of 13
Personal interview with MSW program director or designee
Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

**Maintaining Academic Standing**
All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

**Program Accreditation**
The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

The Master of Social Work program is accredited by the Council on Social Work Education (CSWE) located in Alexandria, Virginia.
Accounting, Economics & Finance

Chan Shun Hall, Room #215
269-471-3429; FAX: 269-471-6158
aef-info@andrews.edu
www.andrews.edu/sba

Mission
The Department of Accounting, Economics & Finance offers majors that are intellectually stimulating, professionally challenging, and rewarding. We endeavor to provide the best preparation possible for careers in business, government, academia, and the church.

The faculty seeks to provide students with training and education which will qualify them for employment in a multicultural and global environment. A Christian education encourages an awareness of moral and ethical responsibilities in one’s personal and professional life. It is in this context that the department holds up Jesus Christ as the best model for personal responsibility and development and seeks to encourage its students to follow His example.

Faculty
Carmelita Troy, Program Coordinator, Associate Professor of Accounting
Alan Kirkpatrick, Associate Professor of Finance
Lucile Sabas, Associate Professor of Economics
Quentin Sahly, Assistant Professor of Accounting
Ralph Trecartin, Associate Professor of Finance

Adjunct Faculty
Bari Courts
Jennifer Daley
Matthew Rosenboom
Paul Smith

Bachelors

Accounting BBA

Accounting is concerned primarily with (1) measuring income, expenditures, and wealth generated by a business enterprise, and (2) communicating information about the financial condition of economic organizations and the results of their financial activities. Thus, accounting is the language of business—the backbone of the free enterprise system.

The accounting major is designed to meet the needs of students preparing for accounting careers in business, government, not-for-profit organizations, or public accounting, including those who desire to secure, through state examination, the Certified Public Accountant (CPA) or that of Certified Management Accountant (CMA).

Students planning to sit for the CPA exam should consult their state's Board of Public Accountancy before planning their accounting program. Each state has its own rules, regulations, and specific course requirements. Assistance may be obtained from the Accounting faculty. This program is designed to meet the educational requirements to take the CPA examination in Michigan. 150 credit hours are required for CPA certification.

Total Credits: 124

Business Core - 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 121 - Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 122 - Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 341 - Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 355 - Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 365 - International Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 475 - Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 494 - Business Strategy and Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

ECON 225 - Principles of Macroeconomics | 3       |
ECON 226 - Principles of Microeconomics | 3       |
FINC 317 - Business Finance             | 3       |
INFS 120 - Foundations of Information Technology | 3   |
INFS 215 - Business Software Applications | 3       |
MKTG 310 - Principles of Marketing     | 3       |

Major Requirements

Major Core—18

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 321 - Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 322 - Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 330 - Cost and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 365 - Individual Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 456 - Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 465 - Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Electives—9

Choose three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 320 - Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 455 - Accounting for Not-for-Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 467 - Corporate Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 470 - Internship in Accounting/Auditing</td>
<td>1–3</td>
</tr>
<tr>
<td>ACCT 476 - Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 487 - Internship in __________</td>
<td>1–3</td>
</tr>
<tr>
<td>FINC 397 - Investments</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All accounting majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122.

Cognates—3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 285 - Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Anderss Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion
- RELT 340 - Religion and Ethics in Modern Society | 3
  - Or RELT 390 - Christian Business Ethics | 3

Mathematics
- MATH 166 - College Algebra for Business | 3

Social Sciences
- PSYC 101 - Introduction to Psychology | 3
  - Or SOCI 119 - Principles of Sociology | 3

3 credits of FINC 206 - Personal Finance | 2,3

Additional Requirements

Transfer Credits
The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement
Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA
Program Objectives

Program Outcomes

Students will be able to identify the major theory and concepts of business across business functional areas.

Students will be able to incorporate relevant quantitative and qualitative data in the analysis.

Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.

Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Outcomes

Students will be able to explain how the required and elective Accounting major courses integrated with the other functional areas of business.

Students will be able to explain the major concepts, theory, and practice of their required Accounting major courses: Intermediate Accounting, Individual Taxation, Advanced Accounting, and Auditing.

Students in Accounting will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.

Students will be able to explain that the rigor and content of their Accounting courses adequately prepared them for their careers in business.

Finance BBA

Program Description

The finance major is designed to prepare students for careers in financial management. Through a carefully coordinated sequence of courses, the program covers many of the factors that influence financial decision making and provides specific tools for analyzing and interpreting financial data. Students will acquire skills that will help them launch a career in the areas of corporate finance, investments, banking, and financial planning.

Total Credits: 124

Business Core - 39

ACCT 121 - Principles of Accounting I Credits: 3
ACCT 122 - Principles of Accounting II Credits: 3
BSAD 341 - Business Law Credits: 3
BSAD 355 - Principles of Management Credits: 3
BSAD 365 - International Environment of Business Credits: 3
BSAD 475 - Operations Management Credits: 3
BSAD 494 - Business Strategy and Decisions Credits: 3
ECON 225 - Principles of Macroeconomics Credits: 3
ECON 226 - Principles of Microeconomics Credits: 3
FNCE 317 - Business Finance Credits: 3
INF 120 - Foundations of Information Technology Credits: 3
INF 215 - Business Software Applications Credits: 3
MKTG 310 - Principles of Marketing Credits: 3

Major Requirements

Major Core—12

ACCT 321 - Intermediate Accounting I Credits: 3
FNCE 397 - Investments Credits: 3
FNCE 410 - Intermediate Business Finance Credits: 3

FNCE 426 - International Finance Credits: 3

Major Electives—15

Choose five courses from the following:

ACCT 322 - Intermediate Accounting II Credits: 3
ECON 328 - Money and Banking Credits: 3
ECON 330 - Health Economics Credits: 3
ECON 334 - Intermediate Microeconomics Credits: 3
ECON 415 - Introduction to Econometrics Credits: 3
FNCE 330 - Financial Planning Credits: 3
FNCE 394 - Futures and Options Markets Credits: 3
FNCE 429 - Portfolio Theory Credits: 3
FNCE 430 - Finance Seminar Credits: 3
BSAD 487 - Internship in _________ Credits: 1–3

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All finance majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122, and FNCE 317.

FNCE 206 is not available for credit towards a finance major.

Cognates—3

STAT 285 - Elementary Statistics Credits: 3

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions.

Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

RELT 340 - Religion and Ethics in Modern Society Credits: 3
Or RELT 390 - Christian Business Ethics Credits: 3

Mathematics

MATH 166 - College Algebra for Business Credits: 3

Social Sciences

PSYC 101 - Introduction to Psychology Credits: 3
SOCI 119 - Principles of Sociology Credits: 3

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Program Objectives

Program Outcomes

Students will be able to identify the major theory and concepts of business across business functional areas.

Students will be able to incorporate relevant quantitative and qualitative data in the analysis.

Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judeo-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

**Major Outcomes**

- Students will be able to explain how the required and elective Finance major courses integrated with the other functional areas of business.
- Students will be able to explain the major concepts, theory and practice of their required Finance major courses: Intermediate Accounting, Investments, Intermediate Business Finance.
- Students in Finance will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.
- Students will be able to explain that the rigor and content of their Finance major courses adequately prepared them for their careers in Finance.

**International Business BBA**

**Program Description**

This major enables students to acquire a knowledge base that develops their capacity to work for an organization that operates in a global setting.

**Total Credits: 124**

**Business Core - 39**

- ACCT 121 - Principles of Accounting I Credits: 3
- ACCT 122 - Principles of Accounting II Credits: 3
- BSAD 341 - Business Law Credits: 3
- BSAD 355 - Principles of Management Credits: 3
- BSAD 365 - International Environment of Business Credits: 3
- BSAD 475 - Operations Management Credits: 3
- BSAD 494 - Business Strategy and Decisions Credits: 3
- ECON 225 - Principles of Microeconomics Credits: 3
- ECON 328 - Money and Banking Credits: 3
- FNCE 317 - Business Finance Credits: 3
- INFS 120 - Foundations of Information Technology Credits: 3
- INFS 215 - Business Software Applications Credits: 3
- MKTG 310 - Principles of Marketing Credits: 3

**Major Requirements**

**Major Core—15**

- BSAD 450 - Multicultural Business Relations Credits: 3
- BSAD 467 - International Management Credits: 3
- ECON 454 - International Economics Credits: 3
- FNCE 426 - International Finance Credits: 3
- MKTG 465 - International Marketing Credits: 3

**Major Electives—12**

Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements. Choose four courses from the following:

**Economics Electives—0-12**

- ECON 325 - Economic Thought Credits: 3
- ECON 328 - Money and Banking Credits: 3
- ECON 330 - Health Economics Credits: 3
- ECON 415 - Introduction to Econometrics Credits: 3
- ECON 427 - Economic Development Credits: 3

**Finance/Accounting Electives—0-12**

- FNCE 397 - Investments Credits: 3
- FNCE 410 - Intermediate Business Finance Credits: 3
- FNCE 429 - Portfolio Theory Credits: 3
- ACCT 330 - Cost and Managerial Accounting Credits: 3

**Management Electives—0-12**

- BSAD 345 - Business and Society Credits: 3
- BSAD 380 - Healthcare Foundations Credits: 3
- BSAD 384 - Human Resource Management Credits: 3
- BSAD 410 - Entrepreneurship Credits: 3
- BSAD 470 - Quality Management Credits: 3

**Marketing Electives—0-12**

- MKTG 320 - Consumer Behavior Credits: 3
- MKTG 368 - Integrated Marketing Communication Credits: 3
- MKTG 440 - Marketing Management Credits: 3
- MKTG 456 - Marketing Research Credits: 3

**Internship (International Focus)—3**

- BSAD 487 - Internship in _________ Credits: 1–3

**Business Major Course/GPA Requirements**

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All International Business students must earn at least a "C" letter grade in the following courses: ACCT 121 and ACCT 122.

**Cognates—3**

- STAT 285 - Elementary Statistics Credits: 3

**General Electives—13**

Sufficient credits to complete the 124 credits required for graduation.

**Andrews Core Experience - 42**

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

**Religion**

- RELT 340 - Religion and Ethics in Modern Society Credits: 3
- Or RELT 390 - Christian Business Ethics Credits: 3

**Mathematics**

- MATH 166 - College Algebra for Business Credits: 3

**Social Sciences**

- PSYC 101 - Introduction to Psychology Credits: 3
- Or SOCI 119 - Principles of Sociology Credits: 3

3 credits of FNCE 206 - Personal Finance Credits: 2,3

**Additional Requirements**

**Transfer Credits**

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

**Residence Requirement**

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

**Program Objectives**

**Program Outcomes**

- Students will be able to identify the major theory and concepts of business across business functional areas.
- Students will be able to incorporate relevant quantitative and qualitative data in the analysis.
Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.
Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Outcomes
Students will be able to explain how their courses in their Concentration in International Business integrated with the other functional areas of business.
Students in International Business will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.
Students will be able to explain that the rigor and content of their International Business courses adequately prepared them for their careers in business.

Undergraduate Minors

Accounting Minor

Total Credits: 21

Minor Core—12
ACCT 121 - Principles of Accounting I Credits: 3
ACCT 122 - Principles of Accounting II Credits: 3
ACCT 321 - Intermediate Accounting I Credits: 3
ACCT 322 - Intermediate Accounting II Credits: 3

Note: A minimum of a "C" letter grade must be earned in ACCT 121, ACCT 122.

Minor Electives—9
Any three of the following:
ACCT 330 - Cost and Managerial Accounting Credits: 3
ACCT 365 - Individual Taxation Credits: 3
ACCT 455 - Accounting for Not-for-Profit Organizations Credits: 3
ACCT 456 - Advanced Accounting Credits: 3
ACCT 465 - Auditing Credits: 3
ACCT 467 - Corporate Taxation Credits: 3
ACCT 476 - Accounting Information Systems Credits: 3

Economics Minor

Total Credits: 21

Minor Core—12
ECON 225 - Principles of Macroeconomics Credits: 3
ECON 226 - Principles of Microeconomics Credits: 3
ECON 334 - Intermediate Microeconomics Credits: 3
ECON 335 - Intermediate Macroeconomics Credits: 3

Note: A minimum of a "C" letter grade must be earned in ECON 225, ECON 226.

Minor Electives—9
Courses at the 300 or 400 level chosen from ECON offerings

Finance Minor

Total Credits: 21

Minor Core—12
ACCT 121 - Principles of Accounting I Credits: 3
ACCT 122 - Principles of Accounting II Credits: 3
FNCE 317 - Business Finance Credits: 3
FNCE 397 - Investments Credits: 3

Note: A minimum of a "C" letter grade must be earned in ACCT 121, ACCT 122, and FNCE 317.

Minor Electives—9
Choose three courses from the following:
FNCE 330 - Financial Planning Credits: 3
FNCE 394 - Futures and Options Markets Credits: 3
FNCE 426 - International Finance Credits: 3
FNCE 429 - Portfolio Theory Credits: 3
ECON 328 - Money and Banking Credits: 3

Accounting

ACCT 121 - Principles of Accounting I

Credits: 3
Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. Labs are designed to further address, through practice and implementation, the content of this course.

Lecture/Lab: Weekly: two lectures and one lab
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Interactive Online, Self-Paced
Term Offering: Fall
College Code: SBA

ACCT 122 - Principles of Accounting II

Credits: 3
Studies fundamental concepts of cost and managerial accounting. Labs are designed to further address, through practice and implementation, the content of this course. A grade of C or higher is needed in ACCT 121 for admission to ACCT 122.

Lecture/Lab: Weekly: two 75-minute lectures and one 75-minute lab
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ACCT 121 with a grade of C or higher
Schedule Type: Lecture, Lab, Interactive Online, Self-Paced
Term Offering: Spring
College Code: SBA

ACCT 205 - Accounting for Decision Making and Control

Credits: 3
Accounting and financial analysis overview course focusing on financial reporting, internal controls and fraud prevention, cost management, budgeting, forecasting, and performance evaluation, with applications to financial management in healthcare and other not-for-profit organizations. Labs are designed to further address, through practice and implementation, the content of this course. This course may not be used to satisfy requirements for an undergraduate business degree.

Lecture/Lab: Weekly: one 3-hour lecture and one 75-minute lab
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Fall, Spring
College Code: SBA

ACCT 320 - Business Communication

Credits: 3
Designed for the accounting major, this course focuses on techniques of successful communication in the business world. The course introduces strategies for various business situations including memos, letters, meetings, presentations, reports, and
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.
Minimum GPA of 3.00 in accounting courses.

Analysis of financial statements, SEC filings, and other public disclosures.

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.

Credits: 3
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 122 or ACCT 205 or ACCT 505
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SBA

ACCT 625 - Financial Analysis and Reporting

Credits: 3
Develops business leaders' financial-statement literacy. Topics include: understanding the nature of business transactions; identification of relevant economic events for reporting; determination of appropriate financial measures for those events; analysis of the effects of those events in organization's performance and financial condition. Not available for MBA program.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SBA

ACCT 600 - Financial Statement Analysis

Credits: 3

ECON 208 - Principles of Economics

Credits: 3
This course is designed to offer non-economics major students a broad understanding of the world around them at both a microeconomic and a macroeconomic level. Firm decision-making tools and consumer choice mechanisms will be studied. More specifically, the role of the market and its structures will be analyzed through the theory of supply and demand, including price and quantity determination, price elasticity, and the role of government in regulating market size and in addressing market failures. Production function, profit maximization conditions, and the basics of firm behavior will help the student to understand some aspects of the firm decision-making process. At a macroeconomic level, several aggregate variables will be studied, including GDP, the consumer price index, the monetary system, and economic policies implementation. This course may not be used to satisfy requirements for an undergraduate business degree.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

ECON 225 - Principles of Macroeconomics

Credits: 3
Analysis of some major statistics of a national economy in the long and the short run, such as aggregate income and expenditures, economic growth, inflation, and unemployment, as well as the monetary system and money supply.

Course Attribute: Fulfills the General Education Social Sciences requirement

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: SBA

ECON 320 - U.S. Economic History

Credits: 3
A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post-World War II growth.

Grade Mode: Normal (A-F,I,W)
ECON 321 - Indian Economic History
Credits: 3
A study of Indian Economics in two parts. In the first part, emphasis will be on the study of Economics from ancient times to Indian independence. The second part will be devoted to the Economic progress of India since independence, with special emphasis on the five-year plans and their requirements. Only offered for students enrolled at Spicer Memorial College.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SBA

ECON 325 - Economic Thought
Credits: 3
The development of economic thinking from late medieval times to the present. Survey begins with the Mercantilists, extends through Adam Smith to 20th century thinkers such as Joan Robinson, Milton Friedman, and John M. Keynes.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225, ECON 226
Schedule Type: Lecture
College Code: SBA

ECON 328 - Money and Banking
Credits: 3
Commercial banking and the process of money creation, the operation and controls of the Federal Reserve System, money and credit in circulation, and the effect of monetary policies. Some contemporary financial crises (and crisis management) are analyzed, along with their origins and consequences on the financial and banking system.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225, ECON 226
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: SBA

ECON 330 - Health Economics
Credits: 3
An application of economic principles to the health-care industry. Demand for and supply of health-care services are analyzed to determine their effect on cost. Examines the impact of insurance, technology, and regulation on the industry.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 226
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: SBA

ECON 334 - Intermediate Microeconomics
Credits: 3
Theoretical analysis of consumer behavior, and decision making, using the utility function. The firm's decision making process is also analyzed in different market structures, based on profit maximization and costs of production. Welfare economics and game theory are introduced. Students may not enroll in ECON 334 unless they have obtained a grade of C or higher in ECON 226.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ECON 226
Prerequisite/Corequisite: MATH 191 or MATH 182
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: SBA

ECON 335 - Intermediate Macroeconomics
Credits: 3
The classical theory and growth theory in the long run are analyzed as well as the business cycle theory. Determinants of aggregate income are studied, along with other aggregate variables like the unemployment rate, the interest rate and inflation and its impact on the economy. Students may not enroll in ECON 335 unless they have obtained a grade of C or higher in ECON 225.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ECON 225
Prerequisite/Corequisite: ECON 226

ECON 336 - Econometrics
Credits: 3
An analysis of the labor market focusing on labor demand, supply, wage differentials, human capital, discrimination, and unions.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: STAT 285 or STAT 340, MATH 191 or MATH 182
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: SBA

ECON 345 - International Economics
Credits: 3
A description and theoretical analysis of international trade, balance-of-payments accounts, the mechanisms of international economic adjustment, the theory of comparative advantage, and economic integration.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225, ECON 226
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: SBA

ECON 415 - Introduction to Econometrics
Credits: 3
Topics include probability sampling, hypothesis testing, regression techniques, and problems of multicollinearity, heteroscedasticity, and auto-correlation.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: STAT 285 or STAT 340, MATH 191 or MATH 182
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: SBA

ECON 427 - Economic Development
Credits: 3
A study of the problem of poverty in the world and theories about the growth of developing countries. The effects of population growth, trade and aid, alternative strategies for expansion, and challenges facing these countries are evaluated.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225, ECON 226
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: SBA

ECON 440 - Public Finance
Credits: 3
The course integrates economic theory with applications in the field of public finance. Focuses on detailed microeconomic analysis of government functions, expenditures, and finance. Recent public finance issues are discussed.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225, ECON 334
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: SBA

ECON 454 - Independent Readings/Study in ________
Credits: 1–3
Individually directed study or readings under the guidance of the instructor. Oral and reading reports may be required.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225, ECON 226
Repeatable: Repeatable up to 6 credits total
Schedule Type: Independent
Special Approval: Instructor, Department Chair and Dean permission required
College Code: SBA
ECON 508 - Survey of Economics
Credits: 2
This course is designed to offer non-economics major students a broad understanding of the world around them at both a microeconomic and a macroeconomic level. Firm decision-making tools and consumer choice mechanisms will be studied. More specifically, the role of the market and its structures will be analyzed through the theory of supply and demand, including price and quantity determination, price elasticity, and the role of government in regulating market size and in addressing market failures. Production function, profit maximization conditions, and the basics of firm behavior will help the student to understand some aspects of the firm decision-making process. At a macroeconomic level, several aggregate variables will be studied, including GDP, the consumer price index, the monetary system, and economic policies implementation. A foundation course for the MBA. Grade not included in the MBA GPA calculation.

Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SBA

ECON 525 - International Macroeconomics
Credits: 3
The study of global macroeconomic issues facing firms, including the structure of the exchange rate regime. In this context, the forecast of a floating exchange rate and the impact of monetary policies, the interest rate and the inflation rate on the exchange rate setting are studied and analyzed. Within the context of competing economic theories, the course considers domestic policies, international trade and payment issues, economic growth, international institutions and the spread of regional crises, and the impact of stabilization policies on firms. Development of a spreadsheet model of an economy is required.

Grade Mode: Normal (A-F, I, W)
Prerequisite/Corequisite: ECON 225 or ECON 208 or ECON 508
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SBA

ECON 530 - Managerial Economics
Credits: 3
The use of microeconomic theory and optimization techniques as tools of management decision making within a business firm are studied. Statistical analyses such as regression techniques will be utilized. While microeconomics serves as a foundation, emphasis on quantitative approaches also requires knowledge of basic calculus and statistics.

Grade Mode: Normal (A-F, I, W)
Prerequisite/Corequisite: ECON 226 or ECON 208 or ECON 508, and STAT 285
Recommended: Calculus
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SBA

Finance

FNCE 206 - Personal Finance
Credits: 2, 3
Study of personal financial management. Emphasizes the principles of stewardship. The course covers household budgeting; use and cost of credit; life, property and umbrella insurance; individual taxation, housing; estate planning; savings; and investing. Not available for credit towards a finance major.

Course Attribute: Fulfills the General Education Social Sciences requirement

Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SBA

FNCE 317 - Business Finance
Credits: 3
A managerial approach to financial analysis, planning, and control. Management of working capital, long-term assets, and long-term financing.

Grade Mode: Normal (A-F, I, W)
Prerequisite/Corequisite: ACCT 122, MATH 166
Schedule Type: Lecture, Interactive Online, Self-Paced

FNCE 330 - Financial Planning
Credits: 3
An integrative approach to personal financial planning incorporating time value of money, financial statements, federal taxation, risk management and insurance concepts. Emphasis will be placed on developing a framework for formulating sound financial plans.

Grade Mode: Normal (A-F, I, W)
Prerequisite(s): FNCE 317.
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: SBA

FNCE 394 - Futures and Options Markets
Credits: 3
The theory of futures pricing and options pricing, and the application of the theory to develop a framework for analyzing hedging and investment decisions using futures and options. Attention to practical considerations in the use of these investments.

Grade Mode: Normal (A-F, I, W)
Prerequisite(s): FNCE 317.
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: SBA

FNCE 397 - Investments
Credits: 3
The techniques, vehicles, and strategies for implementing investment goals in light of risk-return tradeoffs. Key factors that determine the composition of the individual or institutional portfolios emphasized.

Grade Mode: Normal (A-F, I, W)
Prerequisite(s): FNCE 317.
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

FNCE 410 - Intermediate Business Finance
Credits: 3
A study of more advanced topics in corporate finance and an application of previously covered topics with the use of cases.

Grade Mode: Normal (A-F, I, W)
Prerequisite(s): FNCE 317.
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

FNCE 426 - International Finance
Credits: 3

Grade Mode: Normal (A-F, I, W)
Prerequisite(s): FNCE 317.
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: SBA

FNCE 429 - Portfolio Theory
Credits: 3
Theories and techniques for management of portfolios; emphasis on the portfolio manager's role in diversification and meeting investors' goals, and a review of empirical literature.

Grade Mode: Normal (A-F, I, W)
Prerequisite(s): FNCE 317.
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: SBA
FNCE 430 - Finance Seminar
Credits: 3
A survey of contemporary issues in financial markets, with an emphasis on financial market innovations, financial system stability, and the role of government. The class is taught in a seminar setting and relies on extensive selected reading from current trade books and periodicals.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FNCE 317, ECON 225, ECON 226.
Schedule Type: Seminar
College Code: SBA

FNCE 490 - Independent Readings/Study in ________
Credits: 1–3
Individually directed study or readings under the guidance of the instructor. Oral and reading reports may be required.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FNCE 317; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in finance courses
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Special Approval: Instructor, Department Chair and Dean permission required
College Code: SBA

FNCE 500 - Survey of Business Finance
Credits: 2
A managerial approach to financial analysis, planning and control. Management of working capital, long-term assets, and long-term financing. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation.
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 122 or ACCT 205 or ACCT 505, and MATH 166
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SBA

FNCE 526 - International Financial Management
Credits: 3
The financial management of international enterprises and global portfolio analysis. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage and taxation impacts. Research paper/presentation or case analyses are required.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FNCE 317 or FNCE 500.
Schedule Type: Lecture, Interactive Online
College Code: SBA

FNCE 675 - Financial Management
Credits: 3
An advanced study of major topics in corporate financial management. These topics include valuation of financial assets, investment in long-term assets, capital structure, dividend policy, working capital management, and other specialized topics, such as risk management.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FNCE 317 or FNCE 500.
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SBA

FNCE 680 - Investment Management
Credits: 3
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FNCE 317 or FNCE 500
Schedule Type: Lecture, Interactive Online
Year Offering: Alternate Years
Term Offering: Summer
College Code: SBA
Admission Requirements

Students must take all courses designated in the Associate Degree Requirements of the Andrews Core Experience.

Admission Requirements

Total Credits: 64-67

Major: Core Requirements - 43

Flight
- AFLT 110 - Basic Aircraft Systems: 3 Credits
- AFLT 115 - Private Pilot Ground School: 4 Credits
- AFLT 121 - Flight Training 1: 3 Credits
- AFLT 122 - Flight Training 2: 3 Credits
- AFLT 215 - Instrument Pilot Ground School: 4 Credits
- AFLT 220 - Meteorology: 3 Credits
- AFLT 226 - Flight Training 3: 3 Credits
- AFLT 227 - Flight Training 4: 3 Credits
- AFLT 305 - Commercial Pilot Ground School: 4 Credits
- AFLT 321 - Flight Training 5: 3 Credits
- AFLT 322 - Flight Training 6: 3 Credits
- AFLT 323 - Flight Training 7: 3 Credits
- AFLT 324 - Flight Training 8: 3 Credits
- AFLT 426 - Multiengine Flight Training: 1 Credit

Aviation, Flight Concentration AT

Total Credits: 73 - 76

Major: Degree Requirements - 52

Aviation Maintenance Concentration AT

Total Credits: 73 - 76

Major: Degree Requirements - 52

Aviation Maintenance
- AVMT 108 - Applied Science for Aerospace Technicians: 4 Credits
- AVMT 114 - Aircraft Basic Electricity: 2 Credits
- AVMT 116 - Federal Regulations, Publications, Forms and Records: 2 Credits
- AVMT 120 - Materials and Processes for Aircraft Structures: 4 Credits
- AVMT 204 - Aircraft Electrical Systems: 2 Credits
- AVMT 206 - Powerplant Electrical Systems: 4 Credits
- AVMT 210 - Aircraft Systems: 4 Credits
- AVMT 220 - Aircraft Fuels and Fuel Systems: 2 Credits

Contact the Department of Aviation no later than July 15 to start the application process for TSA.

For ALL NON-U.S. CITIZENS planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required for each flight class. Students must receive department authorization before starting the TSA application process. TSA AUTHORIZATION IS REQUIRED BEFORE ANY FLIGHT CLASSES CAN BE STARTED.

TSA approval must be completed by the first week of September or the student must withdraw from all flight classes.

International Students - A Toefl score of 550 or equivalent must be on file before admission to the flight program. See the university bulletin section English Language Requirements for equivalent scores.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the Flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted into regular status in the flight program.

Students are required to have an iPad (see Department of Aviation Charges). Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, flight lab fees apply to all flight training courses.

Admission into the flight program starts in the fall semester only.

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Graduation Requirements


Resources

Student Handbook

A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.
Andrews Core Experience - 21-24
Students must take all courses designated in the Associate Degree Requirements of the Andrews Core Experience.

Maintaining Academic Standing
Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements
Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes as well as the general oral and practical tests before continuing on to the airframe or powerplant.

Resources
Student Handbook
A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Bachelors

Aviation, Aviation Management - Flight Concentration BT

Total Credits: 124

Major: Degree Requirements - 70

AVMT 226 - Engine Fuel Metering Systems Credits: 2
AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems Credits: 4
AVMT 304 - Aircraft Metal Structures Credits: 4
AVMT 306 - Aircraft Non-metal Structures Credits: 2
AVMT 308 - Aircraft Assembly, Rigging and Inspections Credits: 2
AVMT 310 - Gas Turbine Engines Credits: 4
AVMT 314 - Aircraft Propellers and Engine Inspections Credits: 3
AVMT 316 - Reciprocating Engine Systems and Overhaul Credits: 7

Admission Requirements
Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Graduation Requirements
An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

Flight - 49

322

Resources

Student Handbook
A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Aviation Management - Maintenance Concentration BT

Total Credits: 124

Major: Core Requirements - 73

Aviation Maintenance - 52
AVMT 108 - Applied Science for Aerospace Technicians Credits: 4
AVMT 114 - Aircraft Basic Electricity Credits: 2
AVMT 116 - Federal Regulations, Publications, Forms and Records Credits: 2
AVMT 120 - Materials and Processes for Aircraft Structures Credits: 4
AVMT 204 - Aircraft Electrical Systems Credits: 2
AVMT 206 - Powerplant Electrical Systems Credits: 4
AVMT 210 - Aircraft Systems Credits: 4
AVMT 220 - Aircraft Fuels and Fuel Systems Credits: 2
AVMT 226 - Engine Fuel Metering Systems Credits: 2
AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems Credits: 4
AVMT 304 - Aircraft Metal Structures Credits: 4
AVMT 306 - Aircraft Non-metal Structures Credits: 2
AVMT 308 - Aircraft Assembly, Rigging and Inspections Credits: 2
AVMT 310 - Gas Turbine Engines Credits: 4
AVMT 314 - Aircraft Propellers and Engine Inspections Credits: 3
AVMT 316 - Reciprocating Engine Systems and Overhaul Credits: 7

Business Requirements - 21
Credits to be selected in consultation with adviser.

Andrews Core Experience - 39
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Undergraduate Electives - 12
Credits to be selected in consultation with adviser.

Maintaining Academic Standing
Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements
Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes as well as the general oral and practical tests before continuing on to the airframe or powerplant.

Students are required to have a Windows-compatible PC laptop (see Department of Aviation Charges).

Required government issued photo identification.

International Students - A TOEFL score of 550 or equivalent must be on file before admission to the maintenance program can begin. See the university bulletin section English Language Requirements for equivalent scores.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, lab fees apply to all maintenance training courses (see Department of Aviation Charges).

Admission into the maintenance program starts in the fall semester only

Graduation Requirements
An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

Resources

Student Handbook
A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Flight and Maintenance Concentration BT

Total Credits: 131

Major: Degree Requirements - 92

Aviation Maintenance - 52
AVMT 108 - Applied Science for Aerospace Technicians Credits: 4
AVMT 114 - Aircraft Basic Electricity Credits: 2
AVMT 116 - Federal Regulations, Publications, Forms and Records Credits: 2
AVMT 120 - Materials and Processes for Aircraft Structures Credits: 4
AVMT 204 - Aircraft Electrical Systems Credits: 2
AVMT 206 - Powerplant Electrical Systems Credits: 4
AVMT 210 - Aircraft Systems Credits: 4
AVMT 220 - Aircraft Fuels and Fuel Systems Credits: 2
AVMT 226 - Engine Fuel Metering Systems Credits: 2
AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems Credits: 4
AVMT 304 - Aircraft Metal Structures Credits: 4
AVMT 306 - Aircraft Non-metal Structures Credits: 2
AVMT 308 - Aircraft Assembly, Rigging and Inspections Credits: 2
AVMT 310 - Gas Turbine Engines Credits: 4
AVMT 314 - Aircraft Propellers and Engine Inspections Credits: 3
AVMT 316 - Reciprocating Engine Systems and Overhaul Credits: 7

Flight - 40
AFLT 115 - Private Pilot Ground School Credits: 4
AFLT 121 - Flight Training 1 Credits: 3
AFLT 122 - Flight Training 2 Credits: 3
AFLT 215 - Instrument Pilot Ground School Credits: 4
AFLT 220 - Meteorology Credits: 3
AFLT 226 - Flight Training 3 Credits: 3
AFLT 227 - Flight Training 4 Credits: 3
AFLT 305 - Commercial Pilot Ground School Credits: 4
AFLT 311 - Flight Training 5 Credits: 3
AFLT 322 - Flight Training 6 Credits: 3
AFLT 323 - Flight Training 7 Credits: 3
AFLT 324 - Flight Training 8 Credits: 3
AFLT 426 - Multiengine Flight Training Credits: 1

Andrews Core Experience - 39
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Maintaining Academic Standing
Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements
1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.
Flight students are required to produce proof of citizenship (passport or birth certificate) as well as government issued photo identification.
TSA approval must be completed by the first week of September or the student must withdraw from all flight classes.
International Students - A TOEFL score of 550 or equivalent must be on file before admission to the flight and maintenance program. See the university bulletin section English Language Requirements for equivalent scores.
Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted to regular status in the flight program. In order to proceed in the Aviation Maintenance program students must successfully pass all general classes as well as the general oral and practical tests before continuing on to the airframe or powerplant courses.
Students are required to have an iPad and a laptop computer (see Department of Aviation Charges). Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.
In addition to tuition, flight lab fees apply to all flight training and maintenance courses (see Department of Aviation Charges).
Admission into the flight and maintenance programs starts in the fall semester only.

Graduation Requirements

Resources
Student Handbook
A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Flight Concentration BT
Total Credits: 124

Major: Degree Requirements - 61
Flight - 61
AFLT 110 - Basic Aircraft Systems Credits: 3
AFLT 115 - Private Pilot Ground School Credits: 4
AFLT 215 - Instrument Pilot Ground School Credits: 4
AFLT 220 - Meteorology Credits: 3
AFLT 121 - Flight Training 1 Credits: 3
AFLT 122 - Flight Training 2 Credits: 3
AFLT 226 - Flight Training 3 Credits: 3
AFLT 227 - Flight Training 4 Credits: 3
AFLT 230 - Aerodynamics Credits: 3
AFLT 300 - Aviation Safety Management Credits: 3
AFLT 305 - Commercial Pilot Ground School Credits: 4
AFLT 310 - Advanced Systems Credits: 3
AFLT 311 - Flight Training 5 Credits: 3
AFLT 322 - Flight Training 6 Credits: 3
AFLT 323 - Flight Training 7 Credits: 3
AFLT 324 - Flight Training 8 Credits: 3
AFLT 340 - Airspace and Air Traffic Control Credits: 3
AFLT 415 - Basic Physiology for Pilots Credits: 3
AFLT 426 - Multi-Engine Flight Training Credits: 1
AFLT 430 - Crew Resource Management Credits: 3

Undergraduate Electives - 24
Undergraduate electives are to be chosen in consultation with an advisor.

Andrews Core Experience - 39
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Maintaining Academic Standing
Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements
1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.
Flight students are required to produce proof of citizenship (passport or birth certificate) as well as government issued photo identification.
TSA approval must be completed by the first week of September or the student must withdraw from all flight classes.
International Students - A TOEFL score of 550 or equivalent must be on file before admission to the flight program. See the university bulletin section English Language Requirements for equivalent scores.
Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted to regular status in the flight program.
Students are required to have an iPad (see Department of Aviation Charges). Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.
In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges).
Admission into the flight program starts in the fall semester only.

Graduation Requirements
Resources

Student Handbook
A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Individualized Concentration BT

Total Credits: 124

Major: Core Requirements - 60
The program is negotiated with an advisor for review and approval by the department faculty and the Academic Policies and Curriculum Committee of the school.

Andrews Core Experience - 39
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Undergraduate Electives - 25
Credits to be selected in consultation with adviser.

Maintaining Academic Standing
Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements
On-Campus Program:
Students must apply prior to their junior year.

Online Program:
Students must have 5 or more years of employment as an FAA certified airman.
Students must have 25 or more semester credits to transfer in.
Students must complete a program orientation on campus within the first year.

Graduation Requirements
A minimum of 20 of the 60 major credits, and 30 credits of the total 124 credits, are earned through Andrews University
A minimum of 30 credits of 300 or 400-level courses

Aviation, Maintenance Concentration BT

Total Credits: 124

Major: Degree Requirements - 60
Aviation Maintenance Requirements - 52
AVMT 108 - Applied Science for Aerospace Technicians Credits: 4
AVMT 114 - Aircraft Basic Electricity Credits: 2
AVMT 116 - Federal Regulations, Publications, Forms and Records Credits: 2
AVMT 120 - Materials and Processes for Aircraft Structures Credits: 4
AVMT 204 - Aircraft Electrical Systems Credits: 2
AVMT 206 - Powerplant Electrical Systems Credits: 4
AVMT 210 - Aircraft Systems Credits: 4
AVMT 220 - Aircraft Fuels and Fuel Systems Credits: 2
AVMT 226 - Engine Fuel Metering Systems Credits: 2
AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems Credits: 4
AVMT 304 - Aircraft Metal Structures Credits: 4
AVMT 306 - Aircraft Non-metal Structures Credits: 2
AVMT 308 - Aircraft Assembly, Rigging and Inspections Credits: 2
AVMT 310 - Gas Turbine Engines Credits: 4
AVMT 314 - Aircraft Propellers and Engine Inspections Credits: 3
AVMT 316 - Reciprocating Engine Systems and Overhaul Credits: 7

Departmental Electives - 8
Credits to be selected in consultation with adviser.

Andrews Core Experience - 39
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Undergraduate Electives - 25
Credits to be selected in consultation with adviser.

Maintaining Academic Standing
Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements
Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes as well as the general oral and practical tests before continuing on to the airframe or powerplant.

Students are required to have a Windows-compatible PC laptop (see Department of Aviation Charges).

Required government issued photo identification.

International Students - A TOEFL score of 550 or equivalent must be on file before admission to the maintenance program can begin. See the university bulletin section English Language Requirements for equivalent scores.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, lab fees apply to all maintenance training courses (see Department of Aviation Charges).

Admission into the maintenance program starts in the fall semester only

Graduation Requirements
An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

Resources

Student Handbook
A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Undergraduate Minors

Aviation, Aviation Maintenance Minor
Aviation, Flight Minor

Total Credits - 20

Flight

Note: A Private Pilot Certificate is required.

AFLT 110 - Basic Aircraft Systems Credits: 3
AFLT 115 - Private Pilot Ground School Credits: 4
AFLT 121 - Flight Training 1 Credits: 3
AFLT 122 - Flight Training 2 Credits: 3

Remaining 7 AFLT credits to be selected in consultation with adviser.

Certificates

FAA Certification

FAA-Approved Instruction. The Department of Aviation operates a Flight School under 14CFR Part 61 and Part 141, as well as an Airframe and Powerplant Maintenance Technician School approved by the FAA under Title 14 CFR, Part 147.

FAA Flight Certification Programs. Qualifying students may take flight instruction for the following levels of certification:
- Private Pilot
- Instrument Rating
- Commercial Pilot
- Flight Instructor
- Multi-Engine Rating
- Multi-Engine Flight Instructor
- Instrument Flight Instructor
- Airline Transport Pilot

FAA Aviation Maintenance Certification Programs. Students may earn the following FAA approved certificates from the department's Part 147 Aviation Maintenance Technician School:
- Airframe
- Powerplant

Aviation Flight

AFLT 104 - Introduction to Aviation
Credits: 1–4

Acquaints students with the history and opportunities in aviation, such as mission flying, flight instruction, aircraft maintenance, avionics, sales, safety, and aerodynamics of flight.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatability: Repeatable up to 4 credits
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SBA

AFLT 110 - Basic Aircraft Systems
Credits: 3

The study of small aircraft systems, including: reciprocating engines, propellers and prop governors; fuel, electrical, hydraulic, pressurization, pneumatic and de-icing systems, flight controls, aircraft structures, weight and balance, and aircraft instrument systems. Also included will be pilot maintenance and a brief introduction of the FAA requirements for maintenance, inspections and recordkeeping.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

AFLT 115 - Private Pilot Ground School
Credits: 4

Ground training to prepare students for the FAA private pilot airplane knowledge test. Topics include aerodynamics, weight and balance, Federal Aviation Regulations, navigation, meteorology, aircraft systems and performance.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

AFLT 121 - Flight Training 1
Credits: 3

This course is the first part of the private pilot flight training and includes the flight training up through solo flight. Student MUST have a Pilot Medical Certificate/Student Pilot Certificate, obtained through an Aviation Medical Examiner, prior to registering for the course.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): The student must be currently enrolled in AFLT 115 or have passed the private pilot knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 122 - Flight Training 2
Credits: 3

This course is the last half of the flight training in preparation for taking the FAA Private Pilot Practical Exam. The FAA Medical and Student Pilot Certificate required in AFLT121 must be valid.

Lecture/Lab: Weekly: two 1-hour lectures and two 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 121 and have passed the FAA Private pilot knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 215 - Instrument Pilot Ground School
Credits: 4

Ground training to prepare the student for the FAA instrument rating airplane knowledge test. Topics include Federal Aviation Regulations, meteorology, instrument flight charts, flight planning, instrument approaches, use of navigation equipment, and FAA publications relating to instrument flight.
AFLT 220 - Meteorology
Credits: 3
Meteorology provides students with a comprehensive study of the principles of meteorology while simultaneously providing classroom and laboratory applications focused on current weather situations. It provides real experiences demonstrating the value of computers and electronic access to time sensitive data and information.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

AFLT 226 - Flight Training 3
Credits: 3
This course is the introduction to attitude instrument flight in preparation for taking the FAA Instrument Rating. Weekly: One 1-hour lecture and two 2-hour flight blocks. The FAA Medical is required.

Lecture/Lab: Weekly: one 1-hour lecture and two 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): AFLT 226 and have passed the FAA Instrument knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 227 - Flight Training 4
Credits: 3
This course completes the preparation for taking the FAA Instrument Pilot Rating Practical Exam. The FAA Medical is required. A valid instrument Airplane Written exam must be on file prior to starting this course.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): AFLT 226 and have passed the FAA Instrument knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 230 - Aerodynamics
Credits: 3
The study of aerodynamic principles used in aircraft. Designed for a better understanding of basic design and devices used to improve aircraft performance.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
Year Offering: Alternate years
Term Offering: Fall
College Code: SBA

AFLT 300 - Aviation Safety Management
Credits: 3
The study of physiological and psychological factors related to flight safety, emphasizing cause-and-effect of airplane accidents and their prevention. Includes a systems approach to safety program development and management.

Grade Mode: Normal (A-F,J,W)
Prerequisite(s): Private Pilots License
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

AFLT 305 - Commercial Pilot Ground School
Credits: 4
Ground training to prepare the student for the FAA commercial-pilot airplane knowledge test. Topics include advanced navigation, FAR Parts 61, 91, and 135 for air taxi, complex aircraft systems, weight and balance, and performance charts.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): AFLT 300
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

AFLT 310 - Advanced Systems
Credits: 3
The study of transport category aircraft systems, including: turbine engines, APUs, fuel, electrical, hydraulic, pneumatic, environmental control, emergency oxygen, pressurization, de-icing systems, and advanced avionics systems. Particular emphasis will be placed on preparing for airline systems ground school.

Grade Mode: Normal (A-F,J,W)
Prerequisite(s): AFLT 305.
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

AFLT 321 - Flight Training 5
Credits: 3
This course is the introduction to commercial airplane flight introducing commercial pilot maneuvers, and building night and cross-country experience. The FAA Medical is required.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): AFLT 226
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 322 - Flight Training 6
Credits: 3
This course continues the commercial pilot training covering, upset training, tail wheel and building additional night and cross-country experience with the emphasis on solo flight. The FAA Medical is required.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): AFLT 321 and have passed the FAA Single Engine Land Commercial knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 323 - Flight Training 7
Credits: 3
This course continues the student for the Commercial Pilot Rating. Complex aircraft operations are introduced and additional experience in cross-county and commercial pilot maneuvers are included. The FAA Medical is required.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): AFLT 322 and have passed the FAA Single Engine Land Commercial knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 324 - Flight Training 8
Credits: 3
This course completes the preparation for taking the FAA Commercial Airplane Land Pilot Rating Practical Exam and the Certified Flight Instructor Rating. Final refinement of commercial maneuvers, including right seat proficiency is included. The FAA Medical is required.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): AFLT 323 and have passed the FAA Single Engine Land Commercial knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA
AFLT 335 - Aerodynamics
Credits: 3
The study of aerodynamic principles used in aircraft. Designed for a better understanding of basic design and devices used to improve aircraft performance.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): AFLT 115
Schedule Type: Lecture
Year Offering: Alternate years
Term Offering: Spring
College Code: SBA

AFLT 340 - Airspace and Air Traffic Control
Credits: 3
Examines how instrument flight operations function within the FAA air traffic control system. Study of air traffic controller roles, procedures, and regulatory requirements for instrument operations in the terminal and enroute air traffic environment.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: AFLT 227, AFLT 321, AFLT 220 (may be taken concurrently)
Schedule Type: Lecture
College Code: SBA

AFLT 355 - Flight Instructor Ground School
Credits: 2
Ground training to prepare the student for the FAA flight instructor airplane knowledge test. Topics include techniques of teaching, analysis of maneuvers, and lesson planning.

Lecture/Lab: Weekly: 2 lectures and a 2-hour lab
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 356 - Flight Instructor Flight Training
Credits: 1.2
Flight and ground training to prepare the student for the FAA flight instructor airplane practical test. Topics include the performance, teaching, and analysis of attitude instruments, instrument approaches, and enroute operations. (2 cr. for initial; 1 cr. for add-on.)

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): AFLT 356, FAA written test passed - Flight Instructor - Instrument
Schedule Type: Flight
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 415 - Basic Physiology for Pilots
Credits: 3
Flight Physiology Effects of high altitude flight on the human body, flying and health, first aid and survival. Attention will also be given to information processing and perception in flight.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FAA Commercial Pilot or Maintenance Certificates
Schedule Type: Lecture
College Code: SBA

AFLT 416 - Turbine Transition
Credits: 2
Ground and simulator training to prepare the student to work in a multiple crew aircraft operating under FAR Part 121 and 135. Topics include crew checklist usage and standard operating procedures (SOPs).

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Flight
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 426 - Multiengine Flight Training
Credits: 1

Lecture/Lab: Weekly: one 1-hour lecture and two 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): FAA Single Engine Land Commercial
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 430 - Crew Resource Management
Credits: 3
Study of the effective use of resources available to the crew to achieve safe and efficient flight operations. Areas include human factors, communication, conflict resolution, leadership, teamwork, and situational awareness as applied to flight operations.
AFLT 467 - Multi-Engine Flight Instructor
Credits: 1,2
Flight and ground training to prepare the student for the FAA multi-engine airplane flight instructor practical test. Topics include the performance, teaching, and analysis of maneuvers and procedures for the multi-engine airplane (2 cr. for initial CFI; 1 cr. for CFI add-on).

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FAA Commercial Pilots Certificate and an Instrument Rating or by permission of the instructor.
Schedule Type: Flight
Term Offering: Spring
College Code: SBA

AFLT 469 - Instrument Ground Instructor
Credits: 2
Prepares the student for the FAA instrument ground instructor knowledge test. Topics include the techniques of teaching advanced weather theory, weather reports and forecasts, instrument procedures and regulations, approaches, and enroute operations.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Commercial Pilots Certificate with Multiground Rating, CFI or CFII.
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 474 - Techniques of Mission Flying
Credits: 3
Develops special piloting skills required in remote undeveloped bush operations. Topics include pilotage, dead reckoning, GPS navigation, low-level operations, terrain flying, mountain passes and canyons, cargo drops, short fields, uphill and downhill operations on primitive airstrips, maximum performance techniques, and precision airplane control.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 355, AFLT 364 or CFI
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 485 - Airline Transport Pilot Ground School
Credits: 3
Prepares the student for the FAA airline transport pilot knowledge test. Topics include air-carrier or air-taxi regulations, high altitude weather, advanced weight and balance, and the performance and special problems in large airplane operations.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Commercial Pilots Certificate
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 486 - Airline Transport Pilot Flight Training
Credits: 3
Flight and ground training to prepare the student for the FAA airline transport pilot airplane practical test. Topics include instrument procedures, in-flight maneuvers, take-offs, landings, advanced airplane systems, and emergency procedures.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Commercial Pilots Certificate
Schedule Type: Flight
Term Offering: Fall, Spring, Summer
College Code: SBA

AVIA 140 - Welding Technology
Credits: 2
Oxyacetylene and electric welding processes including oxyacetylene welding, cutting, and brazing; basic shielded metal arc welding and basic gas metal arc welding. A limited amount of out-of-position welding will be stressed.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: SBA

AVIA 200 - Aviation Forum
Credits: 0
A bi-weekly seminar giving instruction in Aviation Safety and Operational Control. Required of all aviation majors. Students must register for this class each semester in residence.

Grade Mode: Satisfactory (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SBA

AVIA 250 - Machine Shop
Credits: 3,4
Basic set-up and operation of lathes, milling machines, grinders, drilling machines, and shapers; safety, machine maintenance, off-hand grinding, drill sharpening, layout, and inspection emphasized.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/lab
Term Offering: Spring
College Code: SBA

AVIA 275 - Topics in _____________
Credits: 1–4
Development of a skill in a given area of technology under the supervision of the instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SBA

AVIA 285 - Project Course
Credits: 1–4
Development of a skill in a given area of technology under the supervision of the instructor.

Grade Mode: Satisfactory (S,U,I,W,DG)
Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
Term Offering: Fall, Spring
College Code: SBA

AVIA 294 - Cooperative Work Experience
Credits: 1–3
Work experience with an aviation organization or airline. A minimum of 120 hours of work required per credit.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SBA

AVIA 296 – Independent Study
Credits: 1–3
Enables students to pursue topics in aviation not offered in other scheduled courses.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of the department.
Repeatable: Repeatable up to 4 credits
Schedule Type: Independent
College Code: SBA

AVIA 390 - Internship
Aviation Maintenance

AVMT 108 - Applied Science for Aerospace Technicians
Credits: 4
Applies the sciences of mathematics and physics to the aerodynamics of flight, maintenance, weight and balance and various maintenance problems that the aircraft maintenance technician could encounter. Includes the study and use of drawings and basic ground operations. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 114 - Aircraft Basic Electricity
Credits: 2
A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVMT 114 - Aircraft Basic Electricity
Credits: 2
A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVMT 116 - Federal Regulations, Publications, Forms and Records
Credits: 2
Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 476 - Topics in __________
Credits: 1–4
Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, nondestructive testing, and fluid lines and fittings. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 204 - Aircraft Electrical Systems
Credits: 2
Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVMT 206 - Powerplant Electrical Systems
Credits: 4
A study of engine ignition and engine electrical systems: starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection suppression systems. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 395 - Practicum
Credits: 1–4
Lab or on-the-job experience to build skills in a specific area of technology.

Course/Lab Fee: Yes
Course Attribute: Full-time status

AVIA 116 - Federal Regulations, Publications, Forms and Records
Credits: 2
Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 476 - Topics in __________
Credits: 1–4
Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, nondestructive testing, and fluid lines and fittings. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 204 - Aircraft Electrical Systems
Credits: 2
Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVMT 206 - Powerplant Electrical Systems
Credits: 4
A study of engine ignition and engine electrical systems: starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection suppression systems. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 395 - Practicum
Credits: 1–4
Lab or on-the-job experience to build skills in a specific area of technology.

Course/Lab Fee: Yes
Course Attribute: Full-time status

AVIA 116 - Federal Regulations, Publications, Forms and Records
Credits: 2
Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 476 - Topics in __________
Credits: 1–4
Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, nondestructive testing, and fluid lines and fittings. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 204 - Aircraft Electrical Systems
Credits: 2
Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVMT 206 - Powerplant Electrical Systems
Credits: 4
A study of engine ignition and engine electrical systems: starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection suppression systems. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 395 - Practicum
Credits: 1–4
Lab or on-the-job experience to build skills in a specific area of technology.

Course/Lab Fee: Yes
Course Attribute: Full-time status

AVIA 116 - Federal Regulations, Publications, Forms and Records
Credits: 2
Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 476 - Topics in __________
Credits: 1–4
Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, nondestructive testing, and fluid lines and fittings. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 204 - Aircraft Electrical Systems
Credits: 2
Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVMT 206 - Powerplant Electrical Systems
Credits: 4
A study of engine ignition and engine electrical systems: starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection suppression systems. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 395 - Practicum
Credits: 1–4
Lab or on-the-job experience to build skills in a specific area of technology.

Course/Lab Fee: Yes
Course Attribute: Full-time status

AVIA 116 - Federal Regulations, Publications, Forms and Records
Credits: 2
Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 476 - Topics in __________
Credits: 1–4
Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, nondestructive testing, and fluid lines and fittings. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVIA 204 - Aircraft Electrical Systems
Credits: 2
Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

AVMT 206 - Powerplant Electrical Systems
Credits: 4
A study of engine ignition and engine electrical systems: starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection suppression systems. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
AVMT 220 - Aircraft Fuels and Fuel Systems
Credits: 2
A study of the various types and handling of fuels used in aircraft. Includes a study of aircraft fuel systems, fuel metering methods and the inspection, checking, servicing, troubleshooting, repair and overhaul of fuel systems and their components, and fire detection and protection. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 226 - Engine Fuel Metering Systems
Credits: 2
A study of the engine side of the fuel systems (firewall forward). Includes an in-depth study of fuel-metering devices used on aircraft engines (carburetors, pressure carburetors, direct and continuous fuel-injection systems). Service, maintenance, repair and trouble-shooting of each different system type is covered in detail. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 228 - Maintenance: General, Airframe, or Power Plant Review
Credits: 1–3
A review of all subjects from a selected curriculum. A minimum of five examinations per curriculum area is required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): All applicable curriculum subjects must have been completed.
Repeatable: Repeatable up to 3 credits
Schedule Type: Studio
Term Offering: Fall, Spring
College Code: SBA

AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems
Credits: 4
Operation and maintenance of aircraft hydraulic systems, pneumatic systems, landing-gear systems, and the inspection, checking, servicing, trouble-shooting, and repair of these systems and system components. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 304 - Aircraft Metal Structures
Credits: 4
A study and application of the processes used in the fabrication and repair of aircraft metal structures. Welding theory and practice with emphasis on weld-quality identification. Riveted, aircraft, aluminum, sheet-metal structures including the fabrication and repair of such structures. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Year Offering: Alternate years
Term Offering: Fall
College Code: SBA

AVMT 306 - Aircraft Non-metal Structures
Credits: 2
A study of wood and fabric as used in the construction of aircraft and a study of the methods, tooling, inspection, processes, and repair of composite aircraft structures. Includes the application, identification, and functions of aircraft protective finishes. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 308 - Aircraft Assembly, Rigging and Inspections
Credits: 2
Study of the nomenclature and design features of both fixed-wing and rotor-wing aircraft and the assembly, alignment of aircraft structures, and rigging and balancing of control system. A detailed inspection of the entire aircraft or rotorcraft is covered as it applies to the airframe 100-hour and other required inspection. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 310 - Gas Turbine Engines
Credits: 4
Principles and theory of jet-engine propulsion, design, types of, and associated systems. Maintenance, overhaul, installation-removal, repair, trimming, and troubleshooting of turbine engines. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Year Offering: Alternate years
Term Offering: Fall
College Code: SBA

AVMT 314 - Aircraft Propellers and Engine Inspections
Credits: 3
Theory and limited work on propellers, both wood and metal. Encompasses fixed, adjustable, controllable, feathering, reversible, and the control of the latter by mechanical, hydromatic, or electrical control systems. The inspection practice of performing the 100-hour inspection on aircraft engines and propellers. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 316 - Reciprocating Engine Systems and Overhaul
Credits: 7
A study of reciprocating engine theory, overhaul methods, and practices and the installation of reciprocating engines. Also includes a study of the following engine systems: exhaust, cooling, induction, and lubrication. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA
Management, Marketing & Information Systems

Chan Shun Hall, Suite #218
269-471-3339; FAX: 269-471-6158
mms-info@andrews.edu
www.andrews.edu/sba

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.

Intelectual, spiritual, physical and social development, built on a solid foundation of ethics and cross-cultural understanding, is the goal of the educational endeavors of the department.

Faculty
Ben Maguad, Program Coordinator, Professor of Management
Jerry Chi, Professor of Management
Betty Gibson, Assistant Professor of Information Systems
William Greenley, Assistant Professor of Computer Information Systems
Liz Muhlenbeck, Adventist Health System Associate Professor of Management
Kimberly Pichot, Associate Professor of Marketing
Armand Poblete, Instructor of Information Systems
Jacquelyn Warwick, J.N. Andrews Professor of Marketing

Adjunct Faculty
Jimmie Flores
Silas Marques de Oliveira
Robin Sarkar
Susan M. Taylor
Simon Vaz

Bachelors

Information Systems BBA

Information Systems (IS) combine computer hardware, software and telecommunication networks with people who use them. It is the link between the technical specialist and specialists in the field where the technology is applied. Communication skills and a good understanding of management, organizational behavior and business practices are critical in designing and maintaining a successful information systems.

The Information Systems major is designed to produce graduates equipped with the ability to integrate information systems into the business environment, to explore methods of leveraging business functions through information systems, and to function in entry-level, information systems positions with a basis for exploring methods of leveraging business functions through information systems, to integrate information systems into the business environment, to orient managers to today’s business intelligence (BI) and the next generation of business intelligence (next-gen BI), and to provide adequate preparation for a professional in information systems.

The curriculum reflects input from both industry and universities and responds to industry requests for increased emphasis in technical orientation and improved skills for managers in strategic uses of information systems.

Total Credits: 124

Business Core - 39

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 121</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 122</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 341</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 355</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 365</td>
<td>International Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

BSAD 475 - Operations Management Credits: 3
BSAD 494 - Business Strategy and Decisions Credits: 3
ECON 225 - Principles of Macroeconomics Credits: 3
ECON 226 - Principles of Microeconomics Credits: 3
FNCE 317 - Business Finance Credits: 3
INFS 120 - Foundations of Information Technology Credits: 3
INFS 215 - Business Software Applications Credits: 3
MKTG 310 - Principles of Marketing Credits: 3

Major Requirements

Major Core—21

Programming (6)
CPTR 151 - Computer Science I Credits: 3
INFS 235 - Business Programming Credits: 3

IS Infrastructure including Security in the Enterprise (6)
INFS 226 - Information Technology Hardware and Software Credits: 3
INFS 310 - Networks and Telecommunications Credits: 3

Business Systems and Data Management (9)
INFS 318 - Business Systems Analysis and Design Credits: 3
INFS 428 - Database Systems Design and Development Credits: 3
INFS 447 - Project Management Credits: 3

Major Electives—6

Choose six credits from the following:

RECOMMENDED TRACKS:
Web Development
INFS 330 - Introduction to Web Development Credits: 3
INFS 436 - Web-Based Business Systems Credits: 3

Business Intelligence
ACCT 476 - Accounting Information Systems Credits: 3
BSAD 497 - Advanced Topics in Data Management Credits: 1–3 (For the Business Intelligence Track, take BSAD497 Advanced Topics in Data Management.)

Other Major Elective Course Options
INFS 397 - Topics in _______ Credits: 1–3
BSAD 487 - Internship in _______ Credits: 1–3
BSAD 498 - Independent Readings/Study in _______ Credits: 1–3

Business Major Course/GPA Requirements
Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All information systems majors must obtain a C minimum grade in ACCT 122.

Cognates—3

STAT 285 - Elementary Statistics Credits: 3

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion
RELT 340 - Religion and Ethics in Modern Society Credits: 3
Or RELT 390 - Christian Business Ethics Credits: 3

Mathematics
MATH 166 - College Algebra for Business Credits: 3

Social Sciences
PSYC 101 - Introduction to Psychology Credits: 3
Or SOCI 119 - Principles of Sociology Credits: 3
Major Outcomes

Business Core - 39

ACCT 121 - Principles of Accounting I Credits: 3
ACCT 122 - Principles of Accounting II Credits: 3
BSAD 341 - Business Law Credits: 3
BSAD 355 - Principles of Management Credits: 3
BSAD 365 - International Environment of Business Credits: 3
BSAD 475 - Operations Management Credits: 3
BSAD 494 - Business Strategy and Decisions Credits: 3

Total Credits: 124
Program Outcomes

Program Objectives
Students will be able to identify the major theory and concepts of business across business functional areas.

Students will be able to incorporate relevant quantitative and qualitative data in the analysis.

Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.

Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Requirements

Business Core - 39
ACCT 121 - Principles of Accounting I Credits: 3
ACCT 122 - Principles of Accounting II Credits: 3
BSAD 341 - Business Law Credits: 3
BSAD 355 - Principles of Management Credits: 3
BSAD 365 - International Environment of Business Credits: 3
BSAD 475 - Operations Management Credits: 3
BSAD 494 - Business Strategy and Decisions Credits: 3
ECON 225 - Principles of Macroeconomics Credits: 3
ECON 226 - Principles of Microeconomics Credits: 3
FNCE 317 - Business Finance Credits: 3
INF5 120 - Foundations of Information Technology Credits: 3
INF5 215 - Business Software Applications Credits: 3
MKTG 310 - Principles of Marketing Credits: 3

Major Electives—15

Group A electives—12

Choose four courses from the following:

MKTG 325 - Marketing for Social Change Credits: 3
MKTG 335 - E-Marketing Credits: 3
MKTG 370 - Brand Management Credits: 3
MKTG 450 - Retailing Credits: 3
MKTG 465 - International Marketing Credits: 3
BSAD 410 - Entrepreneurship Credits: 3
BSAD 487 - Internship in __________ Credits: 1–3

Group B elective—3

One appropriate upper division elective approved by advisor.

Cognates—3
STAT 285 - Elementary Statistics Credits: 3

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions.

Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion
REL5 340 - Religion and Ethics in Modern Society Credits: 3
Or REL5 390 - Christian Business Ethics Credits: 3

Mathematics
MATH 166 - College Algebra Credits: 3

Social Sciences
PSYC 101 - Introduction to Psychology Credits: 3
Or SOCI 119 - Principles of Sociology Credits: 3

3 credits of FNCE 206 - Personal Finance Credits: 2,3

Additional Requirements

Transfer Credits
The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement
Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Program Objectives

Program Outcomes
Students will be able to identify the major theory and concepts of business across business functional areas.

Students will be able to incorporate relevant quantitative and qualitative data in the analysis.

Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

**Major Outcomes**

Students will be able to explain how the required and elective courses in their Marketing major integrated with the other functional areas of business.

Students will be able to explain the major concepts, theory, and practice of their required Marketing major courses: Consumer Behavior, Advertising and Promotion, Marketing Management, and Marketing Research.

Students in Marketing will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.

Students will be able to explain that the rigor and content of their Marketing major courses adequately prepared them for their careers in Marketing.

Students will be able to explain that the rigor and content of their Marketing major courses adequately prepared them for their careers in Marketing.

**Undergraduate Minors**

**Information Systems Minor**

**Total Credits: 21**

**Minor Core—15**

INFS 120 - Foundations of Information Technology Credits: 3
INFS 215 - Business Software Applications Credits: 3
INFS 226 - Information Technology Hardware and Software Credits: 3
INFS 310 - Networks and Telecommunications Credits: 3
INFS 318 - Business Systems Analysis and Design Credits: 3

**Minor Electives—6**

Choose two courses from the following:

Any remaining INFS courses.

BSAD 487 - Internship in _________ Credits: 1–3

**Management Minor**

**Total Credits: 21**

**Minor Core—15**

BSAD 345 - Business and Society Credits: 3
BSAD 355 - Principles of Management Credits: 3
BSAD 384 - Human Resource Management Credits: 3
BSAD 410 - Entrepreneurship Credits: 3
MKTG 310 - Principles of Marketing Credits: 3

**NOTE:** A minimum of a "C" letter grade must be earned in BSAD 355.

**Minor Electives—6**

Choose two courses from any courses in the School of Business Administration.

**Marketing Minor**

**Total Credits: 21**

**Minor Core—12**

MKTG 310 - Principles of Marketing Credits: 3
MKTG 320 - Consumer Behavior Credits: 3
MKTG 368 - Integrated Marketing Communication Credits: 3
MKTG 440 - Marketing Management Credits: 3

**NOTE:** A minimum of a "C" letter grade must be earned in MKTG 310.

**Minor Electives—9**

Choose three courses from the following:

MKTG 325 - Marketing for Social Change Credits: 3
MKTG 335 - E-Marketing Credits: 3
MKTG 370 - Brand Management Credits: 3
MKTG 450 - Retailing Credits: 3
MKTG 456 - Marketing Research Credits: 3 (with statistics background)
MKTG 465 - International Marketing Credits: 3
BSAD 410 - Entrepreneurship Credits: 3

**Business Administration**

**BSAD 104 - Introduction to Business**

Credits: 1

An introduction to the role of business in modern society. Includes a survey approach to the functional areas of business and how they relate to the overall organization. Overview of topics includes basic principles and career opportunities within each field of business. Students will learn how to write a resume and compile a portfolio. Does not apply towards management major during junior and senior years.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

**BSAD 210 - Small Business Management**

Credits: 3

Examines the principles and challenges of operating a small business. Topics include establishing a new business, providing physical facilities, financing, marketing, and management of the small business. Does not apply towards a management major during junior and senior years.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall
College Code: SBA

**BSAD 297 - Special Topics in:**

Credits: 1–3

Study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in-depth in other courses.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
Special Approval: Instructor permission required.
College Code: SBA

**BSAD 341 - Business Law**

Credits: 3

Introduction to general legal principles concerning business organizations, property laws, employment regulation, agency laws, business torts and crimes, constitutional law, regulation of negotiable instruments and contracts, and the Uniform Commercial Code.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: SBA

BSAD 345 - Business and Society
Examines the social, political, and legal environments surrounding business today. Attention is given to corporate social responsibility, ethical decision-making processes, stakeholder management, and long-term corporate sustainability.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Term Offering:** Fall
**College Code:** SBA

### BSAD 355 - Principles of Management

**Credits:** 3

Introduction to the philosophy of management which presents an overview of organizational behavior. Emphasizes the functions of management (planning, organizing, leading, and controlling), group and team dynamics, organizational structure, strategic planning, managing within a global environment, human resource functions, motivation, and management control systems.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture, Interactive Online, Self-Paced
**Term Offering:** Fall, Spring
**College Code:** SBA

### BSAD 365 - International Environment of Business

**Credits:** 3

A survey of the global environment in which business is conducted. Topics include globalization and the multinational corporation, international trade and investment, international monetary system, strategy and structure of international business, and international business functions.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Term Offering:** Fall, Spring
**College Code:** SBA

### BSAD 380 - Healthcare Foundations

**Credits:** 3

This course surveys the many healthcare entities (public & private), how they interact and the issues that impact today's complex healthcare environment. Important topics include the medical care system, utilization and distribution of health services, cost and health care financing, public health factors, evaluation of domestic and global health policy, supply of the medical workforce, long-term care, mental health, assessment and assurance of quality, and the pharmaceutical industry.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Term Offering:** Fall
**College Code:** SBA

### BSAD 384 - Human Resource Management

**Credits:** 3

A survey of the objectives and issues associated with personnel management in organizations. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite/Corequisite:** BSAD 355
**Schedule Type:** Lecture
**Term Offering:** Spring
**College Code:** SBA

### BSAD 397 - Topics in ______

**Credits:** 1–3

Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses.

**Grade Mode:** Normal (A-F,I,W)
**Repeatable:** Repeatable with different topics
**Schedule Type:** Lecture
**Special Approval:** Instructor permission required.

**College Code:** SBA

### BSAD 410 - Entrepreneurship

**Credits:** 3

An introduction to the creative and innovative managerial processes of successful entrepreneurship. Emphasis is on the creation, assessment, development, and operation of new and emerging ventures, including home-based businesses, franchises, and existing business purchases. Addresses entrepreneurial profiles and elements required to write a business plan.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite/Corequisite:** BSAD 355 and MKTG 310
**Schedule Type:** Lecture
**Term Offering:** Spring
**College Code:** SBA

### BSAD 436 - Organizational Behavior

**Credits:** 3

Examines the impact of individual, group, and organizational factors on employee motivation, performance, and satisfaction. Topics include social perception and diversity, appreciation of individual differences, motivation and satisfaction, effective groups and teams, conflict and negotiation, communication, leadership, power and politics, effective organizational design, and organizational change and learning.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite/Corequisite:** BSAD 355
**Schedule Type:** Lecture
**Term Offering:** Spring
**College Code:** SBA

### BSAD 438 - Workshop

**Credits:** 0

**Grade Mode:** Normal (A-F,I,W)
**Repeatable:** Repeatable
**Schedule Type:** Workshop
**College Code:** SBA

### BSAD 450 - Multicultural Business Relations

**Credits:** 3

A study of globalization and the increasing ethnic and cultural diversity in the workplace. The course will enable students to plan how to communicate and work more effectively with people from another culture, at home or abroad. Communication, negotiation, principles and practices of management in a cross-cultural context are the focus of study. The course will also cover how legal, economic, technological, and other factors may influence cross-cultural communication.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Term Offering:** Fall
**College Code:** SBA

### BSAD 467 - International Management

**Credits:** 3

This course helps students develop a global perspective in dealing with dynamic management issues in both foreign and diverse domestic environments. Among the subjects considered are the decision process in making investments abroad, relationships with host governments, and organizational and operating problems of the multinational corporation including setting strategic goals, personnel management, planning, communication, sustainability, and control.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite/Corequisite:** BSAD 355
**Schedule Type:** Lecture
**Term Offering:** Fall
**College Code:** SBA

### BSAD 470 - Quality Management

**Credits:** 3

Examines the history, theory and management of quality improvement efforts in business organizations. Topics include a review of quality theory, principles, and practices; quality design and assurance of goods and services; quality implementation using quality tools and statistical process control for continuous improvement; and strategy development for organizational change and transformation.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite/Corequisite:** BSAD 355
**Schedule Type:** Lecture
**Term Offering:** Spring
**College Code:** SBA

### BSAD 475 - Operations Management

**Credits:** 3

Analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include quality
management with SPSS statistical analysis, supply chain design, procurement, LINDO linear programming, logistics operation, product development, operations scheduling, queues, process analysis, inventory control, forecasting, and project management.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: STAT 285
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Spring
College Code: SBA

BSAD 487 - Internship in ________
Credits: 1–3
A program of business experience. Student must be a Junior and have at least a B- cumulative GPA. 75 hours of work experience is required per credit. Full arrangements for a structured program must be made in advance.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credit hours per major or minor
Schedule Type: Practicum
Special Approval: Instructor permission required

College Code: SBA

BSAD 494 - Business Strategy and Decisions
Credits: 3
The goal of this integrative and interdisciplinary course is to enable students to draw together all the concepts and theories from business core courses and develop a strategic plan for a business case via the analysis of strategic and organizational problems and issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSAD 355 previously completed. All other core BBA courses must be completed or concurrently enrolled.

Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

BSAD 497 - Advanced Topics in ________
Credits: 1–3
Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Special Approval: Instructor permission required.

College Code: SBA

BSAD 498 - Independent Readings/Study in ________
Credits: 1–3
Directed study or readings under the guidance of the instructor. Oral and reading reports may be required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Previous upper-division work in the discipline; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in business subjects
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Dean permission required

College Code: SBA

BSAD 499 - Independent Research in ________
Credits: 1–3
Study under the supervision of the instructor.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Previous upper division work in the discipline; minimum cumulative GPA of 2.75 and a minimum GPA of 3.00 in business subjects.
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Dean permission required.

College Code: SBA

BSAD 500 - Survey of Management
Credits: 2
Introduction to the philosophy of management science which presents an overview of organizational behavior. Emphases include the functions of management (planning, organizing, leading, and controlling), group and team dynamics, organizational structure, strategic planning, managing within a global environment, human resource functions, motivation, and management control systems. Not available for MBA program.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SBA

BSAD 505 - Survey of Operations Management
Credits: 2
Analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include quality management with SPSS statistical analysis, supply chain design, procurement, LINDO linear programming, logistics operation, product development, operations scheduling, queues, process analysis, inventory control, forecasting, and project management. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: STAT 285
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Spring
College Code: SBA

BSAD 506 - Survey of Business Law
Credits: 2
Introduction to general legal principles concerning business organizations, property laws, employment regulation, agency laws, business torts and crimes, constitutional law, regulation of negotiable instruments and contracts, and the Uniform Commercial Code. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Spring
College Code: SBA

BSAD 515 - Organizational Behavior & Leadership
Credits: 3
Application of behavioral sciences to management. The examination of contemporary theories and principles of human behavior. Topics include perception, personality, attitudes, emotions, motivation, leadership, decision-making, communication, group processes, diversity, organizational change, self-awareness, and stress management. A research paper and case analyses are required.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SBA

BSAD 526 - Emergency Management
Credits: 3
Study of the ideas and concepts of emergency management. Expands basic principles covered in FEMA Independent Study (IS) modules, giving attention to leadership issues in managing change and making sound policy decisions and communicating during crisis incidents. Includes attention to specific hazards, laws, and standards of state government and federal requirements. Relationships between community preparedness and local emergency management programs will be emphasized. Emphasis will be given to the Integrated Command Systems (ICS) and Emergency Operations Center models of emergency management operations. Required course for Michigan PEM certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: SOWK 401 or IS modules IS-100 and IS-244
Schedule Type: Lecture
College Code: SBA

BSAD 530 - Leadership & Management of Not-for-Profit Organizations
Credits: 3
Issues facing managers in third-sector organizations. Studies of the mission and objectives pursued, strategic leadership and board composition, organizational structure and operation, marketing and fund-raising, financial management, training and motivation of volunteers, assessment of stakeholder satisfaction and
of organizations, and the application of these tools in the decision-making process.

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.

An exploration of the interrelationship among business, government and society.

Designed to fit the individual needs of the student. Oral/written reports may be required.

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.

BSAD 545 - International Business Management

Credits: 3
Understanding the global enterprise and how management concepts, principles, and practice transcend national boundaries. Focus on global strategies, the importance of cultural differences to organizational effectiveness, management of people in international organizations, personnel selection and repatriation, political risks, ethics and social responsibility.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
Term Offering: Spring
College Code: SBA

BSAD 556 - Topics in _____________

Credits: 1–3
Topics of current interest in the business area not ordinarily covered in-depth in regular courses.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeateable up to 15 credits
Schedule Type: Lecture, Interactive Online
College Code: SBA

BSAD 560 - Intercultural Business Relations

Credits: 3
Study of the role of culture in business, aims to develop skills in cross-cultural communication and negotiations; and prepares the student for the increasing cultural diversity in the workplace. A research paper and a project are required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate Years
Term Offering: Summer
College Code: SBA

BSAD 565 - Management of Quality

Credits: 3
Provides a strategic and structured approach to the design and development of quality programs in manufacturing and service organizations. Addresses the analytical and behavioral aspects of quality and its strategic importance to organizational success.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: BSAD 515
Schedule Type: Lecture, Blended Learning, Interactive Online
Year Offering: Alternate Years
Term Offering: Summer
College Code: SBA

BSAD 560 - Christian Ethics, Service & Society

Credits: 3
An exploration of the interrelationship among business, government and society. Stakeholder management, the analysis of the legal and regulatory environment, and the responsiveness of business in its service to society. A study of ethical problems encountered in business and the management of moral dilemmas.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SBA

BSAD 643 - Quantitative Methods in Business Decisions

Credits: 3
Study of quantitative tools for the analysis of problems arising in the management of organizations, and the application of these tools in the decision-making process of real business problems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSAD 475 or BSAD 505 or instructor permission
Schedule Type: Lecture, Interactive Online

BSAD 648 - Workshop

Credits: 1–4
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: SBA

BSAD 650 - MBA Extension Program Continuation

Credits: 0
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SBA

BSAD 670 - Management of Human Resources

Credits: 3
Topics may include human resources planning, job analysis and design, recruitment, screening and selection, training and career development, performance evaluation, compensation and rewards, affirmative action, discipline, unions, grievances, and conflict resolution. Emphasis on cases, projects, and research.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: BSAD 515 or permission of instructor
Schedule Type: Lecture
College Code: SBA

BSAD 689 - Strategic Management

Credits: 3
Requires that students integrate relevant knowledge gleaned from previous core business-course experiences. Extensive case work and library research are demanded. Students work with a real organization to develop a comprehensive strategic plan.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Assumes that the student has completed all MBA core requirements or is currently enrolled in the remaining courses
Schedule Type: Lecture, Blended Learning, Interactive Online
Term Offering: Summer
College Code: SBA

BSAD 690 - Independent Readings

Credits: 1–3
Designed for the individual needs of a student. Oral/written reports may be required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Completion of 24 graduate business credits with a cumulative GPA of at least 3.25
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Dean permission required.

College Code: SBA

BSAD 694 - Independent Research

Credits: 2–3
Designed for the individual needs of the student.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Completion of 24 graduate business credits with a cumulative GPA of at least 3.25
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Dean permission required.

College Code: SBA

Information Systems

INFS 120 - Foundations of Information Technology

Credits: 3
Explores the role of information systems and technology in supporting the different facets of an organizational structure e.g. in decision support, data
management, risk assessment and management, and resource management. The course covers topics in enterprise-level hardware and software, cloud computing, ethics, data management, and social engineering. The labs are designed to provide an introductory course in productive software, cloud computing, and web development technologies.

Lecture/Lab: Weekly: two 1-hour lectures and two 2-hour labs
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Familiarity with word-processing and typing speed of at least 20 wpm
Recommended: Recommended math placement exam score of M0 or better, or MATH 092 or higher
Schedule Type: Lecture, Lab, Lecture/Lab, Interactive Online, Self-Paced
Term Offering: Fall, Spring, Summer
College Code: SBA

INFS 215 - Business Software Applications
Credits: 3
This course uses a hands-on approach to expose students to different software applications for problem-solving and decision-support in business. Relational database management systems will be introduced. Spreadsheets will be used for data analysis and data modeling. Other business intelligence software for data organization and visualization will be explored. Students also gain an understanding of organizational systems, planning, the decision process, and decision support technologies.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: INFS 120
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring, Summer
College Code: SBA

INFS 226 - Information Technology Hardware and Software
Credits: 3
This course is the IT "boot camp" and uses a hands-on approach to understanding the basics of hardware and software support, electronics, software programming, and computer network architectures. Students also gain the understanding that all hardware, software, and network components work together as a single unified system to find solutions to a problem. Problem solving skills will be explored using the concept of System Development Life Cycle (SDL).

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

INFS 235 - Business Programming
Credits: 3
Explores programming, computer concepts and the design of business applications using both object-oriented and procedural methodologies. Covers the logical and physical structures of both programs and data. Emphasizes data and file processing.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: INFS 120 & CPTR 151
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

INFS 310 - Networks and Telecommunications
Credits: 3
Covers data communications and networking for the enterprise. Design and management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options and protocols for Local Area Networks and Wide Area Networks will be examined. Through lectures and hands-on sessions, students learn to evaluate, select, and implement different communication options within an organization. Virtual systems and cloud computing will also be explored.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: INFS 226
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

INFS 318 - Business Systems Analysis and Design
Credits: 3
Provides an understanding of the system development, modification, decision process, and choices in business process development and reengineering methodology. Emphasizes integration with users and user systems. Encourages interpersonal skill development, operations and maintenance of the system, and covers quality and decision theory, information theory, and practice.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: INFS 215
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

INFS 330 - Introduction to Web Development
Credits: 3
This course focuses on the tools used for designing and building professional websites. Emphasis will be on client-side tools such as HyperText Markup Language (HTML), Cascading Style Sheets (CSS), JavaScript, and other emerging technologies.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): INFS 235 or CPTR 251
Schedule Type: Lecture
College Code: SBA

INFS 397 - Topics in _______
Credits: 1–3
Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Special Approval: Instructor permission required.
College Code: SBA

INFS 428 - Database Systems Design and Development
Credits: 3
Covers information systems design, theory, and implementation within a database management system environment. Students extend their knowledge of the design process acquired in earlier courses by modeling data according to the organization's business rules. Relational database software will be used to implement the design. Data mining, non-relational databases, and other methods of data storage and use within the enterprise will also be introduced.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: INFS 235, INFS 318 or CPTR 460
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

INFS 436 - Web-Based Business Systems
Credits: 3
Explores the technologies and strategies of current and emerging trends in e-business. Looks at electronic commerce system design and implementation, and the interaction between web pages and databases. Security and legal concerns are also addressed.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): INFS 330 or CPTR 252; INFS 428
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

INFS 447 - Project Management
Credits: 3
Covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. Focus is on management of development for enterprise-level systems.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: INFS 428
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

INFS 497 - Advanced Topics in _______
Credits: 3
Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
MKTG 310 - Principles of Marketing
Credits: 3
A general survey of the four major marketing areas using the underpinnings of Christian values and ethical principles in a dynamic, highly competitive, global economy. The course assesses marketing concepts, strategies, and tactics that create value for consumers and organizations through integrated production and distribution of goods.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: SBA

MKTG 320 - Consumer Behavior
Credits: 3
An integration of the various disciplines in the behavioral sciences with marketing theory to understand, explain, and predict consumer decisions. Explores both the theoretical and practical implications of individual behavioral variables, group influences, and consumer decision processes.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: MKTG 310
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

MKTG 325 - Marketing for Social Change
Credits: 3
Examines social marketing to address social issues relating to health, environment, well-being, and community. Students consider the most effective ways to influence a target market to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MKTG 310
Schedule Type: Lecture
Year Offering: Alternate years (even)
Term Offering: Spring
College Code: SBA

MKTG 335 - E-Marketing
Credits: 3
E-marketing explores the emerging business models, rules, tactics, and strategies associated with the Internet and its impact on the elements of marketing. As marketers operate in an ever-changing online environment, students will acquire a foundational understanding of digital marketing channels and how successful marketing campaigns use content creation and sharing, analytics, and search engine optimization to optimize social media campaigns that engage their audience.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MKTG 310
Schedule Type: Lecture
Year Offering: Alternate years (odd)
Term Offering: Spring
College Code: SBA

MKTG 368 - Integrated Marketing Communication
Credits: 3
Focuses on the role of ethical planning and managing in integrated marketing communication systems within an organization. Explores the nature and types of promotion, including advertising, sales promotion, internet marketing and social media, public relations, direct marketing, and personal selling. Also discusses the steps in developing an advertising campaign and various measurements assessing advertising effectiveness.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MKTG 310
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

MKTG 370 - Brand Management
Credits: 3
Explores brand management and examines how profitable brand strategies are created for the purpose of identifying and filling customer needs. This course exposes students to the contemporary challenges of managing a product portfolio by formulating strategies for innovating, building, leveraging, and defending brand positions in today's market environment.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MKTG 310
Schedule Type: Lecture
Year Offering: Alternate years (even)
Term Offering: Spring
College Code: SBA

MKTG 440 - Marketing Management
Credits: 3
An integrative capstone course for marketing majors. Emphasizes process by which marketing managers seek solutions to marketing problems and consider marketing opportunities. Field studies provide students with opportunities to apply knowledge gained in marketing course work to concrete situations. Assumes completion of majority of courses in marketing major.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MKTG 310, MKTG 320, MKTG 368 and MKTG 456, or permission of instructor.
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

MKTG 450 - Retailing
Credits: 3
Designed to help students increase awareness of the retailing process, understand the changes in customer needs, demographics, and shopping behaviors, assess the emerging technologies which have a dramatic effect on retail operations, and analyze the strategic long-term plans which retailers are using for creating advantages in this rapidly changing environment.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: MKTG 310
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

MKTG 456 - Marketing Research
Credits: 3
Focuses on the systematic collection of business and marketing-related data to provide information to decision makers. Emphasis on translating management problems into research questions, developing a research design to address these questions, and analyzing research results with recommendations to management.

Course Attribute: Service course
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): STAT 285, MKTG 310.
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

MKTG 465 - International Marketing
Credits: 3
Marketing problems arising from various degrees of foreign involvement. Includes marketing research, project planning and development, pricing, promotion, distribution, and organization. Emphasis on management of these marketing
functions in a multinational context where the parameters differ from those in domestic marketing.

Grade Mode: Normal (A-F,I,W)  
Prerequisite(s): MKTG 310.  
Schedule Type: Lecture  
Term Offering: Fall  
College Code: SBA

MKTG 500 - Survey of Marketing  
Credits: 2  
A general survey of the four major marketing areas using the underpinnings of Christian values and ethical principles in a dynamic, highly competitive, global economy. The course assesses marketing concepts, strategies, and tactics that create value for consumers and organizations through integrated production and distribution of goods. Not available for the MBA program.

Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
Term Offering: Fall, Spring  
College Code: SBA

MKTG 540 - Marketing Management in Not-for-Profit Organizations  
Credits: 3  
Examines the meaning and role of marketing concepts and tools agencies, foundations, and churches. The role of activities such as marketing research, product development, pricing, advertising, publicity, personal selling, and marketing control are examined in the non-profit sector.

Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture, Interactive Online  
Term Offering: Spring  
College Code: SBA

MKTG 680 - Strategic Marketing Management  
Credits: 3  
Designed to help students think like a marketing strategist to recognize marketing problems, analytically evaluate possible alternatives, and creatively institute strategic solutions. Analysis of contemporary marketing problems, currently corporate marketing strategies and case analysis are used to achieve course objectives.

Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture, Interactive Online  
Term Offering: Spring  
College Code: SBA
School of Distance Education and International Partnerships

Introduction

Online Campus
- Online Delivery Modes
- Online Degrees
- Online Courses
- Online Financial Information
- Online & Post-Traditional Student Services
- Consortium of Adventist Colleges and Universities
- Consortium Degrees
- Consortium Courses
- Consortium Faculty

Off-Campus Programs
- Compliance
- Proctored Examinations
- Digital Learning and Instructional Technology (DLIT)
- Credit for Prior Learning (CPL)
- Services to Academy and High School Students
- Griggs International Academy (GIA)

Contact Information

Administration
- Alayne Thorpe
  Dean of the School of Distance Education and International Partnerships
  alayne@andrews.edu
  269.471.6581
- Carolina Gomez-Jones
  Assistant Dean
  gomezjones@andrews.edu
  269.417.6586
- Rose Warner
  Administrative Assistant
  rsw@andrews.edu
  269.417.6281

Compliance
- Ethan Jones
  Director of Compliance
  ethanj@andrews.edu
  269.471.6515
- Brittany Huset
  Assistant to the Director of Compliance
  culpa@andrews.edu
  269.471.6216

Off-Campus Programs
- Carolina Gomez-Jones
  Director, Off-Campus
  gomezjones@andrews.edu
  269.471.6586
- Stephen Rivers
  Associate Director, K-12
  riverss@andrews.edu
  269.471.6582
- Ethan Jones
  Director of Compliance
  ethanj@andrews.edu
  269.471.6515
- Brittany Huset
  Assistant to the Director of Compliance
  culpa@andrews.edu
  269.471.6216

Cindy Bartlett
  Operations and Financial Billings Manager for Off-campus
  bartlettc@andrews.edu
  269.471.6482

M. Angelica Munoz
  Assistant Registrar for Off-Campus Programs
  offcampusrecords@andrews.edu
  269.471.6230

Nancy Penno
  Off Campus Programs Specialist
  offcampus@andrews.edu
  269.471.6355

Griggs International Academy (GIA)
- La Ronda Forsey
  GIA Principal
  laronda@andrews.edu
  269.471.6548
- Cindy Cancel
  K-8 Coordinator
  cindy@andrews.edu
  269.471.6549
- Deirdre Wilkens
  GIA Registrar
  wilkens@andrews.edu
  269.471.6637
- Gabriela Melgar
  GIA Director of Student Services
  melgar@andrews.edu
  269.471.6529

Katrina Rayhill
  SDEIP Financial Services Manager
  kjwright@andrews.edu
  269.471.6519

Kathy Iwasa
  GIA Registrar
  testing@andrews.edu
  269.471.6559

Lamar Nangle
  GIA Vice Principal
  nangle@andrews.edu
  269.471.6638

Rebecca Tedeschi
  Educational Technologist
  tedeschi@andrews.edu
  269.471.6619

Lonnie Pearce
  Enrollment Coordinator
  enrolgia@andrews.edu
  269.471.6529

Mission Statement

The School of Distance Education and International Partnerships extends access to Adventist education beyond campus, community and national boundaries. We support our faculty and students around the world by promoting best practices in distance education and international partnerships, and by creating a virtual community designed to nurture learning.

The School of Distance Education and International Partnerships serves Andrews University by providing leadership, faculty and student support, and professional resources in the following areas: educational technology, distance education, compliance and off-campus programs. The School of Distance Education and International Partnerships also operates the Consortium of Adventist Colleges and Universities, Griggs University and Griggs International Academy.

Core Values

To accomplish our mission, the School of Distance Education and International Partnerships is committed to these core values:

Excellence: We view each student as a special creation, endowed by God with individual talents and abilities that we encourage them to develop by providing a quality, academically rigorous Seventh-day Adventist Christian education at all levels.

Respect: We believe that it is our responsibility to uplift one another by demonstrating respect and consideration for all parents, students, and educators.
through learning that is student-centered and redemptive, and customer service that is helpful and friendly.

**Integrity:** We recognize that mutual trust rests upon a foundation of honesty and transparency. We are honest and straightforward in our dealings, both business and academic, and expect no less from our parents, students, and faculty.

**Community:** We believe that a safe learning environment and an accepting community are important to effective learning, especially in distance education. We strive to create a learning community where all participants (parents, students, faculty, and administrators) feel valued and understand that they are part of a team by providing opportunities for constructive interaction, and sharing of experiences.

**History**
Griggs University/Griggs International Academy began its work in 1909, when the General Conference of Seventh-day Adventists voted to offer correspondence courses to meet the needs of its members and workers who were unable to attend a traditional campus-based school or college. GI/GIA was originally called Fireside Correspondence School and was founded by Frederick Griggs, one of the pioneer educational leaders of the Seventh-day Adventist Church.

In 2009, the Seventh-day Adventist Church leadership formed a Commission on Distance Education Models and Structure. The intent of the commission was to conduct an in-depth investigation of current best practices for distance education and make recommendations to the Church on the possibility to using distance education to meet the needs of the worldwide constituency.

In 2010, the Commission brought a recommendation to the General Council and to Niels-Erik Andreasen, president of Andrews University, that ownership of Griggs University be transferred to Andrews University. During the summer of 2010, Andrews University faculty and administration met and deliberated on the impact that ownership of Griggs would make upon the University structure.

At the October 26, 2010, meeting of the Andrews University Board, it was voted to accept the gift of Griggs University and Griggs International Academy. The School of Distance Education and International Partnerships is now located in Griggs Hall, which used to be the Lake Union Office.

**Online Campus**
The School of Distance Education and International Partnerships provides support and oversight for all online courses, degrees and programs offered by Andrews University.

**Online Delivery Modes**
Andrews University modes and definitions of distance education are based on the United States federal distance education definitions and the North Central Association Higher Learning Commission definitions of distance education.

**Distance Education Programs** are defined by the total package delivery of learning experiences included in the degree. Distance education includes any learning experiences that are not located at any Andrews campus, such as online courses, dissertations, independent studies, clinicals, etc. Distance programs have limited learning time on campus.

**Distance Education Courses** are defined by the NCA-HLC Definition: "Distance-delivered courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other."

**Distance Degree Students** are accepted into Distance programs. Distance guest students are admitted to register for courses for transfer or personal development. Andrews University offers three types of distance education course formats:

- **Self-paced courses** are offered where instructional materials and examinations are provided by mail or electronic transmission to students who are separated from the instructor. Interaction between the instructor and the student is limited and is primarily initiated by the student. Self-paced courses may be delivered via paper; via electronic means such as email or a learning management system, or via DVDs, podcasts, streaming or similar one-way media transmission. Andrews offers two types of self-paced courses. (This definition aligns with the federal definition for correspondence courses.)
  - Self-paced open learning courses are open for registration at any time and must be completed within 180 days of the start date.
  - Self-paced full term courses follow registration rules for standard semester terms. Students must complete half of the class by the midpoint of the semester, and must complete the full course by the end of the semester. Self-paced full term courses are eligible for financial aid; while self-paced open learning courses are not.

- **Interactive online courses** use the Internet to deliver instruction to students who are separate from the instructor. Interactive online courses use the Internet to support regular and substantive interaction between the students and the instructor. This regular substantive interaction includes a significant amount of interaction initiated by the instructor. Interactive online courses may use synchronous (real-time) meetings, or an asynchronous paced format. Technologies may include: The Internet, satellite or room-based videoconferencing, web-conferencing, audio-conferencing, or web-based videoconferencing. DVDs, podcasts, streaming and similar one way media may be used only if they are used in conjunction with another technology that facilitates regular and substantive interaction between students and the instructor. (This aligns with the federal definition for distance education.)

- **Blended learning courses** include some time where the faculty and students are physically separated from each other and additional time where the faculty and students are in the same location. Blended learning scenarios include a face-to-face class that has reduced face-to-face time replaced with extended online assignments or a short intense face-to-face time supplemented with online learning activities. The blended learning course format uses the online activities to ensure that the course meets the credit hour definition requirements. The online portion of this type of course must meet the description of interactive online courses listed above. (This aligns with the federal definition for distance education.) Tours and intensives are also classified at Andrews University as a form of blended learning.

**Online Degrees**
Andrews University offers two types of online degrees: interactive online and self-paced. (See Definitions section above.) All online programs must be approved by the School of Distance Education and International Partnerships.

**Interactive Online Degrees**
These programs are comprised of courses offered via the interactive online format. Courses have specific start and end dates. Some programs include minimal on-campus components, while some programs are entirely online. See the individual degree pages for more details.

**College of Arts and Sciences**
- Ministry Certificate (Spanish)

**School of Business**
- Business Administration MBA (Interactive Online)

**School of Education**
- Teaching, Learning and Curriculum
  - College and University Teaching Certificate
  - Curriculum and Instruction MA
  - Curriculum and Instruction EdS
  - Curriculum and Instruction EdD
  - Curriculum and Instruction PhD
- Leadership and Educational Administration
  - Principal Graduate Certificate
  - Superintendent of Schools Graduate Certificate
  - Supervisor of Instruction Graduate Certificate
- Education, Educational Leadership Concentration
  - MA
  - Educational Leadership EdS
  - Educational Leadership EdD
  - Educational Leadership PhD
- Higher Education Administration MA (Interactive Online)
- Higher Education Administration EdS (Interactive Online)
- Higher Education Administration EdD (Interactive Online)
- Higher Education Administration PhD (Interactive Online)
- Leadership MA (Concentration Design)
- Leadership MA (Job Embedded Design)
- Leadership EdS
- Leadership EdD
- Leadership PhD
Interactive Online Courses

These courses are offered via the interactive online format and have fixed registration periods with specific start and end dates. To find these courses in the Course Schedule, look for distance campus and 999 sections.

College of Arts and Sciences

Department of Agriculture:
AGRI 270, AGRI 450, HORT 350
Department of Biology MS
BIOL 208
Department of Behavioral Sciences:
BHSC 405, SOCI 119, IDAS 613, IDAS 623, PSYC 101, PSYC 105, SOCI 119, SOCI 408
Department of Visual Art, Communication & Design:
COMM 104, COMM 336, COMM 454, COMM 510, COMM 520, COMM 525, COMM 535, COMM 536, COMM 554, COMM 590, COMM 600, COMM 615, COMM 635
Department of English:
ENGL 115, ENGL 215, ENGL 300, ENGL 460, ENGL 469, ENGL 569
Department of History & Political Science:
HIST 117, HIST 118
Department of Mathematics:
MATH 168, MATH 191
Department of Religion & Biblical Languages:
RELB 210, RELB 230, RELB 235, RELB 274, RELG 350, RELH 400, RELT 100, RELT 225, RELT 250, RELT 440
Department of Science & Mathematics:
MATH 165, MATH 165, MATH 191

Speech-Language Pathology & Audiology
SPPA 647

School of Health Professions

Department of Medical Laboratory Science BSMLS
MLSC 110
Department of Nursing:
NRSG 305, NRSG 315, NRSG 320, NRSG 366, NRSG 408, NRSG 414, NRSG 418, NRSG 433, NRSG 438, NRSG 443, NRSG 445, NRSG 450, NRSG 466, NRSG 470, NRSG 480, NRSG 515, NRSG 616, NRSG 644, NRSG 658, NRSG 660, NRSG 665, NRSG 668, NRSG 680, NRSG 685, NRSG 700, NRSG 705, NRSG 710, NRSG 715, NRSG 720, NRSG 726, NRSG 727, NRSG 730, NRSG 741, NRSG 742, NRSG 748, NRSG 751, NRSG 752, NRSG 755, NRSG 760, NRSG 763, NRSG 767, NRSG 768, NRSG 770, NRSG 775, NRSG 780, NRSG 785, NRSG 801
Department of Public Health, Nutrition & Wellness:
FDNT 230, FDNT 520, FDNT 545, FDNT 560, FDNT 565, FDNT 680, FTES 138, FTES 510, HLED 120, PBHL 500, PBHL 511, PBHL 521, PBHL 525, PBHL 531, PBHL 535, PBHL 540, PBHL 545, PBHL 550, PBHL 575, PBHL 646, PBHL 697, PBHL 698
Department of Physical Therapy:
PHTH 646, PTH 708, PTH 709, PTH 716, PTH 732, PTH 744, PTH 748, PTH 750, PTH 790, PTH 830, PTH 846, PTH 860

Seventh-day Adventist Theological Seminary. For a list of current offerings, see the Center website: www.andrews.edu/sem/sdlc/.
Self-Paced Online Courses

These courses are offered via the self-paced format. Self-paced open learning courses are open for registration at any time and must be completed within 180 days of the start date. Self-paced full term courses follow registration rules for standard semester terms, students must complete half of the class by the midpoint of the semester, and must complete the full course by the end of the semester. Self-paced full term courses are eligible for financial aid; while self-paced open learning courses are not. To find these courses in the Course Schedule, look for distance campus and section 901 for self-paced open learning courses and section 902 for self-paced full term courses. Note that some courses may be offered only in one of the self-paced formats.

College of Arts and Sciences

- Department of Biology M5
  - BIOL 208
- Department of Behavioral Sciences:
  - ANTH 200, PSYC 101, PSYC 301, SOCI 119, SOCI 160
- Department of Visual Art, Communication & Design:
  - COMM 104, COMM 320, COMM 325, COMM 336, COMM 356, COMM 375, COMM 380, COMM 405, COMM 435, COMM 445, COMM 480, JOUR 140, JOUR 230
- Department of English:
  - ENGL 115, ENGL 215, ENGL 270, ENGL 300, ENGL 375, ENGL 376
- Department of Liberal Arts, General Studies & Interdisciplinary Studies:
  - GNST 499
- Department of History & Political Science:
  - HIST 204, HIST 205, HIST 316, HIST 317, HIST 404, PLSC 104
- Department of Mathematics:
  - MATH 165, MATH 168, STAT 285
- Department of Music:
  - MUHL 214
- Department of Physics:
  - PHYS 110
- Department of Religion & Biblical Languages:
  - BIBL 211, BIBL 212, BIBL 313, RELB 111, RELB 112, RELB 210, RELB 216, RELB 230, RELB 235, RELB 245, RELB 274, RELB 304, RELB 305, RELB 335, RELG 110, RELG 225, RELG 350, RELH 316, RELH 317, RELH 400, RELP 240, RELP 330, RELP 335, RELP 441, RELT 100, RELT 115, RELT 225, RELT 250, RELT 308, RELT 325, RELT 326, RELT 340, RELT 425, RELT 440
- Department of Social Work BSW
  - SOWK 446, SOWK 475, SOWK 675
- School of Business (offers self-paced full term only)
  - ACCT 121, ACCT 122, BSAD 210, BSAD 341, BSAD 355, ECON 225, ECON 226, FNCE 317, INFS 120, INFS 215, MKTG 310
- School of Education
  - Department of Teaching, Learning & Curriculum:
    - EDTE 175
  - Office of Distance Learning:
    - EDCI 631–635, 641-642
- School of Health Professions
  - Department of Medical Laboratory Sciences:

MLSC 110

Department of Public Health, Nutrition & Wellness

FDNT 230, FDNT 240, FDNT 310, FTES 130, FTES 138, HLED 120

Online Financial Information

Fees and tuition for distance programs of study are listed in the Financial Information section.

Withdrawals and refunds for interactive and self-paced full term online courses follows on-campus policy. The self-paced open learning calendar includes all details for the alternate withdrawal and refund deadlines for this type of course only. All withdrawals after the last day to drop or add a course require a drop/add form submitted to the Office of Academic Records. Distance undergraduate students can email sdregister@andrews.edu to request assistance with this procedure. Graduate students may email graduate@andrews.edu.

Mixed Course Load

Course load rules are the same for students taking courses on-campus or online. Students taking a mixed load need to be aware of these financial considerations:

- If paying without federal financial aid, students may register for any type of course.
- Self-paced open learning courses are not eligible for federal financial aid. Financial aid from sources other than Andrews University may be applied toward the costs of self-paced open learning courses.
- Andrews Partnership Scholarship/Andrews Gift cannot be used to pay for either self-paced full term or self-paced open learning courses.
- Self-paced courses, both full term and open learning, are not included in the package plan. If an undergraduate student is taking 12 regularly priced on-campus credits and wants to add a self-paced course of either type, they will pay the package price for the 12 credits and $385 per credit for any self-paced classes added.

Federal Financial Aid

Federal financial aid may be available to Andrews University degree-seeking students if the following conditions are met:

- A student must be admitted to a program that leads to an associate's, bachelor's or graduate degree. If the program leads to a certificate or credits are taken for transfer to another university degree, the student is not eligible for aid for that course.
- The courses are registered by the drop/add date for the on-campus term.
- A minimum of 6 credits are registered. Course load determines your Financial Aid eligibility.
- The courses are completed within the semester they are registered.
- Federal financial aid is not available to guest or non-degree students. If you use Federal financial aid and need to repeat a course, review the Repeating Classes section of the General Academic Policies, then discuss this with your Student Financial Services advisor before re-registering.

Financial Assistance

See the following sections of the bulletin for further information about tuition discounts and scholarships:

- Undergraduate Financial Assistance
- Graduate Financial Assistance

Online and Post-Traditional Student Services

Griggs Hall, Room 132
269-471-3432
www.andrews.edu/distance/students/
Glynis Bradfield, Director, Distance and Student Services
Steve Fox, Testing Coordinator
Jennifer Ruiz, Academic Advisor

Scope of Service

The Office of Student Services supports guest and degree students taking Andrews University courses away from main campus. Services include academic advising, online orientation and distance academic support, tutoring arrangements, accommodation monitoring, complaints management, and communicating options for spiritual, physical and social development available at a distance. Credit for prior learning and services for high school students taking Andrews University courses online, on campus, or through concurrent enrollment agreements are also directed through this department.
Admission to Distance Degrees

Degree Students: Transfer and New Applicants
Admission begins with completing the application at www.andrews.edu/apply. Undergraduate and graduate admission requirements are the same for students studying at a distance and on-campus. Please refer to the Academic Policies sections of the bulletin for more information:

Undergraduate Academic Policies: Admissions
Undergraduate Academic Policies: Admission of Transfer Students
Graduate Academic Policies: Admissions

Guest/Non-Degree Student
Degree admission requirements do not apply to students taking distance courses for personal growth, certification, or to supplement a program of study at another institution. Guest student use the online application form at www.andrews.edu/gueststudent. Please review the Guest Student Policies for Undergraduate and Graduate studies:

Undergraduate Guest Policy
Graduate Guest Policy

Admission Services
Questions about completing an application or admission status are best addressed to the right contacts.
Undergraduate Admissions: email sderegister@andrews.edu or call 269-471-6323.
Graduate Admissions: email graduate@andrews.edu or call 269-471-6013

Registration and Course Information
Online courses are offered in one or more of three formats: interactive, self-paced full term, and self-paced open learning. See the Online Courses listing above for a complete list of Andrews’ online courses.

Interactive Online Courses
Interactive online courses have fixed start and end dates, assignment and exam due dates, and are eligible for federal financial aid. Instructors set assignment deadlines and create an interactive learning community. Interactive online courses are usually indicated in the course schedule with the section number of 999 (additional sections may end in 998, 997, etc.), with schedule attribute ‘interactive online’. To view all courses of this type, filter the course schedule by Schedule Attribute interactive online in the Term selected. All main campus course registration policies and Academic Calendar [beta] deadlines relating to the term or part of term in which the course is offered apply to interactive online courses.

Self-Paced Full Term Online Courses
Self-paced full term courses have fixed start and end dates, flexible assignment schedules and fixed midterm and final exam due dates, and are eligible for federal financial aid. Students set assignment schedules for each half of the term; but must complete the first half by midterm; and the second half by the final exam. Self-paced full term courses are usually indicated in the course schedule with the 902 section number. To view all courses of this type, filter the course schedule by Schedule Attribute self-paced and Part of Term full term in the term selected. All main campus course registration policies and Academic Calendar [beta] deadlines relating to term or part of term in which the course is offered apply to self-paced full term online courses.

Self-Paced Open Learning Online Courses
Self-paced open learning courses can be started at any time, are student-paced, and are not eligible for federal financial aid. Self-paced open learning courses are usually indicated in the course schedule with the 901 section number. To view all courses of this type, filter the course schedule by Schedule Attribute self-paced and Part of Term open learning in the term selected. All main campus course registration policies apply to self-paced open learning courses other than those reflecting specific deadlines. Students have 180 days from the student-selected start date to complete undergraduate self-paced courses. Registration for self-paced courses follows the Self-Paced Calendar. Note that the start date selected by the student during the registration process determines the term (spring, summer, fall) in which the self-paced open learning course is recorded for transcript purposes.

Registration Holds
There are several types of holds on the registration process. Information about what to do to remove a hold is available when logged in to your personal iVue page.

Holds for health, insurance, bookstore, and residence halls do not apply to students registering in distance courses only.
Holds for international deposits and visas do not apply to international students who are only taking courses off-campus. International graduate students coming to campus for one month or less do not pay the international deposit, but will require visas and insurance as listed in this bulletin for on-campus programs.

Student Responsibility and Contacts
It is always the student’s responsibility to:
Consult the University bulletin and webpages to follow current policies and procedures
Check with their academic advisor that distance courses will fulfill degree requirements
Check with their financial advisor how the course type will impact their financial plan
Complete the disability accommodations form and provide documentation if study accommodations are desired
Contact information for academic and financial advisors is available on the student’s prevue page. Questions about the registration process or holds are best answered by the following enrollment counselors.
Undergraduate distance courses: sderegister@andrews.edu, 269-471-6323
Graduate distance courses: graduate@andrews.edu, 269-471-6013
Questions about Seminary Online Learning Center courses are best answered by emailing solc@andrews.edu or calling 269-471-3962.

Online and Post-Traditional Student Support
Students studying at a distance can access many services using technology:
Learn how to apply, clear financially, register, request exams, and successfully complete studies online
at www.andrews.edu/distance/students
The current Andrews University Bulletin
at www.bulletin.andrews.edu communicates policies and procedures, and key contact information for all campus services.
The Andrews Agenda at www.andrews.edu/agenda provides weekly news, announcements and updates.
Follow Andrews University’s facebook page, twitter feed and other social media for regular postings of life at Andrews.
The Andrews Directory at www.andrews.edu/directory includes contact information for all current faculty, staff and students.
Departmental updates are emailed to students registered in specific programs of study. Check your Andrews email regularly.
Pioneer Memorial Church services are streamed online, and podcasts can be accessed at any time.
Videos of chapels and vespers can be viewed at any time through the Andrews University Youtube Channel
The Student Association Youtube Channel includes many more videos of student events
Listen to Andrews University’s classical radio online 24/7 at WAUS
All online students are encouraged to communicate with their assigned academic and financial advisors regularly in order to best utilize student success resources at a distance. Tutoring, career and mental health counseling, and disability accommodation can be arranged through the School of Distance Education and International Partnerships Student Services Director (learn more at www.andrews.edu/distance/students/).
An online grievance form provides students with tools to formally register a complaint about any aspect of the educational service provided by Andrews University. The procedure for lodging a complaint is outlined online.

Library Access
Registered students of Andrews University have full and free access to the resources and services of the James White Library via phone, fax, e-mail or the Internet. Such services include:
Access to the James White Library Catalog (JeWeL)
Access to the Library’s Online Databases which include full-text articles from many thousands of periodicals
Online Instruction, Tutorials and Research Guides
Interlibrary Loan and Document Delivery Services
Reference and Consultation Services
Consortium Faculty

Download software, such as Endnote, for research and writing
FAQs and Ask-a-Librarian—
www.andrews.edu/library/RefDesk/services/ask.html
Online access to these services is available through use of the Andrews
University username and password supplied during the admission
process. Off-campus program students, staff and faculty may apply for
Andrews University username and password through the Off-Campus
Library Services Web page or by calling 269-471-3283.

Consortium Degrees

Some Andrews University degrees are offered using primarily Consortium courses:

Christian Discipleship Certificate
Christian Discipleship AA
Communication BS (Adult Degree Completion)
Business, General Business Concentration AS
General Studies AA
General Studies AS
General Studies BA
General Studies BS
Religion BA (Distance Ed)

Consortium Courses

A complete list of Consortium courses can be viewed via this overview table,
the Consortium catalog, and the Consortium registration packet.

Consortium Faculty

Business and Information Systems
Bari Courts, Ph.D.
Jimmie Flores, Ph.D.
Matthew Rosenboom M.B.A
Simon Vaz, M.B.A

Behavioral Sciences
Justina Adalikwu-Obisike, Ph.D
Stacey Nicely, M.A.
Penelope Webster, Ph.D.

Biology
Andrew Rice, M.S.
Melinda Villanueva, Ph.D.

Communication
Delyse Steyn, D.Ed.
Joel Thompson, M.A.
Kristine Walker-Fraser, M.A.

Education
Denise Shaver, Ph.D.
Bradley Sheppard, Ph.D.
David Waller, M.Ed.

English
Dannyette Gaddsen-Rouse, M.A.
Bonnie McLean, Ph.D.
Ashley Wynn, M.A.

History and Political Science
Stephanie Carpenter, Ph.D.
Adam Fenner, Ph.D.
Douglas Morgan, Ph.D.
Marcella Myers Ph.D.

Mathematics
Jane Nesbit, M.A.

Music
Cleon White, M.A.
Janisa Henry, M.A.

Public Health, Nutrition and Wellness
Karla Rivera, M.Mus.
Stephanie Goddard, M.S.
Susan Singer, M.P.H

Religion
Guilherme Borda, M.A.
Martha Duah, Ph.D.
Abner Hernandez, M.A.
Ray McAllister, Ph.D.
Ruben Munoz-Larrondo, Ph.D.
Alexej Muran, M.A.
Samuel Pagan, MDiv
Ronald Rojas, Ph.D.
Abelardo Rivas Santine, Ph.D.
Jan Aage Sigvartsen, Ph.D.
Michael Taylor, MDiv
Keith Wakefield, MDiv
Cory Wetterlin, MDiv

Physics
Lonnie Pierce, M.A.

Office of Off-Campus Programs

Griggs Hall
269-471-6586
FAX: 269-471-2804
affiliations@andrews.edu

Carolina Gomez-Jones, Director of Off-Campus Programs
Cindy Barlett, Operations and Financial Billings Manager
Angelica Munoz, Assistant Registrar for Off-Campus Programs
Nancy Penno, Off Campus Programs Specialist
Steve Rivers, Associate Director, K-12

Introduction

Andrews University has a long history of partnering with Seventh-day Adventist
educational and church institutions through off-campus programs. The University
delivers these programs in various domestic and international locations.

Partnerships

Many of the Andrews University schools have partnerships with educational
institutions in North America and abroad, authorized by the Higher Learning
Commission and other controlling organizations. The types of partnerships include
academic monitoring of existing institutional programs, extension campuses, and
examination centers for graduate and undergraduate education. The programs of
study vary from individual courses in a variety of disciplines to full degree programs.

Accreditation

Many of the Andrews University schools have partnerships with educational
institutions in North America and abroad, authorized by the North Central
Association of Colleges and Schools and other controlling organizations. The types of partnerships include
academic monitoring of existing institutional programs, extension campuses, and
examination centers for graduate and undergraduate education. The programs of study vary from individual courses in a variety of disciplines to full degree programs.

Details of specific courses, approved curricula and programs are available from the
Office of Off-Campus Programs. The Off-Campus Programs Committee authorizes and
reviews all University policies related to such affiliations and extensions. Once
accepted into an Andrews University program, students may transfer between
home and extension campuses.

Off-Campus Program Definitions

Additional Location. A location distinct from the campus of Andrews University, at
which students can complete an Andrews University degree, or 50% or more of
courses leading to an Andrews University degree or certificate.

Course Location. A location distinct from the campus of Andrews University, at
which students can complete credit bearing courses, which total less than 50% of
an Andrews University degree or certificate. This does not include Study Abroad
locations unless they provide 25–50% of an Andrews University degree or certificate program.

Other Classifications
- In-State—The location is within the state of Michigan
- Out-of-State—The location is outside of the state of Michigan
- Out of USA—The location is outside of the 50 United States, and includes U.S. territories

Undergraduate Off-Campus Programs
Undergraduate programs are offered on the following Adventist college and university campuses:
- Hong Kong Adventist College, Hong Kong
  - BA Religion; BS Health and Fitness; BS Psychology
- Middle East University, Lebanon
  - BBA Business Administration
- Newbold College, England
  - BA Liberal Arts; BA Religion; BA Theology; License in Theology
- Washington Adventist University, Maryland
  - BSW Social work

Graduate Off-Campus Programs
Graduate programs are offered at the following locations:
- College of Arts and Sciences
  - MA English (Concentration in Teaching English to Speakers of Other Languages): Seoul, Korea, in teach out
  - MIDA - Master International Development Administration, an interdisciplinary degree: Canada, Chile, Ghana, Italy, Kenya and South Africa
- School of Business Administration
  - MBA: Ho Chi Mihn City, Vietnam
- School of Education
  - MA in Education: Spicer Memorial College, India in teach out
  - MA in Leadership: Brazil Adventist University in Sao Paulo, Brazil
  - PhD Educational Psychology: University of Southern Caribbean, Trinidad
  - EdS School Psychology: University of Southern Caribbean, Trinidad
  - The Seventh-day Adventist Theological Seminary
    - MA in Religion: Romanian Adventist Theological Institute, Romania; Spicer Memorial College, India in teach-out; and Zaokski Adventist Seminary, Russia
    - MA (Religion) International Track: Hong Kong Adventist College
    - MA (Religion) International Track: Middle East University, Lebanon
      (starts May 2017)
  - Doctor of Ministry: Zaokski Adventist Seminary, Russia; Sagunto, Spain; Nairobi, Kenya
  - MAPM Pastoral Ministry: several locations in North America
  - Master of Divinity and Doctor of Ministry courses: several locations in North America

Governance
All off-campus programs for Andrews University, Griggs University and Griggs International Academy are administered by the Office of Off-Campus Programs. The director of Off-Campus Programs reports to the dean of the School of Distance Education and International Partnerships. The director of Off-Campus Programs works with other academic deans and department chairs to maintain quality control of specific courses and to ensure that off-campus program requirements are equivalent to on-campus program requirements.

Periodic audits are conducted at each Off-Campus Program site. The length of time between audits is determined by the audit team. Each audit team reviews the programs, facilities, and various academic processes; interviews administrators, faculty, and students; and makes recommendations of improvements needed to enhance the quality of the off-campus programs.

Current Programs
Andrews University offers off-campus programs on five continents: Africa (Ghana, Kenya, Rwanda, South Africa); Asia (India, Japan, Lebanon); Europe (England, Italy, Romania, Russia); North America (Canada, Mexico, and all North American Division Union Conferences); Central America (Trinidad: in teach-out); South America (Brazil, Chile, Trinidad). Griggs University (GU) & Griggs International Academy (GIA) offer off-campus programs on five continents: Asia (GIA: China, Korea, Taiwan, Vietnam); GU: Hong Kong, India, Korea, Lebanon, Taiwan, Thailand, Vietnam); North America (GIA: APLE schools, Cooperative arrangements with selective North American Division schools, Job Corps Centers; GU: Select independent Seventh-day Adventist institutions); Central America (GIA: Inter-America Division; GU: Inter-America Division); South America (GIA: Brazil).

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

Compliance
Griggs Hall, Room 208
269-471-6515
ethan@andrews.edu

Ethan Jones, Director of Compliance

Brittany Huset, Assistant to the Director of Compliance

The Director of Compliance assists the School of Distance Education and International Partnerships to carry out its academic mission with integrity and in accordance with the policies of Andrews University and our accrediting bodies, and in compliance with federal, state and international regulations.

Proctored Examinations
Most online courses include examinations that are to be taken under supervision:
- Students studying at or near another university or college are requested to arrange with the institution’s testing department to proctor their Andrews University exam.
- Students in the Armed Forces may take their examinations under the supervision of the education officer.
- Students living within 50 miles of Berrien Springs are required to take their exams in the School of Distance Education and International Partnerships Testing Center, Griggs Hall 124.
- If none of the above apply, students find an acceptable proctor. Proctors must have academic responsibility in a university, college, school, military or workplace continuing education setting, and be available to proctor at their place of work.

Students should make the necessary arrangements with the proctor before filling in the exam request form provided within the course space. Instructions will be communicated to the proctor, once approved, and the student notified via email when the exam has been issued. Email the Testing Coordinator at sdeexams@andrews.edu, call 269-471-6566 or use FAQs and tutorials online if help is needed.

Digital Learning and Instructional Technology (DLIT)
Griggs Hall, Room 123 and 136
269-471-3960
www.andrews.edu/distance/dlit
dlit@andrews.edu

Janine Lim, Associate Dean, Online Higher Education
Sven Pauliah, Assistant to the Associate Dean
Samuel Villamizar, Learning Systems Administrator and Helpdesk Coordinator
Helena Gregor, Director, Seminary Online Learning Center
Amy Maydole, Course Manager and Consortium Manager
Denise Shaver, Lead Curriculum and Instructional Design Specialist
Marsha Beal, Technology and Instructional Design Specialist

Mission
The Department of Digital Learning and Instructional Technology provides instructional technology leadership, support and resources to the faculty, staff, and students of Andrews University. DLIT serves main campus, online campus, and off-campus programs. DLIT also oversees the operations of the Consortium of Adventist Colleges and Universities.

Instructional Technology
The Department of Digital Learning and Instructional Technology researches and promotes new instructional technologies. DLIT provides technology support for enterprise level instructional technology tools such as LearningHub, the campus Moodle learning management system; student response systems (clickers); Panopto, our video streaming and recording service; and Zoom, our webinar and videoconferencing software. In addition, we offer workshops, training and one-on-
Online Course Production
The Department of Digital Learning and Instructional Technology provides coordination and review for online program and course development, as well as technical support, instructional design advice and training, and materials design and conversion for course development for main campus, online campus, and off-campus courses.

Credit for Prior Learning (CPL)
Students can estimate how previous course work may apply toward an Andrews distance degree by reviewing the requirements listed in this bulletin. Prospective students may request an evaluation of their transcripts using the online application process.

Credit for prior college level learning that is not documented through academic transcript may be earned through advanced placement, standardized and departmental challenge exams, validation and proficiency assessments. Students may apply for academic credit for prior college level learning through personal achievements and professional expertise. Assessment of portfolios are done on a course-by-course basis, either by Andrews University faculty evaluators or through the Council on Adult and Experience Learning.

The Director of Distance Student Services serves as the Prior Learning Coordinator for all Andrews University schools. Contact the Prior Learning Coordinator and your academic advisor to discuss college level prior learning that may meet requirements for a specific program of study. Learn more about the 5 ways to earn credit:
- Undergraduate Credit for Prior Learning policy
- Graduate Credit for Prior Learning policy
- Credit for Prior Learning procedures and resources

Challenge Exams
Permission to take a challenge exam may be requested of the department offering the course by students with prior college level learning. Prior learning through professional or personal experience must be closely aligned to the learning outcomes of an Andrews course. A student may complete the Credit by Departmental Exam & Validation Assessment Form with approval from their advisor and the department offering the course.

With NAD Union certification registrar approval, Adventist teachers may apply to take online challenge exam. The Consortium of Adventist Colleges and Universities currently offers Andrews University challenge exams for Adventist heritage and religion courses, and Washington Adventist University Adventist challenge exams for education courses. Taking the full course is advised when a teacher has not attended Adventist college or university. Review the Teacher Challenge Exam Application for full policy, procedure and course information.

Services to Academy and High School Students
High school students who meet admission criteria can enrich their high school studies by taking Andrews University lower division undergraduate courses. Courses approved for high school registrations are available in three formats: on-campus face-to-face, interactive online, and concurrent enrollment.

Concurrent enrollment, a service available to Adventist Academies, is a two-step process. First, the Academy seeking to offer an Andrews course on their campus submits a school application to the Andrews Off-Campus Department. If this application is approved after review by the Andrews University department offering the requested course, student applications can be submitted to take the Andrews University course on the Academy campus, taught by the approved Academy teacher.

In all formats, it is the prerogative of the high school to decide whether to count the college credit towards high school diploma requirements. Tuition for up to two Andrews University courses per semester is discounted to the special high school rate plus the guest fee per semester for students prior to graduating from high school or taking the GED test. Note that the high school tuition rate does not apply to fees or surcharges on specific courses, individual music or flight lessons, independent study or reading courses, or international language courses which are prerequisites for advanced degrees and courses taken off-campus.

Special consideration is given to Andrews University schools. Up to two Andrews University courses per semester, when approved by Andrews Academy or Griggs International Academy are included in full Academy tuition.

More information for counselors, parents, and students is available through www.andrews.edu/services/precollege/

Griggs International Academy (GIA)
Griggs Hall, Room 124
269-471-6570; FAX 269-471-2804
griggs@andrews.edu
www.griggs.edu

La Ronda Forsey, Associate Dean K–12/GIA Principal
Kathy Iwasa, Associate Principal /GIA Registrar / Testing Coordinator
Lamar Nangle, GIA Vice Principal
Cindy Canel, K-8 Coordinator
Rebecca Tedeschi, GIA Educational Technologist
Deirdre Wilkens, GIA Curriculum Specialist
Gabrieal Melgar, GIA Director of Student Services
Lonnie Pearce, GIA Enrollment Counselor

The School of Distance Education and International Partnerships operates Griggs International Academy (GIA), which offers an accredited K–12 Adventist distance education program that serves students in North America and internationally. There are a variety of delivery styles offered through GIA: online courses, paper-based courses, school sites—adapting to the needs of individuals or supplementing a school program. The mission of GIA is to provide educationally sound, values-based, guided independent study and distance education programs that build a foundation for service to God, church and society. These programs and courses respond to learner needs in the context of a lifetime learning experience.

Accreditation
Griggs International Academy, operated by the School of Distance Education and International Partnerships, is accredited by:
- The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities
- Middle States Association for Colleges and Schools Commissions on Elementary and Secondary Schools
- The Southern Association of Colleges and Schools Council on Accreditation and School Improvement / AdvancED
The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for onethird of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a universitytype educational institution. In 1958 the School of Graduate Studies and the Seventh-day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for the Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher-education programs at both the baccalaureate- and master's-degree levels beginning September 1, 1970. The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral-degrees granting institution in 1979.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year the PhD degree was introduced with approval of the North Central Association. In June 1983 the various undergraduate and graduate programs merged into a School of Education.

The School of Education currently consists of three academic departments:
- Graduate Psychology & Counseling (GPC)
- Leadership (LEAD)
- Teaching, Learning & Curriculum (TLC)

Accreditation
Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor’s, master’s, specialist, and doctoral levels.

The teacher-preparation and school-service personnel programs, which include teacher education programs, MAT programs, the elementary and secondary principals’ programs, and programs to prepare school psychologists, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Graduate Psychology & Counseling at Andrews University: Clinical Mental Health Counseling (MA) and School Counseling (MA).

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

Faculty
The School of Education has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and published in professional journals. They are regularly sought as researchers, lecturers and consultants.

Conceptual Framework
Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen G. White, presented a compelling vision for education.

"True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one." Ellen G. White (1903), Education, Mountain View, CA; Pacific Press 13, 30.

The Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and mission.

A conceptual framework is a way of looking at the world that affects our values, goals, and practices. It influences our work and how we think about what we do.

The School of Education, as part of Andrews University, has developed its conceptual framework by considering the University’s mission statement—Seek Knowledge. Affirm Faith. Change the World—with respect to our specific task in training educational professionals.

Our conceptual framework helps us to clarify our purpose and mission—serving as a continual reminder of what we consider important and of how we approach our goals.

Dispositions
Dispositions are the personal characteristics our graduates will display, making them exceptional educators committed to fairness and learning for all students.

Elements
The six elements of our conceptual framework outline the principles driving our instruction and articulate particular dispositions and skills our graduates will utilize 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.

Conceptual Framework
Element Five: Research and Evaluation
We both conduct and value disciplined inquiry for decisionmaking.

Our graduates will:
- Read and evaluate research
- Conduct research
- Report research findings

Disposition: We are committed to inquiry.

Element Six: Personal and Professional Growth
We believe in holistic personal and professional growth.

Our graduates will:
- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual and social development

Disposition: We are committed to personal and professional growth.

Mission Statement
To educate is to redeem
Educar Es Redimir

Philosophy
We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:
- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

Academic Calendar
In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

**2018**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>7</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>MA &amp; MS comps (8:30–11:30 a.m.; 1–3 p.m.)</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>MA Clinical Mental Health Counseling, MA School Counseling &amp; EdS comps (8:30 a.m.–12:30 p.m.)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>MA Clinical Mental Health Counseling, MA School Counseling Comps (8:30 a.m.–11:30 a.m.)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>EdS Comps (8:30 a.m.–12:30 p.m.)</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
<tr>
<td>July</td>
<td>16-20</td>
<td>Leadership Orientation</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Leadership Conference</td>
</tr>
<tr>
<td></td>
<td>23-25</td>
<td>Leadership Roundtable Conference</td>
</tr>
<tr>
<td></td>
<td>25-27</td>
<td>Creativity &amp; Innovation Workshop</td>
</tr>
</tbody>
</table>

**August**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-24</td>
<td>First Days of School Experience (Register for credit)</td>
</tr>
<tr>
<td>20</td>
<td>RMES &amp; AA begin</td>
</tr>
</tbody>
</table>

**October**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
<tr>
<td>19</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
<tr>
<td>19</td>
<td>MA &amp; MS comps (8:30–11:30 a.m.; 1–3 p.m.)</td>
</tr>
<tr>
<td>19</td>
<td>MA Clinical Mental Health Counseling, MA School Counseling &amp; EdS comps (8:30 a.m.–12:30 p.m.)</td>
</tr>
<tr>
<td>22</td>
<td>MA Clinical Mental Health Counseling, MA School Counseling Comps (8:30 a.m.–11:30 a.m.)</td>
</tr>
<tr>
<td>22</td>
<td>EdS Comps (8:30 a.m.–12:30 p.m.)</td>
</tr>
<tr>
<td>22, 23</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
</tbody>
</table>

**Spring Semester—2019**

<table>
<thead>
<tr>
<th>March</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Thurs</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
<tr>
<td>22</td>
<td>Fri</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
<tr>
<td>22</td>
<td>Fri</td>
<td>MA &amp; MS comps (8:30–11:30 a.m.; 1–3 p.m.)</td>
</tr>
<tr>
<td>22</td>
<td>Fri</td>
<td>MA Clinical Mental Health Counseling, MA School Counseling &amp; EdS comps (8:30 a.m.–12:30 p.m.)</td>
</tr>
<tr>
<td>25</td>
<td>Mon</td>
<td>MA Clinical Mental Health Counseling, MA School Counseling Comps (8:30 a.m.–11:30 a.m.)</td>
</tr>
<tr>
<td>25</td>
<td>Mon</td>
<td>EdS Comps (8:30 a.m.–12:30 p.m.)</td>
</tr>
<tr>
<td>25, 26</td>
<td>Mon, Tues</td>
<td>EdD/PhD comps (8:30 a.m.–2:30 p.m.)</td>
</tr>
</tbody>
</table>

**May**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Fri</td>
</tr>
</tbody>
</table>

**Undergraduate Programs**

The undergraduate programs offered by the School of Education are described under Teaching, Learning & Curriculum.

**Graduate Programs**

The School of Education offers master’s, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three departments of the School of Education are described under the departmental headings.

**MAT: Master of Arts in Teaching.** The MAT program is an interdepartmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning & Curriculum.

**MA: Master of Arts.** The MA program is a one- or two-year program beyond the bachelor’s degree and is offered in all three departments of the School of Education.

**MS: Master of Science.** The MS program is a one- or two-year program beyond the baccalaureate degree for certified teachers who desire an endorsement in Special Education/Learning Disabilities. The degree is offered in the Department of Teaching, Learning & Curriculum.

**EdS: Educational Specialist.** The EdS program builds upon the master’s degree in providing a more focused program of study, generally taking a minimum of one year beyond the master’s level.

**EdD: Doctor of Education and PhD: Doctor of Philosophy.** The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master’s level.
Admission

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

Domestic and Internationals students are required to complete and submit all the application requirements before the deadlines listed below:

Spring (January - April): **November 15**
Summer (May - July): **June 1**
Fall (August - December): **July 30**

**Application Procedure.** In addition to meeting the general requirements for graduate admission (see Graduate Academic Policies), applicants to the School of Education should note the following GRE requirements. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted by EdS and PhD/EdD students before they are considered for any type of admission. MA, MS and MAT students are no longer required to submit GRE scores unless they want to apply for a graduate scholarship based on their GRE scores. Graduate Financial Assistance

Scholarships/Financial Aid

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education Dean's Office. The deadline for submitting applications is February 1. Application forms for regular grants are also available from the School of Education Dean's Office. The deadline for submitting applications is April. See the Financial Information section for further information.

General Academic Information

Academic Advisement. A student’s initial contact is with the department chair/program coordinator. The acceptance letter informs the student of the advisor’s major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 151.

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 published both in the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate Student Handbook.

Continuous Registration-Active Status. (Educational Leadership and Leadership students, please see the Leadership section regarding continuous registration). Graduate students are expected to make continuous progress in their graduate program from admission through graduation. Continuous registration (except during the summer session) is required.

Continuous registration will be required beginning the first semester of taking classes following admission to the graduate program. Continuous registration allows 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 the appropriate period for a given degree prior to graduation. Students who fail to make continuous progress (see Continuous Registration above) or to obtain an approved leave of absence may be removed from active status.

Inactive Status. Graduate students who do not have continuous registration or an approved leave of absence will be placed on inactive status. Students who fail to request reactivation within the allowed time for program completion will be removed from a graduate program.

Doctoral students who do not make any progress on their dissertations for a period of 12 months may be asked to revise the composition of their dissertation committees. The dissertation chair and committee may reconsider their commitment to the student’s dissertation. After being inactivated, students must make a request for reinstatement to a graduate program through the department. (See Graduate Academic Policies—inactive status)

Reactivation Process. Graduate students who have been removed from active status for failing to meet academic standards may apply for reactivation to a graduate program. When re-applying to the School of Education graduate program, it is the student’s responsibility to demonstrate his or her ability to succeed in the graduate program.

Graduate students who have been removed from active status for not making continuous progress (see Continuous Registration above) must re-apply to the department for reactivation into the graduate program and pay a reactivation fee of $628. Students must follow the bulletin in force upon reactivation. (see General Academic Policies) Students seeking reactivation must register for EDUC 560 - Degree Reactivation course for “0” credits.

Upon approval of department chair, registration, and payment of the reactivation fee, a graduate student is considered active for the current semester. Reactivated graduate students must reapply for candidacy and may or may not be required to meet the program requirements which are in effect at the time of reactivation. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:

- The MA/MAT/MS: a minimum GPA of 3.00 in all courses for the degree and in all courses applied to the major/emphasis.
- The EdS: a minimum GPA of 3.20 in all post-master’s courses for the degree and in all courses applied to the major/emphasis.
- The EdD/PhD: a minimum GPA of 3.30 in all post-master’s courses (or post-specialist courses if EdS was received before admission to the doctoral program) for the degree and in all courses applied to the major/emphasis.

Students whose cumulative GPA drops below the minimum in any given semester are placed on academic probation. Such students must work with their advisors to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.

No grade of D or F or U may count toward a degree. Courses with a grade less than a B- do not count toward the major or emphasis.

If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus. Any student who receives a grade below B- (including U) in more than four courses in an MA program and in more than three courses (in addition to the four from the MA) in an EdS/EdD/PhD program is asked to withdraw.

Students may not apply credits earned by examination toward a graduate degree.

Candidates for the MA/MS degree must pass comprehensive examinations and (if thesis option is chosen) formally defend a master’s thesis. Candidates for EdS degrees must pass comprehensive examinations.
Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

Satisfactory Academic Progress (SAP). See the section on SAP Policy for Graduate Students with Financial Aid, Financial Information.

Transfer Credits. General requirements for transfer credits are found in the Graduate Academic Policies section of the bulletin. In addition, graduate course work taken at any Seventh-day Adventist college in the United States offering an MA degree may transfer up to 50% of the minimum credits required. Graduate credits taken in the MDiv program may be transferred into MA and EdS programs in the School of Education. However, 1 Master of Divinity credit will be marked down to .75 School of Education credits. Transfer credits from other Seminary programs need to be evaluated on a case-by-case basis.

Time Limits. A student must complete the requirements for a master’s degree normally within six years, but no more than ten years from the beginning of the first semester of class work irrespective of admission classification. Leadership students please see Leadership program sections regarding program time limits. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

Master’s Degrees (MA /MAT/MS)
The master’s degrees (MA/MAT/MS) prepare personnel for leadership and specialized positions in education beyond the bachelor’s degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the Handbook for Master’s Students or the Handbook for Master of Arts in Teaching (MAT) Students and Faculty.

Admission to MA/MAT/MS Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin, Graduate Academic Policies.

General Requirements (MA/MAT/MS)
Students are responsible to note the requirements in the Graduate Academic Policies section of this bulletin. The candidate’s undergraduate background for advanced study must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits before completing 50% of his/her course work. These credits do not apply to the degree program. Students must satisfactorily complete a minimum of 30-60 credits (as determined by the program chosen). MAT students must satisfactorily complete at least 12 credits in the area of emphasis required by their chosen program. 20% of the total program credits (32 credits) must be in courses numbered 500 or above.

General Requirements (MA/MS ONLY)
The program must include EDFN 500 and EDRM 505/506. All MA students must pass a comprehensive examination after they are advanced to degree candidacy. The examination is scheduled on specific dates each semester (see the School of Education academic calendar). The exam schedule varies according to the student’s program. An Application for Advancement to Candidacy form is filed upon completion of 50% of the student’s course work. All MA/MS students planning on taking comprehensive exams are registered for the EDUC 670 - Master’s Comprehensive Exam course for 0 credits by the Graduate Service Coordinator. Students who fail the master’s comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program. All MS students—If you want to add this endorsement to your Michigan Teaching Credential, you must successfully complete the Michigan Test for Teacher Certification (MTTC) subject area exam. In addition, you are required to pass a comprehensive examination after advancement to degree candidacy in order to obtain the Master of Science degree. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar above), consists of one 3-hour session and one 2-hour session.

Preparation and Presentation of a Thesis. To fulfill the thesis option for a master’s degree, the student must write a thesis and successfully defend it in an oral examination at an officially designated time and place. See Handbook for Master’s Students.

The format of the thesis must conform to the guidelines found in the Andrews University Standards for Written Work.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute 3 semester credits of course work in the major area of emphasis in place of the thesis.

Guidelines for Practicums. Students in the MAT program which requires certification endorsements must take a practicum in accordance with these guidelines:

Students should take the practicum experience toward the end of their program after completing all required prerequisites.

Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.

The director of student teaching makes all arrangements for placement in schools.

Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA/MAT/MS program in the School of Education does not include the option of automatic transfer to another program at a subsequent time. A student in one of the programs may be permitted to reapply for the other degree program until the last day of the second semester. Upon application for transfer, advisors re-evaluate the student’s current program and make adjustments for the new degree requirements. Following that re-evaluation, those courses which are relevant to the second degree may be transferred.

Progression Through the MA/MAT/MS Degree Programs
Academic Advisement. The department assigns an advisor to the student at the time of acceptance. Student is informed about the name of the assigned advisor in the acceptance letter. The assigned advisor most of the time is the program coordinator. The advisor’s major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Advancement to Degree Candidacy. For information regarding advancement to degree candidacy for master’s degree students, see the General Academic Policies section of this bulletin.

Educational Specialist Degree (EdS)
The specialist degree prepares personnel for leadership and specialized positions in education. It builds upon the master’s degree in providing a more focused program of study. In some cases the specialist program accommodates persons desiring career shifts and advancement in certification. Because the educational specialist program emphasizes practice rather than research, a dissertation and advanced research course work are not required.

The specialist degree should be considered a terminal program. However, doctoral students may elect to complete the specialist degree as a component of the doctoral program. Such an arrangement should be made in consultation with the student’s advisor and approved by the Graduate Programs Office no later than the first semester of course work.

Students are responsible for reading the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin. Also, students should consult the Handbook for Educational Specialist Students.

Admission to the EdS Program. Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must have a master’s degree or its equivalent from an accredited university (see Department of Graduate Psychology & Counseling for possible exceptions). Give evidence of ability to pursue advanced study in 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 (Graduate Academic Policies) sections of this bulletin.

Transferring Specialist Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.
General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

The program requires a minimum of 64 semester credits of post-baccalaureate study.

At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.

Students entering the EdS School Psychology program are required to complete at least 80% of required credits at Andrews University. Fieldwork experiences are not transferable.

Major requirements for the completion of the program are determined by the individual department offering the degree.

A cognate in an appropriate supportive area may be required.

Two educational foundations courses:

EDFN 500 - Philosophical Foundations for Professionals —2-3
and one of the following:

EDFN 517 - History of Seventh-day Adventist Education —2

EDCI 686 - Curriculum Past & Present —3
Philosophical

EDFN 610 - History and Philosophy of Education —3

EDCI 547 - Foundations of Curriculum Studies —3
Psychological

EDCI 747 - Survey of Curriculum Theory —3

GDPC 514 - Psychology of Learning —3

GDPC 614 Human Development -3

GDPC 625 - Biopsychology —3

GDPC 626 - Cognitive and Affective Bases of Behavior —3

SPED 525 - Psychology and Education of Exceptional Children —3

Sociological

EDFN 689 - Seminar in Foundations: —2—3

Theological

EDFN 688 - Integration of Faith and Learning —1—2

The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:

Course work in research and/or statistics.

An advanced project featuring the systematic development of a significant educational product.

A research study.

The minimum GPA required for completion of the program is 3.20 figured on all course work included as a part of the EdS program.

A minimum of two years work experience in the field of education or appropriate clinical experience is required before the degree is granted. The individual department determines the appropriateness of the experience.

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

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the specialist program, as long as he/she maintains active status. If a break of enrollment occurs, the student must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

From One Specialist Program to Another. Acceptance into a specialist program in the School of Education does not include the option of automatic transfer to another specialist program at a subsequent time. A student in one of the specialist programs may be permitted to reapply for the other program up to the last day of the second semester. On such application for transfer, advisors reevaluate the current program of the student and make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

From Doctoral to Specialist Program. Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a Change of Program Application which is approved by the department chair, school dean and the Graduate Enrollment Management. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

- By Change of Program Application with all previous doctoral requirements (course plan, time limits, etc.) in effect
- By online application to the Graduate Educational Programs Committee with all new requirements

Progression Through the EdS Degree Program

Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs office.

Advancement to Candidacy. Students must file an Application for Advancement to Degree Candidacy form which can be obtained from the Dean’s office or the Graduate Programs office.

Students must make application for advancement to degree candidacy before registering for the last 16 credits of course work.

Before filing an Application for Advancement to Degree Candidacy form, the student must

- Remove all deficiencies
- Demonstrate English Language proficiency (where required)
- Achieve regular admission status
- Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the Application for the Comprehensive Examination form and the Application for Advancement to Degree Candidacy form are filed together during the semester prior to the comprehensive examination. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University specialist course work. Students applying for comprehensive examination must register for EDUC770 - Specialist Comprehensive Exam. Students who fail the specialist comprehensive exam will have only one more opportunity to take the exam. Students who fail the exam on their second attempt may be removed from the program.

Preparation and Presentation of a Project. A department may require a project. Students should consult the Handbook for Educational Specialist Students for further information regarding the preparation, scheduling, and presentation of a project.

Doctoral Degrees (EdD/PhD)

The doctoral degree prepares personnel for leadership and specialized positions in education beyond the master’s or specialist degree. This program requires advanced research course work and the writing of a dissertation. While additional specific departmental requirements are described under the individual departments, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin Graduate Academic Policies. Also, students should consult the Handbook for Doctoral Students.

Admission to a Doctoral Program. Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including:

- Earned master’s degree or its equivalent from an accredited university with adequate preparation for the proposed doctoral specialization (see the Department of Graduate Psychology & Counseling and the Leadership program for possible exceptions).

Evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.

Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

Transferring Doctoral Degree Credits. Post-master's transfer credit, if appropriate to the student's program, may be accepted if (1) the credits were completed within the time limitations indicated in the appropriate section of this bulletin and (2) the transfer complies with the provisions in the School of Education. A petition for transfer of credit is considered only after an official transcript for the course is received. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.
Exceptions. Exceptions to course-transfer regulations must be approved by the dean of the School of Graduate Studies & Research on a standard petition form upon the recommendation of the dean/graduate program coordinator of the college/school. Any such exceptions will be considered individually in the light of the master's requirements. Exceptions for whole programs must be voted by the Graduate Council but thereafter do not need individual approval on petitions.

GENERAL REQUIREMENTS:
Students pursuing doctoral programs in Leadership, Higher Education, Educational Leadership see the Leadership Department Section. Students in Counseling Psychology and Educational Psychology see doctoral program requirements in the Graduate Psychology and Counseling section. Students in Curriculum and Instruction see doctoral program requirements in the Teaching, Learning and Curriculum section.

ADDITIONAL GENERAL REQUIREMENTS:
The student must complete a minimum of 60+ post-master semester credits of which 32 credits in approved on-campus doctoral course work (not including the dissertation proposal) and dissertation credits (14) must be completed after acceptance into the doctoral program at Andrews University. (A minimum of 24 credits of coursework is required for candidates with an Ed.S degree from another institution and a minimum of 16 credits for candidates with an AU Ed.S degree). The courses (excluding dissertation) must include a minimum of 6 credits numbered 700 and above.

The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).

Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program.

Students must take the following educational foundations courses as recommended by their individual program:
EDFN 500 - Philosophical Foundations for Professionals — 3 and one course from two of the following areas:

Historical
EDFN 517 - History of Seventh-day Adventist Education — 2
EDCI 686 - Curriculum Past & Present — 3
Philosophical
EDFN 610 - History and Philosophy of Education — 3
EDCI 547 - Foundations of Curriculum Studies — 3
EDCI 747 - Survey of Curriculum Theory — 3
Psychological
GDPC 514 - Psychology of Learning — 3
GDPC 614 Human Development -3
GDPC 625 - Biopsychology — 3
GDPC 626 - Cognitive and Affective Bases of Behavior — 3
SPED 525 - Psychology and Education of Exceptional Children — 3
Sociological
EDFN 689 - Seminar in Foundations: —2–3
Theological
EDFN 688 - Integration of Faith and Learning — 1–2

The area of research [see Research Requirements below] as required by their program.

Students must establish according to their program requirements.

Some programs may use the following requirements:
1. PhD Residency. A sequence of two out of three consecutive semesters at a full-time load. The PhD Counseling Psychology program has other residency requirements which are noted within the program description section.
2. EdD Residency. A sequence of three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be met by enrolling for three consecutive summers.

Students must successfully pass the comprehensive examination.

Students are required to take a minimum of 16 dissertation credits a and write and defend a dissertation.

Students who have registered for the minimum of 16 dissertation credits and have not graduated and are still within the program time limit will register for dissertation continuation until graduation.

Students who registered for the total required minimum of 16 dissertation credits but have not graduated within the program time limit must register for one (1) dissertation credit each semester until graduation.

Time Limits
Time limits are determined by the specific program and the time length is counted from the first registration for AU doctoral course work.

Students in the Department of Teaching, Learning & Curriculum must complete all requirements, including dissertation, within 10 years. Students in the Department of Graduate Psychology & Counseling must complete all requirements, including dissertation, within seven years.

All course work and the comprehensive examination must be completed within 5 years of first registration for AU doctoral course work.

The dissertation must be completed within 7 years of first registration for AU doctoral course work.

Full-time Status. For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

Registering for one or more credits of dissertation, dissertation continuation, or internship every semester until graduation

Doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year

Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done

For students who have not completed all classes for the degree, full-time status requires one of the following options:

Registering for 8 or more credits of course work and/or dissertation and/or internship

Registering for one or more credits of dissertation or internship; doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.

Registering for LEAD600 allows a student to be considered a full-time student

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.Transferring from one doctoral program to another within a department. Transfers between EdD and PhD degrees within the same department shall by Change of Program petition and can be made at any time during the student's program. Original time limits are maintained.

Transfer of Degree Program
Students who wish to transfer between degree programs must submit a new application to the Graduate Enrollment Office.

Students can complete a Specialist degree en route to a doctoral degree by enrolling in a dual degree program. Also, Specialist students who want to continue their program into a Ph.D degree must submit a Dual Enrollment Application.

Progression Through the EdD/PhD Degree Program
Leadership students should see the Leadership Program section.

Course Plan. Normally within the first 16 credits, the student and advisor work out a proposed course plan to complete degree requirements. This must be approved by the department chair and the Graduate Programs office.

Research Requirements. Research requirements for the doctoral degrees include breadth, depth, and flexibility. Requirements are designed to enable doctoral students to critique journal articles that use common methodologies, statistics, and techniques; conduct research using appropriate methodologies; write research reports, including the dissertation; and continue scholarly research activity beyond the dissertation.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the Application for the Comprehensive Examination form and the Application for Advancement to Degree Candidacy form are filed together during the semester prior to the comprehensive examination. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work. Students applying for comprehensive examination must register for EDUCB70 Doctoral Comprehensive Exam. Students who fail the doctoral comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Advancement to Degree Candidacy. An Application for Advancement to Degree Candidacy form is filed after the student
Applies for the comprehensive examination
Completes all course requirements or registers for them
Removes all curriculum deficiencies
Removes any language deficiency

The student is advanced to degree candidacy when the comprehensive examination is passed, coursework is completed and a dissertation proposal approved.

Preparation and Presentation of a Dissertation. Students should consult the Graduate Academic Policies section of this bulletin and the Handbook for Doctoral Students for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Distance Learning/School of Education
Bell Hall, Suite 205
1-800-471-6210 option #1
odl@andrews.edu
www.andrews.edu/pdc

Faculty and Staff
Heidi Harris, Supervisor

Partnership Courses
Courses have been designed especially for K–12 practicing teachers who are not on campus but who want to take a course for professional development, personal enrichment or continuing education credit. Students must have prior approval from a state regional teacher certification board or from the university which is providing their advanced degree or planned program to include these courses in their planned program.

New courses are added during the year. Please refer to our website for a complete list and partner contact information.
EDCI631 (Partner is Performance Learning)
EDCI632 (Partner is Quality Education)
EDCI633 (Partner is Teacher Online Education)
EDCI634 (Partner is Teachscape)
EDCI635 (Partner is Virtual Education)
EDCI641 (Partner is Learners Edge)
EDCI642 (Partner is Continuing Education for Teachers)
Teaching, Learning & Curriculum

Bell Hall, Room 014
269-471-3465
www.andrews.edu/sed/tlc/

Faculty
Luana Greulich, Chair
Michelle Bacchiocchi
Larry D. Burton
Anneris B. Coria-Navia
Charity H. Garcia
Lori K. Imasiku

Adjunct
Daniel E. Bartz
Constance C. Nwosu
Bradley W. Sheppard
David L. Waller
Jina Yoon

Emeriti
R. Lee Davidson
M. Louise Moon
Raymond J. Ostrander
Millie U. Youngberg

Accreditation
Andrews University is accredited by The Higher Learning Commission and a Member of the North Central Association. It is also accredited by The Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities.

The School of Education, as a unit, is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Michigan Department of Education: Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and Canadian provinces.

Programs of Study
The Department of Teaching, Learning, & Curriculum (TLC) offers the following degrees and programs:
- Undergraduate Programs leading to BA or BS degrees programs/degrees:
  - BSLED - Bachelor of Science Elementary Education
  - BS - Bachelor of Science in Secondary Education
- Programs leading to Secondary Certification
- Dual Degree Programs:
  - BSELED/MAT - Bachelor of Science in Elementary Education and Master of Arts in Teaching
  - BA/BS/MAT - Bachelor of Arts, Bachelor of Science, and MAT leading to Secondary Certification
- Graduate Programs:
  - Master of Arts in Teaching
    - Elementary Education MAT
    - Secondary Education MAT
    - Individualized MAT (permission of the TLC Department required)
  - Master of Arts: Education with an emphasis in Curriculum and Instruction
    - Master of Science: Special Education
    - Ed.S. - Curriculum & Instruction
- Curriculum and Instruction Ed.D.
- Curriculum and Instruction Ph.D.
- Teacher Certification
  - North American Division of Seventh-day Adventists Teaching Credentials
  - State of Michigan Teacher Certification

Admission to the Teacher Preparation/Student Teaching Program
An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 408 Principles of Teaching and Learning is being taken. This must be completed at least a year before a student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed.

To be admitted to the teacher education program, students must meet the criteria listed below:
- Satisfactorily complete EDTE 165/630, EDTE 228/SPED 525, GDPC 302/514, and EDTE 408/508 (preferred order).
- Choose appropriate teaching major and/or minor(s).
- Satisfactorily complete the MTTC Professional Readiness Examination (PRE), or the ACT, or the SAT exam.
- Have a cumulative GPA of at least 2.75.
- Obtain a recommendation from three sources: a professor from an education course, and professors from your major and your minor.
- Demonstrate police clearance regarding the potential for any felony and/or misdemeanor convictions as an adult.
- Submit an acceptable plan for completing all required course work. All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
- Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).
- Applications will be processed as they are received and completed. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.

Once admitted to the Teacher Education/Student Teaching Program students must:
- Maintain good and regular status.
- Maintain at least at least a 2.50 GPA in each of the following areas:
  - Major(s)*,
  - Minor(s)*,
  - Professional education courses*, and
  - Overall course work.
- A course with a grade less than a C in a major, minor, or professional education class must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.
- Continue working on their professional teaching portfolio (begun in EDTE 165).
- Demonstrate the professional disposition of an educator.

NOTE: Students cannot be admitted to the Teacher Preparation/Student Teaching Program, or remain in the program once admitted, if they fail two classes in their major, minor, courses for Professional Education, or Planned Program minor.

Licensure in Michigan
In addition to the requirements of our program, the State of Michigan has requirements with which you must comply in order to receive teacher certification. These requirements are applicable to all of the teacher certification programs within the state. These requirements include CPR (child and adult) and first aid training, and successful completion of the Michigan Test for Teacher Certification Professional Readiness Exam (PRE), or SAT and relevant subject-area tests.

CPR & First Aid Training
Michigan Public Act 18 of 2003 requires all teaching interns to be certified in CPR (child and adult) and first aid prior to being recommended for teacher certification. The legislation stipulates that this training must be completed through the American Red Cross or American Heart Association.

Michigan Test for Teacher Certification (MTTC)
The basic skills examination is required to demonstrate that a teacher candidate has basic skills in reading, writing, and mathematics. See the new standards listed below:

Professional Readiness Examination (PRE) and its Alternatives
The PRE is the Michigan Department of Education (MDE) teacher certification basic skills examination composed of reading, writing, and mathematics subtests. The PRE must be passed before student teaching in a Michigan K-12 school. The PRE is also required for out-of-state applicants seeking Michigan certification. To pass the PRE, a test-taker must pass each of the three subtests mentioned above.

The PRE provider, Evaluation Services Group of Pearson (ES), offers the PRE in a computer- or paperbased format as part of the Michigan Test for Teacher Certification (MTTC) program. Those seeking Michigan certification can learn about test schedules, locations, and registration by visiting the MTTC Web site.

In April 2014, the MDE accepted ACT and the Michigan Merit Examination (MME) as alternative examinations for the PRE. In February 2017, the updated SAT was added as an alternative. ACT, MME, and SAT minimum passing scores are below:
SAT Reading and English test results are reported as a single Evidence-Based Reading and Writing score. ACT Writing score is determined from an ACT Combined English/Writing score. SAT scores are valid for tests taken on or after March 5, 2016.

SAT Reading and English test results are reported as a single Evidence-Based Reading and Writing score. ACT Writing score is determined from an ACT Combined English/Writing score. SAT scores are valid for tests taken on or after March 5, 2016.

SAT test takers are not required to complete the SAT essay test. SAT essay performance is not in the SAT Evidence-Based Reading and Writing score.

The MDE also offers the option of passing the PRE with a passing score in two PRE subtests and an acceptable ACT score. An alternative test is not required to complete the PRE essay test. SAT essay performance is not in the SAT Evidence-Based Reading and Writing score.

Test-takers may combine alternative pass measures until October 1, 2025. For example, a test-taker can receive basic skills examination “passed” status with:
- an ACT Mathematics score of 22, an MME Reading score of 1108, and an SAT Evidence-Based Reading and Writing score of 480.
- an ACT Mathematics score of 530, an MME Reading score of 1108, and a PRE Writing score of 220.

An important caveat to the combination allowances:
- The -1 SEM alternative pass measure is not allowed in any combination using an SAT score.

Thus, in the combination examples above, a test-taker may not use a -1 SEM PRE allowance in place of the ACT or the PRE score. Someone could, however, earn basic skills examination “passed” status with:
- an ACT Mathematics score of 22, an MME Reading score of 1108, and a PRE Writing score of 1116, an MME Reading score of 1129, and an SAT score.

As of September 23, 2017, the PRE will no longer be offered. PRE score results from on or before September 23, 2017 will still be eligible to establish basic skills examination “passed” status without expiration.
The ACT may no longer be taken as a basic skills examination.

Alternative pass measures completed on or before September 23, 2017 may be used until October 1, 2025. Alternative pass measures include ACT, MME, and -1 SEM PRE score values.

State law requires a passing result in all 3 areas prior to student teaching. Andrews University requires a passing result prior to admission to the Teacher Preparation/Student Teaching program.

A passing score on the Michigan Test for Teacher Certification subject area test in major and minor is also required to earn teacher certification through Andrews University and in the state of Michigan.

Official exam results must be sent directly to Andrews University from the testing companies prior to a recommendation for certification.

Undergraduate Programs

Teacher Preparation Mission

The primary aim of Andrews University teacher preparation programs (BA, BS, MAT, & MA) is to prepare teachers who are competent, compassionate and committed to quality education. Upon completion of the professional education program, the preservice teacher demonstrates knowledge and skill in the following areas:

- Worldview
- Human growth and change
- Groups, leadership, and change
- Communication and technology
- Research and evaluation
- Personal and professional growth
- Content knowledge

Undergraduate Academic Programs

Bachelor of Science in Elementary Education (BSELED) - requires a content major or two minors (offered through the School of Education - for additional areas see the chart below in BS Elementary Education)

<table>
<thead>
<tr>
<th>Emphasis Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Science - 36 cr. major/29 cr. minor</td>
</tr>
<tr>
<td>Language Arts - 36 cr. major/24 minor</td>
</tr>
<tr>
<td>Social Studies - 44 cr. major</td>
</tr>
<tr>
<td>Reading (K-8) - 20 cr. minor</td>
</tr>
</tbody>
</table>

Bachelor of Science in Secondary Education - for students with majors in the College of Arts and Sciences.

<table>
<thead>
<tr>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>French K-12 Education</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Integrated Science (Comprehensive)</td>
</tr>
<tr>
<td>Political Science</td>
</tr>
<tr>
<td>Social Studies (Comprehensive)</td>
</tr>
</tbody>
</table>

Majors and Minors for Elementary Education Certification

<table>
<thead>
<tr>
<th>Subject Content Areas</th>
<th>BA</th>
<th>BS Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A: Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts BSLED, Language Arts Minor</td>
<td>36/24</td>
<td></td>
</tr>
<tr>
<td>Reading Minor</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Group B: Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Group C: Integrated Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Science BSLED, Integrated Science Minor</td>
<td>36/29</td>
<td></td>
</tr>
<tr>
<td>Group D: Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Education BS, Mathematics minor</td>
<td>36/20</td>
<td></td>
</tr>
<tr>
<td>Group E: Supporting Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>French Education minor</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Spanish (K-12) BA Spanish Education minor</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Group F: Religion minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion Minor (for Seventh-day Adventist certification only)</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates a major/minor commonly taught in the Elementary School.

# K-12 Endorsement in major area only

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current Andrews University requirements that have been submitted to the State of Michigan as well as all current State of Michigan requirements. This includes requirements for General Education, content major, minor, planned program minor, and Professional Education. These requirements may differ from what is listed in the content department.

Professional Elementary Education Requirements

- GDPC 302 Educational Psychology - 3
- EDTE 165 Introduction to Teaching - 4
- EDTE 408 Principles of Teaching and Learning - 3
- EDTE 425 Multi-grade/Multi-age Education - 1
- EDTE 444 Elementary Language Arts Methods - 2
- EDTE 446 Elementary Science and Health Methods - 3
- EDTE 447 Elementary Social Studies and Character Education Methods - 3
- EDTE 487 Student Teaching Seminar - 1
- EDTE 488 Student Teaching (Level) - 1-15

Planned Program Minor (20) (all courses must be completed - this minor consists of a group of courses related to teaching in the elementary school and is required by
the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.)

EDTE 228 Strategies for Educating Exceptional and Diverse Learners - 3
EDTE 418 Methods for Teaching Beginning Reading - 3
EDTE 420 Literacy Intervention Strategies - 3
EDTE 424 Classroom Testing and Evaluation - 2
EDTE 448 Methods for Integrating Arts & Movement in Elementary Curriculum - 3
EDTE 476 Methods for Integrating Instructional Technology - 2
EDTE 480 First Days of School Experience - 2
EDTE 484 Developmental Reading Methods - 2
ENGL 407 Literature for Children - 2,3
MATH 221 Mathematics for Elementary Teachers I - 3
MATH 222 Mathematics for Elementary Teachers II - 3
GEOG 110 Survey of Geography - 3

Andrews Core Experience Requirements
The School of Education philosophy of general education is to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to help free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

Elementary Education Core Experience Education Requirements - 53+
Religion - 12
RELT 100, RELT 225, RELH 400
An additional 3-credit Religion class chosen in consultation with your SED advisor.
Language/Communication - 9-13
ENGL 115, ENGL 215, COMM 450
Foreign Language (BA only) Intermediate Language (4)
History - 6
HIST 204, HIST 205
Fine Arts/Humanities - 5
ENGL 407
Plus one course from:
MUHL 214, PHTO 115, PHTO 210 Studio Art (3), Ensemble Music (3)
Life/Physical Sciences - 8
Students must take BIOL 110 and choose one from PHYS 110 or PHYS 115
Mathematics - 6
MATH 221, MATH 222
Service - 4
EDTE 165
Social Sciences - 3
PLSC 104
Fitness Education - 3
HLED 120 plus two Fitness Education courses

Bachelor of Science (BS)—Individualized Program
This degree may be planned for students who have career goals and/or special interests in an area of education not requiring K-12 teaching credentials or for individuals planning on earning certification in a five-year program ending with an MAT degree.

The degree includes two main parts:
an appropriate general education component, and
an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admission to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

Secondary Certification with a BA or BS Degree
Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture & Interior Design, and School of Education. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor, and have current certification in First Aid & CPR. Descriptions of the Integrated Science and Social Studies majors are listed in the School of Education. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION

<table>
<thead>
<tr>
<th>Subject Major</th>
<th>BA</th>
<th>BS</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology, Secondary Education Emphasis BS, Biology Minor</td>
<td>42</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Chemistry BS (Secondary Education), Chemistry Minor (Secondary Education)</td>
<td>40</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>English, English Education Concentration BA, English Minor</td>
<td>42</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics BS</td>
<td>39</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Mathematics Education BS, Mathematics Minor</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Education, Teacher Certification BMus (includes a minor)</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics BS, Physics Minor</td>
<td>40</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Physics Education BS</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science BA/BS, Political Science Minor</td>
<td>42</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Social Studies for Secondary Education BS (minor included)</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish for K-12 Education BA, Spanish for Education Minor</td>
<td>36#</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Religion, Secondary Education Concentration BA, Religion Minor</td>
<td>33-35</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Visual Arts Education BS (Secondary Education) (minor included)</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ pending State of Michigan approval</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># K-12 Endorsement is major area only</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor, and Professional Education. These requirements may differ from what is listed in the content department.

Secondary Certification ACE Requirements - 55+
Religion - 12
RELT 100, RELT 225, RELH 400
An additional 3-credit Religion class chosen in consultation with your SED advisor.
Language/Communication - 9-13
ENGL 115, ENGL 215, COMM 450
Foreign Language (BA only) Intermediate Language (4)
History - 6
HIST 117, HIST 118
Fine Arts/Humanities - 3
Choose one course from:
MUHL 214, ENGL 255, MUHL 214, PHIL 224, PHTO 210, Studio Art (3), or Ensemble Music (3)
Life/Physical Sciences - 8
Take one course from Life Science and one from Physical Science
Mathematics - 3
MATH 145 or higher-level course
Service - 4
EDTE 165
Social Sciences - 6
GDPC 302 and EDTE 228
Fitness Education - 3
HLED 120 plus two activity courses

Secondary Professional Education Courses
GDPC 302 - Educational Psychology - 3
EDTE 165 - Introduction to Teaching - 4
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners - 3
EDTE 408 - Principles of Teaching and Learning - 3
EDTE 417 - Teaching Reading in the Secondary Content Areas - 3
EDTE 424 - Classroom Testing and Evaluation - 2
EDTE 459 - Methods for Teaching Secondary School (Area) - 3
EDTE 476 - Methods for Integrating Instructional Technology - 2
EDTE 480 - First Days of School Experience - 2
EDTE 487 - Student Teaching Seminar - 1
EDTE 488 - Student Teaching (Level) - 1-15

Special Requirements for School of Education Students
Applicants who do not qualify for regular or provisional admission to the School of Education due to low GPA may apply to the School of Education to take classes on a semester-by-semester basis.

Student Teaching Placement Process
Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools. The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student's responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. An official pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools. Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision, beyond the one-hour distance, will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University’s fall semester. First Days of School Experience is taken in August before Student Teaching. The experience focuses on the critical weeks preceding and following the first day of school. It provides specific answers to the pre-service teacher’s question, “What do I actually do during the first days and weeks of school?” The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include: Short- and long-range planning, constructing units of instruction, selecting materials and supplies, organizing and managing the classroom, establishing discipline procedures, record keeping (including the daily register).

Student Teaching Semester
The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar. Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the Director of Student Teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures. A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the Director of Student Teaching. The student may not take other courses during the student teaching semester. Work for remuneration should be suspended. Full attention to teaching responsibilities helps ensure students’ success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required for graduate students and a minimum of 12 for undergraduate students.

Admission to the Teacher Preparation/Student Teaching Program
An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 408 - Principles of Teaching and Learning is being taken. This must be completed at least a year before a student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed.

To be admitted to the teacher education program, students must meet the criteria listed below:
- Satisfactorily complete EDTE 165, EDTE 228, GDPC 302, and EDTE 408 (preferred order).
- Choose appropriate teaching major and/or minor(s).
- Pass the MTTC Professional Readiness Examination (PRE), formally known as the Basic Skills Test.
- Have a cumulative GPA of at least 2.75.
- Obtain a recommendation from three sources: a professor from an education course, and professors from your major and your minor.
- Demonstrate police clearance regarding the potential for any felony and/or misdemeanor convictions as an adult.
- Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
- Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).

Applications will be processed as they are received and completed. It is the student’s responsibility to see that all paperwork is in for the application to be processed in a timely manner.

Once admitted to the Teacher Education/Student Teaching Program students must:
- Maintain good and regular status.
- Maintain at least a 2.50 GPA in each of the following areas:
  - Major(s)*
  - Minor(s)*
- Professional education courses*, and Overall course work.
- *A course with a grade less than a C in a major, minor, or professional education class must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.
- Demonstrate the professional disposition of an educator.

NOTE: Students cannot be admitted to the Teacher Preparation/Student Teaching Program, or remain in the program once admitted, if they fail two classes in their major, minor, courses for Professional Education, or Planned Program minor.

Special Requirements for School of Education Students.
Applicants who do not qualify for regular or provisional admission to the School of Education due to low GPA may apply to the School of Education to take classes on a semester-by-semester basis.

Student Teaching Placement Process. Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student’s responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. An official pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools.

Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision, beyond the one-hour distance, will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University’s fall semester. First Days of School Experience is taken in August before Student Teaching. The experience focuses on the critical weeks preceding and following the first day of school. It provides specific answers to the pre-service teacher’s question, “What do I actually do during the first days and weeks of school?” The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include: Short- and long-range planning, constructing units of instruction, selecting materials and supplies, organizing and managing the classroom, establishing discipline procedures, record keeping (including the daily register).

Student Teaching Semester.
The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student’s responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. An official pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools.

Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision, beyond the one-hour distance, will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University’s fall semester. First Days of School Experience is taken in August before Student Teaching. The experience focuses on the critical weeks preceding and following the first day of school. It provides specific answers to the pre-service teacher’s question, “What do I actually do during the first days and weeks of school?” The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include:
- Short- and long-range planning
- Constructing units of instruction
- Selecting materials and supplies
- Organizing and managing the classroom
- Establishing discipline procedures
- Record keeping (including the daily register)

Student Teaching Semester.
The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar.

Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the Director of Student Teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures.

A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the Director of Student Teaching.
The student may not take other courses during the student teaching semester. Work for remuneration should be suspended. Full attention to teaching responsibilities helps ensure students’ success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required for graduate students and a minimum of 12 for undergraduate students.

Undergraduate Graduation Requirements
In addition to meeting the general requirements for a baccalaureate degree, students who seek baccalaureate degrees with elementary or secondary certification must do the following:

- Complete requirements for approved major, minor(s), and professional education courses as described under each specific degree. (Due to scheduling complexities, students seeking certification may take more than four years to complete a degree.)
- Have a minimum GPA of 2.50 overall, and a 2.50 in the following:
  - major(s)*,
  - minor(s)*,
  - area of concentration*, and
  - professional education courses*

(*The averages include all courses taken at Andrews University and those transferred from other institutions.)

Earn a 2.00 minimum GPA in all other credits at Andrews University
Complete the Senior Exit examination, and major field exam if required, which serves as the senior-level evaluation
Take a minimum of 30 of the final 36 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)
Qualify for either Michigan Teacher Certification or an Adventist Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary Integrated Science and Social Studies majors.)
Submit a formal request for graduation, approved by the student’s advisor, the Certification Registrar, and a designated records officer.
Verify that all official transcripts have been received by the Teacher Certification Registrar.
Apply for a MEIS Account with the Michigan Department of Education.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply to the Department of Teaching, Learning and Curriculum for a teaching certificate, as well as apply on MOECS for a MEIS Account and their MI Teaching Certificate. The certificate is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the Certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

For further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements check the information below.

The Consortium for Outstanding Achievement in Teaching with Technology
Andrews University is a founding member of the Michigan-based Consortium for Outstanding Achievement in Teaching with Technology (COATT). This consortium of higher education institutions and supporting P-12 organizations exists to promote the use of technology in P-12 schools.

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current Andrews University requirements that have been submitted to the State of Michigan as well as all current State of Michigan requirements. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Dual Degree Programs
- BSELED/MAT - Bachelor of Science in Elementary Education and Master of Arts in Teaching
- BA/BS/MAT - Bachelor of Arts, Bachelor of Science, and MAT leading to Secondary Certification

Graduate Programs
- Graduate Academic Programs in Teaching, Learning & Curriculum
- Master of Arts in Teaching - 32+ credits
- Elementary Education MAT
- Secondary Education MAT
- Individualized MAT - (permission of the TLC Department required)
- Master of Science: Special Education - 44 credits
- Curriculum and Instruction MA - 32 credits
- Curriculum and Instruction EdS - 64 credits
- Curriculum and Instruction EdD - 92 credits
- Curriculum and Instruction PhD - 92 credits

Non-Degree Graduate-Level Teacher Certification and Endorsements:
  - (Elem) Adventist and MI Certification - variable
  - (Sec) Adventist and MI Certification - variable

Mission
As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning and research.

Program Description
The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as corporations, schools, colleges and universities. Curriculum & Instruction (C&I) degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents. Persons seeking initial teacher certification for K–12 schools at the master’s level should pursue the MAT degree for elementary or secondary education (see p. 287). The Curriculum & Instruction program is designed to meet the needs of our students. The majority of students maintain their current employment while completing their degrees online. We also have students who choose a traditional, residential program and move to Berrien Springs for full-time study.

Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary and tertiary levels. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to teach at the university level.

While degrees in Curriculum & Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

Interactive Online Delivery of Graduate Programs
Designed for three–four summers (4–8 weeks) on Andrews University campus and online courses during two–three school years, for working professionals. The interactive online master’s, specialist, and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment. Interactive online programs are offered through a combination of summer intensives, regional group sessions, and Internet study.

With two exceptions (see below), all required courses are delivered via the Internet using both synchronous and asynchronous techniques. This allows candidates to advance their education while maintaining their current employment and residence. Learning-while-working also provides candidates with the opportunity to immediately apply new knowledge and skills in their workplace.

Program Characteristics
Online Orientation.
In order to create a vibrant learning community from the beginning, all new C&I students participate in an online orientation session.

Admission Requirements
Admission decisions are based on an overall profile of each applicant. The applicant profile consists of information that indicates personal “fit” with the Curriculum and Instruction program and potential for success in the program. To ensure consideration for acceptance into the current year’s summer cohort, completed applications must be on file at the Andrews University Office of Graduate Admissions by March 1.

In addition to application materials required of all graduate school applicants the following items are of particular importance:
A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program.

Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.

A completed Professional Experience form.

A current resume or vita.

Official transcripts from all schools where undergraduate or graduate courses were taken.

Graduate Record Examination (GRE) general exam scores.

MA students are not required to take the GRE, but students are strongly encouraged to take it to be eligible for GRE-based scholarships as listed in the bulletin.

Ed.S. and Ph.D. students are required to take the GRE for acceptance into a doctoral program.

Documentation of English proficiency. See University Graduate Programs General Admission Requirements for details.

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Teacher Certification

Seventh-day Adventist Certification - Information

State of Michigan Certification - Information and Procedures

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply to the Department of Teaching, Learning and Curriculum for a teaching certificate, as well as apply on MOECS for a MEIS Account and their MI Teaching Certificate. The certificate is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the Certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

Michigan Tests for Teacher Certification. All applicants for State of Michigan K—12 teaching credentials must pass the MTTC Subject Area Exams before a recommendation can be submitted to the Michigan Department of Education. For details on what the tests are and when they are offered, see the Department of TLC secretary.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 9 credits in residence to qualify for a recommendation for a teaching certificate and/or endorsement.

Michigan Department of Education Definition of Program Completers

To qualify as a “Program Completer,” students seeking their initial Teaching certificate must satisfactorily complete the following:

Passing score on the MTTC Professional Readiness Examination (PRE) and a bachelor’s degree

Elementary:

Professional education courses* Planned program minor* Approved subject content major or two minors* The MTTC Elementary Education Exam (subject area exams are optional)

Secondary

Professional education courses* Approved subject content teaching major* Approved subject content teaching minor* The MTTC Subject Area Exams for both major and minor.

• Current First Aid & CPR Certification from the American Red Cross or the American Heart Association

• Recommendation for certification

* EACH of these areas must have at least at least a 2.50 GPA with no grade of C- or below, in addition to a minimum cumulative GPA of 2.75. Graduate students must maintain at least a 3.0 GPA at the graduate level.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for Adventist certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current Andrews University requirements that have been submitted to the State of Michigan as well as all current State requirements. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Bachelors

Elementary Education, Two Minors BSELED

Students in the Elementary Education program must include The Planned Program Minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements above. For more information regarding approved majors and minors see the Teaching, Learning & Curriculum Department page.

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences and School of Health Professions sections of this bulletin.

<table>
<thead>
<tr>
<th>Subject Content Areas</th>
<th>BA Credits</th>
<th>BS Credits</th>
<th>Minors Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A: Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts*</td>
<td>36</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Reading (K-8)*</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Group B: Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies*</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group C: Science/Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Science*</td>
<td>36</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Group D: Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics*</td>
<td>36</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Group E: Supporting Areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>36E</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>French (K-21)</td>
<td>36F</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Spanish (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group F: Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion (for Seventh-day Adventist certification only)</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Indicates a major/minor commonly taught in the Elementary School.

# K-12 Endorsement in major area only

Integrated Science for Elementary Education BSELED

Integrated Science Major (36)

Advising for this major is done by the Department of TLC.

Required courses:

**Life Science/Biology - 16 credits**

| BIOL 110 - Principles of Biology Credits: 4 |
| BIOL 208 - Environmental Science Credits: 4 |
| BIOL 221 - Anatomy and Physiology I Credits: 4 |
| BIOL 222 - Anatomy and Physiology II Credits: 4 |

**Physical Science - 8 credits**

| CHEM 110 - Introduction to Inorganic Chemistry Credits: 4 |
Earth/Space Science 8 credits
- PHYS 110 - Astronomy Credits: 4
- BIOL 170 - Rocks, Fossils, and Life Credits: 4

Integrated Science - 4 credits
- IDSC 456 - Integrated Science Credits: 4

Electives may be chosen from BIOL, CHEM and PHYS under advisement

Andrews Core Experience

**Religion - 12**
- RELT 100 - God and Human Life Credits: 3
- RELT 225 - Doctrines of the Adventist Faith Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4
An additional 3-credit class chosen in consultation with your SED advisor.

**Language and Communication - 9**
- ENGL 115 - College Writing I Credits: 3
- ENGL 215 - College Writing II Credits: 3
- COMM 450 - Communication in the Classroom Credits: 3

**History - 6**
- HIST 204 - American Experience I Credits: 3
- HIST 205 - American Experience II Credits: 3

**Fine Arts and Humanities - 5**
- ENGL 407 - Literature for Children Credits: 2,3

Choose one of the following courses:
- MUHL 214 - Enjoyment of Music Credits: 3
- PHTO 115 - Photography I Credits: 3
- PHTO 210 - History of Photography Credits: 3
- 3 Credits of Studio Art
- 3 Credits of Ensemble Music

**Life and Physical Sciences - 8**
- BIOL 110 - Principles of Biology Credits: 4

Choose one of the following courses:
- PHYS 110 - Astronomy Credits: 4
- PHYS 115 - Mythbusting Credits: 4

**Social Science - 3**
- PLSC 104 - American Government Credits: 3

**Fitness Education - 3**
- HLED 120 - Fit for Life Credits: 1
- Plus two Fitness Education courses

**Service - 4**
- EDTE 165 - Introduction to Teaching Credits: 4

**The Planned Program Minor — 20**

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 407 - Literature for Children Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- MATH 221 - Mathematics for Elementary Teachers I Credits: 3
- MATH 222 - Mathematics for Elementary Teachers II Credits: 3

Professional Elementary Education Requirements

- GDPC 302 - Educational Psychology Credits: 3
- EDTE 165 - Introduction to Teaching Credits: 4
- EDTE 408 - Principles of Teaching and Learning Credits: 3
- EDTE 425 - Multi-grade/Multi-age Education Credits: 2
- EDTE 444 - Elementary Language Arts Methods Credits: 2
- EDTE 446 - Elementary Science and Health Methods Credits: 3
- EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 487 - Student Teaching Seminar Credits: 1 *
- EDTE 488 - Student Teaching (Level) Credits: 1–15 *

*(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

**Integrated Science for Secondary Education BS**

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture, Art & Design, School of Education and School of Health Professions. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

**Total Credits: 64**

**Integrated Science Emphasis**

(This major includes a built-in minor in Biology)

Advising for this major is done by the Department of TLC. The Integrated Science major requires 64 semester credits.

**Required Courses:**

**Life Science/Biology — 23 credits**
- BIOL 165 - Foundations of Biology Credits: 4,5
- BIOL 166 - Foundations of Biology Credits: 4,5
- BIOL 208 - Environmental Science Credits: 4
- BIOL 348 - General Ecology Credits: 3
- BIOL 371 - Genetics Credits: 3
- BIOL 372 - Cell and Molecular Biology Credits: 3

**Chemistry — minimum 12 credits**
- CHEM 131 - General Chemistry I Credits: 4
- CHEM 132 - General Chemistry II Credits: 4
- CHEM 231 - Organic Chemistry I Credits: 3
- CHEM 241 - Organic Chemistry Laboratory I Credits: 1

**Physics — minimum 8 credits**

Choose one of the following sets:
- PHYS 141 - General Physics I Credits: 4
- PHYS 142 - General Physics II Credits: 4
- PHYS 241 - Physics for Scientists and Engineers I Credits: 4
- PHYS 242 - Physics for Scientists and Engineers II Credits: 4

**Earth/Space Science — minimum 15 credits**
- GEOG 240 - Physical Geography Credits: 3
- IDSC 456 - Integrated Science Credits: 4
- PHYS 110 - Astronomy Credits: 4

Required Cognates — 6 credits
Electives
Electives chosen by advisement from the above areas to complete the requirements.

Note:
The State of Michigan recommends that students pass MTTC subject exams in biology, physics and chemistry.

Secondary Certification General Education

Requirements—63–66
See professional program requirements and note the following specific requirements:

Religion—12
RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
REIH 400 - SDA History and Prophetic Heritage Credits: 3,4
Plus one additional 3 credit class chosen in consultation with your SED advisor.

Language/Communication—9–13
ENGL 115 - College Writing I Credits: 3
ENGL 215 - College Writing II Credits: 3
Foreign Language (BA only)
Intermediate Language Credits: 4

History—6
HIST 117 - Civilizations and Ideas I Credits: 3
HIST 118 - Civilizations and Ideas II Credits: 3

Fine Arts/Humanities—3
Choose one course from:
ARTH 220 - Language of Art Credits: 3
PHTO 210 - History of Photography Credits: 3
Studio Art Credits: 3
ENGL 255 - Studies in Literature Credits: 3
PHIL 224 - Introduction to Philosophy Credits: 3
MUHL 214 - Enjoyment of Music Credits: 3
Ensemble Music Credits: 3

Life/Physical Sciences—8
Take one course from Life Science and one from Physical Science

Mathematics—3
MATH 145 - Mathematics for the (Mis)Information Age Credits: 3 or higher-level course

Service—4
EDTE 165 - Introduction to Teaching Credits: 4

Social Sciences—6
GDPC 302 - Educational Psychology Credits: 3
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education—3
HLED 120 plus two activity courses

Secondary Professional Education Courses
GDPC 302 - Educational Psychology Credits: 3
EDTE 165 - Introduction to Teaching Credits: 4
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3
EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
EDTE 459 - Methods for Teaching Secondary School (Area) Credits: 3
EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
EDTE 480 - First Days of School Experience Credits: 2
EDTE 487 - Student Teaching Seminar Credits: 1
EDTE 488 - Student Teaching (Level) Credits: 1–15 *

Note:
* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Language Arts for Elementary Education BSELED

Total Credits: 36

Major: Core Requirements — 36
Advising for this major is done by the Department of TLC.

Core Requirements
COMM 280 - Voice and Diction Credits: 3
COMM 450 - Communication in the Classroom Credits: 3
EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
EDTE 420 - Literacy Intervention Strategies Credits: 3
EDTE 436 - Writing K-8 Credits: 2
EDTE 484 - Developmental Reading Methods Credits: 2
ENGL 300 - Modern English Grammar Credits: 3,4
ENGL 407 - Literature for Children Credits: 2,3
SPPA 435 - Communication Development and Disorders for Classroom Teachers Credits: 3

Literature
Choose two of the following courses:
ENGL 273 - American Literature to 1865 Credits: 3
ENGL 274 - American Literature 1865 Credits: 3
ENGL 371 - English Literature to 1600 Credits: 3
ENGL 372 - English Literature 1600–1800 Credits: 3
ENGL 373 - English Literature 1800–1914 Credits: 3
ENGL 403 - 20th-century English and American Literature Credits: 3

Writing
Choose one of the following courses:
ENGL 115 - College Writing I Credits: 1–4
ENGL 437 - Teaching and Tutoring Writing Credits: 3
ENGL 438 - Advanced Composition Credits: 3
ENGL 454 - The Writing Life Credits: 3
ENGL 467 - Creative Writing Credits: 3

Electives
Select remaining courses from the following:
COMM 320 - Interpersonal Communication Credits: 3
ENGL 404 - New Global Literature Credits: 3
ENGL 460 - Linguistics Credits: 3
SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
SPPA 321 - Normal Language Development Credits: 3

Andrews Core Experience

Religion - 12
RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
REIH 400 - SDA History and Prophetic Heritage Credits: 3,4
An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9
ENGL 115 - College Writing I Credits: 3
ENGL 215 - College Writing II Credits: 3
COMM 450 - Communication in the Classroom Credits: 3

History - 6
HIST 204 - American Experience I Credits: 3
HIST 205 - American Experience II Credits: 3

Fine Arts and Humanities - 5
ENGL 407 - Literature for Children Credits: 2,3

364
Choose one of the following courses:
MUHL 214 - Enjoyment of Music Credits: 3
PHTO 115 - Photography I Credits: 3
PHTO 210 - History of Photography Credits: 3
3 Credits of Studio Art
3 Credits of Ensemble Music

Life and Physical Sciences - 8
BIOL 110 - Principles of Biology Credits: 4

Choose one of the following courses:
PHYS 110 - Astronomy Credits: 4
PHYS 115 - Mythbusting Credits: 4

Social Science - 3
PLSC 104 - American Government Credits: 3

Fitness Education - 3
HLED 120 - Fit for Life Credits: 1
Plus two Fitness Education courses

Service - 4
EDTE 165 - Introduction to Teaching Credits: 4

The Planned Program Minor — 20
The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3
EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
EDTE 420 - Literacy Intervention Strategies Credits: 3
EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
EDTE 480 - First Days of School Experience Credits: 2
EDTE 484 - Developmental Reading Methods Credits: 2
ENGL 407 - Literature for Children Credits: 2,3
GEOG 110 - Survey of Geography Credits: 3
MATH 221 - Mathematics for Elementary Teachers I Credits: 3
MATH 222 - Mathematics for Elementary Teachers II Credits: 3

Professional Elementary Education Requirements
GDPC 302 - Educational Psychology Credits: 3
EDTE 165 - Introduction to Teaching Credits: 4
EDTE 408 - Principles of Teaching and Learning Credits: 3
EDTE 425 - Multi-grade/Multi-age Education Credits: 2
EDTE 444 - Elementary Language Arts Methods Credits: 2
EDTE 446 - Elementary Science and Health Methods Credits: 3
EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
EDTE 487 - Student Teaching Seminar Credits: 1 *
EDTE 488 - Student Teaching (Level) Credits: 1–15 *
*(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)

Secondary Education BA/BS
This major is available only as a second major. It is designed to be taken in conjunction with a content major and a minor, or with two content majors. This qualifies graduates to teach in the subject areas in grades 6-12; or in grades K-12 for the foreign languages, Music Education, and Visual Arts Education.

Major - 38+
EDTE 165 - Introduction to Teaching Credits: 4
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3

EDTE 408 - Principles of Teaching and Learning Credits: 3
EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
EDTE 459 - Methods for Teaching Secondary School (Area) Credits: 3
EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
EDTE 480 - First Days of School Experience Credits: 2
GDPC 302 - Educational Psychology Credits: 3

Student Teaching - 12-16
Complete only after the completion of all coursework.
EDTE 487 - Student Teaching Seminar Credits: 1
11-15 credits of EDTE 488 - Student Teaching (Level) Credits: 1–15

Required Major & Minor - 56+
The State of Michigan requires that all teacher certification candidates have either a content major and minor, or two content majors. We have outlined general education requirements and designed content teaching majors and minors that meet the State of Michigan requirements for standard certification. Undergraduate students may choose from the following content majors and minors:

Content Majors - 36+
(See SED advisor for specific degree requirements for each second major)
Biology
Chemistry
French
History
Political Science
Social Studies

Content Minors - 20-24
Biology
Chemistry
English Education
ESL
French
History
Mathematics
Physics
Political Science
Religion - (SDA Certification only)
Spanish

Secondary Certification Andrews Core
Experience Requirements - 44-48
Religion—12
RELT 100, RELT 225, RELH 400
An additional 3-credit Religion class chosen in consultation with your SED advisor.
Language/Communication—9
ENGL 115, ENGL 215, COMM 450
Foreign Language (BA only) Intermediate Language (4)
History—6
HIST 117, HIST 118
Fine Arts/Humanities—3
Choose one course from: MUHL 214, ENGL 255, MUHL 214, PHIL 224, PHTO 210, Studio Art (3), or Ensemble Music (3)
Life/Physical Sciences—8
Take one course from Life Science and one from Physical Science
Mathematics—3
MATH 145 or higher-level course
Fitness Education—3
HLED 120 plus two activity courses

Admission Requirements
An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 408 Principles of Teaching and Learning is being taken. This must be completed at least a year before a student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed.

To be admitted to the teacher education program, students must meet the criteria listed below:
Satisfactorily complete EDTE 165/630, EDTE 228/SPED 525, GDPC 302/514, and EDTE 408/508 (preferred order).
Choose appropriate teaching major and/or minor(s).
Satisfactorily complete the MTTC Professional Readiness Examination (PRE), or the ACT, or the SAT exam. 
Have a cumulative GPA of at least 2.75.
Obtain a recommendation from three sources: a professor from an education course, and professors from your major and your minor.
Demonstrate police clearance regarding the potential for any felony and/or misdemeanor convictions as an adult.
Submit an acceptable plan for completing all required course work. All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).
Applications will be processed as they are received and completed. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.

Once admitted to the Teacher Education/Student Teaching Program students must:

- Maintain good and regular status.
- Maintain at least at least a 2.50 GPA in each of the following areas:
  - Major(s)*
  - Minor(s)*
  - Professional education courses*, and
  - Overall course work.
- A course with a grade less than a C in a major, minor, or professional education class must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.
- Continue working on their professional teaching portfolio (begun in EDTE 165).
- Demonstrate the professional disposition of an educator.

NOTE: Students cannot be admitted to the Teacher Preparation/Student Teaching Program, or remain in the program once admitted, if they fail two classes in their major, minor, courses for Professional Education, or Planned Program minor.

Professional Readiness Examination (PRE) and its Alternatives
(Taken from the Michigan Department of Education Website)

The PRE is the Michigan Department of Education (MDE) teacher certification basic skills examination composed of reading, writing, and mathematics subtests. The PRE must be passed before student teaching in a Michigan K-12 school. The PRE is also required for out-of-state applicants seeking Michigan certification. To pass the PRE, a test-taker must pass each of the three subtests mentioned above.

The PRE provider, Evaluation Services Group of Pearson (ES), offers the PRE in a computer–or paper-based format as part of the Michigan Test for Teacher Certification (MTTC) program. Those seeking Michigan certification can learn about test schedules, locations, and registration by visiting the MTTC Web site.

In April 2014, the MDE accepted ACT and the Michigan Merit Examination (MME) as alternative examinations for the PRE. In February 2017, the updated SAT was added as an alternative. ACT, MME, and SAT minimum passing scores are below:

<table>
<thead>
<tr>
<th>PRE Subtest</th>
<th>Required ACT Score</th>
<th>Required MME Score</th>
<th>Required SAT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>22</td>
<td>1108</td>
<td>480^</td>
</tr>
<tr>
<td>Writing</td>
<td>22</td>
<td>1129</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
<td>1116</td>
<td>530</td>
</tr>
</tbody>
</table>

ACT scores are valid for tests taken from January 1989 to September 23, 2017
MME scores are valid for tests taken from January 2007 through January 2015
SAT scores are valid for tests taken on or after March 5, 2016
ACT Writing score is determined from an ACT Combined English/Writing score
SAT Reading and English test results are reported as a single Evidence-Based Reading and Writing score
SAT test takers are not required to complete the SAT essay test. SAT essay performance is not in the SAT Evidence-Based Reading and Writing score.

The MDE also offers the option of passing the PRE with a passing score in two PRE subtests and a third PRE subtest alternative score, which is a score at or above a

Statistical Error of Measurement (called-1 SEM). The -1 SEM target score may change with each test administration. An alternative scores table is published on the MTTC Web site.

Test-takers may combine alternative pass measures until October 1, 2025. For example, a test-taker can receive basic skills examination"passed" status with:
- an ACT Mathematics score of 22, an MME Reading score of 1108, and an SAT Evidence-Based Reading and Writing score of 480;
- an SAT Mathematics score of 530, an MME Reading score of 1108, and a PRE Writing score of 220.

An important caveat to the combination allowances:
The -1 SEM alternative pass measure is not allowed in any combination using a SAT score.

Thus, in the combination examples above, a test-taker may not use a -1 SEM PRE allowance in place of the ACT or the PRE score. Someone could, however, earn basic skills examination"passed" status with:
- an ACT Mathematics score of 22, an MME Reading score of 1108, and a PRE Writing score at or above a -1 SEM score from the alternative score table.

As of September 23, 2017,
the PRE will no longer be offered. PRE score results from on or before September 23, 2017 will still be eligible to establish basic skills examination"passed" status without expiration.
the ACT may no longer be taken as a basic skills examination.
test-takers needing to pass the MDE basic skills examination must use the updated SAT from on or after March 5, 2016.
alternative pass measures completed on or before September 23, 2017 may be used until October 1, 2025. Alternative pass measures include ACT, MME, and -1 SEM PRE score values.
State law requires a passing result in all 3 areas prior to student teaching. Andrews University requires a passing result prior to admission to the Teacher Preparation/Student Teaching program.

Graduation & Certification Requirements

In order to graduate with a BA or BS in the content area with a secondary major in Secondary Education, students will need to complete additional requirements for Michigan teacher certification. Students who do not fulfill the additional requirements will only receive the content area degree and major.

CPR & First Aid Training

Michigan Public Act 18 of 2003 requires all teaching interns to be certified in CPR (child and adult) and first aid prior to being recommended for teacher certification. The legislation stipulates that this training must be completed through the American Red Cross or American Heart Association.

Michigan Test for Teacher Certification (MTTC) Subject Area Tests

A passing score on the Michigan Test for Teacher Certification subject area test in major and minor is also required to earn teacher certification through Andrews University and in the state of Michigan.

Official exam results must be sent directly to Andrews University from the testing companies prior to a recommendation for certification.

The subject area tests should not be taken before your final year in the program. We recommend that you wait until you have completed most or all of your major and minor university-based coursework before attempting the subject area tests.

Secondary and K-12 candidates: Before being recommended to the state for teacher certification, you must take and pass the subject area tests in your teaching major(s) and minor(s). As a secondary Teaching major you can expect to take at least two MTTC tests while in our program.

Social Studies for Elementary Education BSELED

This degree is only open to students taking Elementary Education Certification.

See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

Total Credits: 44
Degree Requirements

ECON 225 - Principles of Macroeconomics Credits: 3
ECON 226 - Principles of Microeconomics Credits: 3
FNCE 206 - Personal Finance Credits: 2,3
GEOG 110 - Survey of Geography Credits: 3
GEOG 260 - Cultural Geography Credits: 3
HIST 117 - Civilizations and Ideas I Credits: 3
HIST 118 - Civilizations and Ideas II Credits: 3
HIST 204 - American Experience I Credits: 3
HIST 205 - American Experience II Credits: 3
PLSC 104 - American Government Credits: 3
PLSC 237 - The Individual, State, and Marketplace Credits: 3
PLSC 435 - Public Policy Credits: 3
PLSC 225 - Comparative Politics Credits: 3 or
PLSC 230 - International Relations Credits: 3

Andrews Core Experience

Religion - 12
RELT 100 - God and Human Life Credits: 3
RELT 225 - Doctrines of the Adventist Faith Credits: 3
RELH 400 - SDA History and Prophetic Heritage Credits: 3
An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9
ENGL 115 - College Writing I Credits: 3
ENGL 215 - College Writing II Credits: 3
COMM 450 - Communication in the Classroom Credits: 3

History - 6
HIST 204 - American Experience I Credits: 3
HIST 205 - American Experience II Credits: 3

Fine Arts and Humanities - 5
ENGL 407 - Literature for Children Credits: 2,3

Choose one of the following courses:
MUHL 214 - Enjoyment of Music Credits: 3
PHTO 115 - Photography I Credits: 3
PHTO 210 - History of Photography Credits: 3
3 Credits of Studio Art
3 Credits of Ensemble Music

Life and Physical Sciences - 8
BIOL 110 - Principles of Biology Credits: 4

Choose one of the following courses:
PHYS 110 - Astronomy Credits: 4
PHYS 115 - Mythbusting Credits: 4

Social Science - 3
PLSC 104 - American Government Credits: 3

Fitness Education - 3
HLED 120 - Fit for Life Credits: 1
Plus two Fitness Education courses

Service - 4
EDTE 165 - Introduction to Teaching Credits: 4

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3
EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
EDTE 420 - Literacy Intervention Strategies Credits: 3
EDTE 424 - Classroom Testing and Evaluation Credits: 2,3

EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
EDTE 480 - First Days of School Experience Credits: 2
EDTE 484 - Developmental Reading Methods Credits: 2
ENGL 407 - Literature for Children Credits: 2,3
GEOG 110 - Survey of Geography Credits: 3
MATH 221 - Mathematics for Elementary Teachers I Credits: 3
MATH 222 - Mathematics for Elementary Teachers II Credits: 3

Professional Elementary Education Requirements

EDTE 165 - Introduction to Teaching Credits: 4
EDTE 408 - Principles of Teaching and Learning Credits: 3
EDTE 425 - Multi-grade/Multi-age Education Credits: 2
EDTE 444 - Elementary Language Arts Methods Credits: 2
EDTE 446 - Elementary Science and Health Methods Credits: 3
EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
EDTE 487 - Student Teaching Seminar Credits: 1
EDTE 488 - Student Teaching (Level 1) Credits: 1–15
GDPC 302 - Educational Psychology Credits: 3

Social Studies for Secondary Education BS

Secondary Certification with a BA or BS

Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Education and School of Health Professions. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Total Credits: 56

Social Studies Emphasis

(This major contains a built-in minor in History)

BHSC 235 - Culture, Place and Interdependence Credits: 3
ECON 225 - Principles of Macroeconomics Credits: 3
ECON 226 - Principles of Microeconomics Credits: 3
FNCE 206 - Personal Finance Credits: 2,3
GEOG 110 - Survey of Geography Credits: 3
GEOG 260 - Cultural Geography Credits: 3
HIST 117 - Civilizations and Ideas I Credits: 3
HIST 118 - Civilizations and Ideas II Credits: 3
HIST 204 - American Experience I Credits: 3
HIST 205 - American Experience II Credits: 3
HIST 277 - History Colloquium Credits: 3
HIST 459 - Special Methods in Teaching History and Social Studies Credits: 3
HIST 495 - Special Topics in History Credits: 1–15
MATH 221 - Mathematics for Elementary Teachers I Credits: 3
MATH 222 - Mathematics for Elementary Teachers II Credits: 3

Note:
All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details.
The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.
All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Advising for this minor is done by the Department of TLC.

Required courses:

**Life Science/Biology**—8 credits
- BIOL 110 - Principles of Biology Credits: 4
- BIOL 208 - Environmental Science Credits: 4

**Physical Science**—8 credits
- CHEM 110 - Introduction to Inorganic Chemistry Credits: 4
- PHYS 115 - Mythbusting Credits: 4

**Earth/Space Science**—8 credits
- BIOL 170 - Rocks, Fossils, and Life Credits: 4
- PHYS 110 - Astronomy Credits: 4

**Integrated Science**—4 credits
- IDSC 456 - Integrated Science Credits: 4

**Language Arts Minor**

Advising for this minor is done by the Department of TLC.

**Total Credits: 24**

**Minor: Core Requirements**

**COMM 450 - Communication in the Classroom** Credits: 3
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 436 - Writing K-8 Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 300 - Modern English Grammar Credits: 3,4
- ENGL 407 - Literature for Children Credits: 2,3

Choose one of the following courses:
- ENGL 274 - American Literature 1865 Credits: 3
- ENGL 403 - 20th-century English and American Literature Credits: 3
- ENGL 404 - New Global Literature Credits: 3
- ENGL 460 - Linguistics Credits: 3
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 435 - Communication Development and Disorders for Classroom Teachers Credits: 3

Select remaining courses from the following:
- COMM 280 - Voice and Diction Credits: 3
- ENGL 404 - New Global Literature Credits: 3
- ENGL 460 - Linguistics Credits: 3
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 435 - Communication Development and Disorders for Classroom Teachers Credits: 3

**Admission Requirements**

**English Language Requirements**

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55.
- An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
- Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.
- MELAB composite score of 84 with no component score lower than 80.
- IELTS composite score of 7, with Reading, Writing, Listening and Speaking component scores of at least 6, and a Writing component score of at least 5.
The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

**Reading Minor**

Advising for this minor is done by the Department of TLC.

**Required courses:**

- EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 460 - Reading Practicum Credits: 1-4
- EDTE 484 - Developmental Reading Methods Credits: 2
- EDTE 485 - Advanced Methods for Elementary Classroom Literacy Credits: 3

Choose electives from:

- COMM 280 - Voice and Diction Credits: 3
- EDTE 160 - College Reading Efficiency Credits: 2
- EDTE 164 - Speed Reading Strategies Credits: 2
- ENGL 407 - Literature for Children Credits: 2
- ENGL 408 - Literature for Young Adults Credits: 2,3
- ENGL 460 - Linguistics Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 435 - Communication Development and Disorders for Classroom Teachers Credits: 3

**The Planned Program Minor**

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

*(all courses must be completed)*

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 407 - Literature for Children Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3 or
- MATH 221 - Mathematics for Elementary Teachers I Credits: 3
- MATH 222 - Mathematics for Elementary Teachers II Credits: 3

**Total Credits: 20**

**Teacher Education**

**Bachelors/Masters Dual Degrees**

The dual degree programs are designed to give students knowledge and skills in content areas and education. The programs prepare educators who have a clear understanding of their content area and educational skills and strategies that will be implemented in their classrooms. Educators will also gain understanding of diversity, classroom management, and assessment. Graduates of the programs are currently working in a wide variety of positions in education such as classroom teachers, administrators and consultants.

The dual degree program usually takes five years to complete, earning a Bachelors and Masters in Elementary Education or Secondary Education. Students will be required to meet the criteria of the dual degree. Students must complete all requirements for certification prior to graduation.

**Dual Degree BA/BS - MAT**

**Secondary Education**

**General Education/Core Experience - 58**

- Religion - 12
  - RELT 100 - God and Human Life Credits: 3
  - RELT 225 - Doctrines of the Adventist Faith Credits: 3
  - 3 Credits of RELH 400 - 500 History and Prophetic Heritage Credits: 3,4
  - An additional 3 credit class chosen in consultation with your SED advisor.

- Language and Communication - 9
  - ENGL 115 - College Writing I Credits: 3
  - ENGL 215 - College Writing II Credits: 3
  - COMM 450 - Communication in the Classroom Credits: 3

- Foreign Language (BA only) Intermediate Language - 4
  - Plus 6 for elem. language

- History - 6
  - HIST 117 - Civilizations and Ideas I Credits: 3
  - HIST 118 - Civilizations and Ideas II Credits: 3

- Fine Arts - 3
  - Choose one from each area:
    - Visual Arts:
      - ARTH 220 - Language of Art Credits: 3
      - PHTO 210 - History of Photography Credits: 3
      - 3 Credits of Studio Art
    - Humanities:
      - ENGL 255 - Studies in Literature Credits: 3
      - PHIL 224 - Introduction to Philosophy Credits: 3
    - Music:
      - MUHL 214 - Enjoyment of Music Credits: 3
      - 3 Credits of Ensemble Music, Applied Music

- Natural Science - 8
  - Choose one from each area:
    - Life Science - 4
      - BIOL 100 - Human Biology Credits: 4
      - BIOL 110 - Principles of Biology Credits: 4
      - BIOL 208 - Environmental Science Credits: 4
    - Physical Science - 4
      - FDNT 230 - Nutrition Credits: 3
      - AND FDNT 240 - Nutrition Laboratory Credits: 1
    - Chemistry - 4
      - CHEM 100 - Consumer Chemistry Credits: 4
      - PHYS 110 - Astronomy Credits: 4
      - PHYS 115 - Mythbusting Credits: 4
      - PHYS 225 - Sound and Waves Credits: 4

- Mathematics - 3
  - MATH 145 - Mathematics for the (Mis)Information Age Credits: 3
  - (Requirement may be fulfilled by a higher level Math course)

- Fitness Education - 3
  - HLED 120 - Fit for Life Credits: 1
  - 1 Credit of Fitness Education
  - 1 Credit of Fitness Education

- Service - 4
MAT - 32+

Educational Foundations:
3 Credits of EDFN 500 - Philosophical Foundations for Professionals

Professional Education Requirements:
EDTE 524 - Classroom Testing and Evaluation
EDTE 559 - Methods for Teaching Secondary School: (Area)
GDPC 514 - Psychology of Learning
SPED 525 - Psychology and Education of Exceptional Children
2 Credits of EDCI 565 - Improving Instruction
1 Credit of EDCI 696 - Project Implementation
EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading
2+ Credits of EDTE/EDCI/SPED Elective (500 or above)

Student Teaching Experience:
EDTE 587 - Student Teaching Seminar
9+ Credits of EDTE 588 - Graduate Student Teaching: (Level)

Dual Degree BSELED - MAT

Social Science - 6
GDPC 302 - Educational Psychology
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners

Religion - 12
RELT 100 - God and Human Life
RELT 225 - Doctrines of the Adventist Faith
RELT 400 - SDA History and Prophetic Heritage

An additional 3 credit class chosen in consultation with your SED advisor.

Language and Communication - 9
ENGL 115 - College Writing I
ENGL 215 - College Writing II
COMM 450 - Communication in the Classroom

Foreign Language (BA only) - Intermediate Language - 4

History - 6
HIST 204 - American Experience I
HIST 205 - American Experience II

Fine Arts & Humanities - 3

Choose one of the following Courses:
3 Credits of Studio Art
MUHL 214 - Enjoyment of Music
3 Credits of Ensemble Music

MTTC Professional Readiness Exam

Natural Science - 8
Biol 110 - Principles of Biology

Life Science:

Physical Science (choose one):
PHYS 110 - Astronomy
PHYS 115 - Mythbusting

Mathematics
See Planned Program minor

Service - 4
EDTE 165 - Introduction to Teaching

Social Science - 3
PLSC 104 - American Government

Fitness Education - 3
HLED 120 - Fit for Life

Student Teaching Experience:
EDTE 425 - Multi-grade/Multi-age Education
EDTE 480 - First Days of School Experience

Planned Program Minor - 27

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners
EDTE 418 - Methods for Teaching Beginning Reading
EDTE 420 - Literacy Intervention Strategies
EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum
2 Credits of EDCI 476 - Methods for Integrating Instructional Technology
2 Credits of EDCI 484 - Developmental Reading Methods
2 Credits of ENGL 407 - Literature for Children
MATH 221 - Mathematics for Elementary Teachers I
MATH 222 - Mathematics for Elementary Teachers II
GDPC 110 - Survey of Geography

MAT - 32+

Educational Foundations:
3 Credits of EDFN 500 - Philosophical Foundations for Professionals

Professional Education Requirements:
EDTE 524 - Classroom Testing and Evaluation
EDTE 559 - Methods for Teaching Secondary School: (Area)
GDPC 514 - Psychology of Learning
SPED 525 - Psychology and Education of Exceptional Children
2 Credits of EDCI 565 - Improving Instruction
1 Credit of EDCI 696 - Project Implementation
EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading
2+ Credits of EDTE/EDCI/SPED Elective (500 or above)

Student Teaching Experience:
EDTE 587 - Student Teaching Seminar
9+ Credits of EDTE 588 - Graduate Student Teaching: (Level)
Majors and Minors

Majors and Minors for Elementary Education Certification

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *).

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences, School of Architecture, Art & Design and School of Health Professions sections of this bulletin.

Click to view the Majors and Minors for Elementary Education Certification

Majors and Minors for Secondary Education Certification

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture & Interior Design, and School of Education. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor, and have current certification in First Aid & CPR.

Descriptions of the Integrated Science and Social Studies majors are listed in the School of Education. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

Click to view the Majors and Minors for Secondary Education Certification

Admission Requirements

Admission Requirements: Elementary Education

- Have an approved major or two minor, plus your Planned Program minor.
- GPA of 3.0 in all areas.
- Successfully complete or meet the requirements for one of the following:
  - MTTC PRE - passed all three areas
  - ACT
    - Reading - 22
    - English + Writing - 22
    - Mathematics - 22
  - SAT Scores if taken after March 5, 2016
    - Evidence Based Reading & Writing - 480
    - Mathematics - 530

Apply for admission to the Teacher Preparation/Student Teaching Program and apply for your MAT during EDTE408.

- No grades of a C- or lower in your major, minor, Planned Program or Professional Education courses.
- Take the Subject Area section(s) of the MTTC during the last semester of undergraduate classes. (3rd year.)
- Continue working on established course plan.
- Students should apply for graduation with your BSELED and complete your "Advancement to Candidacy" (MAT) applications at the time they begin First Days of School Experience or the summer prior to Student Teaching.
- Apply for teaching certificate during Student Teaching Seminar.

MAT Program Procedures - Same Academic Standards apply to this Program as to a regular graduate program - See the Graduate Programs section of the School of Education bulletin for specific requirements.

MAT Program Procedures - Same Academic Standards apply to this Program as to a regular graduate program - See the Graduate Programs section of the School of Education bulletin for specific requirements.

Grading Requirements

MAT Requirements

- An undergraduate major and/or a minor(s) in teaching area(s).
- MAT students are required to meet the same requirements for a content major/minor as undergraduate students. All requirements the MAT must be met by graduation.

MAT Program Procedures

- Apply for admission to the MAT program by junior year.
- Develop a course plan in collaboration with advisor
- Maintain a 3.0 GPA
- Take the SAT exam prior to acceptance into the Teacher Training/Student Teaching program by the end of EDTE 408.
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*
- Continue course work
- Take the Subject Area section(s) of the MTTC
- Complete course work, including EDTE 588 & EDCI 696.
- Apply for teaching certificate.
- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Masters

Curriculum and Instruction MA

Program Description

Mission

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning, and research.

Program Description

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as schools, colleges, universities, and corporations. Curriculum & Instruction (C&I) degrees at Andrews University are offered in traditional classrooms, completely online, or in a combination of the two. However, you must select one program and apply for admission to it. The programs are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and university presidents. [Note: Persons seeking master's level initial teacher certification for K–12 schools should pursue the MAT degree for elementary or secondary education.

Specialized study in the form of concentrations is offered in several areas. Students in all graduate C&I programs may choose to include a concentration to help reach their personal goals for advanced study. The chart below lists currently approved concentrations for MA, EdS, EdD, and PhD degrees
Two Program Delivery Options – You Choose Which Meets Your Needs
We offer both a synchronous, online degree pathway and a traditional, face-to-face (F2F) residential path to degree completion. Some students combine the two options, taking some courses F2F and others online. The Higher Learning Commission (HLC) and NCATE have accredited both program delivery options. We have a rolling admissions policy and it is possible to begin your program during any semester. Courses are offered year-round in three semesters: Fall, Spring, and Summer. Courses offered during the Summer Semester may be subdivided into shorter more intensive sessions of 2, 3, 4, or 8 weeks.

Traditional Face-to-Face, Residential Program
We have students from all over the United States and the world who come to southwestern Michigan to complete their graduate degrees in a classroom setting. The residential program is appropriate for international students who want a degree from a United States university, but whose national governments do not recognize online degrees. Some countries such as Brazil, for example, require their citizens to complete degrees on a residential campus. Additionally, international students living in the United States are limited in the number of online courses they can take each semester.

Synchronous, Interactive Online Program.
For those learners pursuing their degree online, we offer every EDCI class and many others online. From your program orientation to presentation of your capstone project and portfolio, you will be immersed in a richly interactive online environment. The interactive online C&I program allows participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment. Our interactive online program is offered through synchronous online or blended learning courses. All online courses are delivered via the Internet. Online learners interact with their peers in the traditional classroom during synchronous class sessions. This allows the ongoing construction of a learning community and supports learners as they advance their understanding and develop expertise in their selected area. Please note: Not all concentrations are available via online delivery. Online doctoral students are required to travel to the Berrien Springs campus for their dissertation defense.

Potential students interested in one of our online degree programs should first check with the School of Distance Education’s Compliance Officer to see if Andrews University is approved to deliver online education in your state or area. As this list changes from time to time, it is important to check when you are first considering Andrews University as an option for your graduate work and then check again before you submit your application. Some states allow delivery of online courses but not completion of practicums, internships, and field placements. These regulations are important to review with your advisor when a degree candidate is working on their project class – EDCI 696, 799, or 899

Master of Arts
The Master of Arts (M.A.) degree is designed for individuals seeking to further develop and deepen their skills as educators, as well as for those future leaders in education who plan to go on to do further work and research in education. The M.A. is the starting point for those who may wish to later pursue an Educational Specialist (EdS) degree, a Doctor of Education (EdD) degree, or a Doctor of Philosophy (PhD) degree. This program requires 32 semester hours of post-Bachelor’s work, preparation of a Master’s Portfolio, a project or thesis, and a written comprehensive examination. Students who are choosing one of the four special Master’s concentrations must focus their project or thesis on a topic in the concentration area.

Program Delivery
This program is offered on campus and as a synchronous, interactive online program (see School of Distance Education and International Partnerships definitions). The online courses are not self-paced, but have regular semester start and end dates. Participants interact with each other, their traditional classroom peers, and the instructor throughout all courses. Online students are encouraged to come to campus for graduation.

Admission Requirements
Admission decisions are based on the overall profile of each applicant. The applicant profile consists of information that indicates personal “fit” with the Curriculum and Instruction program and potential for success in the program. The C&I Program accepts applications on a rolling basis, with students being able to begin their course of study during any semester. In addition to application materials required of all graduate school applicants, the following items are of particular importance:

- Indicate whether you are applying for the on-campus or the online interactive program
- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program. Identify the concentration you plan to complete.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current résumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores.
- Documentation of English proficiency (see University Graduate Programs General Admission Requirements for details).

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Concentrations

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Masters Specialist EdD Phd</th>
<th>Availability On-campus Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Theory</td>
<td>x</td>
<td>Yes</td>
</tr>
<tr>
<td>Evaluation and Research</td>
<td>x</td>
<td>Yes</td>
</tr>
<tr>
<td>General Emphasis</td>
<td>x</td>
<td>Yes</td>
</tr>
<tr>
<td>Higher Education Teaching</td>
<td>x</td>
<td>Yes</td>
</tr>
<tr>
<td>International Education</td>
<td>x</td>
<td>Yes</td>
</tr>
<tr>
<td>K-12 Curriculum Specialist</td>
<td>x</td>
<td>No</td>
</tr>
<tr>
<td>Multi-grade Teacher-Leader</td>
<td>x</td>
<td>Yes</td>
</tr>
<tr>
<td>Social Justice</td>
<td>x</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>x</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Curriculum and Instruction MA Degree Requirements

Prerequisites:

**Prerequisites**

Nine (9) semester credits of education courses, including an undergraduate (or graduate equivalent) in educational psychology. GDPS 514 Psychology of Learning (3 credits) will be required for those who do not meet the above prerequisite. Persons who seek admission to the MA without the prerequisites may be required to include additional courses, such as EDTE 408 Principles of Teaching and Learning, in their course plan. These prerequisites add to the total number of credits needed to complete the degree

MA Curriculum and Instruction - General Emphasis

Available On-campus or Online

**MA Core:** 19 credits

- EDCI 525 - Master’s Orientation Seminar Credits: 0, 1
- EDCI 545 - Assessment of Learning: Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- EDCI 555 - Improving Instruction Credits: 2, 3
- EDCI 620 - Facilitating Change in Learning Organizations Credits: 3
- EDCI 650 - Curriculum Design: Credits: 3
- EDCI 684 - International Perspectives on Curriculum Credits: 3
- EDCI 695 - Master’s Portfolio Credits: 0, 1

**MA Electives:** 5+ credits

Elective courses chosen by advisement.

**MA Foundations:** 2+

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2, 3

**MA Research:** 4+ credits
MA International Education Concentration

Available On-campus

MA Core: 7 credits
EDCI 525 - Master's Orientation Seminar Credits: 0,1
EDCI 547 - Foundations of Curriculum Studies Credits: 3
EDCI 620 - Facilitating Change in Learning Organizations Credits: 3
EDCI 695 - Master’s Portfolio Credits: 0,1

MA International Education Concentration: 19+ credits
EDCI 545 - Assessment of Learning Credits: 3
EDCI 565 - Improving Instruction Credits: 2,3
EDCI 650 - Curriculum Design Credits: 3
EDCI 684 - International Perspectives on Curriculum Credits: 3

*One of the following:
EDCI 696 - Project Implementation Credits: 1–3
EDCI 699 - Thesis Credits: 1–3

Electives chosen by advisement from such courses as:
ANTH 517 - Cultural and Developmental Anthropology Credits: 2
CIDS 550 - Education for Sustainable Development Credits: 2
EDAL 570 - Principles of Educational Supervision Credits: 2
COMM 590 - Graduate Seminar in __________ Credits: 2,3
EDCI 696 - Project Implementation Credits: 1–3
EDCI 699 - Thesis Credits: 1–3

MA Research: 3 credits
EDRM 505 - Research Methods Credits: 3

Total MA Degree Credits: 32

*Project or thesis must focus on a topic in the concentration area.

MA Multi-grade Teacher-Leader Concentration

Available On-campus or Online

MA Core: 10 credits
EDCI 525 - Master's Orientation Seminar Credits: 0,1
EDCI 547 - Foundations of Curriculum Studies Credits: 3
EDCI 620 - Facilitating Change in Learning Organizations Credits: 3
EDCI 684 - International Perspectives on Curriculum Credits: 3
EDCI 695 - Curriculum Design Credits: 3 (Multi-grade)

*Choose one from EDCI696 or EDCI699:
EDCI 696 - Project Implementation Credits: 1–3
EDCI 699 - Thesis Credits: 1–3

Electives chosen by advisement from such courses as:
COMM 590 - Graduate Seminar in __________ Credits: 2,3
EDAL 560 - K–12 Law Credits: 3
EDCI 607 - Curriculum Credits: 1–3
EDCI 617 - Instruction Credits: 3 (Differentiation and/or Multigrade)
EDCI 680 - Field Work Credits: 1–3
EDCI 690 - Independent Study Credits: 1–3
GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3

MA Research: 3 credits
EDRM 505 - Research Methods Credits: 3

Total MA Degree Credits: 32

MA Social Justice Concentration

Available On-campus

MA Core: 7 credits
EDCI 525 - Master's Orientation Seminar Credits: 0,1
EDCI 620 - Facilitating Change in Learning Organizations Credits: 3
EDCI 684 - International Perspectives on Curriculum Credits: 3
EDCI 695 - Master’s Portfolio Credits: 0,1

MA Social Justice Concentration: 19+ credits
EDCI 545 - Assessment of Learning Credits: 3
EDCI 565 - Improving Instruction Credits: 2,3
EDCI 620 - Facilitating Change in Learning Organizations Credits: 3
EDCI 650 - Curriculum Design Credits: 3 (Multi-grade)

*One of the following:
EDCI 696 - Project Implementation Credits: 1–3
EDCI 699 - Thesis Credits: 1–3

Electives chosen by advisement from such courses as:
ANTH 517 - Cultural and Developmental Anthropology Credits: 2
CIDS 550 - Education for Sustainable Development Credits: 3
Elementary Education MAT

Professional Education Courses - Elementary Education Core:

* Content major or two minor required - see Majors and Minors for Elementary Education Certification chart.

Listed below are the required graduate professional education courses for Michigan elementary-teaching credentials which must be taken. If a student has taken the undergraduate-level course, he/she does not need to repeat the graduate-level course (the undergraduate course meets the requirement for certification but does not count towards a master’s degree). Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

- **EDTE 408 - Principles of Teaching and Learning Credits: 3**
- **EDTE 424 - Classroom Testing and Evaluation Credits: 2,3**
- **EDTE 444 - Elementary Language Arts Methods Credits: 2**
- **EDTE 446 - Elementary Science and Health Methods Credits: 3**
- **EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3**
- **EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3**
- **EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3**
- **EDTE 487 - Student Teaching Seminar Credits: 1**
- **EDTE 588 - Graduate Student Teaching: (Level) Credits: 1-10**
- **EDTE 630 - Seminar: Philosophical and Social Foundations of Education Credits: 2**
- **GDPC 514 - Psychology of Learning Credits: 3**
- **GDPC 525 - Psychology and Education of Exceptional Children Credits: 3**
- **EDTE 508 - Principles of Teaching and Learning Credits: 3**

MAT Foundations: 2-3 credits

- **EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3**

MAT Research: 3 credits

- **EDRM 505 - Research Methods Credits: 3**

Total MA Degree Credits: 32

*Project or thesis must focus on a topic in this concentration area

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

- Persons who have earned a bachelor’s degree and are now seeking teacher certification at the elementary or secondary level.
- Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
- Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis - (permission of the TLC department required)

**MAT Prerequisites**

An undergraduate degree with a major and/or a minor(s) in teaching area(s).

MAT students are required to meet the same requirements for a content major/minor as undergraduate students. If these requirements have not been met, they will need to be completed as soon as possible. Graduate level education courses may be taken concurrently; however any undergraduate requirements will need to be met before student teaching can be done.

**MAT Program Procedures**

Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.

- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the Certification Registrar
- Develop a course plan in collaboration with advisor
- Take initial classes during the first semester
- Maintain a 3.0 GPA
- Take the Professional Readiness Examination (PRE) section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*
- Continue course work
- Take the Subject Area section(s) of the MTTC
- Complete course work, including EDTE 588 & EDCI 696.
- Apply for teaching certificate.
- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

- **EDTE 408 - Principles of Teaching and Learning Credits: 3**
- **EDTE 424 - Classroom Testing and Evaluation Credits: 2,3**
- **EDTE 444 - Elementary Language Arts Methods Credits: 2**
- **EDTE 446 - Elementary Science and Health Methods Credits: 3**
- **EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3**
- **EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3**
- **EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3**
- **EDTE 484 - Developmental Reading Methods Credits: 2**
- **ENG 407 - Literature for Children Credits: 2,3**
- **GEOG 110 - Survey of Geography Credits: 3**
- **MATH 221 - Mathematics for Elementary Teachers I Credits: 3**
- **MATH 222 - Mathematics for Elementary Teachers II Credits: 3**
- **MATH 221 - Mathematics for Elementary Teachers I Credits: 3**
- **MATH 222 - Mathematics for Elementary Teachers II Credits: 3**
Notes:
*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.
**A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.
***On the graduate level GDPC 525 replaces EDTE 228.

Individualized MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations - 3 Credits
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Professional Education Core - 9-12 Credits
GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
3 credits of instructional methods by advisement
EDCI 696 - Project Implementation Credits: 1–3
EDTE 576 - Methods for Integrating Instructional Technology Credits: 2,3

Specialization and Electives — 17–20

Content Area Specialization
Students select courses in consultation with a content area advisor. Students should note the specific subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level
  Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
  Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.
Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:
- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis (permission of the TLC department required)

MAT Prerequisites
An undergraduate degree with a major and/or a minor(s) in teaching area(s). MAT students are required to meet the same requirements for a content major/minor as undergraduate students. If these requirements have not been met, they will need to be completed as soon as possible. Graduate level education courses may be taken concurrently; however any undergraduate requirements will need to be met before student teaching can be done.

MAT Program Procedures
Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
Apply for admission to the Andrews University School of Education
Request evaluation of transcripts by the Certification Registrar
Develop a course plan in collaboration with advisor
Take initial classes during the first semester
Maintain a 3.0 GPA
Take the Professional Readiness Examination (PRE) section of the MTTC during first semester
Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*
Continue course work
Take the Subject Area section(s) of the MTTC Complete course work, including EDTE 588 & EDCI 696.
Apply for teaching certificate.
Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:
*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.
**A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.
***On the graduate level GDPC 525 replaces EDTE 228.

Secondary Education MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations - 3 Credits
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Professional Education Core - 9-12 Credits
GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
3 credits of instructional methods by advisement
EDCI 696 - Project Implementation Credits: 1–3
EDTE 576 - Methods for Integrating Instructional Technology Credits: 2,3

Secondary Certification Requirements
Students must take sufficient course work in three areas to be eligible for Michigan secondary certification:
- Professional education courses, a content major, and a minor in a qualifying area of instruction.
- Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See the list of approved majors and minors for secondary certification
- Professional Education Courses
Three specialization options are available in the MAT program:

**MAT Prerequisites**
- Certification at the elementary or secondary level
- Persons who have earned a bachelor’s degree and are now seeking teacher certification at the elementary or secondary level. Typically MAT students belong to one of the following categories:
  - Individuals who have earned a bachelor’s degree and are now seeking teacher certification at the elementary or secondary level.
  - Individuals who have held a teaching certificate and want to strengthen or add a specific area endorsement.
  - Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist teaching credential.
  - MAT students are required to meet the same requirements for a content area emphasis as undergraduate students. If these requirements have not been met, they will need to complete them as soon as possible.
  - Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment.

**MAT Program Procedures**
- 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 Andrews University School of Education.
- Request evaluation of transcripts by the Certification Registrar.
- Develop a course plan in collaboration with advisor.
- Apply for teaching certificate.

**Notes:**
- Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.
- A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 credits to qualify for a teaching certificate.
- On the graduate level GDPC 525 replaces EDTE 228.

---

**Special Education, Adventist Specialty Endorsement**

**Special Education (Adventist Specialty Endorsement)**
This endorsement, created especially for Seventh-day Adventist teachers already having denominational certification, emphasizes teaching strategies for students with disabilities in special education or inclusive education (special needs in the regular classroom). Program courses may include fieldwork. At the completion of these 12 credit hours the candidate will receive a Special Education Specialty certificate from Andrews University.

**Total Credits: 12**
- SPED 618 - Legal and Ethical Issues in Schools
- SPED 645 - Reading Assessment & Intervention
- SPED 630 - Education of Students with Math Disabilities
- SPED 525 - Psychology and Education of Exceptional Children

**Note:** Persons completing certificate requirements who currently hold a standard Adventist teaching credential will be recommended for an Adventist specialty endorsement in special education.
Completion of the portfolio requirements and a “pass” grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

This program is also available online. Teachers from outside of the state of Michigan are not eligible for a Michigan State Teaching Endorsement in Special Education, and will need to check with their own state requirements.

**MS Degree Requirements**

**Prerequisites**
Must have Teacher Certification or be accepted into the MAT program.

**General Requirements-14**
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2
- EDRM 505 - Research Methods Credits: 3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 644 - Psychological Testing Credits: 3

**Core-19**
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- SPED 525 - Psychology and Education of Exceptional Children Credits: 3
- SPED 588 - Graduate Student Teaching: K-5 Credits: 2
- SPED 588 Graduate Student Teaching: 6-12 Credits: 2
- SPED 618 - Legal and Ethical Issues in Schools Credits: 3
- SPED 651 - Behavioral and Educational Assessment Credits: 3
- SPED 672 - Psychoeducational Consultation Credits: 3

**Specialty-11**
- SPED 554 - Supervisory Skills of Special Education Support Staff Credits: 1
- SPED 610 - Instructional Design for Special Education Credits: 3
- SPED 630 - Education of Students with Math Disabilities Credits: 3
- SPED 645 - Reading and Writing Assessment & Intervention Credits: 3
- GDPC 649 - Crisis Intervention Credits: 1

**Total MS Degree Credits: 44**

**Program Outcomes**

**Special Education - Student Learning Outcomes**

**SLO 1: Learner Development and Individual Learning Differences**
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

**SLO 2: Learning Environments**
Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

**SLO 3: Curricular Content Knowledge**
Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

**SLO 4: Assessment**
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

**SLO 5: Instructional Planning and Strategies**
Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

**SLO 6: Professional Learning and Ethical Practice**
Beginning special education professionals use foundational knowledge of the field and the profession's ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

**SLO 7: Collaboration**
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

**Special Education, Research Emphasis (Certification Eligible)**

**Program Description**

The research emphasis with certification, which includes a thesis, is commonly required for international students, or those who want to pursue a doctoral degree and certification. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program. The State of Michigan requires students to possess a valid State of Michigan Elementary or Secondary Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement. Completion of the portfolio requirements and a “pass” grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

**MS Degree Requirements - Certification Eligible**

**Prerequisites**
Must have current Teacher Certification or be accepted into the Masters of Arts in Teaching program.

**General Requirements-11**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>EDFN 500 - Philosophical Foundations for Professionals</td>
</tr>
<tr>
<td>3</td>
<td>GDPC 514 - Psychology of Learning</td>
</tr>
<tr>
<td>3</td>
<td>GDPC 644 - Psychological Testing</td>
</tr>
</tbody>
</table>

**Core-15**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>GDPC 540 - Behavioral and Emotional Problems of Children</td>
</tr>
<tr>
<td>3</td>
<td>SPED 525 - Psychology and Education of Exceptional Children</td>
</tr>
<tr>
<td>3</td>
<td>GDPC 618 - Legal and Ethical Issues in Schools</td>
</tr>
<tr>
<td>3</td>
<td>SPED 651 - Behavioral and Educational Assessment</td>
</tr>
<tr>
<td>3</td>
<td>SPED 672 - Psychoeducational Consultation</td>
</tr>
</tbody>
</table>

**Specialty-24**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GDPC 649 - Crisis Intervention</td>
</tr>
<tr>
<td>3</td>
<td>EDRM 505 - Research Methods</td>
</tr>
<tr>
<td>3</td>
<td>EDRM 611 - Applied Statistical Methods</td>
</tr>
<tr>
<td>3</td>
<td>GDPC 699 - Thesis</td>
</tr>
</tbody>
</table>

**Total MS Degree Credits: 50**

**Program Outcomes**

**Special Education - Student Learning Outcomes**

**SLO 1: Learner Development and Individual Learning Differences**
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

**SLO 2: Learning Environments**
Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

**SLO 3: Curricular Content Knowledge**
Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

**SLO 4: Assessment**
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

**SLO 5: Instructional Planning and Strategies**
Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.
Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

**SLO 6: Professional Learning and Ethical Practice**
Beginning special education professionals use foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

**SLO 7: Collaboration**
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

### Special Education, Research Emphasis (Without Certification)

#### Program Description
The research emphasis, which includes a thesis, is commonly required for international students, or those who want to pursue a doctoral degree. Completion of required coursework leads to a Master of Science in Education with an emphasis on research within the special education field. Completion of the portfolio requirements and a “pass” grade on the thesis and comprehensive exam is required. All students seeking this degree will be expected to meet the requirements at the time of graduation.

#### MS Degree Requirements (No Certification)

**General Requirements-11**
- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2, 3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 644 - Psychological Testing Credits: 3

**Core-12**
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- SPED 525 - Psychology and Education of Exceptional Children Credits: 3
- SPED 651 - Behavioral and Educational Assessment Credits: 3
- SPED 672 - Psychoeducational Consultation Credits: 3

**Specialty-20**
- SPED 554 - Supervisory Skills of Special Education Support Staff Credits: 1
- SPED 610 - Instructional Design for Special Education Credits: 3
- SPED 630 - Education of Students with Math Disabilities Credits: 3
- SPED 645 - Reading and Writing Assessment & Intervention Credits: 3
- GDPC 649 - Crisis Intervention Credits: 1
- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- GDPC 699 - Thesis Credits: 1–3

**Total MS Degree Credits: 43**

### Program Outcomes

**Special Education - Student Learning Outcomes**

**SLO 1: Learner Development and Individual Learning Differences**
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

**SLO 2: Learning Environments**
Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

**SLO 3: Curricular Content Knowledge**
Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

**SLO 4: Assessment**
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

**SLO 5: Instructional Planning and Strategies**
Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

**SLO 6: Professional Learning and Ethical Practice**
Beginning special education professionals use foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

**SLO 7: Collaboration**
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

---

### Post-Masters

#### Curriculum and Instruction EdD

**Doctor of Education (EdD)**
As the more professionally-oriented degree, the Doctor of Education (EdD) is designed for educational leaders who contribute to the field of education through their work in the field, developing curricula, supervising, and leading out in instructional improvement and school change. Dissertation research for the EdD is typically practitioner-focused and addresses a topic of practical concern within the concentration area. The program requires 61 post-MA semester credits.

**Program Delivery**
The Doctor of Education in Curriculum and Instruction is offered in a synchronous, interactive online program (see School of Distance Education and International Partnerships definitions) and a face-to-face on-campus program. Online courses are not self-paced, but have regular semester start and end dates. Participants interact with each other, their traditional classroom peers, and the instructor throughout all courses. Online students are required to come to campus for defense of their dissertations. Online students are encouraged to come to campus for graduation.

**EdD General Emphasis**
Available On-campus or Online

**EdD Prerequisites: 5-6 credits**
Master's Degree in an appropriate area
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2, 3
- EDRM 505 - Research Methods Credits: 3

**EdD Core: 23 credits**
- EDCI 725 - Doctoral Orientation Seminar Credits: 0.1
- EDCI 706 - Teaching in Higher Education Credits: 3
- EDCI 745 - Effective Assessment of Learning Credits: 3
- EDCI 747 - Survey of Curriculum Theory Credits: 3
- EDCI 750 - Course Design: Credits: 3
- EDCI 820 - Educational Improvement & Change Credits: 3
- EDCI 884 - Internationalizing Curriculum Studies Credits: 3
- EDCI 889 - Doctoral Seminar Credits: 1–3
- EDCI 893 - Theorizing Curriculum Credits: 3
- EDCI 895 - Doctoral Portfolio Credits: 0.1

**EdD Elective(s): 3+ credits**
Elective courses chosen by advisement.

**EdD Foundations: 3+ credits**
Select two of the following:
- EDFN 517 - History of Seventh-day Adventist Education Credits: 2
- EDFN 610 - History and Philosophy of Education Credits: 3
- EDFN 688 - Integration of Faith and Learning Credits: 1, 2
- EDFN 689 - Seminar in Foundations: Credits: 2, 3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 614 - Human Development Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

**EdD Research: 9+ credits**
**EdD Core:** 10 credits

- **EdD Prerequisites:** 5-6 credits

**Master's Degree or higher in a field typically taught in colleges or universities**

**Available On-Campus or Online**

**EdD Higher Education Teaching Concentration**

**Total EdD Degree Credits:** 61

**EdD Dissertation:** 17 credits

- **EdMR 880 - Dissertation Proposal Development Credits:** 2
- **Or LEAD 880 - Dissertation Proposal Development Credits:** 2

**EDCI 899 - Doctoral Dissertation Credits:** 1–14

*After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

**Total EdD Degree Credits:** 61

---

**EdD Curriculum Theory Concentration**

**Available On-campus or Online**

**EdD Prerequisites:** 5-6 credits

- **Master's Degree in an appropriate area**
- **EDFN 500 - Philosophical Foundations for Professionals Credits:** 2,3
- **EDRM 505 - Research Methods Credits:** 3

**EdD Core:** 10 credits

- **EDCI 725 - Doctoral Orientation Seminar Credits:** 0,1
- **EDCI 745 - Effective Assessment of Learning Credits:** 3
- **EDCI 750 - Course Design: __________ Credits:** 3
- **EDCI 820 - Educational Improvement & Change Credits:** 3
- **EDCI 895 - Doctoral Portfolio Credits:** 0,1

**EdD Curriculum Theory Concentration:** 21+ credits

- **EDCI 686 - Curriculum Past and Present Credits:** 3
- **EDCI 706 - Teaching in Higher Education Credits:** 3
- **EDCI 747 - Survey of Curriculum Theory Credits:** 3
- **EDCI 884 - Internationalizing Curriculum Studies Credits:** 3
- **EDCI 893 - Theorizing Curriculum Credits:** 3
- **EDCI 889 - Doctoral Seminar Credits:** 1–3

**Electives chosen by advisement from such courses as:**

- **EDCI 605 - Design & Development of Online Courses Credits:** 0–3
- **EDCI 768 - Curriculum Studies Tour: __________ Credits:** 3
- **EDCI 756 - Advanced Studies: _______ Credits:** 1–3

**EdD Foundations:** 0 credits

Foundations requirement are included in the concentration.

**EdD Research:** 9+ credits

- **EDRM 605 - Qualitative Research Methods in Education and Psychology Credits:** 3
- **EDRM 611 - Applied Statistical Methods I Credits:** 3
- **EDRM 712 - Applied Statistical Methods II Credits:** 3

**EdD Dissertation:** 17 credits

- **EDMR 710 - Seminar in Research Methodology Credits:** 1
- **EDMR 880 - Dissertation Proposal Development Credits:** 2
- **Or LEAD 880 - Dissertation Proposal Development Credits:** 2

**EDCI 899 - Doctoral Dissertation Credits:** 1–14

*After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

**Total EdD Degree Credits:** 61

---

**EdD International Education Concentration**

**Available On-Campus**

**EdD Prerequisites:** 5-6 credits

- **Master's Degree in an appropriate area**
- **EDFN 500 - Philosophical Foundations for Professionals Credits:** 2,3
- **EDRM 505 - Research Methods Credits:** 3

**EdD Core:** 13 credits

- **EDCI 725 - Doctoral Orientation Seminar Credits:** 0,1
- **EDCI 747 - Survey of Curriculum Theory Credits:** 3
- **EDCI 820 - Educational Improvement & Change Credits:** 3
- **EDCI 884 - Internationalizing Curriculum Studies Credits:** 3
- **EDCI 893 - Theorizing Curriculum Credits:** 3
- **EDCI 895 - Doctoral Portfolio Credits:** 0,1

**EdD Higher Education Teaching Concentration:** 16+ credits

- **EDCI 747 - Effective Assessment of Learning Credits:** 3
- **EDCI 805 - Design & Development of Online Courses Credits:** 3
- **EDCI 706 - Teaching in Higher Education Credits:** 3
- **EDCI 750 - Course Design: __________ Credits:** 3
- **EDCI 899 - Doctoral Seminar Credits:** 1–3

**Electives chosen by advisement from such courses as:**

- **EDAL 640 - Higher Education Law Credits:** 3
- **EDAL 667 - Leadership in Higher Education Credits:** 2,3
- **EDCI 665 - Advanced Instructional Models: _______ Credits:** 1–3
- **EDCI 886 - Internship: _______ Credits:** 1–8 Higher Education
- **EDRM 636 - Program Evaluation Credits:** 3
- **LEAD 678 - Global Education Study Tour Credits:** 6

**EdD Foundations:** 4+ credits

Select two of the following:

- **EDFN 688 - Integration of Faith and Learning Credits:** 1,2
- **GDPC 514 - Psychology of Learning Credits:** 3
- **GDPC 614 - Human Development Credits:** 3
- **GDPC 626 - Cognitive and Affective Bases of Behavior Credits:** 3

**EdD Research:** 9+ credits

- **EDRM 605 - Qualitative Research Methods in Education and Psychology Credits:** 3
- **EDRM 611 - Applied Statistical Methods I Credits:** 3
- **EDRM 712 - Applied Statistical Methods II Credits:** 3

**EdD Dissertation:** 17 credits

- **EDRM 710 - Seminar in Research Methodology Credits:** 1
- **EDRM 880 - Dissertation Proposal Development Credits:** 2
- **Or LEAD 880 - Dissertation Proposal Development Credits:** 2

**EDCI 899 - Doctoral Dissertation Credits:** 1–14

**Total EdD Degree Credits:** 61

*After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

---

**EdD International Education Concentration**

**Available On-Campus**

**EdD Prerequisites:** 5-6 credits

- **Master's Degree in an appropriate area**
- **EDFN 500 - Philosophical Foundations for Professionals Credits:** 2,3
- **EDRM 505 - Research Methods Credits:** 3

**EdD Core:** 13 credits

- **EDCI 725 - Doctoral Orientation Seminar Credits:** 0,1
- **EDCI 747 - Survey of Curriculum Theory Credits:** 3
- **EDCI 820 - Educational Improvement & Change Credits:** 3
- **EDCI 884 - Internationalizing Curriculum Studies Credits:** 3
- **EDCI 893 - Theorizing Curriculum Credits:** 3
- **EDCI 895 - Doctoral Portfolio Credits:** 0,1

**EdD International Education Concentration:** 16+ credits

- **EDCI 747 - Effective Assessment of Learning Credits:** 3
- **EDCI 706 - Teaching in Higher Education Credits:** 3
- **EDCI 884 - Internationalizing Curriculum Studies Credits:** 3
- **EDCI 893 - Theorizing Curriculum Credits:** 3
- **EDCI 895 - Doctoral Portfolio Credits:** 0,1

**Electives chosen by advisement from such courses as:**

- **ANTH 517 - Cultural and Developmental Anthropology Credits:** 2
- **CIDS 515 - Organization and Human Resources Credits:** 3
EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester.

**Total EdD Degree Credits: 61**

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

### EdD K-12 Curriculum Specialist Concentration

**Available On-campus or Online**

**EdD Prerequisites:** 5-6 credits

**Master's Degree in an appropriate area**

- **EDFN 500 - Philosophical Foundations for Professionals** Credits: 2,3
- **EDRM 505 - Research Methods** Credits: 3

**EdD Core:** 10 credits

- **EDCI 675 - Doctoral Orientation Seminar** Credits: 0,1
- **EDCI 747 - Survey of Curriculum Theory** Credits: 3
- **EDCI 884 - Internationalizing Curriculum Studies** Credits: 3
- **EDCI 893 - Theorizing Curriculum** Credits: 3
- **EDCI 895 - Doctoral Portfolio** Credits: 0,1

**EdD K-12 Curriculum Specialist Concentration:** 20+ credits

**EDAL 570 - Principles of Educational Supervision** Credits: 2,3

*Select one of the following:*

- **EDAL 664 - Elementary School Leadership** Credits: 2,3
- **EDAL 665 - Secondary School Leadership** Credits: 2,3
- **EDCI 565 - Improving Instruction** Credits: 2,3
- **EDCI 745 - Effective Assessment of Learning** Credits: 3
- **EDCI 650 - Curriculum Design:** Credits: 3 K-12
- **EDCI 685 - Curriculum Past and Present** Credits: 3
- **EDCI 820 - Educational Improvement & Change** Credits: 3
- **EDCI 889 - Doctoral Seminar** Credits: 1-3

**Electives chosen by advisement from such courses as:**

- **COMM 590 - Graduate Seminar in:** Credits: 2,3 Communication in the Classroom
- **EDAL 560 - K-12 Law** Credits: 3
- **EDCI 706 - Teaching in Higher Education** Credits: 3
- **EDCI 665 - Advanced Instructional Models:** Credits: 1-3

**EdD Foundations:** 3+ credits

- **EDRM 636 - Program Evaluation** Credits: 3

**EdD Foundations:** 3+ credits

- **EDRM 605 - Qualitative Research Methods in Education and Psychology** Credits: 3
- **EDRM 611 - Applied Statistical Methods** Credits: 3
- **EDRM 712 - Applied Statistical Methods** Credits: 3

**EdD Dissertation:** 17 credits

- **EDIR 880 - Dissertation Proposal Development** Credits: 2
- **LEAD 880 - Dissertation Proposal Development** Credits: 2

- **EDCI 899 - Doctoral Dissertation** Credits: 1-14

**Total EdD Degree Credits: 61**

**EdD Social Justice Concentration**

**Available On-campus**

**EdD Prerequisites:** 5+ credits

**Master's Degree in an appropriate area**

- **EDFN 500 - Philosophical Foundations for Professionals** Credits: 2,3
- **EDRM 505 - Research Methods** Credits: 3

**EdD Core:** 10 credits

- **EDCI 725 - Doctoral Orientation Seminar** Credits: 0,1
- **EDCI 747 - Survey of Curriculum Theory** Credits: 3
- **EDCI 884 - Internationalizing Curriculum Studies** Credits: 3
- **EDCI 895 - Doctoral Portfolio** Credits: 0,1
- **EDCI 893 - Theorizing Curriculum** Credits: 3

**EdD Social Justice Concentration:** 17+ credits

- **EDCI 745 - Effective Assessment of Learning** Credits: 3
- **EDCI 747 - Survey of Curriculum Theory** Credits: 3
- **EDCI 750 - Course Design ** Credits: 3
- **EDCI 884 - Doctoral Seminar** Credits: 1-3
- **EDCI 893 - Theorizing Curriculum** Credits: 3
- **GDPC 640 - Multicultural Issues for Counselors and Psychologists** Credits: 3

**Electives by advisement from such courses as:**

- **ANTH 517 - Cultural and Developmental Anthropology** Credits: 2
- **CIDS 524 - Humanitarian Studies: Theory and Practice** Credits: 2
- **CIDS 535 - Budgeting, Fundraising & Grantmanship** Credits: 2
- **CIDS 538 - Needs Assessment, Project Design and Evaluation** Credits: 3
- **CIDS 550 - Education for Sustainable Development** Credits: 3
- **CIDS 585 - Gender, Economic Development, and Poverty Reduction** Credits: 3
- **COMM 536 - Issues in Intercultural Communication** Credits: 2,3
- **COMM 590 - Graduate Seminar in:** Credits: 2,3 Communication in the Classroom
- **EDCI 565 - Improving Instruction** Credits: 2,3
- **EDCI 706 - Teaching in Higher Education** Credits: 3
- **EDCI 665 - Advanced Instructional Models:** Credits: 1-3

**EdD Foundations:** 3+ credits

- **GDPC 514 - Psychology of Learning** Credits: 3

*Select two of the following:*

- **EDFN 517 - History of Seventh-day Adventist Education** Credits: 2
- **EDFN 610 - History and Philosophy of Education** Credits: 3
- **EDFN 688 - Integration of Faith and Learning** Credits: 1,2
- **EDFN 689 - Seminar in Foundations:** Credits: 2,3
- **GDPC 626 - Cognitive and Affective Bases of Behavior** Credits: 3

**EdD Research:** 9+ credits

- **EDRM 605 - Qualitative Research Methods in Education and Psychology** Credits: 3
- **EDRM 611 - Applied Statistical Methods** Credits: 3
- **EDRM 712 - Applied Statistical Methods** Credits: 3

**EdD Dissertation:** 17 credits

- **EDRM 880 - Dissertation Proposal Development** Credits: 2
- **LEAD 880 - Dissertation Proposal Development** Credits: 2

- **EDCI 899 - Doctoral Dissertation** Credits: 1-14

**Total EdD Degree Credits: 61**

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.
EDRM 712 - Applied Statistical Methods II **Credits:** 3

**EdD Dissertation:** 17 credits

EDRM 710 - Seminar in Research Methodology **Credits:** 1

EDRM 880 - Dissertation Proposal Development **Credits:** 2

Or LEAD 880 - Dissertation Proposal Development **Credits:** 2

EDCI 899 - Doctoral Dissertation **Credits:** 1–14

Total EdD Degree Credits: 61

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.*

### Curriculum and Instruction EdS

#### Educational Specialist

The Educational Specialist (EdS) degree is designed for individuals seeking advanced positions in K-12 schools and other learning organizations. The EdS is a field-focused degree that equips educators as expert practitioners to lead the field by developing curricula, supervising instruction, and leading out in instructional improvement and educational change. This program requires a research-based empirical project (EDCI 799) and requires 32 semester hours post-MA. Students may choose to complete the EdS en route to a doctoral degree.

#### Program Description

**Mission**

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning, and research.

**Program Description**

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as schools, colleges, universities, and corporations. Curriculum & Instruction (C&I) degrees at Andrews University are offered in traditional classrooms, completely online, or in a combination of the two. However, you must select one program and apply for admission to it. The programs are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and university presidents. [Note: Persons seeking master's level initial teacher certification for K–12 schools should pursue the MAT degree for elementary or secondary education.]

Specialized study in the form of concentrations is offered in several areas. Students in all graduate C&I programs may choose to include a concentration to help reach their personal goals for advanced study. The chart below lists currently approved concentrations for MA, EdS, EdD, and PhD degrees in Curriculum & Instruction. Please note that all concentrations are available on-campus and several of the concentrations also are available online. If you are interested in one of the online concentrations, please check the chart below carefully to be sure that concentration is currently available online. While graduate degrees in Curriculum and Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

**Two Program Delivery Options – You Choose Which Meets Your Needs**

We offer both a synchronous, online degree pathway and a traditional, face-to-face (f2f) residential path to degree completion. Some students combine the two options, taking some courses f2f and others online. The Higher Learning Commission (HLC) and NCATE have accredited both program delivery options. We have a rolling admissions policy and it is possible to begin your program during any semester. Courses are offered year-round in three semesters: Fall, Spring, and Summer. Courses offered during the Summer Semester may be subdivided into shorter more intensive sessions of 2, 3, 4, or 8 weeks.

**Traditional Face-to-Face, Residential Program**

We have students from all over the United States and the world who come to southwestern Michigan to complete their graduate degrees in a classroom setting. The residential program is appropriate for international students who want a degree from a United States university, but whose national governments do not recognize online degrees. Some countries such as Brazil, for example, require their citizens to complete degrees on a residential campus. Additionally, international students living in the United States are limited in the number of online courses they can take each semester.

**Synchronous, Interactive Online Program.**

For those learners pursuing their degree online, we offer every EDCI class and many others online. From your program orientation to presentation of your capstone project and portfolio, you will be immersed in a richly interactive online environment. The interactive online C&I program allows participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment. Our interactive online program is offered through synchronous online or blended learning courses. All online courses are delivered via the Internet. Online learners interact with their peers in the traditional classroom during synchronous class sessions. This allows the ongoing construction of a learning community and supports learners as they advance their understanding and develop expertise in their selected area. Please note: Not all concentrations are available via online delivery. Online doctoral students are required to travel to the Berrien Springs campus for their dissertation defense.

Potential students interested in one of our online degree programs should first check with the School of Distance Education’s Compliance Officer to see if Andrews University is approved to deliver online education in your state or area. As this list changes from time to time, it is important to check when you are first considering Andrews University as an option for your graduate work and then check again before you submit your application. Some states allow delivery of online courses but not completion of practicums, internships, and field placements. These regulations are important to review with your advisor when a degree candidate is working on their project class – EDCI 696, 799, or 899

**Master of Arts**

The Master of Arts (M.A.) degree is designed for individuals seeking to further develop and deepen their skills as educators, as well as for those future leaders in education who plan to go on to do further work and research in education. The M.A. is the starting point for those who may wish to later pursue an Educational Specialist (EdS) degree, a Doctor of Education (EdD) degree, or a Doctor of Philosophy (PhD) degree. This program requires 32 semester hours of post-Bachelor’s work, preparation of a Master’s Portfolio, a project or thesis, and a written comprehensive examination. Students who are choosing one of the four special Master’s concentrations must focus their project or thesis on a topic in the concentration area.

**Program Delivery**

This program is offered on campus and as a synchronous, interactive online program (see School of Distance Education and International Partnerships definitions). The online courses are not self-paced, but have regular semester start and end dates. Participants interact with each other, their traditional classroom peers, and the instructor throughout all courses. Online students are encouraged to come to campus for graduation.

#### Concentrations

**Concentration Availability**

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Masters Specialist EdD PhD</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>Online</td>
<td>On-campus</td>
</tr>
</tbody>
</table>
EdS General Concentration

Available On-campus or Online

EdS Prerequisites: 5-6 credits
Master’s Degree in an appropriate area
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 505 - Research Methods Credits: 3

EdS Core: 19 credits

EDCI 565 - Improving Instruction Credits: 2,3
EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
EDCI 745 - Effective Assessment of Learning Credits: 3
EDCI 747 - Survey of Curriculum Theory Credits: 3
EDCI 750 - Course Design: Credits: 3
EDCI 820 - Educational Improvement & Change Credits: 3
EDCI 884 - Internationalizing Curriculum Studies Credits: 3
EDCI 795 - Specialist Portfolio Credits: 0,1

EdS Electives: 5+ credits

Elective courses chosen by advisement

EdS Foundations: 1+ credits
Select one of the following:
EDFN 517 - History of Seventh-day Adventist Education Credits: 2
EDFN 610 - History and Philosophy of Education Credits: 3
EDFN 688 - Integration of Faith and Learning Credits: 1,2
EDFN 689 - Seminar in Foundations: Credits: 2,3
GDPC 514 - Psychology of Learning Credits: 3
GDPC 614 - Human Development Credits: 3
GDPC 625 - Biopsychology Credits: 3
GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

EdS Research: 5+ credits
EDRM 611 - Applied Statistical Methods I Credits: 3
EDCI 799 - Advanced Project: Credits: 1-6

Total EdS degree Credits: 32

EdS Curriculum Theory Concentration

Available On-campus or Online

EdS Prerequisites: 5-6 credits
Master’s Degree in appropriate area
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 505 - Research Methods Credits: 3

EdS Core: 14+ credits

EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
EDCI 565 - Improving Instruction Credits: 2,3
EDCI 745 - Effective Assessment of Learning Credits: 3
EDCI 750 - Course Design: Credits: 3
EDCI 820 - Educational Improvement & Change Credits: 3
EDCI 795 - Specialist Portfolio Credits: 0,1

EdS Curriculum Theory Concentration: 12+ credits

EDCI 686 - Curriculum Past and Present Credits: 3
EDCI 747 - Survey of Curriculum Theory Credits: 3
EDCI 884 - Internationalizing Curriculum Studies Credits: 3
EDFN 610 - History and Philosophy of Education Credits: 3
EDFN 689 - Seminar in Foundations: Credits: 2,3

Electives chosen by advisement from such courses as:
EDCI 678 - Curriculum Studies Tour: Credits: 0-3

EDCI 893 - Theorizing Curriculum Credits: 3

EdS Foundations: 0 credits
Foundations requirement is included in the concentration

EdS Research: 5+ credits

EDRM 611 - Applied Statistical Methods I Credits: 3
EDCI 799 - Advanced Project: Credits: 1-6

*Project must focus on a topic in the concentration area.

Total EdS Degree Credits: 32

EdS International Education Concentration

Available On-Campus

EdS Prerequisites: 5-6 credits
Master’s Degree in an appropriate area
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 505 - Research Methods Credits: 3

EdS Core: 7 credits

EDCI 620 - Facilitating Change in Learning Organizations Credits: 3
EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
EDCI 747 - Survey of Curriculum Theory Credits: 3
EDCI 795 - Specialist Portfolio Credits: 0,1

EdS International Education Concentration: 14+ credits

EDCI 565 - Improving Instruction Credits: 2,3
EDCI 745 - Effective Assessment of Learning Credits: 3
EDCI 650 - Curriculum Design: Credits: 3
EDCI 750 - Course Design: Credits: 3
EDCI 884 - Internationalizing Curriculum Studies Credits: 3

Electives chosen by advisement from such courses as:
ANTH 517 - Cultural and Developmental Anthropology Credits: 2
CIDS 524 - Humanitarian Studies: Theory and Practice Credits: 3
CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2
CIDS 550 - Education for Sustainable Development Credits: 3
CIDS 585 - Gender, Economic Development, and Poverty Reduction Credits: 3
COMM 536 - Issues in Intercultural Communication Credits: 2,3
EDCI 678 - Curriculum Studies Tour: Credits: 0-3
EDCI 893 - Theorizing Curriculum Credits: 3
GDPC 725 - Cross-Cultural Ethics and Research Credits: 3
GDPC 730 - International Psychology Credits: 3
SOCI 514 - Migrant & Refugee Issues Credits: 2,3
SOCI 515 - Racial and Ethnic Relations Credits: 3

EdS Foundations: 1+ credits
Select one of the following:
EDFN 517 - History of Seventh-day Adventist Education Credits: 2
EDFN 610 - History and Philosophy of Education Credits: 3
EDFN 689 - Seminar in Foundations: Credits: 2,3
GDPC 514 - Psychology of Learning Credits: 3
GDPC 614 - Human Development Credits: 3
GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

EdS Research: 5+ credits
EDRM 611 - Applied Statistical Methods I Credits: 3
EDCI 799 - Advanced Project: Credits: 1-6

*Project must focus on a topic in the concentration area.

Total EdS Degree Credits: 32

EdS K-12 Curriculum Specialist Concentration

Available On-campus or Online

EdS Prerequisites: 5-6 credits
Master’s Degree in an appropriate area
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 505 - Research Methods Credits: 3

EdS Core: 7 credits

EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
EDCI 745 - Effective Assessment of Learning Credits: 3
EDCI 747 - Survey of Curriculum Theory Credits: 3
EdS K-12 Curriculum Specialist Concentration: 15+ credits
- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- EDCI 565 - Improving Instruction Credits: 2,3
- EDCI 650 - Curriculum Design: ________ Credits: 3
- EDCI 686 - Curriculum Past and Present Credits: 3
- EDCI 820 - Educational Improvement & Change Credits: 3

EdS Foundations: 1+ credits
Select one of the following:
- EDFN 517 - History of Seventh-day Adventist Education Credits: 2
- EDFN 610 - History and Philosophy of Education Credits: 3
- EDFN 688 - Integration of Faith and Learning Credits: 1,2
- GDPC 514 - Psychology of Learning Credits: 3

EdS Research: 5+ credits
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDCI 799 - Advanced Project: __________ Credits: 1-6

E Electives chosen by advisement from such courses as:
- COMM 500 - Graduate Seminar in ________ Credits: 2,3
- EDAL 560 - K-12 Law Credits: 3
- EDAL 664 - Elementary School Leadership Credits: 2,3
- EDAL 665 - Secondary School Leadership Credits: 2,3
- EDCI 665 - Advanced Instructional Models: ________ Credits: 1-3
- EDRM 636 - Program Evaluation Credits: 3

EdS Foundations: 1+ credits
- EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
- EDCI 747 - Survey of Curriculum Theory Credits: 3
- EDCI 780 - Specialist Portfolio Credits: 0,1
- EDCI 893 - Theorizing Curriculum Credits: 3

EdS Social Justice Concentration
Available On-campus

EdS Prerequisites: 5+ credits
Master’s Degree in an appropriate area
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- EDRM 505 - Research Methods Credits: 3

EdS Core: 7 credits
- EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
- EDCI 747 - Survey of Curriculum Theory Credits: 3
- EDCI 795 - Specialist Portfolio Credits: 0,1
- EDCI 893 - Theorizing Curriculum Credits: 3

EdS Social Justice Concentration: 15+ credits
- EDCI 565 - Improving Instruction Credits: 2,3 (Teaching for Social Justice)
- EDCI 745 - Effective Assessment of Learning Credits: 3 (Ensuring Equity)
- EDCI 750 - Course Design: ________ Credits: 3 (Designing Justice)
- GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 3

Electives chosen by advisement from such courses as:
- ANTH 517 - Cultural and Developmental Anthropology Credits: 2
- CIDS 524 - Humanitarian Studies: Theory and Practice Credits: 3
- CIDS 535 - Budgeting, Fundraising & Grantmanship Credits: 2
- CIDS 538 - Needs Assessment, Project Design and Evaluation Credits: 3
- CIDS 550 - Education for Sustainable Development Credits: 3
- CIDS 585 - Gender, Economic Development, and Poverty Reduction Credits: 3
- COMM 500 - Graduate Seminar in ________ Credits: 2,3 the Classroom
- COMM 536 - Issues in Intercultural Communication Credits: 2,3
- SOCI 514 - Migrant & Refugee Issues Credits: 2,3
- SOCI 515 - Racial and Ethnic Relations Credits: 3

EdS Foundations: 1+ credits
Select one of the following:
- EDFN 610 - History and Philosophy of Education Credits: 3
- EDFN 688 - Integration of Faith and Learning Credits: 1,2
- EDFN 689 - Seminar in Foundations: Credits: 2,3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 614 - Human Development Credits: 3

EdS Research: 5+ credits
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDCI 799 - Advanced Project: __________ Credits: 1-6

*Project must focus on a topic in the concentration area.

Total EdS Degree Credits: 32

Curriculum and Instruction PhD

Program Description

Mission
As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning, and research.

Program Description
The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as schools, colleges, universities, and corporations. Curriculum & Instruction [C&I] degrees at Andrews University are offered in traditional classrooms, completely online, or in a combination of the two. However, you must select one program and apply for admission to it. The programs are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and university presidents. [Note: Persons seeking master’s level initial teacher certification for K–12 schools should pursue the MAT degree for elementary or secondary education.

Specialized study in the form of concentrations is offered in several areas. Students in all graduate C&I programs may choose to include a concentration to help reach their personal goals for advanced study. The chart below lists currently approved concentrations for MA, EdS, EdD, and PhD degrees in Curriculum & Instruction. Please note that all concentrations are available on-campus and several of the concentrations also are available online. If you are interested in one of the online concentrations, please check the chart below carefully to be sure that concentration is currently available online. While graduate degrees in Curriculum & Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

Two Program Delivery Options – You Choose Which Meets Your Needs
We offer both a synchronous, online degree pathway and a traditional, face-to-face (f2f) residential path to degree completion. Some students combine the two options, taking some courses f2f and others online. The Higher Learning Commission (HLC) and NCATE have accredited both program delivery options. We have a rolling admissions policy and it is possible to begin your program during any semester. Courses are offered year-round in three semesters: Fall, Spring, and Summer. Courses offered during the Summer Semester may be subdivided into shorter more intensive sessions of 2, 3, 4, or 8 weeks.

Traditional Face-to-Face, Residential Program
We have students from all over the United States and the world who come to southwestern Michigan to complete their graduate degrees in a classroom setting. The residential program is appropriate for international students who want a degree from a United States university, but whose national governments do not recognize online degrees. Some countries such as Brazil, for example, require their citizens to complete degrees on a residential campus. Additionally, international students living in the United States are limited in the number of online courses they can take each semester.

Synchronous, Interactive Online Program.
For those learners pursuing their degree online, we offer every EDCI class and many others online. From your program orientation to presentation of your capstone project and portfolio, you will be immersed in a richly interactive online environment. The interactive online C&I program allows participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment. Our interactive online program is offered through synchronous online or blended learning courses. All online courses are delivered via the Internet. Online learners interact with their peers in the traditional classroom during synchronous class sessions. This allows the ongoing construction of a learning community and supports learners as they advance their understanding and develop expertise in their selected area. Please note: Not all concentrations are available via online delivery. Online doctoral students are required to travel to the Berrien Springs campus for their dissertation defense.

Potential students interested in one of our online degree programs should first check with the School of Distance Education’s Compliance Officer to see if Andrews University is approved to deliver online education in your state or area. As this list changes from time to time, it is important to check when you are first considering Andrews University as an option for your graduate work and then check again before you submit your application. Some states allow delivery of online courses but not completion of practicums, internships, and field placements. These
regulations are important to review with your advisor when a degree candidate is working on their project class – EDCI 696, 799, or 899

Master of Arts
The Master of Arts (M.A.) degree is designed for individuals seeking to further develop and deepen their skills as educators, as well as for those future leaders in education who plan to go on to do further work and research in education. The M.A. is the starting point for those who may wish to later pursue an Educational Specialist (EdS) degree, a Doctor of Education (EdD) degree, or a Doctor of Philosophy (PhD) degree. This program requires 32 semester hours of post-Bachelor’s work, preparation of a Master’s Portfolio, a project or thesis, and a written comprehensive examination. Students who are choosing one of the four special Master’s concentrations must focus their project or thesis on a topic in the concentration area.

Program Delivery
This program is offered on campus and as a synchronous, interactive online program (see School of Distance Education and International Partnerships definitions). The online courses are not self-paced, but have regular semester start and end dates. Participants interact with each other, their traditional classroom peers, and the instructor throughout all courses. Online students are encouraged to come to campus for graduation.

Concentrations

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Masters Specialist EdD PhD</th>
<th>Availability On-campus Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Theory</td>
<td>x</td>
<td>x x x Yes Yes</td>
</tr>
<tr>
<td>Evaluation and Research</td>
<td>x</td>
<td>x x x Yes Yes</td>
</tr>
<tr>
<td>General Emphasis</td>
<td>x</td>
<td>x x x x Yes Yes</td>
</tr>
<tr>
<td>Higher Education Teaching</td>
<td>x</td>
<td>x x x x Yes Yes</td>
</tr>
<tr>
<td>International Education</td>
<td>x</td>
<td>x x x x Yes Yes</td>
</tr>
<tr>
<td>K-12 Curriculum Specialist</td>
<td>x</td>
<td>x x x Yes No</td>
</tr>
<tr>
<td>Multi-grade Teacher-Leader</td>
<td>x</td>
<td>x x x x Yes No</td>
</tr>
<tr>
<td>Social Justice</td>
<td>x</td>
<td>x x x x Yes No</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>x</td>
<td>x x x x x Yes x x x Yes x x x x</td>
</tr>
</tbody>
</table>

Admission Requirements
Admission decisions are based on the overall profile of each applicant. The applicant profile consists of information that indicates personal “fit” with the Curriculum and Instruction program and potential for success in the program. The C&I Program accepts applications on a rolling basis, with students being able to begin their course of study during any semester. In addition to application materials required of all graduate school applicants, the following items are of particular importance:

- Indicate whether you are applying for the on-campus or the online interactive program.
- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program. Identify the concentration you plan to complete.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current résumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores.
- Documentation of English proficiency (see University Graduate Programs General Admission Requirements for details).
- Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Doctor of Philosophy (PhD)
As the research-oriented degree, the PhD is designed for individuals who wish to be educational leaders. Our learners are transformed through in-depth exploration of the field and original, theoretical, and conceptual research. 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. The program requires 61 post-MA semester credits.

PhD General Emphasis

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Core: 10 credits</td>
<td></td>
</tr>
<tr>
<td>EDCI 725 - Doctoral Orientation Seminar</td>
<td>0,1</td>
</tr>
<tr>
<td>EDCI 745 - Effective Assessment of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 750 - Course Design</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 820 - Educational Improvement &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 895 - Doctoral Portfolio</td>
<td>0,1</td>
</tr>
</tbody>
</table>

PhD Electives: 0+ credits
Electives chosen by advisement, if desired.

PhD Foundations: 3+ credits
Select two of the following:
- EDFN 517 - History of Seventh-day Adventist Education Credits: 2
- EDFN 610 - History and Philosophy of Education Credits: 3
- EDFN 688 - Integration of Faith and Learning Credits: 1,2
- EDFN 689 - Seminar in Foundations: Credits: 2,3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 614 - Human Development Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

PhD Research: 12+ credits
Select one of the following:
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 885 - Applied Research: _________ Credits: 1–8

PhD Dissertation: 17 credits
EDRM 710 - Seminar in Research Methodology Credits: 1
EDRM 880 - Dissertation Proposal Development Credits: 2
LEAD 880 - Dissertation Proposal Development Credits: 2
EDCI 899 - Doctoral Dissertation Credits: 1–14

Total PhD Degree Credits: 61+
*After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD Curriculum Theory Concentration
Available On-campus or Online

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree in an appropriate area</td>
<td></td>
</tr>
<tr>
<td>EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>EDRM 505 - Research Methods Credits: 3</td>
<td></td>
</tr>
</tbody>
</table>

PhD Prerequisites: 5-6 credits
Master’s Degree in an appropriate area
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 505 - Research Methods Credits: 3

Available On-campus or Online
Master’s Degree in an appropriate area.
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 505 - Research Methods Credits: 3

PhD Prerequisites: 5-6 credits
Master’s Degree in an appropriate area
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 505 - Research Methods Credits: 3

PhD Core: 23 credits
EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
EDCI 706 - Teaching in Higher Education Credits: 3
EDCI 745 - Effective Assessment of Learning Credits: 3
EDCI 747 - Survey of Curriculum Theory Credits: 3
EDCI 750 - Course Design: _________ Credits: 3
EDCI 820 - Educational Improvement & Change Credits: 3
EDCI 884 - Internationalizing Curriculum Studies Credits: 3
EDCI 889 - Doctoral Seminar Credits: 1–3
EDCI 893 - Theorizing Curriculum Credits: 3
EDCI 895 - Doctoral Portfolio Credits: 0,1

PhD Electives: 0+ credits
Electives chosen by advisement, if desired.

PhD Foundations: 3+ credits
Select two of the following:
- EDFN 517 - History of Seventh-day Adventist Education Credits: 2
- EDFN 610 - History and Philosophy of Education Credits: 3
- EDFN 688 - Integration of Faith and Learning Credits: 1,2
- EDFN 689 - Seminar in Foundations: Credits: 2,3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 614 - Human Development Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

PhD Research: 12+ credits
Select one of the following:
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 885 - Applied Research: _________ Credits: 1–8

PhD Dissertation: 17 credits
EDRM 710 - Seminar in Research Methodology Credits: 1
EDRM 880 - Dissertation Proposal Development Credits: 2
LEAD 880 - Dissertation Proposal Development Credits: 2
EDCI 899 - Doctoral Dissertation Credits: 1–14

Total PhD Degree Credits: 61+
*After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD Curriculum Theory Concentration
Available On-campus or Online

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree in an appropriate area</td>
<td></td>
</tr>
<tr>
<td>EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>EDRM 505 - Research Methods Credits: 3</td>
<td></td>
</tr>
</tbody>
</table>

PhD Prerequisites: 5-6 credits
Master’s Degree in an appropriate area
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 505 - Research Methods Credits: 3

PhD Core: 10 credits
EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
EDCI 745 - Effective Assessment of Learning Credits: 3
EDCI 750 - Course Design: _________ Credits: 3
EDCI 820 - Educational Improvement & Change Credits: 3
EDCI 895 - Doctoral Portfolio Credits: 0,1
### PhD Curriculum Theory Concentration: 21 credits
- EDCI 686 - Curriculum Past and Present Credits: 3
- EDCI 706 - Teaching in Higher Education Credits: 3
- EDCI 747 - Survey of Curriculum Theory Credits: 3
- EDCI 893 - Theorizing Curriculum Credits: 3
- EDCI 884 - Internationalizing Curriculum Studies Credits: 2
- EDFN 610 - History and Philosophy of Education Credits: 3
- EDFN 689 - Seminar in Foundations: Credits: 2,3

*Electives chosen by advisement from such courses as:
- EDCI 605 - Design & Development of Online Courses Credits: 3
- EDCI 678 - Curriculum Studies Tour Credits: 2,3
- EDCI 756 - Advanced Studies Credits: 1-3 (Theorist’s Name)  

### PhD Foundations: 0 credits
Foundations requirements are included in the concentration.

### PhD Research: 12+ credits
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3

*Select one of the following:
- EDRM 636 - Program Evaluation Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDCI 885 - Applied Research Credits: 1-8

### PhD Dissertation: 17 credits
- EDRM 880 - Dissertation Proposal Development Credits: 2
- OR
- LEAD 880 - Dissertation Proposal Development Credits: 2
- EDCI 895 - Doctoral Portfolio Credits: 0,1

Total PhD Degree Credits: 61+
*Two credits are required for the evaluation and research concentration however this course may by repeatable for additional elective credits.

### PhD Research: 0 credits
Research requirements are included in the Concentration

### PhD Dissertation: 17 credits
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 880 - Dissertation Proposal Development Credits: 2
- OR
- LEAD 880 - Dissertation Proposal Development Credits: 2
- EDCI 899 - Doctoral Dissertation Credits: 1–14

Total PhD Degree Credits: 61+
*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

### PhD Evaluation and Research Concentration
Available On-campus or Online

#### PhD Prerequisites: 5-6 credits
Master’s Degree or higher in a field typically taught in college or universities
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- EDRM 505 - Research Methods Credits: 3

#### PhD Core: 13 credits
- EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
- EDCI 747 - Survey of Curriculum Theory Credits: 3
- EDCI 750 - Course Design Credits: 3
- EDCI 884 - Internationalizing Curriculum Studies Credits: 3
- EDCI 893 - Theorizing Curriculum Credits: 3
- EDCI 895 - Doctoral Portfolio Credits: 0,1

#### PhD Evaluation and Research Concentration: 27+ credits
- EDCI 745 - Effective Assessment of Learning Credits: 3
- EDCI 706 - Teaching in Higher Education Credits: 3
- EDCI 756 - Advanced Studies Credits: 1-3 (Evialuation) *
- EDCI 820 - Educational Improvement & Change Credits: 3
- EDCI 889 - Doctoral Seminar Credits: 1-3
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3

*Electives chosen by advisement from such courses as:
- EDCI 885 - Applied Research Credits: 1-8
- EDCI 713 - Applied Statistical Methods III Credits: 3

### PhD Foundations: 34 credits
Select two of the following:
- EDFN 517 - History of Seventh-day Adventist Education Credits: 2
- EDFN 610 - History and Philosophy of Education Credits: 2
- EDFN 688 - Integration of Faith and Learning Credits: 1,2
- EDFN 689 - Seminar in Foundations Credits: 2,3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 614 - Human Development Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

### PhD Research: 0 credits
Research requirements are included in the Concentration

### PhD Dissertation: 17 credits
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 880 - Dissertation Proposal Development Credits: 2
- OR
- LEAD 880 - Dissertation Proposal Development Credits: 2
- EDCI 899 - Doctoral Dissertation Credits: 1–14

Total PhD Degree Credits: 61+
*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

### PhD Higher Education Teaching Concentration
Available On-campus or Online

#### PhD Prerequisites: 5-6 credits
Master’s Degree or higher in a field typically taught in college or universities
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- EDRM 505 - Research Methods Credits: 3

#### PhD Core: 13 credits
- EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
- EDCI 747 - Survey of Curriculum Theory Credits: 3
- EDCI 820 - Educational Improvement & Change Credits: 3
- EDCI 884 - Internationalizing Curriculum Studies Credits: 3
- EDCI 893 - Theorizing Curriculum Credits: 3
- EDCI 895 - Doctoral Portfolio Credits: 0,1

#### PhD Higher Education Teaching Concentration: 15+ credits
- EDCI 745 - Effective Assessment of Learning Credits: 3
- EDCI 605 - Design & Development of Online Courses Credits: 3
- EDCI 706 - Teaching in Higher Education Credits: 3
- EDCI 750 - Course Design Credits: 3
- EDCI 889 - Doctoral Seminar Credits: 1–3

*Electives chosen by advisement from such courses as:
- EALD 640 - Higher Education Law Credits: 3
- EALD 667 - Leadership in Higher Education Credits: 2,3
- EDCI 665 - Advanced Instructional Models Credits: 1-3
- EDCI 886 - Internship Credits: 1-8
- EDRM 636 - Program Evaluation Credits: 3
- LEAD 678 - Global Education Study Tour Credits: 6

#### PhD Foundations: 4-6 credits
Select two of the following:
- EDFN 688 - Integration of Faith and Learning Credits: 1,2
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 614 - Human Development Credits: 3
- GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

#### PhD Research: 12+ credits
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3

*Select one of the following:
**PhD Dissertation:** 17 credits

EDRM 880 - Dissertation Proposal Development Credits: 2

OR

LEAD 880 - Dissertation Proposal Development Credits: 2

EDCI 889 - Doctoral Dissertation Credits: 1–14

Total PhD Degree Credits: 61+

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

---

**PhD International Education Concentration**  
Available on-campus

**PhD Prerequisites:** 5-6 credits

Master’s Degree in the appropriate area

EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3  
EDRM 505 - Research Methods Credits: 3

**PhD Core:** 13 credits

EDCI 725 - Doctoral Orientation Seminar Credits: 0,1  
EDCI 745 - Effective Assessment of Learning Credits: 3  
EDCI 747 - Survey of Curriculum Theory Credits: 3  
EDCI 750 - Course Design: _______ Credits: _______  
EDCI 820 - Educational Improvement & Change Credits: 3  
EDCI 855 - Doctoral Seminar Credits: 0,1

**PhD International Education Concentration:** 16+ credits

EDCI 706 - Teaching in Higher Education Credits: 3  
EDCI 884 - Internationalizing Curriculum Studies Credits: 3  
EDCI 893 - Theorizing Curriculum Credits: 3  
EDCI 889 - Doctoral Seminar Credits: 1–3

Electives chosen by advisement from such courses as:

ANTH 517 - Cultural and Developmental Anthropology Credits: 2  
CIDS 515 - Organization and Human Resources Credits: 3  
CIDS 524 - Humanitarian Studies: Theory and Practice Credits: 3  
CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2  
CIDS 550 - Education for Sustainable Development Credits: 3  
CIDS 585 - Gender, Economic Development, and Poverty Reduction Credits: 3  
COMM 535 - Crisis Communications Credits: 2  
EDCI 678 - Curriculum Studies Tour Credits: _______ Credits: 0–3  
GDPC 725 - Cross-Cultural Ethics and Research Credits: 3  
GDPC 730 - International Psychology Credits: 3  
LEAD 678 - Global Education Study Tour Credits: 6  
SOCI 510 - Gender Roles in Contemporary Society Credits: 3  
SOCI 514 - Migrant & Refugee Issues Credits: 2,3  
SOCI 515 - Racial and Ethnic Relations Credits: 3

**PhD Foundations:** 3+ credits

Select two of the following:

EDFN 517 - History of Seventh-day Adventist Education Credits: 2  
EDFN 610 - History and Philosophy of Education Credits: 3  
EDFN 688 - Integration of Faith and Learning Credits: 1,2  
EDFN 689 - Seminar in Foundations: Credits: 2,3  
GDPC 514 - Psychology of Learning Credits: 3  
GDPC 614 - Human Development Credits: 3  
GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

**PhD Research:** 12+ credits

EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3  
EDRM 611 - Applied Statistical Methods I Credits: 3  
EDRM 712 - Applied Statistical Methods II Credits: 3

Select one of the following:

EDRM 636 - Program Evaluation Credits: 3

EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3

EDRM 713 - Applied Statistical Methods III Credits: 3  
EDCI 885 - Applied Research: ______ Credits: 1–8

**PhD Dissertation:** 17 credits

---

**PhD Social Justice Concentration**  
Available On-campus

**PhD Prerequisites:** 5+ credits

Master's Degree in an appropriate area

EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3  
EDRM 505 - Research Methods Credits: 3

**PhD Core:** 10 credits

EDCI 725 - Doctoral Orientation Seminar Credits: 0,1  
EDCI 706 - Teaching in Higher Education Credits: 3  
EDCI 820 - Educational Improvement & Change Credits: 3  
EDCI 884 - Internationalizing Curriculum Studies Credits: 3  
EDCI 895 - Doctoral Seminar Credits: 1–3  
EDCI 893 - Theorizing Curriculum Credits: 3  
GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 3

Electives by advisement from such courses as:

ANTH 517 - Cultural and Developmental Anthropology Credits: 2  
CIDS 524 - Humanitarian Studies: Theory and Practice Credits: 3  
CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2  
CIDS 538 - Needs Assessment, Project Design and Evaluation Credits: 3  
CIDS 550 - Education for Sustainable Development Credits: 3  
CIDS 585 - Gender, Economic Development, and Poverty Reduction Credits: 3  
COMM 536 - Issues in Intercultural Communication Credits: 2,3  
COMM 590 - Graduate Seminar in _______ Credits: 2,3 Communication in the Classroom  
EDCI 565 - Improving Instruction Credits: 2,3 Teaching for Social Justice Credits: 3  
EDCI 678 - Curriculum Studies Tour: _______ Credits: 0–3  
SOCI 514 - Migrant & Refugee Issues Credits: 2,3  
SOCI 515 - Racial and Ethnic Relations Credits: 3

**PhD Foundations:** 3+ credits

Select two of the following:

EDFN 610 - History and Philosophy of Education Credits: 3  
EDFN 688 - Integration of Faith and Learning Credits: 1,2  
EDFN 689 - Seminar in Foundations: Credits: 2,3

**PhD Research:** 12+ credits

EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3  
EDRM 611 - Applied Statistical Methods I Credits: 3  
EDRM 712 - Applied Statistical Methods II Credits: 3

Select one of the following:

EDRM 636 - Program Evaluation Credits: 3

EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3

EDRM 713 - Applied Statistical Methods III Credits: 3  
EDCI 885 - Applied Research: ______ Credits: 1–8

**PhD Dissertation:** 17 credits
Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD Teacher Education Concentration

PhD Prerequisites: 5-6 credits

Master’s Degree in an appropriate area
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- EDRM 505 - Research Methods Credits: 3

PhD Core: 13 credits
- EDCI 725 - Doctoral Orientation Seminar Credits: 0,1
- EDCI 884 - Internationalizing Curriculum Studies Credits: 3
- EDCI 747 - Survey of Curriculum Theory Credits: 3
- EDCI 820 - Educational Improvement & Change Credits: 3
- EDCI 893 - Theorizing Curriculum Credits: 3
- EDCI 895 - Doctoral Portfolio Credits: 0,1

PhD Teacher Education Concentration: 16+ credits
- EDCI 745 - Effective Assessment of Learning Credits: 3
- EDCI 565 - Improving Instruction Credits: 2,3 Teacher Education
- EDCI 706 - Teaching in Higher Education Credits: 3
- EDCI 750 - Course Design: _________ Credits: 3
- EDCI 686 - Curriculum Past and Present Credits: 3
- EDCI 889 - Doctoral Seminar Credits: 1–3

Electives chosen by advisement from such courses as:
- EDCI 605 - Design & Development of Online Courses Credits: 3
- EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading Credits: 3
- EDCI 665 - Advanced Instructional Models: _________ Credits: 1-3
- EDRM 636 - Program Evaluation Credits: 3

PhD Foundations: 3-6 credits

Select two of the following:
- EDFN 517 - History of Seventh-day Adventist Education Credits: 2
- EDFN 610 - History and Philosophy of Education Credits: 3
- EDFN 688 - Integration of Faith and Learning Credits: 1,2
- EDFN 689 - Seminar in Foundations: Credits: 2,3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3

PhD Research: 12+ credits
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3

Select one of the following:
- EDRM 636 - Program Evaluation Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDCI 885 - Applied Research: _________ Credits: 1–8

PhD Dissertation: 17 credits
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 880 - Dissertation Proposal Development Credits: 2
OR
- LEAD 880 - Dissertation Proposal Development Credits: 2
- EDCI 899 - Doctoral Dissertation Credits: 1–14

Total PhD Degree Credits: 61+

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

Certificates

College and University Teaching Certificate

The certificate will provide professional development for college teachers who have no specific training in the craft of teaching. It will also provide students in graduate programs the opportunity to be trained in teaching at the university level if they desire to seek a position as a faculty member in institutions of higher education.

A student taking one course per semester will take two years to complete the program.

Program Delivery
This program is offered on campus and as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses via zoom video conferencing technology.

Total Credits - 12

Certificate: Core - 9
- EDCI 750 - Course Design: _________ Credits: 3

Choose one of the following Courses:
- EDCI 545 - Assessment of Learning: Credits: 3
- EDCI 745 - Effective Assessment of Learning Credits: 3

Choose one of the following Courses:
- EDCI 606 - Teaching in Higher Education Credits: 3
- EDCI 706 - Teaching in Higher Education Credits: 3

Certificate: Electives - 3

Electives (3 credits) chosen by advising from courses such as:
- COMM 536 Issues in Intercultural Communication
- EDAL 640 Higher Education Law
- EDAL 667 Leadership in Higher Education
- EDAL 675 College Student Development Theory
- EDCI 605 Design and Development of Online Courses
- EDCI 607 Curriculum: Higher Education (1-3 credits)
- EDCI 671 Instruction: Higher Education (1-3 credits)
- EDCI 620: Facilitating Change in Learning Organizations
- EDCI 665 Advanced Instructional Models _________ (1-3 credits)

Certification

Post-Baccalaureate/Master's-Level Teacher Certification, Elementary Certification

Certification Requirements for Post-Baccalaureate/ Master's-Level Students

Elementary Certification Requirements
Students must take sufficient course work in three areas to be eligible for Michigan elementary certification: (1) professional education courses, (2) subject content majors or minors, and (3) planned program minor.

Professional Education Courses
Listed below are the required graduate professional education courses for Michigan elementary-teaching credentials which must be taken. If students have taken the undergraduate-level course, they do not need to repeat the graduate-level course. Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDPC 514</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 408</td>
<td>Principles of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 424</td>
<td>Classroom Testing and Evaluation</td>
<td>2,3</td>
</tr>
<tr>
<td>EDTE 444</td>
<td>Elementary Language Arts Methods</td>
<td>2</td>
</tr>
<tr>
<td>EDTE 446</td>
<td>Classroom Science and Health Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 447</td>
<td>Elementary Social Studies and Character Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 448</td>
<td>Methods for Integrating Arts &amp; Movement in Elementary Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>EDTE 480</td>
<td>First Days of School Experience</td>
<td>2</td>
</tr>
<tr>
<td>EDTE 630</td>
<td>Seminar: Philosophical and Social Foundations of Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Student Teaching**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 487</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDTE 588</td>
<td>Graduate Student Teaching: (Level)</td>
<td>1-10</td>
</tr>
</tbody>
</table>

**Note(s):**

* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching.

All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.

Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

**Approved Majors and Minors for Secondary Certification**

- Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See content majors and minors for secondary education.

**Post-Baccalaureate/Master's-Level Teacher Certification, Secondary Certification**

**Certification Requirements for Post-Baccalaureate/Master's-Level Students**

Secondary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan secondary certification: (1) Professional education courses, (2) a content major, and (3) minor in a qualifying area of instruction.

Professional Education Courses.

Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDPC 514</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 525</td>
<td>Psychology and Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 408</td>
<td>Principles of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 417</td>
<td>Teaching Reading in the Secondary Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 424</td>
<td>Classroom Testing and Evaluation</td>
<td>2,3</td>
</tr>
<tr>
<td>EDTE 459</td>
<td>Methods for Teaching Secondary School (Area)</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 476</td>
<td>Methods for Integrating Instructional Technology</td>
<td>2,3</td>
</tr>
<tr>
<td>EDTE 630</td>
<td>Seminar: Philosophical and Social Foundations of Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**First Days of School Experience**

**Student Teaching**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 487</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDTE 588</td>
<td>Graduate Student Teaching: (Level)</td>
<td>1-10</td>
</tr>
</tbody>
</table>

**Note:**

* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.

**First Aid & CPR Certified**

Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

**Teacher Certification**

**Teacher Certification**

(SDA Certification & State of Michigan Certification)

**Teacher Certification Information**

All courses needed for Adventist certification or State of Michigan certification require a grade of C or above.

**Seventh-day Adventist Teaching Credential Levels and Requirements**

Seventh-day Adventist K–12 teacher credentialing is organized into three levels of certificates: Basic, Standard and Professional. The following section describes each level, points out specific requirements, and tells how they are met at Andrews University.

Adventist Basic Certificate. The Basic Teaching Certificate may be issued to the candidates presenting a "Verification of Eligibility" form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Religion Requirements. A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Consortium of Adventist Colleges and Universities, to include the following areas:

- **Doctrines of the Seventh-day Adventist Church**
  - RELT 222 - Doctrines of Adventist Faith
- **Biblical Studies.** Courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel
- **Spirit of Prophecy.** A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White.
- **RELB 400 - SDA History and Prophetic Heritage**

Seventh-day Adventist Church History.

(RELB 400 covers both Gift of Prophecy and Seventh-day Adventist Church History)

**Seventh-day Adventist Church History**

- RELH 400 - SDA History and Prophetic Heritage
- **Health Principles.** A course in health based on the Bible and the writings of Ellen G. White.
- HLED 120 - Fit for Life

Adventist School Experience. All candidates for Adventist certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate.

Full-semester student teaching in an approved Seventh-day Adventist school. A lab experience for EDTE 165 in a recognized Seventh-day Adventist school. Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school. Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the
Professional Certification must meet the following criteria:

Meet initial general eligibility requirements. Qualify for the Standard Teaching Certificate by submitting at least one semester before student teaching begins. Such petitions should be made with the Department of Teaching, Learning & Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade/Multi-age Teaching Experience (Elementary only).
For the Elementary Teaching endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE 425 - Multi-grade/Multi-age Education should be made with the Director of Student Teaching immediately following admission to the teacher preparation program.

Renewal of Adventist Basic Certificate.
The Basic Teaching Certificate is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See Manual for SDA Certification Requirements K–12 for specifics.

Adventist Standard Certificate
The Standard Teaching Certificate may be issued to an applicant who meets initial General Eligibility Requirements. Meets the requirements for a Basic Teaching Certificate, Completions a minimum of three years of full-time teaching or equivalent. Completes 6 credits of professional education or courses in area(s) of endorsement beyond the requirement of the Basic Teaching Credential.

Renewal of Adventist Standard Certificate.
The Standard Teaching Certificate is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See Manual for SDA Certification Requirements K–12 for specifics.

Adventist Professional Certificate. Seventh-day Adventist teachers desiring Professional Certification must meet the following criteria:
Meet initial general eligibility requirements. Qualify for the Standard Teaching Certificate by completing at least 9 semester credits of advanced/graduate professional education or approved subject-area courses. See Manual for SDA Certification Requirements K–12 for specifics.

Michigan currently issues the following certificates:

State of Michigan Certification

ATTENTION Beginning September 1, 2013, the administrative rules for teacher certification will be changing. This will affect all levels of certification. The Michigan Department of Education (MDE) plans to have the changes solidified by March 2012. Please be aware that the reading diagnostic course will still be required to go from a Provisional Certificate to a Professional Certificate. At Andrews University the course required is EDCI645 Advanced Diagnosis & Educational Therapy in Reading. If your certificate is expiring BEFORE September 1, 2013, you will be renewing or applying for your certificate under the current rules (prior to 9/1/13).

Michigan no longer issues the following certificates:

The initial teaching certificate (Provisional Certificate) is issued upon successful completion of a state approved teacher preparation program and a passing score on the appropriate Michigan Test for Teacher Certification (MTTC) exams, including the Professional Readiness Exam (PRE).

Note: After January 1, 2013, the BST became known as the Professional Readiness Examination (PRE) and this terminology will be phased in within the year.

The following link provides information on Michigan approved EPO and programs:
http://www.mttc.nesinc.com/

Programs completed through colleges/universities outside of Michigan must be approved for the certification of teachers by another state. Contact that state's education department for information. Upon completion of the out-of-state program, candidates must apply for a Michigan teacher certificaion, and their credentials must be evaluated by the OPPS.

Alternate routes to certification completed in another state will require the completion of three years of teaching experience within the validity of the out-of-state regular standard teaching certificate.

Administrative Rule Changes Effective after September 1, 2013
Provisional Certificate Renewal (after September 1, 2013) (Each renewal is valid for up to three years)
First renewal requires completion of ONE OF THE FOLLOWING:
6 semester hours in a planned course of study* since the issue date of the initial Provisional Certificate at an approved EPI AND within the three years preceding application;
180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the initial Provisional Certificate AND within the three years preceding application;
Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the initial Provisional Certificate AND within the three years preceding application;

Second renewal requires completion of ONE OF THE FOLLOWING:
6 semester hours in a planned course of study* since the issue date of the FIRST Provisional Certificate renewal at an approved EPI AND within the three years preceding application;
180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application; or
Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application or

Third renewal requires sponsorship by the local school district or private school, completion of all academic requirements for the Professional Education Certificate, and approval of the MDE. This renewal will not be issued to individuals who meet all the requirements for the Professional Education Certificate.

An individual who holds an expired Provisional, Temporary Vocational Authorization, or Internship Occupational Certificate, and who has not met the credit requirements for a first or second renewal may qualify for a three-year renewal of the certificate if he/she:

Holds a valid certificate from another state; AND
Has taught in that state within the grade level and subject area endorsement of the certificate before the validity of the certificate for at least one year in the preceding five year period.

Two-Year Extended Provisional Certificate (after September 1, 2013)
Individuals with expired Provisional Certificates who do not meet the rerequirement for a provisional renewal may be eligible for a Two-Year Extended Provisional Certificate if the following conditions are met:

Note: After January 1, 2013, the BST became known as the Professional Readiness Examination (PRE) and this terminology will be phased in within the year.

The following link provides information on Michigan approved EPO and programs:
http://www.mttc.nesinc.com/

Programs completed through colleges/universities outside of Michigan must be approved for the certification of teachers by another state. Contact that state's education department for information. Upon completion of the out-of-state program, candidates must apply for a Michigan teacher certification, and their credentials must be evaluated by the OPPS.

Alternate routes to certification completed in another state will require the completion of three years of teaching experience within the validity of the out-of-state regular standard teaching certificate.

Administrative Rule Changes Effective after September 1, 2013
Provisional Certificate Renewal (after September 1, 2013) (Each renewal is valid for up to three years)
First renewal requires completion of ONE OF THE FOLLOWING:
6 semester hours in a planned course of study* since the issue date of the initial Provisional Certificate at an approved EPI AND within the three years preceding application;
180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the initial Provisional Certificate AND within the three years preceding application;
Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the initial Provisional Certificate AND within the three years preceding application;

Second renewal requires completion of ONE OF THE FOLLOWING:
6 semester hours in a planned course of study* since the issue date of the FIRST Provisional Certificate renewal at an approved EPI AND within the three years preceding application;
180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application; or
Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application or

Third renewal requires sponsorship by the local school district or private school, completion of all academic requirements for the Professional Education Certificate, and approval of the MDE. This renewal will not be issued to individuals who meet all the requirements for the Professional Education Certificate.

An individual who holds an expired Provisional, Temporary Vocational Authorization, or Internship Occupational Certificate, and who has not met the credit requirements for a first or second renewal may qualify for a three-year renewal of the certificate if he/she:

Holds a valid certificate from another state; AND
Has taught in that state within the grade level and subject area endorsement of the certificate before the validity of the certificate for at least one year in the preceding five year period.

Two-Year Extended Provisional Certificate (after September 1, 2013)
Individuals with expired Provisional Certificates who do not meet the rerequirement for a provisional renewal may be eligible for a Two-Year Extended Provisional Certificate if the following conditions are met:

Note: After January 1, 2013, the BST became known as the Professional Readiness Examination (PRE) and this terminology will be phased in within the year.

The following link provides information on Michigan approved EPO and programs:
http://www.mttc.nesinc.com/

Programs completed through colleges/universities outside of Michigan must be approved for the certification of teachers by another state. Contact that state's education department for information. Upon completion of the out-of-state program, candidates must apply for a Michigan teacher certification, and their credentials must be evaluated by the OPPS.

Alternate routes to certification completed in another state will require the completion of three years of teaching experience within the validity of the out-of-state regular standard teaching certificate.
The individual’s initial Provisional Certificate expired less than ten years ago; the individual has at least one year of satisfactory teaching experience within the validity of his/her teaching certificate; the individual is currently enrolled in a planned program at an approved college/university; A Michigan public or private school is employing and sponsoring the individual for the Two-Year Extended Provisional Certificate. The sponsoring school agrees to monitor the teacher’s progress towards the completion of the Professional Education Certificate requirements.
The Two-Year Extended Provisional Certificate is valid for two calendar years and is nonrenewable. Individuals who fail to complete all requirements for the professional education certificate during the two-year validity period of the Two-Year Extended Provisional Certificate will not be granted additional renewals or extensions of their Provisional Certificates.

Professional Education Certificate (after September 1, 2013)
(Initial advanced teaching license/credential; valid for up to five years)

Requirements:
Three years of successful teaching experience* since the issue date, and within the validity and grade level of the Provisional Certificate; The appropriate reading credit as described in the “Additional Requirements” below;
And one or the combination of the following:
(Within the five year period preceding the date of application and since the issue date of the Provisional Certificate or Provisional Renewal)
6 semester hours in a planned program** at an approved EPI or 6 semester credit hours of academic credit appropriate to the grade level and content endorsement(s) of the certificate at any approved college or university.
180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held.
150 annual District Provided Professional Development (DPPD) hours in accordance with Michigan School Code Sections 380.1527 through professional development programs that are appropriate to the grade level and content endorsement(s) of the certificate.

NOTE: The DPPD forms if available in the Michigan Online Educator Certification System www.michigan.gov/moe cs. You are required to complete the DPPD form (one per school year) and have them signed by the Principal or Designee of the school district. Once signed by the Principal or Designee of the school district, you may then enter the DPPD hours into MOECS. Make sure you retain the signed DPPD form(s) for auditing purposes by the OPPS, and DPPD form(s) would be required to be submitted to us at that time.

Note: SECHs (30 SCECHs equate to 1 semester credit hour), and/or DPPD hours (30 clock hours of DPPD equates to 1 semester credit hour or 30 SCECHs) since the issue date of the Provisional Certificate.

Additional Requirements:
In-state applicant (Program completed through a Michigan University)
Must also meet the basic reading requirements (6 semester hours of teaching of reading or reading methods for elementary or 3 semester hours for secondary); AND
Beginning July 1, 2009, all teachers advancing to the Professional Education Certificate must have completed 3 semester credits in reading diagnostics and remediation, which includes a field experience in accordance with Michigan Revised School Code MCL380.1531(4)***, The following link provides a list of approved Michigan courses that meet the requirement under the Specialty Programs heading at the bottom of the page: http://www.michigan.gov/teachercert.

Out-of-state applicant (Initial Michigan Certification) (Program completed through a state other than Michigan)
Must also meet the basic reading requirements (6 semester hours of teaching of reading or reading methods for elementary and 3 semester hours for secondary);
Candidates from other states who hold a regular, valid teaching certificate from another state and meet all of the requirements of the Professional Education Certificate at the time of application are not required to take the Michigan Test for Teacher Certification (MTTC) for initial Michigan Certification.

* Teaching experience acquired in a licensed, private, “Child Care Center” may apply towards the experience requirements for an elementary Professional Education Certificate. The Michigan institution which plans a person’s 18-semester hour planned program shall determine that the experience is under appropriate supervision and is successful for in-state candidates based on the report of the employing district(s)
** Credit completed outside the State of Michigan must be in an approved master’s Degree program (minimum 20 semester credit hours to obtain endorsement) at a state approved EPI.
*** Applicants who complete the reading diagnosis course out-of-state must have the Reading Diagnosis Course Certification form completed and signed by the out-of-state university.

How to Apply for a Michigan Educator Certificate
All Michigan educator certificates and renewals must be applied for through the Michigan Online Educator Certification System (MOECS). The following steps need to be taken to obtain access to MOECS and apply for your certificate, renewal or additional endorsement:

Go to www.michigan.gov/moe cs
Click on “Click Here to go to the MOECS Login Page” Logo
Click on the “Create new Login Name/Password” link (if you are NEW to the system)
Follow the instructions and provide the required information to create your login name and password.
Print the confirmation page that contains your login name, password, and Michigan Education Information Systems (MEIS) account number.
Click on the link to return to MOECS.
Log into MOECS using the login name and password that you created.
After logging in, select “Educator” from the dropdown list.
Click on “Continue.”
Follow the instructions and provide the required information to self-register in MOECS.
Once you have successfully self-registered in MOECS, you will be sent an e-mail that contains a link to activate your account.
Click on that link and the MOECS login screen will appear.
Log into MOECS again, using the login name and password that you previously created.
Update and save your demographic information.
After you update and save your demographic information, the left navigation menus will appear on the screen.
Select “Apply for Educator Certificate or Renewal” from the left navigation menus.
Select the type of educator certificate that you are applying for or renewing from the dropdown list.*
Follow the instructions and answer all the questions.
Once you have completed the application process, a summary of your application will appear on the screen.
Review the summary and make sure that all the information and answers that you provided are correct.
After you have determined that the information on the application is correct, click on “continue.”
Read the advisory and check the boxes to verify that you have read and understood the advisory and that the information on the application is correct and true.
Enter your electronic signature and submit the application.
Once your application has been successfully submitted, you will receive a confirmation message.
If you completed your program or renewal credits through a college or university outside the State of Michigan, the confirmation message will list the documents that you need to submit to the Michigan Department of Education and provide an address where the documents must be sent. Evaluation of your credits or program for the purpose of Provisional certification, Provisional renewal or advancement to the Professional certificate will not occur until payment is made.
If you completed your program or renewal credits through a Michigan college/university, that college/university will contact you if they need you to provide additional documentation.

Adding Endorsements to Adventist and Michigan Credentials.
This section outlines criteria and procedures for adding an elementary or secondary endorsement at Andrews University. Other endorsements are also available.

Procedures for Adding Another Level of Certification—Elementary or Secondary
Develop a program for securing the additional level of certification in counselor with the Certification Registrar. Counsel with a Department of Teaching, Learning and Curriculum advisor as the program is being implemented. Apply for admission to the program and student teaching on the new level. Pass the MTTC Subject Area Exams(s) for any new endorsements. Apply to the Certification Registrar for a teaching certificate one semester of completing the program.

Adding an Elementary Endorsement to a Secondary Certificate
To add an elementary-level teaching endorsement to a secondary certificate, one must:
Have a valid secondary-teaching certificate Complete a major or two minors appropriate for the elementary level (See list of majors and minors under elementary certification at post-baccalaureate level, see here.) Pass the MTTC Subject Area Exam(s) for any new endorsement area(s) and the Elementary Professional Exam Complete professional education courses and the planned program minor (See here for specific requirements.) Apply for new endorsement

Adding a Secondary Endorsement to an Elementary Certificate
To add a secondary-level teaching endorsement to an elementary certificate, one must:
Have a valid elementary teaching certificate Complete a major and a minor appropriate to the secondary level (See list of approved majors and minors under secondary certification at post-baccalaureate level, see here.) Pass the MTTC Subject Area Exams for any new endorsements. Take EDTE 417 - Teaching Reading in the Secondary Content Areas Take EDTE 459 - Methods for Teaching Secondary School: Area Complete 6 credits of student teaching at the secondary level Apply for new endorsement

For additional information on adding endorsements in the State of Michigan please go to the following link:
https://eoe.state.mi.us/proprep/index.asp

Teacher, Administrator, School Counseling, and School Psychologist Certification

MICHIGAN CERTIFICATION RESOURCES
Michigan’s administrative rules change frequently. Certificate holders are responsible for understanding the effects of any changes. Please access the certification resources listed to keep current with changes.

Michigan Guidance Documents

- Educator Certificate Types
- Michigan Currently Issues the Following Certificates:
  - Standard Teaching Certificate
  - Two-Year Extended Standard Teaching and Standard CTE Certificates
  - Professional Teaching Certificate
  - Advanced Professional Teaching Certificate
  - Standard CTE Certificate
  - Professional CTE Certificate
  - Preliminary School Psychologist Certificate
  - School Psychologist Certificate
  - Temporary Teacher Employment Authorization
  - Internim Teaching Certificate
  - School Guidance Counselor License
  - Temporary School Counselor Authorization
  - Preliminary Employment Authorization to work as a School Counselor
  - School Administrator Certificate

Michigan no longer issues the following certificates; however, they are still valid for those who hold them and no additional professional learning requirements apply:
- 18-Hour and 30-Hour Continuing Certificate
- Permanent Certificate
- Full Vocational Authorization

Current Validity Levels (Teaching Certificates)
Elementary: An elementary certificate issued after September 1, 1988, is valid for teaching all disciplines grades K-5, all disciplines grades K-8 in a self-contained classroom, and the discipline area endorsement(s) as listed on the certificate, in grades K-8.

Secondary: A secondary certificate issued after September 1, 1988, is valid for teaching discipline area endorsements, as listed on the certificate, in grades 6-12.

Note: Prior to 1988, validity levels included “K-8 All Subjects” and “7-8 All Subjects” designations. These are still valid designations for individuals who hold these certificates.

Additional information regarding appropriate placement of teachers can be found in the Quick Reference: Courses That Can Be Taught and the Proper Placement Considerations documents.

- Standard Certificate Renewal

Standard Teaching Certificate Renewal
The Standard Teaching Certificate* is a five-year teaching certificate with unlimited renewals. Each renewal adds five years to the certificate’s validity. A renewal can be requested any time after January 1 of the expiration year.

Requirements: (One of the following)
- 150 hours of education-related professional learning.
- An education-related masters or higher degree earned at any time from a regionally accredited college or university (may be used one time to renew the Standard Teaching Certificate).
- A valid out-of-state teaching certificate (may be used one time to renew the Standard Teaching Certificate).

Education-Related Professional Learning Options:
One of the following education-related professional learning options must be earned since the issue date of the most recent Standard Teaching Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:
- 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or
- 6 semester hours in a planned course of study** from a regionally accredited college or university; or
- 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or
- 150 hours of Michigan District Provided Professional Development (DPPD) appropriate to the content and grade level of the certificate and endorsement.
- Any combination of the above.

Education-Related Professional Learning Hour Conversion:
- College credit: 1 semester credit = 25 professional learning hours
- SCECH Hours: 1 SCECH hour = 1 professional learning hour
- DPPD Hours: 1 DPPD hour = 1 professional learning hour

*The Standard Teaching Certificate replaces the Provisional Teaching Certificate pursuant to Administrative Rule 390.1101.
Professional Teaching Certificate Renewal

Professional Teaching Certificate Renewal
The Professional Teaching Certificate* is a five-year teaching certificate with unlimited renewals. Each renewal adds five years to the certificate’s validity. A renewal can be requested any time after January 1 of the expiration year.

Requirements: (One of the following)

• Education-related professional learning totaling 150 hours.

• A valid out-of-state certificate, appropriate for K-12 education may be used one time.

Education-Related Professional Learning Options:

One of the following education-related professional learning options must be earned since the issue date of the most recent Professional Teaching Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:

• 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or

• 6 semester hours in a planned course of study** from a regionally accredited college or university; or

• 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or

• 150 hours of Michigan District Provided Professional Development (DPPD) appropriate to the content and grade level of the certificate and endorsement. Any combination of the above.

Education-Related Professional Learning Hour Conversion:
• College credit: 1 semester credit = 25 professional learning hours
• SCECH Hours: 1 SCECH hour = 1 professional learning hour
• DPPD Hours: 1 DPPD hour = 1 professional learning hour
• Credits in a planned course of study** may include credits taken as part of an education-related master's or higher degree or credits in a program that leads to an endorsement.

Progressing to Professional Certificate

Progressing to the Professional Teaching Certificate before July 1, 2018
The Professional Teaching Certificate* is valid for up to 5 years and may be applied for any time requirements are met.

Requirements:

1. 3 years of successful teaching since the issue date of the initial Standard Teaching Certificate, within the content areas and grade level of the Standard Teaching Certificate; and

2. 6 semester credit hours of reading methods course work for elementary teachers and 3 semester credit hours for secondary certified teachers. If you completed your teacher preparation program in Michigan since 1985, you have met this requirement; and

3. 3 semester credit hours of reading diagnostics and remediation, which includes a field experience. This credit can be applied toward the professional learning requirement listed below assuming the credit was earned after the issue date of the most recent certificate or renewal; and

4. Education-related professional learning totaling 150 hours; or

An education-related master’s or higher degree earned at any time (even if previously utilized to renew the Standard Teaching Certificate) from a regionally accredited college or university.

Education-Related Professional Learning Options:

One of the following education-related professional learning options must be earned since the issue date of the most recent Standard Teaching Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:

• 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or

• 6 semester hours in a planned course of study** from a regionally accredited college or university; or

• 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or

Advanced Professional Education Certificate

Advanced Professional Teaching Certificate

Facts-At-A-Glance:

• The Advanced Professional Teaching Certificate became available starting January 1, 2017

• Valid for up to 5 years and recognizes completion of an approved Teacher Leader program or achieving National Board certification through the National Board for Professional Teaching Standards

• Recognizes highly effective annual evaluation ratings*

• Intended to be an indication of an educator’s advanced skills and training in master teaching and/or teacher leadership

• Can be applied for at any time after receiving the Professional Teaching Certificate (or even after the Professional Certificate’s expiration), as long as the requirements have been met

• Educated-related professional learning is not required for the initial Advanced Professional Teaching Certificate, but are required for all subsequent renewals

• School districts approach assignments and benefits associated with the certificate differently; therefore, we encourage you to talk with your school and district leaders about your district’s approach

Requirements:

1. A Professional Teaching Certificate

2. Completion of an approved Michigan Teacher Leader program or certification through the National Board for Professional Teaching Standards

3. Teacher Leader or National Board designation must be noted on the certificate prior to submitting application for an Advanced Professional Teaching Certificate

4. Highly effective ratings for 3 out of the 5 most recent end-of-school-year annual evaluations under MCL 380.1249*

5. No ineffective ratings within the 5 most recent end-of-school-year annual evaluations under MCL 380.1249*

*For additional information on educator evaluations and ratings, please visit the educator evaluations website or email questions to MDE-EdEvals@michigan.gov.

Application for Advanced Professional Certificate

It is also important to verify that the appropriate effectiveness ratings were imported from the Registry of Education Personnel, database the schools use to report educator effectiveness ratings.

Questions regarding the ratings that are viewable (or not viewable) in an individual’s Michigan Online Educator Certification System (MOECS) account should be directed to the employing school or school district

Once the requirements for the Advanced Professional Teaching Certificate have been met, application is made through the MOECS.

Additional Information

Costs associated with obtaining an Advanced Professional Teaching Certificate
The National Board Teaching Certificate Programs and Teacher Leader programs are fee-based programs. Additionally, the certificate has a state-issued application fee and five-year renewal fees of $210.

Permanent, Life or Continuing Certificate Holders
Holders of these certificates types may select to obtain the Advanced Professional Teaching Certificate. However, unlike the Permanent, Life or Continuing certificates, this certificate requires criteria for renewal every five years. Obtaining this certificate will put the holder on the renewal track requiring professional learning hours every five years.

Preschool or Nonpublic School Teacher Evaluations
The Michigan Department of Education, in coordination with nonpublic and early childhood stakeholders, are working out the details of how this affects Professional certificate holders who are not working in K-12 public schools and wish to progress to an Advanced Professional Teaching Certificate. We hope to provide additional information soon.

Multiple Ratings in a Single Year
The legal language for progressing to an Advanced Professional Certificate states that (in addition to other criteria) an individual must be “…at least as highly effective …or 3 out of the 5 most recent school years [and]...as not been rated ineffective within the 5 most recent school years.” An educator will not be able to progress to the Advanced Professional Certificate if he/she has an ineffective rating. Put simply, the ratings default to the lower rating.

National Board Certification

Additional information regarding National Board Certification and how it is recognized in Michigan is available in this guidance document.

Out of State Applicants

Out-of-State Applicants
Michigan has signed an Interstate Compact Agreement (ICA) with every state agreeing to accept out-of-state teacher preparation programs and teaching certificates on a reciprocal basis for initial certification. However, the terms of the agreement address both traditional teacher preparation programs and alternative route teacher certification programs and each certificate and/or program must be evaluated under the terms of this agreement.
Out-of-state certification programs and credentials may differ from Michigan programs and credentials; however, under the ICA, the Department attempts to match out-of-state certificates, grade levels and content endorsements, as closely as possible.

To determine reciprocity under the ICA, an evaluation must be completed. For this to happen, an application must be submitted using the Michigan Online Educator Certification System (MOECS). MOECS will determine the certificate type (provisional or professional) being applied for based on answers to the application questions. Accurate responses and supporting documentation are required. Reciprocity notwithstanding, Michigan certification is not guaranteed and ancillary state requirements exist in Michigan law (e.g., testing).

STANDARD CERTIFICATE
The Standard Teaching Certificate and the Standard CTE Certificate are the initial certificate issued to teachers who have completed an approved out-of-state teacher preparation program.

Program and Certificate Requirement:
An applicant who has completed a state-approved teacher preparation program including student teaching in another state can submit an application to be evaluated for certification.

OR
An applicant who has completed an alternative route teacher certification program in another state and holds a valid, standard teaching certificate issued based on completion of that program can submit an application to be evaluated for certification. This is not applicable to applicants who have temporary, preliminary, or interim teaching certificates from other states.

Source: NASDTEC Interstate Compact Agreement signed in accordance with Teacher Certification Code R 390.1130 Reciprocity

First Aid and CPR Requirement:
The applicant must also have current training in first aid and adult CPR from an approved source such as the American Red Cross or the American Heart Association.

Source: Section 1531d of Public Act 451 (1976) as amended, MCL 380.1531d

Testing Requirement:
After an evaluation of application documents, the applicant will be notified per a MOECS evaluation letter as to what appropriate subject area tests are to be taken via the Michigan Test for Teacher Certification (MTTC) in addition to the basic skills exam.

Beginning October 1, 2017, candidates seeking initial teacher certification through the Michigan Department of Education (MDE) must take the SAT as the basic skills exam unless the candidate meets the alternate testing requirement outlined in the testing guidance document.

Source: Section 1531(3) of Public Act 451 (1976) as amended, MCL 380.1531(3)

Temporary Teacher Employment Authorization:
If the applicant holds a valid, standard teaching certificate from another state, the applicant can be issued a nonrenewable Standard Temporary Teacher Employment Authorization (T2EA) that authorizes his/her employment in a Michigan school for one year. The applicant can be employed as a teacher for a year while working to pass the required tests. Additional time for testing is allowable, but without T2EA validity.

Please note that once the T2EA has been issued, the law requires the passage of the tests and reciprocal evaluation for the Professional Teaching Certificate as the initial Michigan certificate can no longer be provided.

Source: Section 1531(16) of Public Act 451 (1976) as amended, MCL 380.1531(16)

PROFESSIONAL CERTIFICATE
If an applicant who has completed an out-of-state approved teacher preparation program and holds a valid, standard teaching certificate from that state and meets all the requirements for the Professional Teaching Certificate or a Professional CTE Certificate listed below, he/she can be evaluated for the Professional certificate as his/her initial Michigan teaching certificate.

An applicant who qualifies for the Professional certificate as his/her initial Michigan certificate is not required to test.

Planned Program/Degree Requirement:
The applicant must have at least eighteen (18) semester hours in a planned program completed since the issuance of his/her initial, standard teaching certificate or have earned at any time an approved Master’s or higher degree.

Teaching Experience Requirement:
The applicant must have three (3) years of successful teaching experience matching the validity of his/her standard teaching certificate from another state since it was initially issued.

Valid Certificate Requirement:
The applicant must hold a valid standard certificate from another state in the subject area(s) and grade levels for which he/she is seeking Michigan certification.

Reading Methods Requirement:
The applicant must have six (6) semester credit hours of reading methods if elementary certified or three (3) semester credit hours of reading methods if secondary certified.

Source: Section 1531(6) of Public Act 451 (1976) as amended, MCL 380.1531(6)

ADMINISTRATOR CERTIFICATE
An applicant who has completed an out-of-state approved administrator certification program can use the program to submit an application to be evaluated for certification. The application must be submitted to the Michigan Online Educator Certification System (MOECS). Accurate responses and supporting documentation are required to be evaluated.

• Out of Country Applicants
Application Guide for Teachers from Outside the United States

If you are a teacher from another country who has completed a teacher preparation program including student teaching outside the United States (U.S.) you may use that program to apply for a Michigan teaching certificate. You do not need to be a U.S. citizen or a Michigan resident to qualify for Michigan teacher certification.

To apply for a Michigan teaching certificate you must use the Michigan Online Educator Certification System (MOECS). On the MOECS homepage under the heading "Educator Applicants" you will find instructions on how to create a login and password to gain initial access MOECS.

If you do not have a U.S. social security number, you will need an identification number to apply. An identification number can be obtained by calling this office at 517-373-3310.

Michigan issues several types of certificates. You will be applying for either the Standard Teaching Certificate or the Professional Teaching Certificate, an advanced level certificate. For similar guidance on obtaining certification in Michigan can be found in the out-of-state applicant guide. MOECS will determine which certificate you are applying for based on your answers to the application questions.

Once you have submitted your application, MOECS will send you an email that explains how to pay the $210.00 application evaluation fee online using a debit or credit card. MOECS will also tell you how to print an application cover letter. The MOECS generated cover letter will have a checklist of the documents you will need to provide and instructions on how to mail the documents to this office.

As a teacher prepared in another country, one of the documents you will have to provide is an original course-by-course evaluation report from a recognized evaluation service (unless you completed a teacher preparation program in Canada and hold a teaching certificate from Ontario, Newfoundland, Quebec or Saskatchewan). The course-by-course evaluation report converts your course work and degree(s) into U.S. standards.

We accept transcripts from three international credential evaluation services. We are not accepting application for additional service providers at this time. Our requirement for all these service providers are as follows:
• non-profit organization;
• members in good standing with National Association of Credential Evaluation Services (NACES).

World Education Services, Inc.
P.O. Box 5087
Bowling Green Station
New York, NY 10274-5087
Telephone: 212-966-6311
Chicago Telephone: 312-222-0882
Fax: 212-739-6120
Email: info@wes.org

International Education Research Foundation, Inc.
P.O. Box 3665
Culver City, CA 90231-3665
Telephone: 310-258-9451
Fax: 310-342-7086

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
Telephone: 414-289-3400
Once your credentials have been evaluated and it has been determined you meet requirements for a Michigan teaching certificate you will be emailed either an evaluation report that indicates the tests you need to pass from the Michigan Test for Teacher Certification in order for your Standard Teaching Certificate to be issued or a notice that your Professional Teaching Certificate has been issued. The status of your application can be viewed at any time using the MOECS. MOECS also allows educators to utilize other convenient features relating to their certification, including printing your certificate. Please note that if you experience difficulty accessing the MOECS from a location outside of the U.S., additional support can be obtained by contacting MOECCSSupport@michigan.gov.

### Alternate Routes to Certification and Endorsements

**Alternate Route to Michigan Certification or Endorsement**

In Michigan, teacher preparation is guided by law, state administrative rules, and teacher preparation program standards. Michigan law and rules require that all individuals complete an approved preparation program (e.g., math, elementary, English) to obtain initial certification or add endorsements to a certificate.

The alternative route to teacher certification is a non-traditional preparation program designed for individuals who hold a minimum of a bachelor's degree and are seeking to complete an expedited teacher preparation program while employed as a teacher under an Interim Teaching Certificate (ITC). Accordingly, employment in teaching the content area is a pre-requisite to issuing additional certification or endorsement. Individuals may complete this pathway regardless of whether they are seeking initial certification in Michigan or are already certified and wish to add an additional endorsement. Please note that under law, career and technical education Classifications of Instructional Programs (CIPs), early childhood and special education endorsements are not available through this pathway.

**Program Description and Candidate Eligibility**

As specified in law (MCL 380.1531i), alternative route programs approved by the Michigan Department of Education (MDE) and the Michigan Superintendent of Public Instruction (SPI) must include the equivalent of at least 12 semester credit hours and training in the following areas:

- child development or child psychology;
- family and community relationships;
- diverse learners;
- instructional strategies; and
- a form of field-based experience in a classroom setting.

Candidates are eligible for enrollment in an alternative route program if they meet the following legislated selectivity criteria:

1. minimum of bachelor's degree;
2. 3.0 GPA on 4.0 scale;
3. passage of the Michigan basic skills examination;
4. passage of the appropriate discipline area Michigan Test(s) for Teacher Certification;
5. CPR/First Aid certification (MCL 380.1531d); and
6. Federal Background Check (R 390.1201).

All state-approved alternative route programs can be found using the MDE approved program database. Please contact providers directly for additional information about program coursework, requirements and application procedures.

**Interim Teaching Certificate (ITC)**

The ITC is a Michigan-issued teaching certificate that entitles the holder to teach full-time in a Michigan school as the teacher of record. The ITC is a 5-year certificate; validity begins the month of issuance and expires on June 30 of the expiration year. This certificate can only be issued once, and under no circumstances be renewed. Additionally, once the certificate is issued no additional endorsements may be added to it.

In order to maintain the ITC, an individual must continue to be enrolled in the alternative route preparation program. If an individual withdraws from an alternative route, an alternative route preparation program must notify the MDE. In addition, the alternative route preparation program must notify the K-12 school in which the individual is teaching to inform them that the individual may no longer be placed in a K-12 teaching assignment under the ITC. Should the K-12 school wish to retain the individual as a teacher, the school administrator must apply to the MDE for a substitute permit.

To progress the ITC to a Standard Teaching Certificate or to add the endorsements from an ITC to an existing certificate, an individual must:

1. have successfully completed the entire alternative route program, successfully completing all key assessments;
2. have taught successfully for three years, within the validity of their endorsement areas (a minimum of 12 weeks per endorsement area);
3. make application for certification within the Michigan Online Educator Certification System (MOECS); and
4. be recommended by the alternative route provider.

**Additional Information**

Ideally, an alternative route to teacher certification is a collaborative effort between the teacher candidate, preparation provider, and K-12 school district. All three should work together to support the candidate in learning to teach, while ensuring K-12 learners’ growth and development.

There are two paths that may lead an individual to the alternative route program and ITC:

1) the individual has a job opportunity and is seeking certification/endorsement in that area; or
2) the individual seeks certification or an additional endorsement to increase employment opportunities.

An individual who does not hold appropriate certification or endorsement for an assignment for which they would like to be employed should work with the employer to fully understand the options for obtaining certification/endorsement.

Individuals without an employment opportunity should work with an approved alternative route program provider to investigate regional job markets and needed content areas and to secure employment.

### School Counselor License

**School Counselor License**

**In-State Applicants:**

Applicants who are enrolled in a school counselor program at an approved Educator Preparation Institution will be evaluated for eligibility of a School Counselor License (SCL) by the in-state university certification officer. An evaluation for a school counselor credential may lead to an applicant initially being recommended for a Preliminary Employment Authorization to Work as a School Counselor and subsequently a SCL. The SCL is valid for 5 years and is issued to candidates who have fulfilled all Michigan institutional and academic requirements, including the following:

- Completion of at least 30 graduate level semester hours in an approved schoolcounselor education program; and
- All program requirements including an internship of not less than 600 clock hours based on approved school counselor program in a school district under the supervision of a credentialed school counselor or a school counselor educator. At least 300 of the 600 clock hours shall be in a school setting; and
- Passage of the Michigan Test for Teacher Certification (MTTC) School Counselor examination.

**Out-of-State Applicants:**

Applicants who complete all requirements of an approved, out-of-state school counselor education program and/or fulfilled other requirements are evaluated for a School Counselor License (SCL) by the Michigan Department of Education, Office of Professional Preparation Services. This license is valid for 5 years and is issued to candidates who have fulfilled all out-of-state institutional and academic requirements applicable to being evaluated by MDE for a Michigan SCL, including:

- Applicant completed a Master's degree or higher in a school counselor educator program including internship in a school setting at an out-of-state university or its equivalency OR
- Applicant has earned a Bachelor's degree AND has successfully worked out-of-state as a school counselor 5 out of the immediately preceding 7 years, plus holds a valid school counselor certificate/license issued by another state.
- Passage of the Michigan Test for Teacher Certification (MTTC) School Counselor examination is required.

Additional information on SCL renewals is also available.

### Out of State Temporary School Counselor Authorization

**School Counselor: Out-of-State Temporary School Counselor Authorization**

The Temporary School Counselor Authorization (TSCA) is an interim credential for applicants who have completed all requirements of an out-of-state, approved school counselor educator program or its equivalency, including an internship in a school setting. Applicants who receive this authorization are seeking an initial Michigan School Counselor License (SCL).
Upon issuance of the TSCA applicants are eligible to be hired to work as a school counselor within a K-12 school while completing Michigan testing required for issuance of the SCL.

The TSCA is valid for one year and is non-renewable.

Criteria:
Those who complete an advanced degree program including an internship in a school setting via an approved school counselor education program may be evaluated for a TSCA. Applicants who earn a Bachelor degree and have 5 years of successful experience out of the immediate preceding 7 years, serving as a school counselor and who hold a valid out of state school counselor certificate may be eligible for the TSCA.

Applicants who receive the TSCA authorization are evaluated for certification by the Office of Professional Preparation Services of the Michigan Department of Education (MDE) but have yet to take and pass the Michigan Test for Teacher Certification (MTTC) School Counselor examination.

Application Process:
Applicants submit an application for a School Counselor License by accessing the Michigan Online Educator Certification System (MOECS). MDE will evaluate individuals for eligibility of the TSCA after an application is submitted online, the application processing fee has been paid and all supporting application documents have been received by the Office of Professional Preparation Services.

Note:
In MOECS applicants will need to select they are submitting an application for a SCL. As part of the application process a series of questions will need to be answered. The answers provided by the applicant are used in the evaluation process to determine an applicant's eligibility to be issued the TSCA.

**Preliminary School Counselor**

**Preliminary Employment Authorization to Work as a School Counselor**
This Authorization is an interim credential for applicants exclusively enrolled in an in-state approved Educator Preparation Institution (EPI) completing a school counselor endorsement program, a School Counselor License (SCL) or both. In-state university applicants are to seek the consultation of their university advisor for questions regarding eligibility of the Preliminary Employment Authorization to Work as a School Counselor.

Upon issuance of this credential, individuals are eligible to be hired by a Michigan school district to serve as a school counselor.

The Preliminary Employment Authorization to Work as a School Counselor is valid for 3 years and is non-renewable.

Criteria:
Applicants who complete a minimum of 30 semester credit hours in an in-state counselor education program and who pass the School Counselor License (SCL) or both. In-state university applicants are to seek the consultation of their university advisor for questions regarding eligibility of the Preliminary Employment Authorization to Work as a School Counselor by a Michigan EPI that has approval to prepare individuals to work in the field of school counseling.

Individuals are expected to complete the remainder of any coursework, including practicum or internship in order to be recommended for a school counselor endorsement on a Michigan teaching certificate, a SCL or both, during the validity of this authorization.

Application Process:
All applicants submit an application on the Michigan Online Educator Certification System (MOECS). In-state university enrollee applications will electronically be sent to the (EPI) to assess eligibility for approval of the Preliminary Employment Authorization to Work as A School Counselor.

Note:
On the Michigan Online Educator System (MOECS) applicants will need to select they are applying for an endorsement or the School Counselor License. If seeking both credential types in-state applicants will need to submit two different application fees and apply for each credential separately.

**School Psychologist Certification**

**School Psychologist Certification**
A person employed as a school psychologist in a Michigan school is required to hold a valid Michigan School Psychologist Certificate or a Preliminary School Psychologist Certificate.

An application for a School Psychologist Certificate or Preliminary School Psychologist Certificate is created through the Michigan Online Educator Certification System (MOECS).

**Preliminary School Psychologist Certificate** (R 380.204 & 380.205) Valid for 3 years and available to individuals who meet the following requirements:
1. Complete a graduate degree in an approved school psychology certification program (no less than 45 semester credit hours); and
2. Complete a 600 clock-hour, supervised practicum in school psychology; and
3. Possess a valid out-of-state school psychologist certificate or license if the school psychologist program was completed in another state.

**Preliminary School Psychologist Renewal** (R 380.204 & 380.205) A one-time, 3-year renewal may be granted upon application and verification of one of the following:
• Six (6) semester credit hours in an approved school psychologist program from an Educator Preparation Institution. The credit must be completed since the issue date of the preliminary psychology certificate; or
• A valid, out-of-state school psychologist certificate.

**School Psychologist Certificate** (R 380.206) Valid for 5 years and available to individuals who meet the following requirements:
1. Possess a current or expired Preliminary School Psychologist Certificate; and
2. Complete a state-approved specialist-level degree or the equivalent (no less than 60 semester credit hours) in school psychology with a 1200 clock-hour internship from an Educator Preparation Institution (EPI). An out-of-state applicant may qualify for a School Psychologist Certificate (R 380.206), valid for 5 years, as an initial certificate if the individual meets the following requirements:
1. Complete a specialist-level degree or the equivalent (no less than 60 semester credit hours) in school psychology with a 1200 clock-hour internship from an out-of-state Educator Preparation Institution; and
2. Possess a valid Nationally Certified School Psychologist (NCSP) credential issued by the National Association of School Psychologists, (NASP) or a valid, standard school psychologist certificate from the state where the program was completed.

**School Psychologist Renewal** (R 380.206) Valid for 5 years and renewable using one of the following options:
Option A: One of the following Education-related professional learning options completed since the issue date of the most recent school psychology certificate or renewal and logged into MOECS:
• 6 semester credit hours appropriate for performing the roles of a school psychologist from a regionally accredited college or university;
or
• 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate for performing the roles of a school psychologist; or
• 150 hours of Michigan District Provided Professional Development (DPPD) appropriate for performing the roles of a school psychologist.
3. Possess a valid Nationally Certified School Psychologist (NCSP) credential.
Option B: A valid Michigan Professional Teaching Certificate.
Option C: A valid Nationally Certified School Psychologist (NCSP) credential.
Option D: A valid out-of-state school psychologist certificate (within five years preceding the application for renewal). Option D is for a one-time renewal only.

**Education-Related Professional Learning Hour Conversion:**
• College credit: 1 semester credit = 25 professional learning hours
• SCECH Hours: 1 SCECH hour = 1 professional learning hour
• DPPD Hours: 1 DPPD hour = 1 professional learning hour

All applications for initial certification and renewal are submitted through MOECS. Here are instructions for creating an initial MOECS account and checking your application status in MOECS after an application has been created. If you use District Provided Professional Development to renew your school psychologist certificate, you will need to have the DPPD form completed by your employing district.

**Administrator Certificate Requirements**

**School Administrator Certificates**
School administrators whose primary responsibility is administering instructional programs must hold a valid School Administrator Certificate. This includes the following positions:
• Superintendent
• Principal
• Assistant Principal
• Chief Business Official

**Requirements for standard School Administrator Certification:**
Building Level Administrator:
• Completion of an approved master's degree or higher in educational leadership or administration earned at any nationally accredited college or university.
Central Office Administrator:
• Possession of a master's or higher degree.
• Completion of at least 21 semester credit hours at the post-master’s degree level earned at any regionally accredited college or university. The program must include advanced studies in K-12 school administration. Michigan approved School Administrator Certificate preparation programs can be found within the Michigan Department of Education's searchable program database.

Experience-Based School Administrator Certification:
An individual hired as a school administrator on or before January 4, 2010, is not required to hold the Administrator Certificate for their current position at this time. They must, however, meet and maintain the education-related professional learning requirements described in the School Administrator Certificate Renewal guidance document.

Beginning September 1, 2018 school administrators authorized and employed under the experience-based provision in Michigan Compiled Law (MCL) 380.1246(1)(a) will be required to hold the new Experience-Based School Administrator Certificate or obtain the School Administrator Permit.

Under MCL 380.1246(3) a non-certified person who was not hired as an administrator on/or before January 4, 2010 and does not hold the standard School Administrator Certificate, may be hired to fill a school administrator position if the following requirements are met:
• The individual must, within 6 months of their hire date, enroll in a program leading to certification as a school administrator. Enrollment must be verified by the provider and include evidence of payment of enrollment fees.
• The program must be completed and certification must be issued within 3 years. Beginning September 1, 2018 administrators hired and employed without certification must obtain the School Administrator Permit while they meet the requirements MCL 380.1246(3).

Note: No extensions are available or provided for in law.

Administrator Certificate Renewal Requirements
School Administrator Certificate Renewal
The School Administrator Certificate is a five-year certificate with unlimited renewals. Each renewal adds five years to the certificate's validity. A renewal can be requested any time after January 1 of the expiration year.

Requirements: (One of the following)
• Education-related professional learning totaling 150 hours.
A valid out-of-state certificate, appropriate for K-12 administration may be used one time.

Education-Related Professional Learning Options:
One of the following education-related professional learning options must be earned since the issue date of the most recent School Administrator Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:
• 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or
• 6 semester hours in a planned course of study** from a regionally accredited college or university; or
• 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or
• 150 hours of Michigan District Provided Professional Development (DPPD) appropriate to the content and grade level of the certificate and endorsement.
• Any combination of the above.

Education-Related Professional Learning Hour Conversion:
• College credit: 1 semester credit = 25 professional learning hours
• SCECH Hours: 1 SCECH hour = 1 professional learning hour
• DPPD Hours: 1 DPPD hour = 1 professional learning hour
NOTE: A school administrator who holds a valid Michigan Professional Education Certificate shall be considered as meeting the professional learning requirement upon evaluation.
**Credits in a planned course of study may include credits taken as part of an education-related master's or higher degree or credits in a program that leads to an endorsement.

Initial MOECS instructions
MOECS Login and Access
The Michigan Online Educator Certification System (MOECS) is available to educators who hold a valid or expired Michigan certificate or who wish to apply for a Michigan certificate.
To create an account go to: https://www.michigan.gov/moecs.

1. On that page, click on the big blue box that says "Click here to go to the MOECS login page."
2. Click on "Login Assistance."
3. Enter your first and last name and the last 4 digits of your social security number. MOECS will determine you do not have an account and you will be redirected to create one.
4. PRINT YOUR CONFIRMATION PAGE TO RETAIN VITAL LOG-IN INFORMATION!
5. Return to the MOECS access page.
6. Click on the big blue box that says "Click here to go to the MOECS login page".
If you are having trouble logging into MOECS please keep in mind that your password is case sensitive, is at least 8 characters, and contains at least one uppercase letter and either one number or one special character.
7. Once logged in you must register. Answer the first question: "Would you like to register as:"
8. Choose the appropriate option: e.g. Educator.
9. Complete the first part of the registration and save.
10. Log out and log back in.
11. Answer the security question.
12. Complete the second part of the registration and save.
Congratulations! You now have access to MOECS. Blue navigation buttons will appear in the left menu providing you with many convenient features. Detailed instructions are also available here.

Logging DPPD
DPPD: Logging it into MOECS
District Provided Professional Development (DPPD) is the professional development offered by a Local Education Agency (LEA) in order to fulfill the requirements of Michigan Compiled Law (MCL) Section 380.1527. This legislation requires LEAs to offer five (5) days of teacher professional development annually. Public or non-public schools, public school academies, or intermediate school districts can offer DPPD.

DPPD is logged into the Michigan Online Educator Certification System (MOECS) as part of the application process for certificate renewal or progression to the Professional Teaching Certificate. To enter your DPPD and apply for certification, complete the following steps:
1. Log into your MOECS account.
2. Click on the "View Professional Learning" navigation button on the left side of the screen and then the "District Provided PD" tab.
3. Enter each DPPD activity and complete all required information. Before you enter the DPPD ensure that each item meets ALL of the following criteria:
   A category for the DPPD must be selected; pick the one that seems most applicable.
   The title of the DPPD MUST be specific. DPPD that is identified as "PD," "Professional Learning," or a similar generic term will be disqualified.
   DPPD must have been earned within the prior 5 years of the application and after the issue date on the most recently issued certificate.
   DPPD must be appropriate for the endorsements and grade levels of the certificate.

If you are employed by a nonpublic school, and that school is not in the drop-down school selection field, it means the private school has NOT agreed to allow education-related professional learning to be used as DPPD. Educators should contact the school/district for additional information.

4. Click the "Totals" tab to verify the professional learning (college credits, State Continuing Education Clock Hours [SCECHs], and/or DPPD) in the system meets the 150 hour requirement.
5. Print the log of DPPD hours you entered in MOECS using your computer's print screen function.
6. Complete your section of the District Provided Professional Development form. This is the only form that may be used to verify DPPD. This form is available in MOECS.

7. Attach the DPPD form for the appropriate school year to the DPPD log(s) printed from MOECS in Step 5.
8. Delete any DPPD that the district will not verify with a signature/initials. Ensure that the total still reaches 150.
9. Submit the DPPD form with the DPPD log(s) to your Principal/School Designee for the required verification and signature. It is your responsibility to consult with your school district on the appropriate person to sign the DPPD form and initial the DPPD log(s). A private/non-public school that has not agreed in writing to have their DPPD audited CANNOT sign off on your form. You will be asked to submit the signed DPPD form and initialed DPPD log(s) to the Office of Professional Preparation Services during the application process if you are progressing to the Professional Teaching or the Professional CTE certificate.
If you are renewing a Professional Teaching, Professional CTE, School Counselor, School Psychologist Certificate, or School Administrator Certificate, you will retain the DPPD form and DPPD log(s) in case of audit.
10. You may not apply to progress/renew your certificate until the DPPD form has been signed and the DPPD log(s) have been initialed by your school district. The application for progressing/renewing a certificate is found by clicking on the navigation button on the left entitled "Apply or Renew" in MOECS. Then, click on the drop-down and select "Teacher Certificate or Renewal of Teaching Certificate"
and continue completing the application. Print the applicant cover sheet as directed and submit the required documentation for educators progressing to a Professional/CTE certificate.

11. Once the application has been submitted, you will receive an email with a link to pay for your certificate with a credit/debit card. You can monitor the status of your certificate using MOECS.

12. Individuals progressing to a Professional Teaching or Professional CTE certificate will be placed in line to be evaluated after paying and submitting the required documentation. When the evaluation is completed, an email notification requesting additional documentation OR approving the application will be sent. Once approved, the certificate can be printed in MOECS by clicking on the navigation button entitled "Print Certificate."

12. Individuals renewing a Professional Teaching, Professional CTE, School Counselor, School Psychologist Certificate, or School Administrator Certificate, can print the certificate in MOECS immediately after submission by clicking on the navigation button entitled "Print Certificate". Please retain your professional learning records for audit purposes.

All certificates must be signed and notarized by a Notary Public before they become valid.

• Criteria for Accurate Teacher Application Documentation

District Provided Professional Development Documentation
District Provided Professional Development (DPDP) obtained through a Michigan public school/school district or public school academy may be used to renew all Michigan certificate types.

Educators employed in non-public schools wishing to use DPPD must contact their employer directly to discuss their options. Non-public school employees may use DPPD if the non-public school agrees to meet the criteria outlined in the February 24, 2015 memorandum and also agrees to auditing and documentation requirements using the Non-public District Provided Professional Development OPT-in/Out form.

All DPPD hours must be verified and approved by an educator’s Principal/School Designee before the hours can be used for certificate renewal. Educator’s must obtain the District Provided Professional Development Form and follow the instructions carefully for accurate submission.

Please note: Forms are updated regularly as requirements change. It is important to use the most up-to-date form. This can be accomplished by retrieving the form each time you renew directly from your MOECS account.

Work Experience Documentation
Teaching experience is required when progressing to the next level teaching certificate and must be documented on the "Teaching - Work Experience" form. This form is located in your MOECS account under the "Forms" bar in the left navigation menu.

The "Teaching - Work Experience" form must be filled out completely, with the appropriate signatures, by the employing school. The educator service rating at the bottom of the form must also be completed. Third party substitute agencies may not complete this form.

Please note that the status of your application can be viewed at any time using the MOECS. MOECS also allows educators to utilize other convenient features relating to certification, including the printing of a certificate.

• Checking For Application Status

Status of My Application
Once you have applied for an initial Michigan certificate/license, renewal of a Michigan certificate/license, or an additional endorsement, you can check the status of your application by logging into your account within the Michigan Online Educator Certification System at: www.michigan.gov/moecs.

1) Login to MOECS
If you are unable to gain access your account, please click Login Assistance.
2) Once you have confirmed and/or updated your demographics, you will be directed to your Home Page.
3) Your Home Page will include all your pending certificate applications and the status of each.
4) You will see one of the following status indications:

**Please note that January, as well as May through August, are our busiest times of year. Additional time for processing may be required during these busy months.

• Reading Course Requirements

Reading Coursework Requirements for Michigan Teacher Certification

Michigan's Teacher Certification Code contains two distinct requirements in the teaching of reading that all teachers must complete, one of which must be completed prior to earning an initial standard teaching certificate, and the other of which must be completed prior to advancing to a professional teaching certificate.

Reading Methods Requirements for Standard Teaching Certification
In order to be recommended for an initial elementary provisional teaching certificate, teacher candidates must complete six (6) credit hours in the teaching of reading. In order to be recommended for an initial secondary provisional teaching certificate, teacher candidates must complete three (3) credit hours in reading instruction as appropriate to the content area in which they are seeking an endorsement. These requirements are set forward in R390.1123(2) of the Teacher Certification Code. Standards for the elementary and secondary coursework are available on the Michigan Department of Education website. Teacher candidates who complete an approved alternative route program to teacher certification have satisfied this requirement.

Reading Diagnosis/Remediation Requirements for Professional Teaching Certification
In order to advance to a Professional Teaching Certificate, teachers must satisfactorily (grade of C or better or the equivalent) complete an additional three (3) credit approved course of study in the diagnosis and remediation of reading disabilities and differentiated instruction. This requirement is set forward in R390.1132(4) of the Teacher Certification Code, and Michigan Compiled Law 380.1531(4) provides additional details on the content that this course of study must cover. The Office of Professional Preparation Services (OPPS) maintains a list of approved courses offered by Michigan colleges and universities to satisfy this requirement. While it is possible to complete this requirement through an out-of-state institution, the OPPS only approves and maintains a directory of courses from Michigan educator preparation providers. The OPPS does not approve courses from out-of-state institutions, but rather requires teachers who complete a course of study offered by an out-of-state provider to submit a verification form signed by an appropriate authority at the provider attesting that particular courses completed by candidates for a professional certificate meet Michigan’s requirements for this course of study.

• Locating Your PIC

Locating Your Personal Identification CODE (PIC)
If you have a Michigan Online Educator Certification System (MOECS) account and you need your PIC.
1) Login to MOECS
2) Using the Navigation Menu "Manage Demographics" on the left side of the screen, move to the "Personal Information" screen. If you have a PIC it will be located adjacent to the PIC Field.
If "Not Available" populates your PIC value, MOECS does not have a PIC for this account. You will need to contact MOECSsupport@Michigan.gov.

• Adding An Endorsement to a Valid Certificate

Adding an Endorsement to a Michigan Teaching Certificate
An endorsement can be added to a Michigan teaching certificate by way of one of the following paths:
1) Complete a state-approved endorsement program with at least 20 semester credit hours of coursework through a state-approved Educator Preparation Program (EPP). The program can be completed through a Michigan institution, an Michigan approved alternative route program, or an institution located in another state.
2) Complete another state's approved endorsement program with less than 20 semester credit hours of coursework and hold the endorsement on a valid, standard out-of-state teaching certificate.
3) Successfully teach in another state within the endorsement area for a minimum of three years since adding the endorsement to the out-of-state certificate. Note: The out-of-state teaching certificate must be valid during the three years of successful teaching experience, but does not have to be valid at the time of application.

An application to add an endorsement to a valid Michigan teaching certificate is created through the Michigan Online Educator Certification System (MOECS).

Teachers who have completed endorsement programs at Michigan institutions must work directly with their certification officer to ensure the application is processed correctly.

Teachers who have completed out-of-state endorsement programs will be evaluated by the Office of Professional Preparation Services (OPPS). Applicants must satisfy all the requirements for the endorsement and pass the Michigan Test for Teacher Certification (MTTC) endorsement test before the endorsement can be added to the Michigan teaching certificate. Teachers are not encouraged to take the MTTC until the OPPS evaluation is completed and an evaluation report is available on the OPPS website.
The Basic Teaching Certificate is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See Manual for SDA Certification Requirements K–12 for specifics.

Adventist Standard Certificate

The Standard Teaching Certificate may be issued to an applicant who meets initial General Eligibility Requirements. Meets the requirements for a Basic Teaching Certificate. Completes a minimum of three years of full-time teaching or equivalent. Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirement of the Basic Teaching Credential.

Renewal of Adventist Standard Certificate

The Standard Teaching Certificate is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See Manual for SDA Certification Requirements K–12 for specifics.

Adventist Professional Certificate. Seventh-day Adventist teachers desiring Professional Certification must meet the following criteria:

Meet initial general eligibility requirements. Qualify for the Standard Teaching Certificate Meet one of the following: Hold a master’s degree. Complete a prescribed fifth-year program for teachers. Earn 40 semester hours of graduate/post-baccalaureate upper-division credit. Have 30 semester credits in professional education courses and/or in no more than two areas of certification endorsement. Earn graduate/post-baccalaureate upper-division credit in at least two of the areas listed below: Curriculum Improvement of instruction Learning theory/style Education of the exceptional child Trends and issues in education Multi-cultural education

Renewal of Adventist Professional Certificate

The Professional Teaching Certificate is valid for five years. Renewal of the certificate requires 6 additional semester credits. See Manual for SDA Certification Requirements for specific details.

Educational Curriculum & Instruction

EDCI 525 - Master's Orientation Seminar
Credits: 0.1
Survey of essential principles and practices underlying the Curriculum & Instruction program. Open to MA level students only.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Seminar, Interactive Online
College Code: SED

EDCI 545 - Assessment of Learning:
Credits: 3
Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development. Indicate area of concentration when registering (e.g. Higher Education, K-12, Teacher Education, TESOL, etc)

Grade Mode: Normal w/DG (A-F,I,W,DG)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDCI 547 - Foundations of Curriculum Studies
Credits: 3
The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Critique of contemporary curriculum theories from a Christian perspective. Basic to other courses in curriculum and instruction.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Lab, Blended Learning, Interactive Online
College Code: SED
EDCI 565 - Improving Instruction  
Credits: 2,3  
Designed to provide a framework for organizing and teaching declarative and procedural knowledge, developing habits for lifelong learning, and building a positive classroom environment (including the use of cooperative learning groups). Includes reflection, micro-teaching, and peer feedback. Basic to other courses in curriculum and instruction. Indicate area of concentration when registering (e.g., Higher Education, K-12, Teacher Education, TESOL, etc.)  
Grade Mode: Normal with DG (A-F,J,W,DG,DN)  
Repeatable: Repeatably with different topics  
Schedule Type: Lecture, Lab, Blended Learning, Interactive Online  
College Code: SED  

EDCI 600 - Program Continuation  
Credits: 0  
The Curriculum & Instruction student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.  
Course/Lab Fee: Yes  
Course Attribute: Full-time status  
Grade Mode: Satisfactory w/o 'I' (S,U,W)  
Repeatable: Repeatable  
Schedule Type: Independent  
College Code: SED  

EDCI 605 - Design & Development of Online Courses  
Credits: 3  
Survey of research on best practices in online learning; study and application of principles, techniques, and technologies for designing and creating engaging, interactive online learning experiences. Delivered online and requires access to high speed Internet, webcam, video recording device. Check with professor for current technology and software requirements for the course.  
Grade Mode: Normal (A-F,J,W)  
Schedule Type: Lecture, Blended Learning, Interactive Online  
College Code: SED  

EDCI 606 - Teaching in Higher Education  
Credits: 3  
This course is designed to provide foundational skills and strategies to graduate students and newly hired university faculty. The course provides opportunities for exploration and practice of several instructional approaches, assessment, techniques and innovation in the higher education classrooms. This course offers the opportunity for participants to discuss current and relevant issues related to the profession.  
Grade Mode: Normal with DG (A-F,J,W,DG,DN)  
Schedule Type: Lecture, Blended Learning, Interactive Online  
College Code: SED  

EDCI 607 - Curriculum: ________  
Credits: 1–3  
Focuses on topics currently generating conflict, discourse, interest, and/or those with potential for positive influence on learners, teachers, and educational institutions. Includes topics such as Multi-grade, Design, Core Standards, and Integrated Thematic Design as well as areas of concentration (e.g., Higher Education, K-12, Teacher Education, TESOL, etc.)  
Grade Mode: Normal w S/DG (A-F,J,S,U,DG,W)  
Repeatable: Repeatably with different topics  
Schedule Type: Lecture, Lab, Blended Learning, Interactive Online  
College Code: SED  

EDCI 610 - Teaching the Adult Learner  
Credits: 2,3  
Examines and applies educational theory to skills used by helping professionals in the classroom, community and clinical facility. Topics include the taxonomies of learning, learning styles, multiple intelligences, educational technology and application. Offered for extension campuses only.  
Grade Mode: Normal with DG (A-F,J,W,DG,DN)  
Schedule Type: Interactive Online  
College Code: SED  

EDCI 611 - Design and Development of Training Programs  
Credits: 3  
Design and creation of programs for adult learners in training settings (i.e., NGO, continuing education, health care, corporate). Includes the planning of a field-based implementation project. Offered for extension campuses only.  
Grade Mode: Normal with DG (A-F,J,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SED  

EDCI 617 - Instruction: ________  
Credits: 3  
Focuses on topics currently generating conflict, discourse, interest, and/or those with potential for positive influence on learners, teachers, and educational institutions. Includes topics such as Differentiated Instruction, Design, Problem-based Inquiry Learning, and Technology Integration, as well as areas of concentration (e.g., Higher Education, K-12, Teacher Education, TESOL, Etc.).  
Grade Mode: Normal w S/DG (A-F,J,S,U,DG,W)  
Repeatable: Repeatable with different topics  
Schedule Type: Lecture, Interactive Online  
College Code: SED  

EDCI 620 - Facilitating Change in Learning Organizations  
Credits: 3  
This course aims to develop a broad and deep understanding of the tensions between ideas and practice, policy, and implementation of change in learning organizations. Students will benefit from the opportunity in this course to locate their prospective role in the bigger picture of the education system in the United States.  
Grade Mode: Normal with DG (A-F,J,W,DG,DN)  
Schedule Type: Lecture, Lab, Blended Learning, Interactive Online  
College Code: SED  

EDCI 631–635, 641-642 - Professional Development Courses  
Credits: 2–3  
Contemporary and selected topics in curriculum and instruction.  
Grade Mode: Normal w S/DG (A-F,J,S,U,DG,W)  
Repeatable: Repeatably with different topics. Open to all graduate students.  
Schedule Type: Self-Paced  
College Code: SED  

EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading  
Credits: 3  
Advanced course for diagnosis and remediation or prevention of reading disabilities.  
Grade Mode: Normal with DG (A-F,J,W,DG,DN)  
Schedule Type: Lecture, Blended Learning, Interactive Online  
College Code: SED  

EDCI 648 - Workshop:  
Credits: 1–4  
Workshop  
Grade Mode: Satisfactory (S,U,I,W)  
Schedule Type: Blended Learning, Workshop  
College Code: SED  

EDCI 650 - Curriculum Design:_______  
Credits: 3  
The study of specific curriculum design models to aid educators with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum project. Indicate area of concentration when registering (e.g., Higher Education, K-12, Teacher Education, TESOL, etc.).  
Grade Mode: Normal with DG (A-F,J,W,DG,DN)  
Schedule Type: Lecture, Lab, Blended Learning, Interactive Online  
College Code: SED  

EDCI 665 - Advanced Instructional Models:_______  
Credits: 1-3  
Introduction and practice of advanced teaching strategies that only rely on a system of Instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the
ability to reflect on their own performance and provide effective feedback and support to others.

**EDCI 676 - Technology for Learning**
Credits: 2
The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application.

**EDCI 678 - Curriculum Studies Tour: _________**
Credits: 0–3
A structured travel-based, immersion learning experience in various contexts of Curriculum and Instruction. Learners will join renowned scholars, emerging scholars, and others to engage in complex conversations with each other. For example, tours may visit major international or domestic research conferences or international locations for comparative education experiences.

**EDCI 680 - Field Work: ________**
Credits: 1–3
Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in program areas such as Multi-grade Education, Social Justice, International Education, Higher Education and Teacher Education. Permission of supervisor and field work proposal required one semester in advance of registration.

**EDCI 684 - International Perspectives on Curriculum**
Credits: 3
A survey of theoretical and practical implications of internationalization on curriculum studies. Designed to familiarize students with a variety of international perspectives and voices, this course examines the process of curriculum theorizing and implementation practiced across national borders. Course experiences include selected readings, book reviews, small group discussions, personal critique and mini-lectures. Participants will evaluate learning environments, reflect on diverse points-of-view, critique individual cultural conditioning, and develop awareness of how various perspectives influence curriculum development, student learning and success in an increasingly global community.

**EDCI 685 - Comprehensive Exam Preparation**
Credits: 0
Comprehensive Examination Preparation

**EDCI 686 - Curriculum Past and Present**
Credits: 3
Survey of curriculum events, ideas, and trends since 1890. Special attention is given to landmark studies and seminal curriculum documents. Students investigate one historical topic and one current trend.

**EDCI 690 - Independent Study: ________**
Credits: 1-3
Individual research and/or study under the guidance of an instructor. A minimum of 60 clock hours of engagement with course materials/content expected per credit. Requires prior approval by the advisor and instructor.

**EDCI 695 - Master’s Portfolio**
Credits: 0,1
Grade Mode: Satisfactory w/DG (S,U,J,W,DG)
Repeatable: Repeatable up to 2 credits
Schedule Type: Independent, Seminar
College Code: SED

**EDCI 696 - Project Implementation**
Credits: 1–3
Students make practical application of educational theory through design, development, and implementation of an instruction and/or curriculum project. Students collect field-based data documenting project performance and with such data, revise the original project.

**EDCI 699 - Thesis**
Credits: 1–3
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**EDCI 706 - Teaching in Higher Education**
Credits: 3
This course is designed to provide foundational skills and strategies to graduate students and newly hired university faculty. The course provides opportunities for exploration and practice of several instructional approaches, assessment practices, and innovation in the higher education classroom. This course offers the opportunity for participants to discuss current and relevant issues related to the profession.

**EDCI 725 - Doctoral Orientation Seminar**
Credits: 0,1
Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only.

**EDCI 745 - Effective Assessment of Learning**
Credits: 3
Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development. Indicate area of concentration when registering (e.g. Higher Education, K-12, Teacher Education, etc.)

**EDCI 747 - Survey of Curriculum Theory**
Credits: 3
A survey of the broad range of theoretical approaches in the field of Curriculum and Instruction. Includes critique of contemporary curriculum theories from a
Christian perspective and the investigation of a specific curriculum theorist. Basic to other courses in C&I doctoral programs.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDCI 750 - Course Design: _________
Credits: 3
The study of specific curriculum design models to aid with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum unit and a semester-long course for adult learners. Indicate area of concentration when registering. (e.g. Higher Education, K-12, Teacher Education, etc.)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDCI 756 - Advanced Studies: _________
Credits: 1-3
Investigation of the knowledge base of a given area of study, including a comprehensive search of the literature and seminar presentations. Offered in each concentration area, such as Curriculum Leadership, Instructional Education, Curriculum Theory, Teaching in Higher Education, Teacher Education, and Evaluation.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Independent, Seminar
College Code: SED

EDCI 795 - Specialist Portfolio
Credits: 0,1
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SED

EDCI 799 - Advanced Project: _________
Credits: 1-6
The construction, field-testing, and revision of an empirically-based curriculum product using sound principles of curriculum design. Instructional planning, and effective assessment. Requires a final written report in the form of an article submitted for potential publication that documents project development, performance and revision.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Independent
College Code: SED

EDCI 820 - Educational Improvement & Change
Credits: 3
This course aims to develop a broad and deep understanding of the tensions between ideas and practice, policy and implementation of change in learning organizations. Students will benefit from the opportunity in this course to locate their prospective role in the bigger picture of the education system in the United States.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDCI 870 - Comprehensive Exam Preparation
Credits: 0
Comprehensive Exam Preparation. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Schedule Type: Independent
College Code: SED

EDCI 884 - Internationalizing Curriculum Studies
Credits: 3
An in-depth examination of a variety of international perspectives and voices which shape the curriculum theorizing and implementation. A required final evaluation project will analyze the impact of international issues on curriculum studies and research within specific learning environments.

Grade Mode: Normal (A-F,I,W)

EDCI 885 - Applied Research: _________
Credits: 1–8
Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 8 credits
Schedule Type: Independent
College Code: SED

EDCI 886 - Internship: _________
Credits: 1–8
Students, under the supervision of a C&I faculty member, work in responsible positions with specialists in cooperating institutions, school systems, or agencies. Internships available in each concentration area, such as Curriculum Leadership, Instructional Education, Teaching in Higher Education, Teacher Education and Evaluation.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 8 credits
Schedule Type: Practicum
Term Offering: Fall, Spring, Summer
College Code: SED

EDCI 889 - Doctoral Seminar
Credits: 1–3
Engagement in professional development activities appropriate to doctoral-level candidates. Includes critiques of dissertations, dissertation defenses, professional conference participation, and serving as teaching assistant for a college-level course.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar, Interactive Online
College Code: SED

EDCI 893 - Theorizing Curriculum
Credits: 3
The examination of educational issues from specific theoretical perspectives, such as Post-colonial, Critical Race Theory, or Autobiographical Theory. Emphasis upon reading substantive works from classic and contemporary theorists and student theorizing from a specific standpoint.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDCI 895 - Doctoral Portfolio
Credits: 0,1
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SED

EDCI 899 - Doctoral Dissertation
Credits: 1–14
A minimum of 14 credits required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: SED

Educational Foundations
EDFN 500 - Philosophical Foundations for Professionals
Credits: 2,3
Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any
EDFN 517 - History of Seventh-day Adventist Education
Credits: 2
Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.

EDFN 610 - History and Philosophy of Education
Credits: 3
A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3–4 topics.

EDFN 688 - Integration of Faith and Learning
Credits: 1, 2
An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies. Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school.

EDFN 689 - Seminar in Foundations:
Credits: 2, 3
Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class.

EDTE 110 - Basic Reading/Language Skills
Credits: 1, 2
Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment.

EDTE 175 - Philosophy of Adventist Education
Credits: 1
A study of the fundamental principles, concepts, and aims of Adventist education.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners
Credits: 3
An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience.

EDTE 376 - Topics:
EDTE 408 - Principles of Teaching and Learning
Credits: 3
Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience required.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 416 - Individualized Reading Instruction
Credits: 3
Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 417 - Teaching Reading in the Secondary Content Areas
Credits: 3
Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: SED

EDTE 418 - Methods for Teaching Beginning Reading
Credits: 3
Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field Experience required
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 420 - Literacy Intervention Strategies
Credits: 3
Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience included in class meeting time.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 424 - Classroom Testing and Evaluation
Credits: 2,3
Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting.
Grade Mode: Normal (A-F,I,W)
EDTE 456 - Secondary Science Methods
Credits: 2
Materials and methods for science instruction with particular emphasis on inquiry teaching, use of technology and safety issues in the 612 classroom.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): EDTE 459 and EDTE 408, and acceptance into the teacher education program.
Schedule Type: Lecture
College Code: SED

EDTE 459 - Methods for Teaching Secondary School (Area)
Credits: 3
Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 460 - Reading Practicum
Credits: 1–4
Observation and supervised instruction with individual students and reading classes on the elementary level.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): EDTE 417, EDTE 420, EDTE 485. May be graded S/U.
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
College Code: SED

EDTE 467 - School and Society
Credits: 1
The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDTE 476 - Methods for Integrating Instructional Technology
Credits: 2, 3
Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDTE 480 - First Days of School Experience
Credits: 2
An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 484 - Developmental Reading Methods
Credits: 2
Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): EDTE 444.

Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408.
Schedule Type: Lecture
Term Offering: Fall
College Code: SED

EDTE 485 - Advanced Methods for Elementary Classroom Literacy
Credits: 3
Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 487 - Student Teaching Seminar
Credits: 1
A weekly seminar for student teachers.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): EDTE 488 or EDTE 588.
Schedule Type: Seminar, Interactive Online
Term Offering: Fall, Spring
College Code: SED

EDTE 488 - Student Teaching (Level)
Credits: 1–15
The student-teaching experience requires full participation in an elementary (K8) or secondary (712) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): EDTE 487.
Repeatable: Repeatable up to 15 credits
Schedule Type: Practicum
Term Offering: Fall, Spring
College Code: SED

EDTE 499 - Independent Study:
Credits: 1–3
Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor.

Grade Mode: Normal w/S/DG (A-F,I,S,DG)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: SED

EDTE 508 - Principles of Teaching and Learning
Credits: 3
Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience required.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 516 - Individualized Reading Instruction
Credits: 3
Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only.

Course/Lab Fee: Yes
Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED
EDTE 517 - Teaching Reading in the Secondary Content Areas
Credits: 3
Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 518 - Methods for Teaching Beginning Reading
Credits: 3
Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field Experience required

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408
Schedule Type: Lecture
College Code: SED

EDTE 520 - Literacy Intervention Strategies
Credits: 3
Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408 or EDTE 508, EDTE 418 or EDTE 518
Schedule Type: Lecture
College Code: SED

EDTE 524 - Classroom Testing and Evaluation
Credits: 2
Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDTE 526 - Multi-grade/Multi-age Education
Credits: 1
Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hour field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 536 - Writing K–8
Credits: 2
A theoretical and practical examination of instructional methodologies used for elementary writers.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 544 - Elementary Language Arts Methods
Credits: 2
Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 546 - Elementary Science and Health Methods
Credits: 3
Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 547 - Elementary Social Studies and Character Education Methods
Credits: 3
Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K8 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408
Schedule Type: Lecture
College Code: SED

EDTE 548 - Methods for Integrating Arts & Movement in Elementary Curriculum
Credits: 3
Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408 or EDTE 508
Schedule Type: Lecture
College Code: SED

EDTE 556 - Secondary Science Methods
Credits: 2
Materials and methods for science instruction with particular emphasis on inquiry teaching, use of technology and safety issues in the 6-12 classroom.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408 or EDTE 508 and acceptance into the teacher education program.
Schedule Type: Lecture
College Code: SED

EDTE 559 - Methods for Teaching Secondary School: (Area)
Credits: 3
Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED
EDTE 568 - School and Society
Credits: 1
The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDTE 576 - Methods for Integrating Instructional Technology
Credits: 2,3
Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDTE 580 - First Days of School Experience
Credits: 2
An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Admission to Student Teaching.
Schedule Type: Lecture
College Code: SED

EDTE 584 - Developmental Reading Methods
Credits: 2
Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 587 - Student Teaching Seminar
Credits: 1
A weekly seminar for student teachers.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit
Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar, Interactive Online
College Code: SED

EDTE 588 - Graduate Student Teaching: (Level)
Credits: 1–10
Instructional and/or supervisory experience in an elementary (K8) or secondary (712) school under supervision.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit
Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Practicum
College Code: SED

EDTE 600 - Program Continuation
Credits: 0
The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status
Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDTE 630 - Seminar:
Credits: 1–4
Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable with different topics
Schedule Type: Seminar, Interactive Online
Term Offering: Summer
College Code: SED

EDTE 630:03 - Seminar: Reading
Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.

College Code: SED

EDTE 630:05:00 - Seminar: Classroom Testing and Evaluation
Year Offering: Odd years
Term Offering: Summer
College Code: SED

EDTE 630:06:00 - Seminar: Classroom Management
Year Offering: Even years
Term Offering: Summer
College Code: SED

EDTE 648 - Workshop:
Credits: 1–3
Credit to be announced with topic in advance.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Workshop
College Code: SED

EDTE 690 - Independent Study
Credits: 1–3
Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Independent
College Code: SED

Special Education

GDPC 627 - Instructional Design for Special Education
Credits: 3
This course will focus on the development of Specially Designed Instruction (SDI) for Children with Disabilities as required by IDEA (2004). SDI includes modification and accommodation to program content methodology and delivery.

Grade Mode: Normal with DG (A-F,I,W,DG,IN)
GDPC 641 - Education of Students with Math Disabilities
Credits: 3
This course will focus on the development of competency in the implementation of evidence-based instructional strategies designed to teach mathematics. Emphasis will be placed on methods supported by research.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 656 - Reading and Writing Assessment & Intervention
Credits: 3
This is an advanced course for diagnosis and remediation or prevention of reading and writing disabilities. Students will be trained on how to administer and interpret different reading and writing assessments that are used with K-12 students and to determine the correct evidence-based intervention through the analysis of data. Students are also required to register for SPED645 P06 which is the 50-hour practicum lab portion of this class (lab graded S/U). Lab fee required.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Lab
College Code: SED

SPED 525 - Psychology and Education of Exceptional Children
Credits: 3
A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for SPED 525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Lab
College Code: SED

SPED 554 - Supervisory Skills of Special Education Support Staff
Credits: 1
This course would allow candidates to obtain the skills needed to supervise paraeducators and other volunteer staff that are commonly associated with special education programs.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

SPED 588 - Graduate Student Teaching:
Credits: 2
The candidate will be placed with a field-supervisor in a K-5 and a 6-12 resource or inclusion special education setting for a eight week period. The candidate is required to demonstrate the ability to write and implement lesson plans that differentiate instruction, provide an intervention or remediation, collect data and demonstrate the ability to use data to make instructional decisions. At the culmination of both placements (K-5 and 6-12) candidates will be required to submit a portfolio displaying their professional documents that portray their skills and knowledge in the area of learning disabilities. This placement can be extended into the following semester by university supervisor recommendation. The lab hours will be arranged with the professor and field supervisor and will consist of 8 weeks of fulltime teaching.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SED

SPED 610 - Instructional Design for Special Education
Credits: 3
This course will focus on the development of Specially Designed Instruction (SDI) for Children with Disabilities as required by IDEA (2004). SDI includes modification and accommodation to program content methodology and delivery.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: SED

SPED 618 - Legal and Ethical Issues in Schools
Credits: 3
An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. Students are also required to register for SPED 618 P01 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

SPED 630 - Education of Students with Math Disabilities
Credits: 3
This course will focus on the development of competency in the implementation of evidence-based instructional strategies designed to teach mathematics. Emphasis will be placed on methods supported by research.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

SPED 645 - Reading and Writing Assessment & Intervention
Credits: 3
This is an advanced course for diagnosis and remediation or prevention of reading and writing disabilities. Students will be trained on how to administer and interpret different reading and writing assessments that are used with K-12 students and to determine the correct evidence-based intervention through the analysis of data. Students are also required to register for SPED645 P06 which is the 50-hour practicum lab portion of this class (lab graded S/U). Lab fee required. Background check required for this course.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Lab, Interactive Online
College Code: SED

SPED 651 - Behavioral and Educational Assessment
Credits: 3
The selection, administration, and scoring of standardized and non-standardized educational and behavioral measures within a Response to Intervention/problem-solving model, for remediation for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs, including those of English language learners, will be addressed. Students are also required to register for SPED 651 PO3 which is the 50-hour practicum lab portion of this class Lab fee required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

SPED 672 - Psychoeducational Consultation
Credits: 3
A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 651
Schedule Type: Lecture
College Code: SED
Graduate Psychology & Counseling

Bell Hall, Room #167
269-471-3473
gpc@andrews.edu
www.andrews.edu/gpc/

Faculty
Shanter H. Alexander
Nancy J. Carbonell
Ronald D. Coffen
Elvin S. Gabriel
Tevni E. Grajales
Brad Hinman
Jimmy Kijai
Nadia Nosworthy
Renette Portecop-Prentice
Dennis E. Waite
Carole Woolford-Hunt, Chair

Staff Psychologists
Judith B. Fisher
Jose Gonzalez II
Diana B. Mitchell
Melina Sample

Emeriti
Donna J. Habenicht
Frederick A. Kosinski Jr.
Marion J. Merchant
Jerome D. Thayer
Rudolph N. Bailey

Mission
The mission of the Department of Graduate Psychology & Counseling is to:
Prepare professional psychologists, counselors, and learning specialists who
are committed to excellence and world-wide service
Provide training based on a Christian world view and philosophy that
promotes the balanced development of the mental, physical, social,
and spiritual nature of persons
Respect human diversity and the uniqueness of each person as one created
by God
Uphold the principles of Scripture as a guide for interpersonal relations.

Accreditation
Andrews University is accredited by The Higher Learning Commission and a
Member of the North Central Association. It is also accredited by The Accrediting
Association of Seventh-day Adventist Schools, Colleges and Universities.

The School of Education, as a unit, is accredited by the National Council for the
Accreditation of Teacher Education (NCATE). NCATE has approved two programs
within this department: School Psychology and School Counseling.

The Michigan State Department of Education has approved the following
programs: School Psychology and School Counseling.

The National Association of School Psychologists (NASP) has approved the Ed.S.
program in School Psychology.

The Council for Accreditation of Counseling and Related Educational Programs
(CACREP), a specialized accrediting body recognized by the Council for Higher
Education Accreditation (CHEA), has approved the two M.A. degrees in counseling:
the M.A. in Clinical Mental Health Counseling and the M.A. in School Counseling.
The accreditation for both programs runs through October 31, 2020.

The American Psychological Association (APA) has approved the Ph.D. program in
Counseling Psychology.

Fieldwork
All students must obtain a background check before they can participate in any
course that requires fieldwork, including practicum and internship. Some
programs require additional paperwork, e.g. Conviction Clearance forms.

Admission Requirements
General admission requirements for degrees in the School of Education are stated in the
Graduate Programs portion of the Admissions and Academics section of this
bulletin. Additional requirements are listed under the separate program
descriptions which follow. Admission for any graduate degree offered in the School
of Education is based on the total profile of the student and includes the analysis
of admission documents, interviews, as well as the professional judgment of the
program faculty.

*Programs offered in this Department are listed below.

Masters

Clinical Mental Health Counseling MA

The Clinical Mental Health Counseling program is designed to prepare students to
function as professional clinical mental health counselors in community agency
and mental health settings, such as: (a) mental health centers; (b) family
counseling centers, and (c) solo or group private practice.

Total MA Degree Credits—60

MA Degree Requirements

Common Core—27
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
GDPC 554 - Career Development Credits: 3
GDPC 614 - Human Development Credits: 3
GDPC 635 - Theories and Techniques of Counseling Credits: 3
GDPC 638 - Group Processes Credits: 3
GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 3
GDPC 644 - Psychological Testing Credits: 3
GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
GDPC 695 - Professional Portfolio Credits: 0
EDRM 506 - Research and Evaluation for Counselors Credits: 3
EDUC 670 - Master’s Comprehensive Exam Credits: 0

Specialty Area—21
GDPC 600 - Family Counseling Credits: 2–3
GDPC 610 - Marital Counseling Credits: 2,3
GDPC 619 - Professional Issues in Clinical Mental Health Counseling Credits: 2,3
GDPC 624 - Addictions and Addictive Behaviors Credits: 3
GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
GDPC 676 - Theories of Personality Credits: 3
GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3

Clinical Instruction—9
GDPC 650 - Practicum in Counseling Credits: 3
GDPC 655 - Internship in Counseling Credits: 1–6

Electives —3
Choose one of the following courses:
GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
GDPC 604 - Human Sexuality and Sex Therapy Credits: 2,3

Note(s):
Due to the sequential nature of the Clinical Mental Health Counseling program,
students must begin full-time study in the fall semester if they are to complete in
two academic years.

Students are required to attend a minimum of eight weekly personal counseling
sessions during the first semester of enrollment. These sessions may be arranged
with the University’s Counseling & Testing Center or in the public sector by a
licensed therapist. A letter verifying the completion of these eight sessions is
required by the end of the first semester.

Continuation in the Clinical Mental Health Counseling program is based upon a
periodic review, by the department, of the student’s academic performance and
personal qualifications as a counselor.
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.

Program Outcomes
The Clinical Mental Health Counseling program is designed to meet the criteria established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program requires instruction in nine common-core areas as well as clinical instruction. The CACREP Core Program Objectives are met in various courses throughout the program. These Core Program Objectives include the following:

**Professional Counseling Identity.** Our graduates will develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement and knowledge and understanding of professional ethics.

**Ethical Practice.** Our graduates will commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed. Students also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision and recognize/acknowledge/mediate personal issues that may impact client care. They express a clear understanding of personal needs, values, strengths, weaknesses, feelings and motivations that may impinge upon the effectiveness as a counselor. They understand the need for themselves to maintain good mental and physical health.

**Social and Cultural Diversity.** Our graduates will develop awareness of power, privilege and difference and their own cultural attitudes, beliefs and effects of social location and learn strategies for working with diverse populations, gender, sexual orientation, ethnic and other non-dominant groups. Students develop an ability to recognize the injustices that affect physical, academic, career, economic and mental wellbeing of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve under-represented, marginalized and oppressed individuals and groups. Our students will also model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their churches and/or communities.

**Human Growth and Development.** Our graduates will learn to interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

**Career Development.** Our graduates will develop understanding on how to apply core theory and research of career development, the psychology of work and related factors. Students learn which assessment instruments and techniques are relevant to career planning and decision making.

**Helping Relationships.** Our graduates will develop therapeutic communications skills, emphasize the client-counselor relationship and facilitate and manage the counseling process with individuals and groups. Students develop an understanding of a range of counseling theories consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis and best practices in the profession.

**Group Work.** Our graduates will develop an understanding of the theoretical and experiential foundations of group purpose, development and dynamics and understand how to apply group counseling methods and skills in group settings.

**Assessment.** Our graduates will understand principles of testing and measurement and learn how to apply both individual and group methods of assessment and evaluation.

**Research and Program Evaluation.** Our graduates will understand methods and roles of research, statistical analysis, needs assessment and program evaluation.

Upon completion of the master's degree in Clinical Mental Health Counseling, students will be able to:

Understand, respond to and advocate for the needs of diverse client populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multicultural identities.

Demonstrate knowledge and understanding of the major theories of counseling and develop a personal theory of counseling.

Demonstrate knowledge and understanding of the major theories of career development and how to provide career/lifestyle counseling to clients.

Demonstrate understanding and knowledge of human development across the life span and how this relates to counseling interventions and assessment of clients.

Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

Demonstrate the ability to use current technology for presentations, supervision, assessment, and professional record keeping.

Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments, and then analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

Model legal and ethical standards of clinical mental health counseling in accordance with state and federal law and the standards of the American Counseling Association.

Apply basic counseling and facilitative communication skills in individual and small group settings.

Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA). Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Counseling Psychology MS

Program Description
The Master's in Counseling Psychology is available only to students already accepted into the PhD Counseling Psychology program. This embedded degree trains students to work as counselors and therapists at the master's level. It also provides the foundation for pursuit of state licensure for persons interested in working as master's level psychologists in a variety of settings. Graduation requirements at the MS level require students to complete all required coursework, comprehensive exams, and 150 supervised hours of practicum. Once 500 hours of clinical experience have been accumulated (150 from program plus 350 additional), graduates of the MS may choose to apply for licensure through the State of Michigan.

Total Credits: 60

Degree Core - 57

Core Requirements - 48

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDPC 514</td>
<td>Psychology of Learning Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 554</td>
<td>Career Development Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 614</td>
<td>Human Development Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 635</td>
<td>Theories and Techniques of Counseling Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 638</td>
<td>Group Processes Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 676</td>
<td>Theories of Personality Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 616</td>
<td>Psychology of Religious Experience Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 625</td>
<td>Biopsychology Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 629</td>
<td>Psychopathology: Classification &amp; Treatment Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 645</td>
<td>Professional Ethics for Counselors and Psychologists Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 652</td>
<td>Cognitive Assessment Across the Lifespan Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 687</td>
<td>Counseling and Therapeutic Interventions for Adults Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 750</td>
<td>Personality Assessment Credits</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 670</td>
<td>Master's Comprehensive Exam Credits</td>
<td>0</td>
</tr>
<tr>
<td>EDPSN 500</td>
<td>Philosophical Foundations for Psychologists Credits</td>
<td>2.3</td>
</tr>
<tr>
<td>GDPC 640</td>
<td>Multicultural Issues for Counselors and Psychologists Credits</td>
<td>3</td>
</tr>
<tr>
<td>GDPC 644</td>
<td>Psychological Testing Credits</td>
<td>3</td>
</tr>
</tbody>
</table>
This emphasis is aimed at those who wish to specialize in the area of human development. It is of interest to people who wish to work in children or adult facilities or community colleges, and desire a strong psychological understanding of development. Graduates from this program may also go on to do a doctorate in Educational Psychology, Developmental Psychology, or School Psychology.

Concentration (Developmental Psychology)—21
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- GDPC 554 - Career Development Credits: 3
- GDPC 614 - Human Development Credits: 3
- GDPC 634 - Cognitive and Biological Psychology Credits: 3
- GDPC 676 - Theories of Personality Credits: 3

Total Credits: 30

Notes:
The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study. Students planning further graduate work are encouraged to include GDPC699 Thesis which will add an additional three credits to their program. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes
- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

Program Outcomes

Educational Psychology, Developmental Psychology Concentration MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Developmental, Instructional, Research, or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Developmental Psychology Emphasis

Notes:
The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study. Students planning further graduate work are encouraged to include GDPC699 Thesis which will add an additional three credits to their program. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes
- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

Program Outcomes

Educational Psychology, Developmental Psychology Concentration MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Developmental, Instructional, Research, or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Developmental Psychology Emphasis

Notes:
The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study. Students planning further graduate work are encouraged to include GDPC699 Thesis which will add an additional three credits to their program. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes
- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrates ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrates ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

Program Outcomes
Educational Psychology, General Concentration MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: General Emphasis

This program provides a broad perspective of this field with emphasis on learning, development, testing and research. The General Emphasis allows students to choose the areas where they wish to develop individual strengths. These areas are presented in depth through varied instructional modes. This program is designed to train graduate students to become college instructors, educational consultants, or researchers in the field of Educational Psychology.

Foundations/Research/Statistics—9
- EDUC 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods Credits: 3
- EDUC 670 - Master's Comprehensive Exam Credits: 0
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Educational Psychology Core—9
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 614 - Human Development Credits: 3
- GDPC 644 - Psychological Testing Credits: 3

Electives—12
- Twelve credits by advisement, limited to GDPC courses, or courses in instruction from the School of Education.

Three credits may be fulfilled by writing a thesis.

Total Credits: 30

Notes:
The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes
- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students

Total Credits—30

Educational Psychology, Instructional Psychology Concentration MA

This concentration is specifically designed for teachers who wish to expand their understanding of the teaching and learning process. It is also recommended for those students who plan to continue in the EdS in School Psychology program or obtain qualification as psychological associates. The courses are designed to assist the teacher and others who wish to broaden their understanding of the learner and learning environments. This emphasis is of interest to teachers who wish to renew their certification or move up on the salary scale and at the same time improve their understanding of children and how they learn.

Educational Psychology: Instructional Psychology Concentration

Prerequisites - 3
- GDPC 514 Psychology of Learning, or an undergraduate or graduate-level learning course.

Foundations/Research/Statistics—5
- EDRM 505 - Research Methods Credits: 3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- EDUC 670 - Master’s Comprehensive Exam Credits: 0

Concentration (Instructional Psychology)—22
- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- GDPC 614 - Human Development Credits: 3
- GDPC 617 - Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues Credits: 3
- GDPC 634 - Cognitive and Biological Psychology Credits: 3
- GDPC 635 - Theories and Techniques of Counseling Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 649 - Crisis Intervention Credits: 1

Electives - 3
- Three credits to be chosen in consultation with an advisor.

It is presumed that this course will assist in the understanding of the learner and/or the learning environment. For those who wish to complete their EdS in School Psychology degree, it is recommended that GDPC 652 is chosen as the elective.
Notes:
The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study.

Students planning further graduate work are encouraged to consider including GDPC 699 Master’s Thesis for a minimum of 3 additional credits. If a Thesis is chosen, it must be completed prior to graduation.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes
Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
Demonstrate knowledge and understanding of human development, and human learning across the life span
Demonstrate knowledge and understanding of the major theories of learning and motivation.
Competency in the planning and prescribing of teaching and curriculum strategies for students
Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
The acquisition and mastery of a broad understanding of learning and learning impairments
Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
Knowledge of human growth and development in pupils with or without handicaps
Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
Understand and interpret statistical data from research studies
Integrate data from tests and other measurement sources
Understand dynamics of research
Communicate research findings to parents, students and other professionals in a meaningful way
Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
Conduct research in the area of Education and School Psychology.
Understands ethical standards for the profession of Educational Psychology
Demonstrates ethical behaviors in the area of Educational Psychology

Educational Psychology, Research Concentration MA

The MA program in Educational Psychology with a concentration in research is designed for those interested in applying research and statistical principles for solving problems in educational, psychological and social settings. Graduates of the program may be consultants in research agencies, instructors in colleges and universities, and/or pursue doctoral degrees in research, statistics, measurement and evaluation.

Total Credits—33+

Educational Psychology: Research Concentration

Foundations—9
EDRM 505 - Research Methods Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDFN 500 - Philosophical Foundations for Professionals Credits: 2

GDPC 514 - Psychology of Learning Credits: 3
GDPC 614 - Human Development Credits: 3
GDPC 644 - Psychological Testing Credits: 3

Concentration (Research)—15+
EDRM 604 - Design and Analysis of Educational and Psychological Surveys Credits: 3
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 612 - Applied Statistical Methods II Credits: 3
EDRM 613 - Applied Statistical Methods III Credits: 3
GDPC 699 - Thesis Credits: 1–3 Students must register for a minimum of 3 credits of GDPC699 Thesis. Registration of additional credits are required for each semester until Thesis is defended.

School Counseling MA

The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K–12 school counselors should consult with the coordinator of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school counselor endorsement.

Students enrolled in the MA in School Counseling program must sign a Conviction Clearance form, certifying they have not been convicted of (or pleaded no contest to) a misdemeanor or felony. This form must be signed at three points in their program: prior to registering for their first class, prior to registering for GDPC 655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through the Office of Teacher Certification at
Andrews University. Having a prior conviction may make it impossible to complete the program.

Total MA Degree Credits—60

MA Degree Requirements

Common Core—27

EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDRM 506 - Research and Evaluation for Counselors Credits: 3
EDUC 670 - Master’s Comprehensive Exam Credits: 0
GDPC 554 - Career Development Credits: 3
GDPC 614 - Human Development Credits: 3
GDPC 635 - Theories and Techniques of Counseling Credits: 3
GDPC 638 - Group Processes Credits: 3
GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 3
GDPC 644 - Psychological Testing Credits: 3
GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
GDPC 695 - Professional Portfolio Credits: 0

Specialty Area—24

GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
GDPC 530 - Professional Issues in School Counseling Credits: 3
GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
GDPC 545 - Administration of Guidance Services Credits: 3
GDPC 600 - Family Counseling Credits: 2–3
GDPC 624 - Addictions and Addictive Behaviors Credits: 3
GDPC 627 - Instructional Design for Special Education Credits: 3
GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3

Clinical Instruction—9

GDPC 650 - Practicum in Counseling Credits: 3
GDPC 655 - Internship in Counseling Credits: 1–6

Note(s):
Due to the sequential nature of the School Counseling program, students must begin full-time study in the fall semester if they are to complete in two academic years.

Students are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the University’s Counseling & Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester.

Continuation in the School Counseling program is based upon a periodic review, by the department, of the student’s academic performance and personal qualifications as a school counselor.

A student who already possesses a master’s degree and wishes to qualify for certification as a school counselor should consult with the Coordinator of the MA in School Counseling program.

Program Outcomes

The School Counseling program is designed to meet the criteria established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program require instruction in nine common-core areas as well as clinical instruction. The CACREP Core Program Objectives are met in various courses throughout the program. These Core Program Objectives include the following:

Professional Counseling Identity. Our graduates will develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement and knowledge and understanding of professional ethics.

Ethical Practice. Our graduates will commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed. Students also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision and recognize/acknowledge/remediate personal issues that may impact client care. They express a clear understanding of personal needs, values, strengths, weaknesses, feelings and motivations that may impinge upon effectiveness as a counselor. They understand the need for themselves to maintain good mental and physical health.

Social and Cultural Diversity. Our graduates will develop awareness of power, privilege and difference and their own cultural attitudes, beliefs and effects of social location and learn strategies for working with diverse populations, gender, sexual orientation, ethnic and other non-dominant groups. Students develop an ability to recognize the injustices that affect physical, academic, career, economic and mental wellbeing of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve under-represented, marginalized and oppressed individuals and groups. Our students will also model the desire to give back to one’s community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Human Growth and Development. Our graduates will learn to interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Career Development. Our graduates will develop understanding on how to apply core theory and research of career development, the psychology of work and related factors. Students learn which assessment instruments and techniques are relevant to career planning and decision making.

Helping Relationships. Our graduates will develop therapeutic communications skills, emphasize the client-counselor relationship and facilitate and manage the counseling process with individuals and groups. Students develop an understanding of a range of counseling theories consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis and best practices in the profession.

Group Work. Our graduates will develop an understanding of the theoretical and experiential foundations of group purpose, development and dynamics and understand how to apply group counseling methods and skills in group settings.

Assessment. Our graduates will understand principles of testing and measurement and learn how to apply both individual and group methods of assessment and evaluation.

Research and Program Evaluation. Our graduates will understand methods and roles of research, statistical analysis, needs assessment and program evaluation.

After completion of the M.A. in School Counseling, the students will be able to:

Understand, respond to and advocate for the guidance needs of diverse student populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.

Communicate and collaborate with school age students, their families, school staff and community agency representatives to promote a safe, healthy and effective learning environment.

Demonstrate knowledge and understanding of systems theories, models and processes of consultation in school system settings and develop a personal theory of counseling.

Apply knowledge of career development theory and practice to facilitate development student career and transition skills.

Demonstrate understanding of the psychosocial foundations of human development across the life span.

Applies relevant research findings to inform the practice of school counseling. Utilize student and institutional data to improve programs and recommend change.

Develop, organize administer and conduct programs to enhance student academic development.

Apply basic counseling and facilitative communication skills in individual and small group settings.
Apply the knowledge of current technology for purposes of presentations, supervision, assessment, and professional record keeping.

Apply psycho-educational theory and concepts in relation to individual assessment of aptitude, interest and achievement.

Model legal and ethical standards of school counseling in accordance with state and federal law and the standards of the American School Counselor Association and the American Counseling Association.

Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American School Counselor Association.

Model the desire to give back to one’s community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Post-Masters

Counseling Psychology, Adult Emphasis Ph.D.

Ph.D.: Counseling Psychology
The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphasis: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student’s course plan in close consultation with their advisor to coincide with the student’s dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master’s degree in counseling or a related field.

In order for an applicant without a master’s degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology or related field; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master’s degree may be received en route to the doctoral degree, however, all master’s degree requirements must be met.

The Ph.D. course requirements assume a prior master’s degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

EDFN 500 - Philosophical Foundations for Professionals
GDPC 514 - Psychology of Learning
GDPC 635 - Theories and Techniques of Counseling
GDPC 638 - Group Processes
GDPC 640 - Multicultural Issues for Counselors and Psychologists
GDPC 650 - Practicum in Counseling
GDPC 676 - Theories of Personality
EDRM 505 - Research Methods or EDRM 506 - Research and Evaluation for Counselors
EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master’s degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master’s level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)

Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)

Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)

Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—24
GDPC 614 - Human Development Credits: 3
GDPC 616 - Psychology of Religious Experience Credits: 3
GDPC 620 - History and Systems of Psychology Credits: 3
GDPC 625 - Biopsychology Credits: 3
GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3
GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
GDPC 644 - Psychological Testing Credits: 3
GDPC 670 - Advanced Social Psychology Credits: 3

Professional Studies—38
GDPC 554 - Career Development Credits: 3
GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
GDPC 652 - Cognitive Assessment Across the Lifespan Credits: 3
GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
GDPC 688 - Advanced Group Therapy Credits: 3
GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
GDPC 745 - Practicum in Counseling Psychology Credits: 1–3
- Select additional practicum hours from chosen emphasis.
GDPC 750 - Personality Assessment Credits: 3
GDPC 753 - Psychological Decision Making and Interventions Credits: 3
GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation Credits: 2
GDPC 820 - Internship in Counseling Psychology Credits: 3
GDPC 835 - Seminar in Counseling Psychology Credits: 2,3

Research & Dissertation

Research & Statistics—15
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
EDRM 710 - Seminar in Research Methodology Credits: 1
EDRM 712 - Applied Statistical Methods II Credits: 3
EDRM 713 - Applied Statistical Methods III Credits: 3
EDRM 880 - Dissertation Proposal Development Credits: 2

Dissertation - 14+
GDPC 899 - Doctoral Dissertation Credits: 1–16

Student’s dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 106+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)-approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student’s academic performance, professional development and personal qualifications as a counseling psychologist.
Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes
Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

**Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology**

**Objective 1.1:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization. Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history/systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis. Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

**Objective 1.2:** Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.

Demonstrate knowledge and skills in empirically supported procedures.

**Objective 1.3:** Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner. Understand ethical/legal standards in professional practice and research. Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

**Objective 2.1:** Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.

Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.

Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

**Objective 2.2:** Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

Understand multicultural and issues as they impact psychological and educational practice and research. Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations. Understand spiritual and religious issues as they impact psychological and educational practice and research. Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

**Objective 2.3:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

Engage in professional development to maintain effective clinical practice and research. Demonstrate knowledge and skills in program development and evaluation. Demonstrate professional service and leadership.

**Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society**

**Objective 2.1:** Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.

Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.

Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

**Objective 2.2:** Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

Understand multicultural and issues as they impact psychological and educational practice and research. Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations. Understand spiritual and religious issues as they impact psychological and educational practice and research. Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

**Objective 2.3:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

Engage in professional development to maintain effective clinical practice and research. Demonstrate knowledge and skills in program development and evaluation. Demonstrate professional service and leadership.

**Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods**

**Objective 2.1:** Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research. Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

**Objective 2.2:** Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

Understand research in counseling process and outcome and its application to practice. Demonstrate the skills to apply theoretical and empirical literature to professional practice. Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Child/Family Emphasis Ph.D.

**Ph.D.: Counseling Psychology**

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student’s course plan in close consultation with their advisor to coincide with the student’s dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

**Admissions.** Students entering the Ph.D. program in Counseling Psychology should have a master’s degree in counseling or a related field.

In order for an applicant without a master’s degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology or related field; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master’s degree may be received en route to the doctoral degree, however, all master’s degree requirements must be met.

The Ph.D. course requirements assume a prior master’s degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDEN 500 - Philosophical Foundations for Professionals
- GDPC 514 - Psychology of Learning
- GDPC 635 - Theories and Techniques of Counseling
- GDPC 638 - Group Processes
- GDPC 640 - Multicultural Issues for Counselors and Psychologists
- GDPC 650 - Practicum in Counseling
- GDPC 676 - Theories of Personality
- EDRM 505 - Research Methods or EDRM 506 - Research and Evaluation for Counselors
- EDRM 611 - Applied Statistical Methods
Students accepted into the PhD in Counseling Psychology, without a prior master’s degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master’s level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)

Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—24

- GDPC 614 - Human Development Credits: 3
- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 620 - History and Systems of Psychology Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3
- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3

Professional Studies—38

- GDPC 554 - Career Development Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 - Cognitive Assessment Across the Lifespan Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 688 - Advanced Group Therapy Credits: 3
- GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDPC 745 - Practicum in Counseling Psychology Credits: 1–3
- Select additional practicum hours from chosen emphasis.
- GDPC 750 - Personality Assessment Credits: 3
- GDPC 753 - Psychological Decision Making and Interventions Credits: 3
- GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation Credits: 2
- GDPC 820 - Internship in Counseling Psychology Credits: 3
- GDPC 835 - Seminar in Counseling Psychology Credits: 2,3

Child/Family Emphasis—15

Dissertation focus must be selected from this topic area.

- GDPC 710 - Family Therapy Credits: 3
- GDPC 720 - Marital Therapy Credits: 3
- EDUC 870 - Doctoral Comprehensive Exam Credits: 0
- GDPC 847 - Child/Family Advanced Emphasis Practicum Credits: 1–3
- Electives - By advisement Credits: 3

Research & Dissertation

Research & Statistics—15

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

Dissertation - 14+

- GDPC 899 - Doctoral Dissertation Credits: 1–16

Student’s dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 106+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student’s academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who [1] have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, [2] have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and [3] will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history/systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.

Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural and religiously diverse society.

Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

Understand ethical/legal standards in professional practice and research.

Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

Demonstrate the self-awareness necessary to be a multiculurally competent psychologist.

Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.

Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.

Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.
Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings. Understand multicultural and issues as they impact psychological and educational practice and research. Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations. Understand spiritual and religious issues as they impact psychological and educational practice and research. Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge. Engage in professional development to maintain effective clinical practice and research. Demonstrate knowledge and skills in program development and evaluation. Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research. Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research. Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model. Understand research in counseling process and outcome and its application to practice. Demonstrate the skills to apply theoretical and empirical literature to professional practice. Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Cultural Diversity Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis Practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field. In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology or related field; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met. The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

EDFN 500 - Philosophical Foundations for Professionals
GDPC 514 - Psychology of Learning
GDPC 635 - Theories and Techniques of Counseling
GDPC 638 - Group Processes
GDPC 640 - Multicultural Issues for Counselors and Psychologists
GDPC 650 - Practicum in Counseling
GDPC 676 - Theories of Personality
EDRM 505 - Research Methods Or EDRM 506 - Research and Evaluation for Counselors
EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Anders University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM 880)

Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations — 24
GDPC 614 - Human Development Credits: 3
GDPC 616 - Psychology of Religious Experience Credits: 3
GDPC 620 - History and Systems of Psychology Credits: 3
GDPC 625 - Biopsychology Credits: 3
GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3
GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
GDPC 644 - Psychological Testing Credits: 3
GDPC 660 - Advanced Social Psychology Credits: 3

Professional Studies — 38
GDPC 554 - Career Development Credits: 3
GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
GDPC 652 - Cognitive Assessment Across the Lifespan Credits: 3
GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
GDPC 688 - Advanced Group Therapy Credits: 3
GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
GDPC 745 - Practicum in Counseling Psychology Credits: 1–3
- Select additional practicum hours from chosen emphasis.
GDPC 750 - Personality Assessment Credits: 3
GDPC 753 - Psychological Decision Making and Interventions Credits: 3
GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation Credits: 2
GDPC 820 - Internship in Counseling Psychology Credits: 3
GDPC 835 - Seminar in Counseling Psychology Credits: 2,3

Cultural Diversity Emphasis — 15

Dissertation focus must be selected from this topic area.
GDPC 730 - International Psychology Credits: 3
GDPC 755 - Refugee & Displaced Populations Clinical Interventions Credits: 3
GDPC 848 - Diversity Advanced Emphasis Practicum Credits: 1–3
EDUC 870 - Doctoral Comprehensive Exam Credits: 0
Electives - By advisement Credits: 3

Research & Dissertation
Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.
Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history/systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.
Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).
Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.
Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner.
Understand ethical/legal standards in professional practice and research.
Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist.
Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.
Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.
Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.
Understand multicultural and issues as they impact psychological and educational practice and research.
 Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.
Understand spiritual and religious issues as they impact psychological and educational practice and research.
Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.
Engage in professional development to maintain effective clinical practice and research.
Demonstrate knowledge and skills in program development and evaluation.
Demonstrate professional service and leadership.

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research.
Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model.
Understand research in counseling process and outcome and its application to practice.
Demonstrate the skills to apply theoretical and empirical literature to professional practice.
Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Health Psychology Emphasis Ph.D.

Ph.D.: Counseling Psychology
The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student’s course plan in close consultation with their advisor to coincide with the student’s dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.
Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master’s degree in counseling or a related field.

In order for an applicant without a master’s degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology or related field; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master’s degree may be received en route to the doctoral degree, however, all master’s degree requirements must be met.

The Ph.D. course requirements assume a prior master’s degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 - Philosophical Foundations for Professionals
- GDPC 514 - Psychology of Learning
- GDPC 635 - Theories and Techniques of Counseling
- GDPC 638 - Group Processes
- GDPC 640 - Multicultural Issues for Counselors and Psychologists
- GDPC 650 - Practicum in Counseling
- GDPC 676 - Theories of Personality
- EDRM 505 - Research Methods OR EDRM 506 - Research and Evaluation for Counselors
- EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master’s degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master’s level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University. Completion of all required practicum (in this case 3 consecutive semesters - 9 credits) Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits) Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880) Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations — 24
- GDPC 614 - Human Development Credits: 3
- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 620 - History and Systems of Psychology Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3
- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3

Professional Studies - 28
- GDPC 554 - Career Development Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 - Cognitive Assessment Across the Lifespan Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 688 - Advanced Group Therapy Credits: 3
- GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDPC 745 - Practicum in Counseling Psychology Credits: 1–3
- Select additional practicum hours from chosen emphasis.
- GDPC 750 - Personality Assessment Credits: 3
- GDPC 753 - Psychological Decision Making and Interventions Credits: 3
- GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation Credits: 2
- GDPC 820 - Internship in Counseling Psychology Credits: 3
- GDPC 835 - Seminar in Counseling Psychology Credits: 2,3

Health Psychology Emphasis—15
- GDPC 746 - Issues in Health Psychology Seminar Credits: 3
- GDPC 849 - Health Psychology Advanced Emphasis Practicum Credits: 3
- SOWK 675 - Topics in: Credits: 1–4 (Psychopharmacology)
- EDUC 870 - Doctoral Comprehensive Exam Credits: 0

Electives - By advisement Credits: 3

Research & Dissertation

Research & Statistics — 15
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

Dissertation - 14+
- GDPC 899 - Doctoral Dissertation Credits: 1–16

Student’s dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 106+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)-approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student’s academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history/systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.

Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Demonstrate knowledge and skills in empirically supported procedures.
Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner.
Understand ethical/legal standards in professional practice and research.
Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society.

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist.
Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.
Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.
Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.
Understand multicultural and issues as they impact psychological and educational practice and research.
Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.
Understand spiritual and religious issues as they impact psychological and educational practice and research.
Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.
Engage in professional development to maintain effective clinical practice and research.
Demonstrate knowledge and skills in program development and evaluation.
Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods.

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research.
Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model.
Understand research in counseling process and outcome and its application to practice.
Demonstrate the skills to apply theoretical and empirical literature to professional practice.
Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Educational Psychology, General Concentration EdD

This emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality and learning and instruction. Educational psychologists also work in schools, businesses, industries and various human-development settings.

Total Credits—90+

Degree Requirements

Professional Core—36
EDRM 636 - Program Evaluation Credits: 3
GDPC 514 - Psychology of Learning Credits: 3
GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
GDPC 614 - Human Development Credits: 3
GDPC 625 - Biopsychology Credits: 3
GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3
GDPC 644 - Psychological Testing Credits: 3
GDPC 670 - Advanced Social Psychology Credits: 3
GDPC 676 - Theories of Personality Credits: 3
GDPC 736 - Field Work in Educational and School Psychology Credits: 1–6
GDPC 834 - Seminar in Educational/School Psychology Credits: 3

Educational Foundations—9
GDPC 616 - Psychology of Religious Experience Credits: 3
GDPC 620 - History and Systems of Psychology Credits: 3
or a non-psychological foundations course
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDUC 870 - Doctoral Comprehensive Exam Credits: 0

Research & Statistics—15
EDRM 505 - Research Methods Credits: 3
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDRM 710 - Seminar in Research Methodology Credits: 1
EDRM 712 - Applied Statistical Methods II Credits: 3
EDRM 880 - Dissertation Proposal Development Credits: 2
Research Experience: This requirement is met in EDRM 712. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—16
By advisement.

Dissertation—14+

Notes

MA Educational Psychology – Developmental, Instructional and General Emphases students who have previously completed GDPC 634 Cognitive and Biological Psychology and wish to complete the Educational Psychology EdD or PhD degree may choose to replace GDPC 625 Biological Psychology with an additional 3 credits of GDPC 736 Fieldwork in Educational and School Psychology.

Program Outcomes

Educational Psychology Student Learning Outcomes
Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.
Demonstrate knowledge and understanding of human development, and human learning across the life span.
Demonstrate knowledge and understanding of the major theories of learning and motivation.
Competency in the planning and prescribing of teaching and curriculum strategies for students.
Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.
The acquisition and mastery of a broad understanding of learning, and learning impairments.
Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.
Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles.
Knowledge of human growth and development in pupils with or without handicaps.
Knowledge of the organization and administration of local and state agencies and their services for pupils.
Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation.
Understand and interpret statistical data from research studies.
Integrate data from tests and other measurement sources. Understand dynamics of research.
Communicate research findings to parents, students and other professionals in a meaningful way.
Demonstrate ability to provide psychological services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students.
Conduct evaluations and research in the area of educational and school psychology.
Understand ethical standards for the profession of educational psychology.
Demonstrate ethical behaviors.

Educational Psychology, General Concentration PhD

This concentration (Ph.D.) prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality, learning and instruction, measurement, statistics and research design. Educational psychologists also work in schools, businesses, industries and various human-development settings.

General Emphasis

Professional Core—36

EDRM 636 - Program Evaluation Credits: 3
GDPC 514 - Psychology of Learning Credits: 3
GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
GDPC 614 - Human Development Credits: 3
GDPC 625 - Biopsychology Credits: 3
GDPC 626 - Cognitive and Affective Bases of Behavior Credits: 3
GDPC 644 - Psychophysiological Testing Credits: 3
GDPC 670 - Advanced Social Psychology Credits: 3
GDPC 676 - Theories of Personality Credits: 3
GDPC 834 - Seminar in Educational/School Psychology Credits: 3
EDUC 870 - Doctoral Comprehensive Exam Credits: 0
GDPC 736 - Field Work in Educational and School Psychology Credits: 1–6

Educational Foundations—9
GDPC 616 - Psychology of Religious Experience Credits: 3
GDPC 620 - History and Systems of Psychology Credits: 3
or a non-psychological foundations course
EDFN 500 - Philosophical Foundations for Professionals Credits: 2, 3

Research & Statistics—21

EDRM 505 - Research Methods Credits: 3
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
EDRM 710 - Seminar in Research Methodology Credits: 1
EDRM 712 - Applied Statistical Methods II Credits: 3
EDRM 713 - Applied Statistical Methods III Credits: 3
EDRM 880 - Dissertation Proposal Development Credits: 2
Research Experience: This requirement is met in EDRM 712 and EDRM 713. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—10
By advisement.

Dissertation—14+

Total Credits: 90+

Program Outcomes

Educational Psychology Student Learning Outcomes

Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.
Demonstrate knowledge and understanding of human development, and human learning across the life span.
Demonstrate knowledge and understanding of the major theories of learning and motivation.
Competency in the planning and prescribing of teaching and curriculum strategies for students.
Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.
The acquisition and mastery of a broad understanding of learning, and learning impairments.
Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.
Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles.
Knowledge of human growth and development in pupils with or without handicaps.
Knowledge of the organization and administration of local and state agencies and their services for pupils.
Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation.
Understand and interpret statistical data from research studies.
Integrate data from tests and other measurement sources. Understand dynamics of research.
Communicate data to parents, students and other professionals in a meaningful way.
Demonstrate ability to provide psychological services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students.
Conduct evaluations and research in the area of educational and school psychology.
Understand ethical standards for the profession of educational psychology.
Demonstrate ethical behaviors.

School Psychology EdS

The Ed.S. in School Psychology provides training for a professional career as a certified or licensed school psychologist. Ed.S.-level school psychologists work primarily in public and private school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional and behavioral problems.

Admission. Students may apply for the Ed.S. School Psychology program if they have an undergraduate degree in psychology, or a related field with at least 20 psychology credits. Also required is an undergraduate GPA of at least 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology, and human development; and current satisfactory scores on the GRE General Test. Applicants must also meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin.

All students entering the Ed.S. program with or without a prior master's degree in psychology, education, or a related field, must complete all courses for the MA Educational Psychology - Instructional Concentration, or transfer in equivalent courses that meet the Ed.S. requirements. All coursework for the MA Educational Psychology, including comprehensive exams, must be completed prior to the beginning of a student’s school psychology internship.

421
Prior to graduation, students are required to pass the ETS School Psychology (Praxis II) exam and submit a satisfactory portfolio in addition to the requirements below.

Prior to clinical experiences or classes with child contact, students will be required to complete a clearance form indicating whether they have been convicted of a felony. Having a prior conviction may make it impossible to complete the program.

Transfer Credits for Ed.S. in School Psychology. Students entering the EdS School Psychology program are required to complete at least 80% of required credits at Andrews University. Fieldwork experiences are not transferable.

Total Credits—65

Prerequisites—3
GDPC 514 Psychology of Learning, or an undergraduate or graduate-level learning course.

EdS Degree Requirements

Psychological Foundations—3
GDPC 614 - Human Development Credits: 3

Professional Core—57
GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
GDPC 555 - Early Childhood Issues and Assessment Credits: 2
GDPC 617 - Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues Credits: 3
GDPC 627 - Instructional Design for Special Education Credits: 3
GDPC 634 - Cognitive and Biological Psychology Credits: 3
GDPC 635 - Theories and Techniques of Counseling Credits: 3
GDPC 641 - Education of Students with Math Disabilities Credits: 3
GDPC 644 - Psychological Testing Credits: 3
GDPC 649 - Crisis Intervention Credits: 1
GDPC 651 - Behavioral and Educational Assessment Credits: 3
GDPC 652 - Cognitive Assessment Across the Lifespan Credits: 3
GDPC 654 - Practicum in School Psychology Credits: 1–6
GDPC 656 - Reading and Writing Assessment & Intervention Credits: 3
GDPC 672 - Psychoeducational Consultation Credits: 3
GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
GDPC 753 - Psychological Decision Making and Interventions Credits: 3
GDPC 810 - Internship in School Psychology Credits: 1–6
GDPC 795 - Professional Portfolio Credits: 0
EDUC 770 - Specialist Comprehensive Exam Credits: 0

Educational Foundations—2
EDFN 500 - Philosophical Foundations for Professionals Credits: 2

Research & Statistics—3
EDRM 505 - Research Methods Credits: 3

Note:
See the School Psychology Program Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications necessary to be a successful school psychologist.

Program Outcomes

The following outcomes guide the training and preparation of our School Psychology degree students.

Standard II: Data-Based Decision-Making and Accountability
School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problems solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Standard III: Consultation and Collaboration
School psychologists have knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problems solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Standard IV: Element 4.1: Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Standard IV, Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills
School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Standard V: Element 5.1 School-wide Practices to Promote Learning
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and their families.

Standard V: Element 5.2: Preventive and Responsive Services
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Standard VI: Family-School Collaboration Services
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Standard VII: Diversity in Development and Learning
School psychologists have knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Standard VIII, Element 8.1: Research and Program Evaluations
School Psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

Standard VIII, Element 8.2: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology, multiple service models and methods; ethical, legal, and professional
School Psychology PhD

The Ph.D. in School Psychology builds on the NASP approved Ed.S. in School Psychology. School psychologists work in public and private school systems, colleges and universities, preschool and child-development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to preschool and school-age children with educational, emotional and behavioral problems. This degree extends the school psychologist’s skills in the area of supervision or more in-depth understanding of school psychological practice, and research methodology. Since the EdS School Psychology degree is part of the PhD School Psychology, students entering must have either graduated with the EdS, or be concurrently enrolled. Licensure/certification as a school psychologist is necessary for practice in that field, so graduates of the EdS may be certified to practice in Michigan and may apply for a Nationally Certified School Psychology certificate from the National School Psychologists Association.

**Track 1: Total Credits 41+**

**Prerequisites**

To be eligible for the 41-credit PhD in School Psychology, you must already have an EdS in School Psychology from a NASP and state accredited university. Additionally, a graduate level course in cognitive and biological psychology, research methods, as well as EDFN 500 Philosophical Foundations for Professionals, must have been previously completed. If not, these courses will be added to the doctoral level curriculum.

**Professional Core - 9**

- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 736 - Field Work in Educational and School Psychology Credits: 1–6
- GDPC 834 - Seminar in Educational/School Psychology Credits: 3

**Research & Statistics — 18**

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

**Comprehensive Exam**

- EDUC 870 - Doctoral Comprehensive Exam Credits: 0

**Dissertation — 14+**

- GDPC 899 - Doctoral Dissertation Credits: 1–16

**Track 2: Total Credits 106+**

This track is for students that do not have an EdS in School Psychology. Completion of this degree will allow students to earn an EdS in School Psychology en-route to the PhD in School Psychology.

**Prerequisites - 3**

- GDPC 514 Psychology of Learning, or an undergraduate or graduate-level learning course.

**Psychological Foundations - 3**

- GDPC 614 - Human Development Credits: 3

**Educational Foundations - 2**

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

**Certificates**

**Couple and Family Therapy Certificate**

This post-master's Graduate Certificate in Couple and Family Therapy enables master's level practitioners to obtain the additional competencies and licensure requisite for the practice of couple and family therapy.

**Prerequisite Training:** Applicants wishing to receive this additional training must have completed the Clinical Mental Health Counseling degree or similar master’s degree with equivalent training as approved by the Program Coordinator. The requirements of this certificate will help graduates meet licensure requirements in the State of Michigan as a Limited License Marriage and Family Therapist. Additional coursework required for licensure, that is not included in the curriculum, can be completed within the Graduate Psychology & Counseling Department.

Applicants are encouraged to review the licensing requirements of Michigan to determine whether additional coursework will be necessary. Any classes not a part of the certificate program, but needed for the L.M.F.T. can be taken in this department while accepted into the Couple and Family Therapy Certificate.

**Minimum Cohort Size:** Each school year, the Couple and Family Therapy Certificate requires a minimum cohort of 7 new students. By July 31st, applicants who wish to begin that upcoming fall semester will be notified whether the minimum cohort size has been met. Individuals wishing to enroll in this certificate program are encouraged to complete their application prior to July 31st.
Family Studies - 6

GDPC 600 - Family Counseling Credits: 2–3
SOWK 514 - Children & Families at Risk Credits: 2
GDPC 606 - Studies in Family Dynamics Credits: 2–3

Family Therapy - 6

GDPC 604 - Human Sexuality and Sex Therapy Credits: 2,3
GDPC 610 - Marital Counseling Credits: 2,3
SOWK 649 - Advanced Family Therapy Credits: 2

Practice - 8

GDPC 674 - Couple and Family Therapy Advanced Internship Credits: 2
GDPC 607 - Practice Management Credits: 2–3
GDPC 621 - Legal and Ethical Issues in Couple and Family Therapy Credits: 2–3

Educational Research Methods

EDRM 499 - Independent Study
Credits: 1–3
Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor.
Grade Mode: Normal w/S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDRM 505 - Research Methods
Credits: 3
A survey of quantitative and qualitative research designs for conducting basic and applied research in education and psychology. The primary focus will be on the research process including defining variables, formulating and stating the problem, planning and designing the research, conducting the literature review, instrumentation, data collection procedures, basic data analysis, and researcher ethical and legal responsibilities. Students are expected to develop a research proposal.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDRM 506 - Research and Evaluation for Counselors
Credits: 3
This course seeks to prepare mental health and school counselors to be informed consumers of research and evaluation. It focuses primarily on research designs (quantitative, qualitative, mixed methods), program evaluation models and procedures and data analysis within the counseling field. Ethical and multicultural issues relevant to research in counseling will also be addressed. Critical analyses of the literature and development of a research proposal relevant to counseling will be required. This course is for clinical mental health and school counseling students only.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SED

EDRM 604 - Design and Analysis of Educational and Psychological Surveys
Credits: 3
Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 611 or equivalent

EDRM 605 - Qualitative Research Methods in Education and Psychology
Credits: 3
The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDRM 611 - Applied Statistical Methods I
Credits: 3
Analysis of educational, counseling and psychological data using descriptive and basic inferential statistics; frequency distribution, measures of central tendency, dispersion, correlation, t-tests, one way Analysis of Variance, simple linear regression, introduction to multiple regression analysis, and Chi-Square. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 611 or equivalent.
Schedule Type: Lecture
College Code: SED

EDRM 612 - Applied Statistical Methods II
Credits: 3
Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 612 or equivalent.
Schedule Type: Lecture
College Code: SED

EDRM 613 - Applied Statistical Methods III
Credits: 3
Analysis of educational, counseling and psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 612 or equivalent.
Schedule Type: Lecture
College Code: SED

EDRM 636 - Program Evaluation
Credits: 3
The application of various evaluation models and techniques for the specific purpose of judging the processes and results of projects and programs.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 505 and EDRM 611 or their equivalents.
Schedule Type: Lecture, Interactive Online
College Code: SED

EDRM 648 - Workshop
Credits: 1–4
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: SED

EDRM 690 - Independent Study: Topic
Credits: 1–3
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.
Repeatable: Repeatable
EDRM 698 - Research Project
Credits: 0
Group research project to provide students with research experience.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeateable
Schedule Type: Independent
College Code: SED

EDRM 704 - Design and Analysis of Educational and Psychological Surveys
Credits: 3
Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only)
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 611 or equivalent.
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDRM 710 - Seminar in Research Methodology
Credits: 1
This course is designed to help the student in developing a Literature Review on his/her Dissertation topic. Topics to be discussed will include: research articles evaluation, literature review outline, and how to write a literature review. Prerequisites for the course are: to have an approved Dissertation Committee, and approved Dissertation Topic.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): An approved dissertation topic and committee.
Schedule Type: Blended Learning, Seminar
College Code: SED

EDRM 712 - Applied Statistical Methods II
Credits: 3
Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only)
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 611 or equivalent.
Schedule Type: Lecture
College Code: SED

EDRM 713 - Applied Statistical Methods III
Credits: 3
Analysis of educational, counseling and psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only)
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 712 or equivalent.
Schedule Type: Lecture, Blended Learning
College Code: SED

EDRM 880 - Dissertation Proposal Development
Credits: 2
Designing and writing the doctoral dissertation proposal. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 505, EDRM 611 and EDRM 710 or their equivalents, and permission of instructor.
Schedule Type: Lecture, Blended Learning
College Code: SED
required to register for GDPC525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)
**Prerequisite(s):** A course in human development.
**Schedule Type:** Lecture, Lab
**College Code:** SED

**GDPC 530 - Professional Issues in School Counseling**

Credits: 3
A survey of professional issues in school counseling including the roles, functions, and identity of school counselors, the theory and process of school counseling and guidance, consultation, and current trends in legal and ethical matters.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 540 - Behavioral and Emotional Problems of Children**

Credits: 3
Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 545 - Administration of Guidance Services**

Credits: 3
A study of the organization, administration, and coordination of guidance services in school systems including the development, implementation, and evaluation of comprehensive developmental school counseling programs.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Year Offering:** Alternate years
**College Code:** SED

**GDPC 554 - Career Development**

Credits: 3
An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 555 - Early Childhood Issues and Assessment**

Credits: 2
A study of infant and toddler assessment from birth to 5 years in context of federal legislation and best development and educational practices. The student will study individual and screening instruments for this age group, along with a specific focus on family and community involvement in the assessment process. This course also includes a special emphasis on the assessment and instruction of children with Autism Spectrum Disorder. Students are also required to register for GDPC555 PO5.

**Course/Lab Fee: Yes**
**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** GDPC 652 or approval by instructor.
**Schedule Type:** Lecture, Lab
**College Code:** SED

**GDPC 600 - Family Counseling**

Credits: 2–3
Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)
**Prerequisite(s):** GDPC 650 or equivalent. (Master's-level)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 604 - Human Sexuality and Sex Therapy**

Credits: 2,3
Introduction to theory and practice of sex therapy, including information about human sexual function and dysfunction and appropriate intervention methods. The subject of human sexuality is examined from a variety of social, physiological, and cultural viewpoints. Various forms of sexual dysfunction are studied and examined for understanding of both physiological and psychological components and role of each in the dysfunction. Finally, there is in-depth study of current approaches to therapy as well as attention to other issues such as conjoint treatment of couples, resistance, sexual dysfunction in both partners, and sexual dysfunction and its relationship to marital discord.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Term Offering:** Fall
**College Code:** SED

**GDPC 606 - Studies in Family Dynamics**

Credits: 2–3
Family dynamics is the way in which members of a family interact with each other in relation to their individual goals and preferences. Although the family is a unit, people are individuals. This course is a survey of theory and research on family interaction in well-functioning and dysfunctional families. Students will encounter a micro-analysis of family process in communication, decision making, and problem solving. Theory and research on family coping with normative transitions and non-normative crises across the family life-cycle will be presented.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Term Offering:** Fall
**College Code:** SED

**GDPC 607 - Practice Management**

Credits: 2–3
The course offers an opportunity to obtain the knowledge needed to develop and run a successful private practice. The course will advance students' knowledge and related skills in formulating an individualized business plan for establishing a clinical practice and thereby preparing them to successfully manage a small business.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Term Offering:** Fall
**College Code:** SED

**GDPC 608 - Topics in Legal and Ethical Issues in Schools**

Credits: 1–3
Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty.

**Grade Mode:** Normal (A-F,I,W)
**Corequisite(s):** Students must also be enrolled in GDPC 618 for 2 credits.
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 609 - Topics in Professional Issues in Clinical Mental Health Counseling**

Credits: 1
Study tour involving attendance, and possibly presentation, at a mental health counseling conference as proposed by faculty. Students must also be enrolled in GDPC 619 for 2 credits.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 610 - Marital Counseling**

Credits: 2,3
Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)
**Prerequisite(s):** GDPC 650 or equivalent. (Master's-level)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 614 - Human Development**
A broad and general introductory utilizing critical analysis of the biological, cognitive and sociocultural factors influencing human development across the lifespan. The course has three focuses: a critical analysis of contemporary development psychology, the relevance of theory and research findings to educational practice, counseling and family context and the analysis of the interaction of the individual and the environment (culture, family and institutions).

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 616 - Psychology of Religious Experience**
Credits: 3
A broad and general critical evaluation of psychological factors in the religious experience.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 617 - Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues**
Credits: 3
An examination of: the history and foundations of school psychology; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs.

**Course/Lab Fee:** Yes
**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture, Lab, Lecture/Lab
**College Code:** SED

**GDPC 618 - Legal and Ethical Issues in Schools**
Credits: 3
An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs.

**Course/Lab Fee:** Yes
**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture, Lab
**College Code:** SED

**GDPC 619 - Professional Issues in Clinical Mental Health Counseling**
Credits: 2,3
A survey of professional issues in clinical mental health counseling including the professional identity of clinical mental health counselors, the public and private practice of mental health counseling as well as consultation, and crisis intervention. Student must take either 3 credits of GDPC619 or 2 credits of GDPC619 and 1 credit of GDPC 609 (Topics in Clinical Mental Health Counseling) in consultation with advisor.

**Course/Lab Fee:** Yes
**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 620 - History and Systems of Psychology**
Credits: 3
A broad and general examination of the historical and philosophical foundations of contemporary psychology. Both theoretical and applied aspects of the development of psychology as a science and practice are critically examined, including contributions of important theoretical schools and individuals.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 621 - Legal and Ethical Issues in Couple and Family Therapy**
Credits: 2–3
An introduction to the basic principles of therapy skills applied to a couple and family context with special attention given to the professional ethics of the family practitioner. This course will address therapist's legal responsibilities and liabilities, certification, and licensure issues. There will be an analysis of marriage and family issues from a legal perspective. Review of legal decisions affecting families, including procreative rights, marriage, termination of marriage, parental and child rights, adoption, child custody, and child/family medical treatment will be included. Also, the relationship between family law and family policy will be discussed.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**Term Offering:** Fall
**College Code:** SED

**GDPC 622 - Seminar on Special Topics**
Credits: 1–6
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)
**Repeatable:** Repeatable up to 6 credits with different topics
**Schedule Type:** Seminar
**College Code:** SED

**GDPC 623 - Development Research and Applied Statistics**
Credits: 3
Introduction to methodology of conducting responsible social science research as applied to community based problem-solving in the field of international development. Principles of designing, administering, interpreting, and writing research. Interpretation of scientific reports and professional journals. Applications of statistical data and reasoning including practical utilization of a statistical package.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)
**Schedule Type:** Lecture, Interactive Online
**College Code:** SED

**GDPC 624 - Addictions and Addictive Behaviors**
Credits: 3
Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 625 - Biopsychology**
Credits: 3
A broad and general survey of the physiological bases of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 626 - Cognitive and Affective Bases of Behavior**
Credits: 3
A broad and general critical examination of issues and research in cognitive and affective influences on behavior. This includes perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, emotion and socio-cultural cognition. Additionally, there will be a focus on how emotion affects cognitive functioning. A wide variety of theories will be critically reviewed with application of research to practical problems, including assessment. Selected cognitive issues will be discussed from a cognitive science or neuropsychological perspective, and emotion research will also be considered.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** GDPC 514.
**Schedule Type:** Lecture
**College Code:** SED

**GDPC 628 - Seminar in the Psychology of Women**
Credits: 3
The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)
**Schedule Type:** Seminar
**Year Offering:** Alternate years
**College Code:** SED

**GDPC 629 - Psychopathology: Classification & Treatment**
A broad and general critical examination of basic historical concepts, current paradigms, and assessment of psychopathology based on the American Psychiatric Association (APA) diagnostic classification system and implications for counseling/clinical approaches to treatment.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 630 - Personality Assessment
Credits: 3
Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Master's level)

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 644 and a course in abnormal psychology.
Schedule Type: Lecture, Lab
College Code: SED

GDPC 634 - Cognitive and Biological Psychology
Credits: 3
A description of the physiological basis of human behavior and aspects of cognitive psychology and their application to professional practice.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 635 - Theories and Techniques of Counseling
Credits: 3
An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Special Approval: Student must be admitted into a GPC department program or receive prior instructor permission before registering for this class.
College Code: SED

GDPC 638 - Group Processes
Credits: 3
A broad and general critical analysis of theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 640 - Multicultural Issues for Counselors and Psychologists
Credits: 3
A broad and general critical analysis of cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture
College Code: SED

GDPC 644 - Psychological Testing
Credits: 3
A broad and general introduction to measurement theory. The selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality are critically examined. Also explored are the social, legal, and ethical implications of testing.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 645 - Professional Ethics for Counselors and Psychologists
Credits: 3
Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 648 - Workshop
Credits: 1–5
Grade Mode: Normal w S/DG (A-F,I,S,DG,WN)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: SED

GDPC 649 - Crisis Intervention
Credits: 1
This course will cover broad areas of crises interventions related to schools. A total of 15 contact hours will be provided.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 650 - Practicum in Counseling
Credits: 3
Foundational supervised experience in the counseling process at the master's level. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): CMHC - GDPC 629, GDPC 635, GDPC 638, GDPC 645; SC - GDPC 635, GDPC 638, GDPC 645; B weekly personal counseling sessions; and departmental approval.
Schedule Type: Practicum
College Code: SED

GDPC 651 - Behavioral and Educational Assessment
Credits: 3
The selection, administration, and scoring of standardized and non-standardized educational and behavioral measures within a Response to Intervention/problem-solving model, for remediation for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs, including those of English language learners, will be addressed. Students are also required to register for GDPC651 P03 which is the 50-hour practicum lab portion of this class. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 514 and GDPC 644, or permission of instructor.
Schedule Type: Lecture, Lab, Blended Learning
College Code: SED

GDPC 652 - Cognitive Assessment Across the Lifespan
Credits: 3
The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of the most widely used intelligence tests throughout the life span. Current issues in the conceptualization of intelligence and assessment pertaining to students/individuals with special needs will be addressed. Students are also required to register for GDPC652 P04. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology or School Counseling, or by permission of instructor. Class size limit: 12.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 644.
Schedule Type: Lecture, Lab
College Code: SED

GDPC 654 - Practicum in School Psychology
Credits: 1–6
Supervised experience in school psychology. 100 hours per credit supervised by a school psychologist in the field and a university professor. Rated as full-time student status.

Course Attribute: Full-time Status

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): The completion of a prescribed set of 15 credits in school psychology and permission of supervisor one semester in advance of registration.
Schedule Type: Practicum
College Code: SED

GDPC 655 - Internship in Counseling
Credits: 1–6
Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. School Counseling students must complete a minimum of 300 hours within a school setting.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650. Limited to students enrolled in MA in Clinical Mental Health Counseling or School Counseling programs.
Repeatable: Repeatable up to 6 credits
Schedule Type: Lab, Practicum
College Code: SED

GDPC 657 - Assessment and Treatment in Couples Therapy
Credits: 2–3
Application of a systemic perspective to the assessment and treatment of couples who are seeking therapy. Models of couple therapy are examined and applied to problems common to couples. Attention is given to gender, race, culture, and couple forms.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SED

GDPC 658 - Assessment and Treatment in Family Therapy
Credits: 2–3
Application of a systemic perspective to the assessment and treatment of families who are seeking therapy. Models of family therapy are examined and applied to a variety of families and common problems. Multicultural and gender perspectives on family life are integrated in course content.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 660 - Program Continuation
Credits: 0
See section on Continuous Registration-Active Status. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 670 - Advanced Social Psychology
Credits: 3
A broad and general critical examination of conceptual and research approaches to social thinking, social influence and social relations. Application of social psychological theories to education, counseling, health and work.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Lab
College Code: SED

GDPC 672 - Psychoeducational Consultation
Credits: 3
A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): GDPC 651
Schedule Type: Lecture
College Code: SED

GDPC 674 - Couple and Family Therapy Advanced Internship
Credits: 2
Supervised internship experience in community setting. Students must complete a minimum of 300 clock hours of direct service with clients, including 150 hours of work with couples or families. LMFT licensure requires an internship of 8 continuous months, and 1 hour of supervision for every 5 hours of direct client contact. The supervisor may be an LMFT, social worker, professional counselor, or psychologist.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
Term Offering: Fall
College Code: SED

GDPC 675 - Advanced Internship in Mental Health Counseling
Credits: 1–3
Advanced internship experience in a mental health setting. Students must complete a minimum of 100 clock hours with 40 of those direct service for each credit registered for. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. Rated as full-time student status.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 655 and departmental approval. Limited to students enrolled in the Clinical Mental Health Counseling track.
Repeatable: Repeatable to 3 credits
Schedule Type: Independent
College Code: SED

GDPC 676 - Theories of Personality
Credits: 3
A broad and general consideration and critical evaluation of major theories of personality, with emphasis on their implications for counseling and education.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 678 - Study Tour
Credits: 1–6
Travel to destinations relevant to individual programs of study. Classes will be selected from departments(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Blended Learning
College Code: SED

GDPC 679 - Topics In:
Credits: 1–6
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SED

GDPC 685 - MA Level Comprehensive Exam Preparation
Credits: 0
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 686 - Interventions and Diagnosis with Children and Adolescents
Credits: 3
A study of major contemporary, evidence-based interventions for treating psychopathology in children with attention given to multicultural and diagnostic issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): a master's level course in developmental psychology and an introductory course on theories and techniques of counseling. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling programs.
GDPC 687 - Counseling and Therapeutic Interventions for Adults
Credits: 3
A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 635 or equivalent. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling programs.
Schedule Type: Lecture
College Code: SED

GDPC 688 - Advanced Group Therapy
Credits: 3
Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 638, GDPC 650 or equivalent.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: SED

GDPC 689 - Topics in Professional Issues in School Counseling
Credits: 1
Study tour involving attendance, and possibly presentation, at a school counseling conference as proposed by faculty. Students must also be enrolled in GDPC530 for 2 credits.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 690 - Independent Study
Credits: 1–6
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 695 - Professional Portfolio
Credits: 0
The professional portfolio assesses a student's growth and development throughout their program. It is a collection of experience-based materials and reflective information. Graduation requirement for Clinical Mental Health Counseling, School Counseling, and Special Education students. Limited to Master's-level students only.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 699 - Thesis
Credits: 1–3
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
College Code: SED

GDPC 710 - Family Therapy
Credits: 3
Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 650 or equivalent. (Doctorate-level)
Schedule Type: Lecture
College Code: SED

GDPC 720 - Marital Therapy
Credits: 3
Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 650 or equivalent. (Doctorate-level)
Schedule Type: Lecture
College Code: SED

GDPC 725 - Cross-Cultural Ethics and Research
Credits: 3
A theory-driven, applied course for researchers to strengthen awareness, knowledge and skills in various multicultural, cross cultural and diversity competencies necessary to design, develop and implement clinical and educational research in diverse populations. A survey of cross-cultural ethics and implications for research and practice in education and psychology will also be reviewed.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 730 - International Psychology
Credits: 3
A survey of theories of international psychology and philosophies of change. Implications for working with culturally diverse populations in education and psychology are emphasized. Examination of mainstream as well as alternative theoretical, methodological and applied approaches that is relevant to the study and practice of international psychology. The topics selected review psychology's relevance to the understanding and solution of global problems, as well as of how psychology itself is affected by events and cultures around the world.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations
Credits: 3
Theories, etiology and function of bias in the clinical assessment and treatment of culturally diverse populations. The primary focus of this course will be on clinician self-assessment of bias, personal development and clinical application.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 638, GDPC 640, GDPC 650, GDPC 670 or by permission of instructor.
Schedule Type: Lecture
College Code: SED

GDPC 736 - Field Work in Educational and School Psychology
Credits: 1–6
Individualized research or teaching experience under the supervision of a qualified professional in the chosen field of educational or school psychology. A minimum of 60 clock hours of experience required for 1 credit. Up to 6 credits available.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Open to students in a doctoral program and permission from your advisor and fieldwork supervisor.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 745 - Practicum in Counseling Psychology
Credits: 1–3
Supervised experience in counseling psychology. Students enroll for 3 academic credits for their first semester in Practicum. Limited to students enrolled in the Counseling Psychology program. Clients will be selected that will provide the most experience with the student's chosen emphasis.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 629 or equivalent and approval of the supervisor.
Schedule Type: Practicum
College Code: SED

GDPC 746 - Issues in Health Psychology Seminar
Credits: 3
Examines current topics, ethical issues, professional practice, and research in...
health psychology.

GDPC 750 - Personality Assessment
Credits: 3
Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. (Doctorate-level)

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): GDPC 652, GDPC 750
Schedule Type: Lecture, Lab
College Code: SED

GDPC 753 - Psychological Decision Making and Interventions
Credits: 3
A study of psychological diagnosis using processing instruments and information from various sources. A cross-battery approach to assessment and report writing will also be discussed. A study of appropriate interventions for various diagnoses will be emphasized. Students are also required to register for GDPC753 P07. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,J,W)
Prerequisite(s): GDPC 652, GDPC 750
Schedule Type: Lecture, Lab, Blended Learning
College Code: SED

GDPC 755 - Refugee & Displaced Populations Clinical Interventions
Credits: 3
A study of major contemporary theories and treatment modalities of crisis intervention for working with displaced diverse populations. The course provides students with opportunities to learn theory and practical skills in a variety of areas including, crisis intervention, disaster relief training and PTSD.

Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: SED

GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation
Credits: 2
In this course you will learn the basic models of clinical supervision of counselors, counseling psychologists, and other related mental health professionals. As supervision is a specialized form of consultation, the broader field of psychological consultation will be introduced across a variety of settings including individual consultation, large and small system consultation, and consultation with special populations, clinics, practice management, and crisis consultations.

The seminar is divided between two semesters; Fall semester is the didactic section, and Spring semester is the field practicum section. During the field practicum students will be the primary clinical supervisors for master's counseling students initial clinical experience, and they will be assigned a specific consultation project in which will be documented in a consultation proposal portfolio.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 745
Schedule Type: Seminar
College Code: SED

GDPC 795 - Professional Portfolio
Credits: 0
The professional portfolio assesses a student's growth and development throughout their program. It is a collection of experience-based materials and reflective information. Graduation requirement for School Psychology students.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 810 - Internship in School Psychology
Credits: 1–6
Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours supervised by a school psychologist. The student must complete a total of 6 credits. Rated as full-time student status.

Course Attribute: Full-time Status
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Completion of GDPC 654. Limited to students in the School Psychology program. A student's readiness for internship must be approved by Program core faculty before an internship site contract can be signed.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 820 - Internship in Counseling Psychology
Credits: 0.5, 1
2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Practicum
College Code: SED

GDPC 825 - Topics in Counseling Psychology
Credits: 1–3
Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in GDPC 835 for 2 credits.

Schedule Type: Lecture
College Code: SED

GDPC 834 - Seminar in Educational/School Psychology
Credits: 3
Examines current issues and research in educational, developmental, or school psychology.

Grade Mode: Normal with DG (A-F,I,W,D)
Prerequisite(s): Completion of 16 credits in educational, developmental, or school psychology.
Repeatable: Repeatable up to 6 credits
Schedule Type: Seminar
College Code: SED

GDPC 835 - Seminar in Counseling Psychology
Credits: 2, 3
Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology. Student must take either 3 credits of GDPC835 or 2 credits of GDPC835 and 1-3 credits of GDPC 825 (Topics in Counseling Psychology) in consultation with advisor.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
College Code: SED

GDPC 846 - Adult Advanced Emphasis Practicum
Credits: 3
Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. Clients will be selected that will provide the most experience with the student's chosen emphasis.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 847 - Child/Family Advanced Emphasis Practicum
Credits: 1–3
Supervised counseling psychology practicum experience in chosen emphasis must
immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. Clients will be selected that will provide the most experience with the student's chosen emphasis.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 848 - Diversity Advanced Emphasis Practicum
Credits: 1–3
Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. Clients will be selected that will provide the most experience with the student's chosen emphasis.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 849 - Health Psychology Advanced Emphasis Practicum
Credits: 3
Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 850 - Doctoral Field Externship
Credits: 1–3
Students desiring additional clinical experience may register for Field Externship to accumulate clinical hours. Each credit allows students to accumulate hours, of which 40% is direct service to clients. These hours must be completed outside of the ACCC.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SED

GDPC 870 - Comprehensive Exam Preparation
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 878 - Doctoral Practicum Continuation
Credits: 1
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SED

GDPC 899 - Doctoral Dissertation
Credits: 1–16
A minimum of 14 credits required. Rated as full-time student status. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time Status
Leadership

Graduate Leadership Office
Bell Hall Suite 174
4195 Administration Dr.
Berrien Springs, Michigan 49104-0111
Phone: 269.471.6580 or 269.471.3487
Toll Free: 1.888.717.6247
Fax: 269.471.6560
Email: leader@andrews.edu
www.andrews.edu/sed/leadership_dept

Faculty
Duane Covrig, Chair
Christon Arthur
Erich Baumgartner
Jay Brand
Gustavo Gregorutti
Bordes Henry-Saturné
Janet Ledesma
Robson Marinho
Randy Siebold

Emeriti
Sylvia Gonzalez
Shirley Freed
Lyndon G. Furst
Gary D. Gifford
James R. Jeffery
Edward A. Streeter

Mission
The Department of Leadership develops a community of scholar practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life and human dignity.

Masters

Education, Educational Leadership Concentration MA

Program Description
Total Credits: 34

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Concentration</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Additional Requirements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Certification</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Research</th>
<th>Ten Guiding Standards</th>
</tr>
</thead>
</table>

Program Description
The K-12 Educational Leadership master’s program is an online program designed for post-baccalaureate participants who desire to obtain a degree in educational administration. Those seeking to use this degree for North American Division certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take additional course work from the areas listed if they have not done so already.

Those specifically served by this degree are the following:
Teachers interested in transitioning into educational administration
Principals of K-8, K-10, K-12 and 9-12 schools
Aspiring educational leaders

Once accepted into this master's program, students must complete LEAD 630 - Introduction to Leadership where they will be introduced to the philosophy of educational leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 34 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

This program is offered online. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Graduate Record Examination (GRE)
Students who are applying for admission to the Educational Leadership MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

<table>
<thead>
<tr>
<th>GRE Score</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>310</td>
<td>25% tuition reduction</td>
</tr>
<tr>
<td>300</td>
<td>10% tuition reduction</td>
</tr>
</tbody>
</table>

Total Credits: 34

Degree Core

Common Core Requirements - 18
The Common Core section, if a student only took the minimum credits of all the courses listed, currently adds up to 17 credits. It will be up to the advisor and student to decide how the extra required 1 credit will be made up.

| LEAD 630 - Introduction to Leadership Credits: | 2 |
| EDAL 520 - Foundations of Educational Leadership Credits: | 2,3 |
| EDAL 645 - K-12 Educational Finance Credits: | 2,3 |
| EDAL 670 - Technology for Leaders Credits: | 3 |
| 3-12 Credits of EDAL 680 - K-12 Internship: Topic Credits: | 1-12 |
| EDCI 547 - Foundations of Curriculum Studies Credits: | 3 |
| Or EDCI 565 - Improving Instruction Credits: | 2,3 |
| EDFN 500 - Philosophical Foundations for Professionals Credits: | 2,3 |
| LEAD 675 - Portfolio Development: Topic Credits: | 0-3 |

Concentration - 13

| EDAL 560 - K-12 Law Credits: | 3 |
| EDAL 565 - Leadership for Seventh-day Adventist Education Credits: | 2 |
| EDAL 570 - Principles of Educational Supervision Credits: | 2,3 |
| EDAL 635 - Human Resources Administration Credits: | 2,3 |
| EDAL 664 - Elementary School Leadership Credits: | 2,3 |
| Or EDAL 665 - Secondary School Leadership Credits: | 2,3 |
| LEAD 525 - Public Relations: Community Partnerships Credits: | 2,3 |

Research - 3
EDRM 505 - Research Methods Credits: 3

Program Electives
As need in consultation with your advisor.

Additional Requirements

Internship Experience
Internship does not apply to certificates
All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.
Certification

Program Objectives

Ten Guiding Standards

VISION: Collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

CULTURE/PROGRAM: Sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate.

MANAGEMENT & ADMINISTRATION: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

COMMUNITY RELATIONS: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ETHICS: Acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

LAW & SOCIETY: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

INTERNSHIP: Participating in a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

TECHNOLOGY: Understanding and comprehensively applying technology to advance student achievement.

WORLDVIEW: Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.

RESEARCH: Understanding and comprehensively applying research and evaluation for effective decision making.
Additional Requirements

Portfolio
The degree programs require the completion of a portfolio that documents the participant’s work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration
Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits
Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives
As needed, in consultation with your advisor.

Admission Requirements

Application Process
Applicants must meet School of Education admission requirements. Once accepted into this master’s program, students must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 36 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master’s comprehensive examination. There is no thesis requirement for the master’s degree program.

Graduate Record Examination (GRE)
Students who are applying for admission to the Higher Education Administration MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

<table>
<thead>
<tr>
<th>GRE Score</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>310</td>
<td>25% tuition reduction</td>
</tr>
<tr>
<td>300</td>
<td>10% tuition reduction</td>
</tr>
</tbody>
</table>

Program Objectives

Guiding Principles
The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)
   Each student is a unique person and must be treated as such.
   The student’s total environment is educational and must be used to achieve full development.

Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students’ felt educational and developmental needs.

Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.

The primary responsibility for learning and development rests with the student.

Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism
Institutions embrace diversity and eliminate barriers that impede student learning.

Justice and respect for differences bond individuals to community.

Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources
Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments
Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.

The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations
Ethical standards are essential to guide the behavior of staff members in ways that enhance the program’s overall integrity.

Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus
Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour: A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master’s and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships: The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar: This is a seminar in intercultural communication that explores the role of culture and diversity in today’s organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of
Higher Education Administration
MA (Interactive Online)

Program Description
The Higher Education Administration program seeks to empower diverse scholars-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards. Higher Education is one of the fastest-growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy-making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The MA program in Higher Education prepares students for entry-level and mid-management level positions at public and private colleges or universities and community colleges in different areas of student affairs, such as:
- Admissions and enrollment
- Financial services management
- Residence halls administration
- Religious and social activities coordination
- Athletic and recreation administration
- Health services
- International student services
- Other related areas

Program Delivery
This program is offered on campus and as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 36

Degree Core

Core Requirements - 15
LEAD 600 - Annual Conference Credits: 0
LEAD 630 - Introduction to Leadership Credits: 2
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
EDAL 655 - Higher Education Finance and Technology Credits: 3
EDAL 667 - Leadership in Higher Education Credits: 2,3
EDAL 680 - K-12 Internship: (Topic) Credits: 1–12
LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research - 4
EDRM 505 - Research Methods Credits: 3
LEAD 535 - Principles of Academic Writing Credits: 1–3

Concentration - 17
EDAL 640 - Higher Education Law Credits: 3
EDAL 674 - Administration of Student Services Credits: 3
EDAL 675 - College Student Development Theory Credits: 3
LEAD 678 - Global Education Study Tour Credits: 6

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

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.

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.

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.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

5. Cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program
Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experience.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutuality objectives.

Appreciating diversity—Higher Education values one’s own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

436
Additional Requirements

Portfolio
The degree programs require the completion of a portfolio that documents the participant’s work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration
Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits
Participants must complete the requirements for the MA within four years; Eds, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives
As needed, in consultation with your advisor.

Admission Requirements

Graduate Record Examination (GRE)
Students who are applying for admission to the Higher Education Administration MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

<table>
<thead>
<tr>
<th>GRE Score</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>310</td>
<td>25% tuition reduction</td>
</tr>
<tr>
<td>300</td>
<td>10% tuition reduction</td>
</tr>
</tbody>
</table>

Application Process
Applicants must meet School of Education admission requirements. Once accepted into this master’s program, students must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 36 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master’s comprehensive examination. There is no thesis requirement for the master’s degree program.

Program Objectives

Guiding Principles
The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)
   Each student is a unique person and must be treated as such.
   The student’s total environment is educational and must be used to achieve full development.
   Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students’ felt educational and developmental needs.

   Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.

   The primary responsibility for learning and development rests with the student.

   Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

   Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism
   Institutions embrace diversity and eliminate barriers that impede student learning.

   Justice and respect for differences bond individuals to community.

   Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

   All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources
   Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

   Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

   Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

   Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments
   Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.

   The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations
   Ethical standards are essential to guide the behavior of staff members in ways that enhance the program’s overall integrity.

   Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus
Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour: A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master’s and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships: The Higher Education program works with international Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar: This is a seminar in intercultural communication that explores the role of culture and diversity in today’s organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.
For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. **Self-Development Competencies:** This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

   - **Philosophical foundations**—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
   - **Ethics, values, and spirituality**—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.
   - **Human development and career choice**—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. **Interpersonal Development Competencies:** This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

   - **Effective communication and mentoring**—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
   - **Appreciating diversity**—Higher Education values one’s own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.
   - **Social responsibility**—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. **Leadership and Organizational Development Competencies:** This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

   - **Resource development; human and financial**—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.
   - **Legal and policy issues**—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.
   - **Organizational behavior, change, and culture**—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. **Research Development Competency:** Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

   - **Conducting, evaluating and reporting research**—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Leadership MA (Concentration Design)

---

Program Description

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today’s fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants’s program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the "core + concentration" design.

- The job-embedded design is created with an official Andrews University partner organization to attract a cohort of professionals who want to work together to develop competencies useful for their organization or region. Competencies are developed and documented in a digital or hardcopy portfolio, and presented to a faculty panel.
- The "core + concentration" design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Program Delivery

The MA in Leadership is typically an interactive online program (see School of Distance Education Definitions) unless it is offered as a cohort-based program. The online courses follow fixed enrollment with semester start and end dates. All participants interact with each other and the instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The online program requires two-week on-campus attendance in the first year, and at least one-week on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps). These support events are often organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

Graduate Record Examination (GRE)

Students who are applying for admission to the Leadership MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

- **GRE Score** Scholarship
  - 320 50% tuition reduction
  - 310 25% tuition reduction
  - 300 10% tuition reduction

MA Course Requirements: Total Credits - 36

<table>
<thead>
<tr>
<th>Core Requirements - 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 535 - Principles of Academic Writing Credits: 1–3</td>
</tr>
<tr>
<td>LEAD 630 - Introduction to Leadership Credits: 2</td>
</tr>
<tr>
<td>LEAD 635 - Leadership and Learning Plan Credits: 2–4</td>
</tr>
</tbody>
</table>
LEAD 638 - Issues in Leadership Theory Credits: 2,3 
COMM 590 - Graduate Seminar in ______________ Credits: 2,3 
EDRM 505 - Research Methods Credits: 3 
LEAD 636 - Issues in Leadership Foundations Credits: 2,3 or 
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Choose one of the following courses:
LEAD 698 - MA Research Project Credits: 1–3 
LEAD 699 - Thesis Credits: 3 
LEAD 680 - Internship Credits: 1–12 
LEAD 696 - Leadership Capstone Experience Credits: 1

Concentration - 18
Participants work with advisors to develop a course plan in one of six 18-credit concentrations:
Leadership MA, Creativity & Innovation Concentration 
Leadership MA, Higher Education Concentration 
Leadership MA, K12 School Leadership Concentration

Portfolio Requirement
The MA in Leadership program requires the development, presentation and successful approval of a portfolio that documents leadership proficiency in a minimum of 5 competencies.

Students must select competencies required in their concentration that align with the Leadership Program competencies. To facilitate portfolio development participants must register for one or more of the following courses: EDAL/LEAD 680, LEAD675, or LEAD696.

Leadership MA, Creativity & Innovation Concentration
The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today’s fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants’s program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional, and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the "core + concentration" design.

- The "core + concentration" design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Concentration Requirements - 18
This concentration helps existing or future leaders in and of organizations to develop their own creativity through real-life experiences in innovation in a real-life context. Participants register for the following courses:

- LEAD 647 - Creative Critical Thinking and Problem Solving Credits: 3 
- 3 credits of LEAD 680 - Internship Credits: 1–12 
- LEAD 640 - Creativity and Innovation Laboratory Credits: 6

In addition, participants select six credits from the following:

- LEAD 644 - Leadership and Organizational Dynamics Credits: 3 
- LEAD 675 - Portfolio Development: [Topic],____ Credits: 0–3 
- Other courses appropriate for the participant’s innovation project.

Innovation Project
Each participant is part of a learning community and works with an innovation coach and a leadership advisor to develop an innovation project in alignment with their LLP. A complete and well-documented innovation project may provide sufficient evidence of the development of a competency within the participant’s portfolio.

Competencies of the Leadership Program
Leadership and the Self
This cluster of competencies focuses on self-awareness and the personal and professional identity required when practicing leadership.

- Philosophical foundations—Leadership functions within the context of multiple perspectives and understands how their own worldview and mindsets influences their practice.
- Ethics, values, and spirituality—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
- Learning and human development—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.

Leadership With Others
This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

- Effective communication—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
- Mentor/coach—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- Social responsibilities—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership Through Organizations
This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.

- Resource development, human and financial—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
- Legal and policy issues—Leadership applies and understands the scope of legal and policy structures appropriate for their field.
- Organizational behavior, development, and culture—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
- Implementing change—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
- Evaluation and assessment—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

Leadership and Research
This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects.

- Reading and evaluating research—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic hardcopy sources, and relates research to the body of knowledge in their professional field.
- Conducting research—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.
- Reporting and publishing research—Leadership adequately communicates research findings and implements the findings in the workplace.

Individually Chosen Options
- PhD/EdD/Eds participants have to choose at least one optional competency.
- MA participants may select an optional competency as part of their required eight competencies.

Return to the Leadership Bulletin Page.
Get In Touch:
Leadership MA, Higher Education Concentration

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today’s fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participant’s program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the “core + concentration” design. The “core + concentration” design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Concentration Requirements - 18

This concentration helps participants develop leadership in working with students and staff in post-secondary environments.

Choose 12 credits from the following courses:

- EDAL 655 - Higher Education Finance and Technology Credits: 3
- EDAL 667 - Leadership in Higher Education Credits: 2,3
- EDAL 640 - Higher Education Law Credits: 3
- EDAL 674 - Administration of Student Services Credits: 3
- EDAL 675 - College Student Development Theory Credits: 3
- LEAD 678 - Global Education Study Tour Credits: 6

Choose 6 credits selected from the following:

- LEAD 644 - Leadership and Organizational Dynamics Credits: 3
- LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1–3
- LEAD 647 - Creative Critical Thinking and Problem Solving Credits: 3
- LEAD 675 - Portfolio Development: (Topic) _____ Credits: 0–3

Competencies

A learning community is maintained through the dynamic online courses in higher education and regular meetings with a learning group and an advisor. The participant is to focus their competency development on higher education projects and themes as they are documented in the portfolio.

Self-Development Competencies

This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

- Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
- Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.
- Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

Interpersonal Development Competencies

This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

- Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- Appreciating diversity—Higher Education values one’s own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.
- Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

Leadership and Organizational Development Competencies

This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

- Resource development: human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.
- Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.
- Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

Research Development Competency

Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

For further information, students may contact the coordinator of the Higher Education program.

Leadership MA, K12 School Leadership Concentration

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today’s fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants’s program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the “core + concentration” design.

The “core + concentration” design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Concentration Requirements - 18

This concentration allows the MA in Leadership participant to focus on leadership development in a K12 school setting. This 18-credit concentration matches the...
Principalship Certificate (see the Educational Leadership section). The LLP is signed off by two faculty members and requires participants to show a plan to fulfill eight of the 10 standards of the educational leadership program. Those in this program experience a learning community through online courses and the required participation in at least 7 online principalship webinars a year. Note: This concentration is compatible with the requirements of the North American Division Seventh-day Adventist K12 Principal Certification. However, individuals should work with the union credential specialist to determine a plan that will best fulfill this certification. If approval by the Educational Leadership Consortium Council (ELCC) or the Michigan Department of Education is desired please contact the director of the Educational Leadership programs for guidance: Dr. Janet Ledesma, jledesma@andrews.edu.

Those taking this concentration should select the Internship option in the core as their way to complete their research and portfolio options.

Required concentration courses - 18

LEAD 630 - Introduction to Leadership Credits: 2
EDAL 520 - Foundations of Educational Leadership Credits: 2,3
EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 2
EDAL 560 - K-12 Law Credits: 3
EDCI 547 - Foundations of Curriculum Studies Credits: 3
EDAL 570 - Principles of Educational Supervision Credits: 2,3
EDAL 645 - K-12 Educational Finance Credits: 2,3

Educational Leadership Standards

Vision: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Instructional Culture: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Management and Administration: Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

Community Collaboration: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Ethics: Acting with integrity, fairness, and in an ethical manner.

Law and Politics: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Technology: Understanding and comprehensively applying technology to advance student achievement.

Worldview: Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.

Research: Understanding and comprehensively applying research and evaluation for effective decision making.

Internship: Leadership is demonstrated in substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school personnel.

Return to the Leadership Bulletin Page.

Return to the Leadership Bulletin Page.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Leadership MA (Job Embedded Design)

Program Description

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today’s fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants’ program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the “core + concentration” design.

The job-embedded design is created with an official Andrews University partner organization to attract a cohort of professionals who want to work together to develop competencies useful for their organization or region. Competencies are developed and documented in a digital or hardcopy portfolio, and presented to a faculty panel.

The “core + concentration” design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Program Delivery

The MA in Leadership is typically an interactive online program (see School of Distance Education Definitions) unless it is offered as a cohort-based program. The online courses follow fixed enrollment with semester start and end dates. All participants interact with each other and the instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The online program requires two-week on-campus attendance in the first year; and at least one-week on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps). These support events are often organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

Job-Embedded Design

Participants in the job-embedded option usually work in a cohort model with face-to-face or online learning sessions. They work to develop and demonstrate 8-10 leadership competencies. They are required to:

- Create a Leadership and Learning Plan (LLP)
- Attend all the required program modules
- Participate regularly and actively in a Leadership and Learning Group (LLG)
- Maintain employment throughout the program
- Complete the development and presentation of a portfolio based on the participant’s LLP, documenting satisfactory completion of the required competencies.

Graduate Record Examination (GRE)

Students who are applying for admission to the Leadership MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

<table>
<thead>
<tr>
<th>GRE Score</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>310</td>
<td>25% tuition reduction</td>
</tr>
<tr>
<td>300</td>
<td>10% tuition reduction</td>
</tr>
</tbody>
</table>

441
Leadership MA, Organizational Leadership Concentration

This concentration allows MA in Leadership participants to gain expertise in organizational leadership and leadership development organizations. Those in this concentration participate in the dynamic learning environment of the Leadership program which focuses on organizational change leadership. It offers the participant a community of learning designed to foster authentic leadership. MA participants join and fully participate in a Leadership and Learning Group (LLG) which may consist of leaders from different organizational and even international settings. They attend the Annual Leadership Conference each year they are in the program. Those taking this concentration must select 8 of the 15 competencies of the Leadership Program, complete them at a satisfactory level (Level 3), and document them in a portfolio.

MA Course Requirements: Total Credits - 36

Portfolio Requirement
The MA in Leadership program requires the development, presentation and successful approval of a portfolio that documents leadership proficiency in the programs’ competencies.

Off-campus Locations
This program is also offered at approved off-campus location(s).

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Leadership MA, Organizational Leadership Concentration

Choose 18 credits selected from the following:

LEAD 525 - Public Relations: Community Partnerships Credits: 2, 3
LEAD 600 - Annual Conference Credits: 0
LEAD 625 - Research Writing Seminar Credits: 1, 2
LEAD 637 - Issues in Research Credits: 2, 3
LEAD 644 - Leadership and Organizational Dynamics Credits: 3
LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1–3
LEAD 647 - Creative Critical Thinking and Problem Solving Credits: 3
LEAD 675 - Portfolio Development: (Topic) Credits: 0–3
LEAD 678 - Global Education Study Tour Credits: 6
LEAD 689 - Seminar: (Topic) Credits: 1–12

Leadership MA, Organizational Leadership Concentration

Concentration Requirements - 18

Leadership and the Self
This cluster of competencies focuses on self-awareness and the personal and professional identity required when practicing leadership.

Philosophical foundations—Leadership functions within the context of multiple perspectives and understands how their own worldview and mindsets influences their practice.

Ethics, values, and spirituality—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.

Learning and human development—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.

Leadership With Others
This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibilities—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership Through Organizations
This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.

Resource development, human and financial—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.

Legal and policy issues—Leadership applies and understands the scope of legal and policy structures appropriate for their field.

Organizational behavior, development, and culture—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

Implementing change—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.

Evaluation and assessment—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

Leadership and Research
This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects.

Reading and evaluating research—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic hardcopy sources, and relates research to the body of knowledge in their professional field.

Conducting research—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.

Reporting and publishing research—Leadership adequately communicates research findings and implements the findings in the workplace.

Individually Chosen Options
PhD/EdD/EdS participants have to choose at least one optional competency. MA participants may select an optional competency as part of their required eight competencies.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Post-Masters

Educational Leadership EdD

Program Description
The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research based article to a peer-reviewed publication.

However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are the following:

Teachers with master’s degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.

Principals of K–8, K–10, K–12, and 9–12 schools
Candidates must complete LEAD 630 - Introduction to Leadership as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation. Beginning the semester after registering for LEAD 880 - Dissertation Proposal Development, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

This program is offered online. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Option 1: Total Credits - 60
This option is for students with an Educational Leadership MA degree.

**Degree Core - 6**
LEAD 630 - Introduction to Leadership Credits: 2
1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic) Credits: 1–12
3 Credits of EDAL 886 - Advanced K-12 Internship Credits: 1–12

**Concentration - 9**
EDAL 660 - Planning and Operating Educational Facilities Credits: 2–3
LEAD 778 - Global Education Study Tour Credits: 6
LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1–3

**Research - 16**
EDRM 636 - Program Evaluation Credits: 3
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDRM 712 - Applied Statistical Methods II Credits: 3
2 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
LEAD 637 - Issues in Research Credits: 2,3

**Cognates - 13**
Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research.

**Dissertation - 16**
LEAD 880 - Dissertation Proposal Development Credits: 2
LEAD 899 - Doctoral Dissertation Credits: 1–14

Option 2: Total Credits - 90
This option is for students that do not have an Educational Leadership MA degree.

**Degree Core - 18**
EDAL 520 - Foundations of Educational Leadership Credits: 2,3
LEAD 630 - Introduction to Leadership Credits: 2
LEAD 645 - K-12 Educational Finance Credits: 2,3
EDAL 670 - Technology for Leaders Credits: 3

**EDCI 547 - Foundations of Curriculum Studies Credits: 3**
Or EDCI 565 - Improving Instruction Credits: 2,3

**EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3**
1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic) Credits: 1–12
3 Credits of EDAL 886 - Advanced K-12 Internship Credits: 1–12

**Concentration - 22**
EDAL 560 - K-12 Law Credits: 3
EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 2
EDAL 570 - Principles of Educational Supervision Credits: 2,3
EDAL 660 - Planning and Operating Educational Facilities Credits: 2–3
EDAL 635 - Human Resources Administration Credits: 2,3

**EDAL 664 - Elementary School Leadership Credits: 2,3**
Or EDAL 665 - Secondary School Leadership Credits: 2,3

**LEAD 525 - Public Relations: Community Partnerships Credits: 2,3**
LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1–3
LEAD 778 - Global Education Study Tour Credits: 6

**Research - 19**
EDRM 505 - Research Methods Credits: 3
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDRM 712 - Applied Statistical Methods II Credits: 3
EDRM 636 - Program Evaluation Credits: 3
2 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
LEAD 637 - Issues in Research Credits: 2,3

**Program Electives**
As needed, in consultation with your advisor.

**Advanced Standing**
Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters’ academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

**Educational Leadership EdS**
Program Description

**Research**

**Concentration**

**Cognates**

**Program Electives**

**Program Description**
The Educational Leadership Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

At least 24 semester credits must be completed after admission to the EdS program. Candidates must complete LEAD 630 - Introduction to Leadership which is an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an
internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

This program is offered online (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

**Total Credits: 64**

**Degree Core**

Core Requirements - 18
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 645 - K–12 Educational Finance Credits: 2,3
- EDAL 670 - Technology for Leaders Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- Or EDCI 565 - Improving Instruction Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 630 - Introduction to Leadership Credits: 2

1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic) Credits: 1–12

3 Credits of EDAL 886 - Advanced K-12 Internship Credits: 1–12

**Concentration Requirements - 16**

- EDAL 560 - K–12 Law Credits: 3
- EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 2
- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- EDAL 660 - Planning and Operating Educational Facilities Credits: 2–3
- EDAL 635 - Human Resources Administration Credits: 2,3
- EDAL 664 - Elementary School Leadership Credits: 2,3
- Or EDAL 665 - Secondary School Leadership Credits: 2,3
- LEAD 525 - Public Relations: Community Partnerships Credits: 2,3
- LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1–3

**Research - 13**

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- 2-3 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 637 - Issues in Research Credits: 2,3

**Cognates - 9**

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

**Program Electives**

As needed, in consultation with your advisor.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

**Educational Leadership PhD**

**Delivery:** This program is offered in an interactive online format.

**Program Description**

The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research based article to a peer-reviewed publication documented by the decision letter from the editor of the peer review journal. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are the following:

- Teachers with master’s degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools
- Those interested in teaching Educational Administration at the higher education level

Candidates must complete LEAD 630 - Introduction to Leadership as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation. Beginning the semester after registering for LEAD 880 - Dissertation Proposal Development, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

This program is offered online. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

**Option 1: Total Credits - 60**

To be eligible for the 60-credit Educational Leadership PhD program, you must already have an MA in Educational Leadership or an equivalent degree from an accredited university. To give you an idea of what would qualify as an equivalent degree, see the Education, Educational Leadership Concentration MA.

**Degree Core - 6**
- LEAD 630 - Introduction to Leadership Credits: 2
- 1–3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic) Credits: 1–12
- EDAL 886 - Advanced K-12 Internship Credits: 1–12

**Concentration - 10**
- EDAL 660 - Planning and Operating Educational Facilities Credits: 2–3
- EDAL 645 - K–12 Educational Finance Credits: 2,3
- LEAD 778 - Global Education Study Tour Credits: 6

**Research - 16**
- EDRM 636 - Program Evaluation Credits: 3
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3
- 2 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 637 - Issues in Research Credits: 2,3

**Cognates - 12**

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

**Dissertation - 16**
- LEAD 880 - Dissertation Proposal Development Credits: 2
- LEAD 899 - Doctoral Dissertation Credits: 1–14

**Option 2: Total Credits - 90**

This option is for students that do not have a masters degree in Educational Leadership.

**Degree Core - 18**
- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 645 - K–12 Educational Finance Credits: 2,3
- EDAL 670 - Technology for Leaders Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- Or EDCI 565 - Improving Instruction Credits: 2,3
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic)______
Credits: 1–12
EDAL 886 - Advanced K-12 Internship Credits: 1–12
Concentration - 22
EDAL 560 - K–12 Law Credits: 3
EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 2
EDAL 570 - Principles of Educational Supervision Credits: 2,3
EDAL 660 - Planning and Operating Educational Facilities Credits: 2–3
EDAL 635 - Human Resources Administration Credits: 2,3
EDAL 664 - Elementary School Leadership Credits: 2,3
Or EDAL 665 - Secondary School Leadership Credits: 2,3
LEAD 525 - Public Relations: Community Partnerships Credits: 2,3
LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1–3
LEAD 778 - Global Education Study Tour Credits: 6
Research - 19
EDRM 505 - Research Methods Credits: 3
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDRM 636 - Program Evaluation Credits: 3
EDRM 712 - Applied Statistical Methods II Credits: 3
2–3 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
LEAD 637 - Issues in Research Credits: 2,3
Cognates - 15
Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research.
Dissertation - 16
LEAD 880 - Dissertation Proposal Development Credits: 2
LEAD 899 - Doctoral Dissertation Credits: 1–14

**Program Electives**
As needed, in consultation with your advisor.

**Advanced Standing**
Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

**Get In Touch:**
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

---

### Higher Education Administration EdD

**Program Description**
The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The EdD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:
- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

**Total Credits: 60**

**Degree Core**
Core Requirements - 12
LEAD 600 - Annual Conference Credits: 0
LEAD 630 - Introduction to Leadership Credits: 2
EDAL 655 - Higher Education Finance and Technology Credits: 3
EDAL 667 - Leadership in Higher Education Credits: 2,3
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
1 Credit of LEAD 886 - Advanced Internship Credits: 1–12

Research - 12
EDRM 505 - Research Methods Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDRM 636 - Program Evaluation Credits: 3
1 Credit of LEAD 535 - Principles of Academic Writing Credits: 1–3
2 Credits of LEAD 637 - Issues in Research Credits: 2,3

Dissertation - 16
LEAD 880 - Dissertation Proposal Development Credits: 2
LEAD 899 - Doctoral Dissertation Credits: 1–14

**Concentration - 20**

**Concentration Requirements**
EDAL 640 - Higher Education Law Credits: 3
EDAL 674 - Administration of Student Services Credits: 3
EDAL 675 - College Student Development Theory Credits: 3
EDAL 676 - Administration of Academic Services Credits: 3
6 Credits of LEAD 778 - Global Education Study Tour Credits: 6
2 Credits of LEAD 789 - Advanced Seminar: (Topic)______ Credits: 1–12

**Additional Requirements**

**Portfolio**
The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

**Registration**
Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.
Time Limits
Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

Research
As needed, in consultation with your advisor.

EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 713 - Applied Statistical Methods III Credits: 3
HIST 650 - Historical Method and Research Credits: 3

Admission Requirements

Application Process
Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles
The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)
   Each student is a unique person and must be treated as such.
   The student’s total environment is educational and must be used to achieve full development.
   Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students’ felt educational and developmental needs.
   Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
   The primary responsibility for learning and development rests with the student.
   Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
   Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism
   Institutions embrace diversity and eliminate barriers that impede student learning.
   Justice and respect for differences bond individuals to community.
   Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

3. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.
   Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
   Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

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.

4. 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.

5. Ethical Considerations
   Ethical standards are essential to guide the behavior of staff members in ways that enhance the program’s overall integrity.
   Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus
Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master’s and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Inter cultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today’s organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program
Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.
Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

   Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

   Appreciating diversity—Higher Education values one’s own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

   Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

   Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

   Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

   Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

   Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Higher Education Administration
EdD (Interactive Online)

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Portfolio</th>
<th>Additional Requirements</th>
<th>Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>Registration</td>
<td>International Focus</td>
<td></td>
</tr>
<tr>
<td>Program Requirements</td>
<td>Time Limits</td>
<td>Additional Requirements</td>
<td>Program Outcome</td>
</tr>
<tr>
<td>Core Requirements</td>
<td>Program Electives</td>
<td>International Focus</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Admission Requirements</td>
<td>Additional Requirements</td>
<td>Program Outcome</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Program Objectives</td>
<td>International Focus</td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td>Guiding Principles</td>
<td>Additional Requirements</td>
<td>Program Outcome</td>
</tr>
</tbody>
</table>

Cognates

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions) with minimal face-to-face requirements. Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

Total Credits: 60

Degree Core

Core Requirements - 12
LEAD 600 - Annual Conference Credits: 0
LEAD 630 - Introduction to Leadership Credits: 2
EDAL 655 - Higher Education Finance and Technology Credits: 3
EDAL 667 - Leadership in Higher Education Credits: 2,3
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
1 Credit of LEAD 886 - Advanced Internship Credits: 1–12

Research -12
EDRM 505 - Research Methods Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDRM 636 - Program Evaluation Credits: 3
1 Credit of LEAD 535 - Principles of Academic Writing Credits: 1–3
2 Credits of LEAD 637 - Issues in Research Credits: 2,3

Dissertation - 16
LEAD 880 - Dissertation Proposal Development Credits: 2
LEAD 899 - Doctoral Dissertation Credits: 1–14

Concentration - 20

Concentration Requirements
EDAL 640 - Higher Education Law Credits: 3
EDAL 674 - Administration of Student Services Credits: 3
EDAL 675 - College Student Development Theory Credits: 3
EDAL 676 - Administration of Academic Services Credits: 3
6 Credits of LEAD 778 - Global Education Study Tour Credits: 6
Additional Requirements

Portfolio
The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration
Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits
Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

Research
As needed, in consultation with your advisor.
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 713 - Applied Statistical Methods III Credits: 3
HIST 650 - Historical Method and Research Credits: 3

Admission Requirements

Application Process
Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when completing the requirements for a degree. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles
The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)
   - Each student is a unique person and must be treated as such.
   - The student's total environment is educational and must be used to achieve full development.
   - Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.

Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways. The primary responsibility for learning and development rests with the student. Institutions of higher learning reflect the diversity of the societies and cultures in which they exist. Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism
   - Institutions embrace diversity and eliminate barriers that impede student learning.
   - Justice and respect for differences bond individuals to community.

Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources
   - Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments
   - Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.

The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations
   - Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus
Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.
For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

   - Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
   - Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.
   - Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

   - Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
   - Appreciating diversity—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.
   - Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

   - Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.
   - Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.
   - Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

   - Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Advanced Standing

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Higher Education Administration EdS

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality midlevel administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

- Deans and assistant deans
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

Total Credits: 45

Degree Core

Core Requirements - 15

- LEAD 600 - Annual Conference Credits: 0
- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 655 - Higher Education Finance and Technology Credits: 3
- EDAL 667 - Leadership in Higher Education Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 886 - Advanced Internship Credits: 1–12
- LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research - 10

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 637 - Issues in Research Credits: 2,3

Concentration - 20

Concentration Requirements

- EDAL 640 - Higher Education Law Credits: 3
- EDAL 674 - Administration of Student Services Credits: 3
- EDAL 675 - College Student Development Theory Credits: 3
- EDAL 676 - Administration of Academic Services Credits: 3
- LEAD 778 - Global Education Study Tour Credits: 6
- LEAD 789 - Advanced Seminar: (Topic) Credits: 1–12

Additional Requirements
The degree programs require the completion of a portfolio that documents the participant’s work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration
Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request Reactivation and, if approved, pay the current Reactivation Fee.

Time Limits
Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives
As needed, in consultation with your advisor.

Admission Requirements

Application Process
Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles
The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)
   - Each student is a unique person and must be treated as such.
   - The student’s total environment is educational and must be used to achieve full development.
   - Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students’ felt educational and developmental needs.
   - Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
   - The primary responsibility for learning and development rests with the student.
   - Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

2. Diversity and Multiculturalism
   - Institutions embrace diversity and eliminate barriers that impede student learning.
   - Justice and respect for differences bond individuals to community.
   - Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
   - All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources
   - Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
   - Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
   - Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
   - Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments
   - Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
   - The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations
   - Ethical standards are essential to guide the behavior of staff members in ways that enhance the program’s overall integrity.
   - Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus
Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master’s and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today’s organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580
Higher Education Administration
EdS (Interactive Online)

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). The interactive online degree does not require any on-campus time. Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Program Description
The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality midlevel administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:
- Deans and assistant deans
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

Total Credits: 45

Degree Core
Core Requirements - 15
LEAD 600 - Annual Conference Credits: 0
LEAD 630 - Introduction to Leadership Credits: 2
EDAL 655 - Higher Education Finance and Technology Credits: 3
EDAL 667 - Leadership in Higher Education Credits: 2,3
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
LEAD 886 - Advanced Internship Credits: 1–12
LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research - 10
EDRM 505 - Research Methods Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
LEAD 535 - Principles of Academic Writing Credits: 1–3
LEAD 637 - Issues in Research Credits: 2,3

Concentration - 20
Concentration Requirements
EDAL 640 - Higher Education Law Credits: 3
EDAL 674 - Administration of Student Services Credits: 3
EDAL 675 - College Student Development Theory Credits: 3
EDAL 676 - Administration of Academic Services Credits: 3
LEAD 778 - Global Education Study Tour Credits: 6
LEAD 789 - Advanced Seminar: (Topic) Credits: 1–12

Additional Requirements
Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration
Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits
Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Objectives

Guiding Principles
The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

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-gendering society.
   - All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources
   Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
   - Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
   - Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
   - Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.
4. Health-Engendering Environments

Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support. The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

Ethical standards are essential to guide the behavior of staff members in ways that enhance the program’s overall integrity. Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master’s and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Higher Education Administration

PhD

On Campus Program

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards. Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

Total Credits: 61

Degree Core

Core Requirements - 11

LEAD 600 - Annual Conference Credits: 0
LEAD 630 - Introduction to Leadership Credits: 2
EDAL 655 - Higher Education Finance and Technology Credits: 3
3 Credits of EDAL 667 - Leadership in Higher Education Credits: 2,3
3 Credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Research - 15

EDRM 505 - Research Methods Credits: 3
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
EDRM 712 - Applied Statistical Methods II Credits: 3
1 Credit of LEAD 535 - Principles of Academic Writing Credits: 1–3
2 Credits of LEAD 637 - Issues in Research Credits: 2,3

Dissertation - 16

LEAD 880 - Dissertation Proposal Development Credits: 2
LEAD 899 - Doctoral Dissertation Credits: 1–14

Concentration - 19

Concentration Requirements

EDAL 640 - Higher Education Law Credits: 3
EDAL 674 - Administration of Student Services Credits: 3
EDAL 675 - College Student Development Theory Credits: 3
EDAL 676 - Administration of Academic Services Credits: 3
LEAD 778 - Global Education Study Tour Credits: 6
LEAD 789 - Advanced Seminar: (Topic) Credits: 1–12

Program Electives

As needed, in consultation with your advisor.

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.
Admission Requirements

Application Process
Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles
The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)
   Each student is a unique person and must be treated as such.
   The student’s total environment is educational and must be used to achieve full development.
   Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students’ felt educational and developmental needs.
   Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
   The primary responsibility for learning and development rests with the student.
   Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
   Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism
   Institutions embrace diversity and eliminate barriers that impede student learning.
   Justice and respect for differences bond individuals to community.
   Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
   All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources
   Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
   Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
   Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
   Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments
   Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
   The primary purpose of education has always been to promote change, both in individuals and in society.
   College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations
   Ethical standards are essential to guide the behavior of staff members in ways that enhance the program’s overall integrity.
   Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus
Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master’s and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today’s organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program
Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.
   Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
   Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.
   Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.
   Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
   Appreciating diversity—Higher Education values one’s own identity and culture and articulates the advantages and challenges of a diverse
Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters’ academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Cognates - 12
Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives, or transfer credits.

### Higher Education Administration

#### PhD (Interactive Online)

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>Registration</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>Time Limits</td>
</tr>
<tr>
<td>Core Requirements</td>
<td>Program Electives</td>
</tr>
<tr>
<td>Research</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Program Objectives</td>
</tr>
<tr>
<td>Concentration</td>
<td>Guiding Principles</td>
</tr>
<tr>
<td>Cognates</td>
<td>International Focus</td>
</tr>
<tr>
<td>Additional Requirements</td>
<td>Program Outcomes</td>
</tr>
</tbody>
</table>

**Delivery:** This program is offered in an interactive online format (see School of Distance Education Definitions). Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

#### Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

#### Total Credits: 61

### Degree Core

<table>
<thead>
<tr>
<th>Core Requirements - 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 600 - Annual Conference Credits: 0</td>
</tr>
<tr>
<td>LEAD 630 - Introduction to Leadership Credits: 2</td>
</tr>
<tr>
<td>EDAL 655 - Higher Education Finance and Technology Credits: 3</td>
</tr>
<tr>
<td>3 Credits of EDAL 667 - Leadership in Higher Education Credits: 2,3</td>
</tr>
<tr>
<td>3 Credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research - 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 505 - Research Methods Credits: 3</td>
</tr>
<tr>
<td>EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3</td>
</tr>
<tr>
<td>EDRM 611 - Applied Statistical Methods I Credits: 3</td>
</tr>
<tr>
<td>EDRM 712 - Applied Statistical Methods II Credits: 3</td>
</tr>
<tr>
<td>1 Credit of LEAD 535 - Principles of Academic Writing Credits: 1–3</td>
</tr>
<tr>
<td>2 Credits of LEAD 637 - Issues in Research Credits: 2,3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation - 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 880 - Dissertation Proposal Development Credits: 2</td>
</tr>
<tr>
<td>LEAD 899 - Doctoral Dissertation Credits: 1–14</td>
</tr>
</tbody>
</table>

#### Concentration - 19

<table>
<thead>
<tr>
<th>Concentration Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAL 640 - Higher Education Law Credits: 3</td>
</tr>
<tr>
<td>EDAL 674 - Administration of Student Services Credits: 3</td>
</tr>
<tr>
<td>EDAL 675 - College Student Development Theory Credits: 3</td>
</tr>
<tr>
<td>EDAL 676 - Administration of Academic Services Credits: 3</td>
</tr>
<tr>
<td>LEAD 778 - Global Education Study Tour Credits: 6</td>
</tr>
<tr>
<td>LEAD 789 - Advanced Seminar: (Topic) ___ Credits: 1–12</td>
</tr>
</tbody>
</table>

| Cognates - 12 |

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives, or transfer credits.

#### Additional Requirements
The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration
Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits
Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives
As needed, in consultation with your advisor.

Admission Requirements
Application Process
Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives
Guiding Principles
The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)
   Each student is a unique person and must be treated as such.
   The student’s total environment is educational and must be used to achieve full development.
   Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students’ felt educational and developmental needs.
   Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
   The primary responsibility for learning and development rests with the student.
   Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism
   Institutions embrace diversity and eliminate barriers that impede student learning.
   Justice and respect for differences bond individuals to community.
   Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
   All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources
   Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
   Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
   Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
   Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments
   Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
   The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations
   Ethical standards are essential to guide the behavior of staff members in ways that enhance the program’s overall integrity.
   Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus
Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master’s and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program
Higher Education requires theoretical knowledge and practical application in the following core competencies:
1. **Self-Development Competencies**: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

   **Philosophical foundations**—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

   **Ethics, values, and spirituality**—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

   **Human development and career choice**—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. **Interpersonal Development Competencies**: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

   **Effective communication and mentoring**—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

   **Appreciating diversity**—Higher Education values one’s own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

   **Social responsibility**—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. **Leadership and Organizational Development Competencies**: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

   **Resource development; human and financial**—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

   **Legal and policy issues**—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

   **Organizational behavior, change, and culture**—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. **Research Development Competency**: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

   **Conducting, evaluating and reporting research**—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

---

**Advanced Standing**

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters’ academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

---

**Leadership EdD**

**Program Description**

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 EdD, EdD or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. All work has to be completed within 7 years.

**The Leadership Program**

Is established on the idea of developing expertise and demonstrating competency in several key areas.

Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.

Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.

Fosters collaboration and cooperation among its participants.

**Characteristics of the Program**

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program’s strengths are evident in several ways:

- **The Leadership Program is learner-driven**. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

- **The Leadership Program is life-embedded**. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

- **The Leadership Program is competency-based**. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

- **The Leadership Program builds a learning community**. The participants collaborate in study groups and learn through various media.

- **The Leadership Program is flexible**. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

- **The Leadership Program builds important bonds among its participants**. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

From the first year one participants start the development of a portfolio documenting the development of significant learning in the competency areas.

Throughout the course of study, participants share their learning and professional accomplishments related to the development of their competencies during the monthly meetings of their Leadership and Learning Group.

Participants engage in peer-evaluation of individual achievement is on the basis of demonstrated competence in the Leadership and Learning Group.

The program is completed when the participant has demonstrated achievement of at least 15 competencies. (see list of competencies below).
Demonstration of achievements is documented in a portfolio that is assembled throughout the program and presented for validation to a faculty team at the end of the program. The portfolio includes a completed doctoral dissertation that has been defended, and approved and proof of submission of a publishable research-based manuscript to a peer-reviewed scholarly journal.

Program Delivery
This program is offered only as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

Total: 60

EdD Degree Course Requirements: Total Credits - 60

Core Requirements

- 2 or 3 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
- 2 Credits of LEAD 630 - Introduction to Leadership Credits: 2
- 4 Credits of LEAD 635 - Leadership and Learning Plan Credits: 2–4
- 3 Credits of LEAD 636 - Issues in Leadership Foundations Credits: 2,3
- 3 Credits of LEAD 638 - Issues in Leadership Theory Credits: 2,3

Research & Publication

EdD participants demonstrate proficiency in qualitative and quantitative social science research methods through the research competencies which includes a EdD dissertation. Depending on previous documentable research experience and in consultation with their advisor participants must include the appropriate research method courses in their course plan.

Throughout the program EdD participants engage in appropriate collaborative scholarly activities leading to presentations of research at scholarly conferences and the submission of an article manuscript to a peer-reviewed journal.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 505</td>
<td>Research Methods</td>
<td>3 - Required</td>
</tr>
<tr>
<td>LEAD 637</td>
<td>Issues in Research</td>
<td>2,3 - Required</td>
</tr>
<tr>
<td>LEAD 885</td>
<td>Leadership Research</td>
<td>1–8 - Required</td>
</tr>
<tr>
<td>LEAD 889</td>
<td>Doctoral Seminar</td>
<td>1–3 - Required</td>
</tr>
</tbody>
</table>

As needed to fulfill the research requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 605</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 611</td>
<td>Applied Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 625</td>
<td>Research Writing Seminar</td>
<td>1,2</td>
</tr>
<tr>
<td>EDRM 636</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 704</td>
<td>Design and Analysis of Educational and Psychological Surveys</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 712</td>
<td>Applied Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 713</td>
<td>Applied Statistical Methods III</td>
<td>3</td>
</tr>
</tbody>
</table>

Portfolio Requirement

The EdD in Leadership is earned through the development of at least 15 competencies which are developed by the participant in the context of his or her work and life and documented in a professional portfolio. Participants develop their portfolio throughout the course of their program. When the portfolio has been signed off by their Leadership & Learning Group the participant registers for LEAD890, writes a synthesis paper, and present the portfolio in a formal presentation to a faculty panel.

Dissertation - 16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 880</td>
<td>Dissertation Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td>LEAD 899</td>
<td>Doctoral Dissertation</td>
<td>1–14</td>
</tr>
</tbody>
</table>

Additional Program Requirements

Participate in the on-campus program orientation.
Register for LEAD 600: every summer and participate in the on-campus conference and roundtable.
Register for LEAD 605: LLP Group, every semester and meet regularly with a Leadership and Learning Group for the primary purpose of sharing evidence of ongoing learning in connection with competency development and signing off competencies.
Maintain employment throughout the program.
Complete the development and presentation of a portfolio based on the participant’s LLP. The portfolio must document the satisfactory completion of the required competencies.
PhD/EdD participants submit a research-based article to a peer-reviewed publication in collaboration with their faculty committee.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the LLP.
- Maintain contact with the advisor.
- Register every semester.
- Complete all credits within the seven years of your regular program time.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- EdD/PhD participants must maintain active status a minimum of six years of their allocated seven.
- Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Admission Requirements

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements:

- Normally a completed master’s degree.
- A sample of your best writing (e.g.: a research paper or a published article).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate or three years for the MA.
- Full-time in a leadership position in which competencies can be demonstrated. This environment, which is the participant’s place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.

Applicants must commit to participate in:

- The initial Leadership Orientation.
- Regularly scheduled Leadership and Learning Group meetings, typically on a monthly basis but at least seven times a year.
- The Annual Leadership Conference.
- Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Program Outcomes

Initially, the participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. During the course of study participants develop a portfolio to document mastery in at least 15 competencies, including three research competencies which include the writing and defending of a doctoral dissertation. Completion is achieved after the successful completion of the portfolio. This course of study translates into at least 60 semester credits.

The Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

**Leadership and the Self:** This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.
Leadership and Research: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leaders foster effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leaders promote relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibility—Leaders understand social systems and are accountable to others and endeavor to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership through Organizations: This cluster of competencies focuses on the organizational aspects of leadership. Leaders sets direction in ways that facilitate achievement of organizational goals.

Resource development, human and financial—Leaders appropriately allocate and manage human and financial resources for healthy and strategic outcomes.

Legal and policy issues—Leaders apply and understand the scope of legal and policy structures appropriate for their field.

Organizational behavior, development, and culture—Leaders understand personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

Implementing change—Leaders work with others in order to collaboratively shape the vision and strategy for change, and are capable of facilitating the change process.

Evaluation and assessment—Leaders use appropriate evaluation and assessment tools to make decisions about programs and plans.

Leadership and Research: This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer-reviewed journal is required as part of the research competencies, documented by the decision letter from the editor of the journal.

Reading and evaluating research—Leaders critique the adequacy of research reports, conducts literature reviews using electronic sources, and relate research to the body of knowledge in their professional field.

Conducting research—Leaders understand the logic and processes of scientific inquiry, explain major research methodologies, formulate empirically driven research problems, select appropriate research designs, explain standards for data collection, and conduct basic data collection and analysis.

Reporting and publishing research—Leaders adequately communicate research findings and implement the findings in the workplace.

Individually Chosen Options: One required. Additional options may be chosen, if needed.

Leadership EdS

Program Description

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program. It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an EdS, EdD or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. All work has to be completed within 7 years.

The Leadership Program

Is established on the idea of developing expertise and demonstrating competency in several key areas.

Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.

Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.

Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program’s strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

From year one participants start the development of a portfolio documenting the development of significant learning in the competency areas.

Throughout the course of study, participants share their learning and professional accomplishments related to the development of their competencies during the monthly meetings of their Leadership and Learning Group.

Participants engage in peer-evaluation of individual achievement is on the basis of demonstrated competence in the Leadership and Learning Groups.

Throughout the course of study, individual achievement is progressively evaluated by faculty on the basis of demonstrated competencies.
The program is completed when the participant has demonstrated achievement of at least 15 competencies. (see list of competencies below).
Demonstration of achievements is documented in a portfolio that is assembled throughout the program and presented for validation to a faculty team at the end of the program.
The portfolio includes a completed doctoral dissertation that has been defended, and approved and proof of submission of a publishable research-based manuscript to a peer-reviewed scholarly journal.

Program Delivery
This program is offered only as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

EdS Course Requirements: Total Credits - 36

Core Requirements
- 2 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
- 2 Credits of LEAD 630 - Introduction to Leadership Credits: 2
- 4 Credits of LEAD 635 - Leadership and Learning Plan Credits: 2–4
- 3 Credits of LEAD 636 - Issues in Leadership Foundations Credits: 2,3
- 3 Credits of LEAD 638 - Issues in Leadership Theory Credits: 2,3

Research
Eds are required to complete an EdS Research project under the supervision of a project committee.

Research courses required for all Eds participants:
- EDRM 505 - Research Methods Credits: 3
- LEAD 637 - Issues in Research Credits: 2,3
- LEAD 798 - EdS Research Project Credits: 3–6

Research courses selected as needed to fulfill the research requirements:
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- 2 Credits of LEAD 625 - Research Writing Seminar Credits: 1,2
- EDRM 636 - Program Evaluation Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3

Portfolio Requirement
The EdS in Leadership is earned through the development of at least 15 competencies which are developed by participant in their educational professional context and documented in a portfolio. Participants develop their portfolio throughout the course of their program. When the portfolio has been signed off by their Leadership & Learning Group the participant writes a synthesis paper, and present the portfolio in a formal presentation to a faculty panel. This final process usually takes at least a full semester.

Additional Program Requirements
- Participate in the on-campus program orientation.
- Register for LEAD 600 : every summer and participate in the on-campus conference and roundtable
- Register for LEAD 605: LLP Group, every semester and meet regularly with a Leadership and Learning Group for the primary purpose of sharing evidence of ongoing learning in connection with competency development and signing off competencies.
- Maintain employment throughout the program.
- Complete the development and presentation of a portfolio based on the participant’s LLP. The portfolio must document the satisfactory completion of the required competencies.
- PhD/EdD participants submit a research-based article to a peer-reviewed publication in collaboration with their faculty committee.

Maintaining Active Status
To maintain active status in the Leadership program the participant must:
- Make appropriate progress in fulfilling the LLP.
- Maintain contact with the advisor.
- Register every semester.
- Complete all credits within the seven years of your regular program time.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- EdD/PhD participants must maintain active status a minimum of six years of their allocated seven.
- Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Admission Requirements
Applications should read the Graduate Admissions Requirements section of this bulletin.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements:
- A completed master's degree.
- A sample of your best writing (e.g.: a research paper or a published article).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate or three years for the MA.
- Full-time in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.

Applicants must commit to participate in:
- The initial Leadership Orientation.
- Regularly scheduled Leadership and Learning Group meetings, typically on a monthly basis but at least seven times a year.
- The Annual Leadership Conference.
- Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Program Outcomes
Initially, the participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. During the course of study participants develop a portfolio to document mastery in at least 15 competencies, including three research competencies which include the writing and defending of a doctoral dissertation. Completion is achieved after the successful completion of the program. This course of study translates into at least 60 semester credits.

The Competencies of the Program
Leadership requires theoretical knowledge and practical application in the following core competencies:
Leadership and the Self: This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.
- Philosophical foundations—Leaders function within the context of multiple perspectives and understand how their own worldview influences their practice.
- Ethics, values, and spirituality—Leaders function from a set of principles and standards that guides their work and all their relationships with others.
- Learning and human development—Leaders understand the principles of learning and are committed to and practices...
Leadership with Others: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leaders foster effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leaders promote relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibility—Leaders understand social systems and are accountable to others and endeavor to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership through Organizations: This cluster of competencies focuses on the organizational aspects of leadership. Leaders sets direction in ways that facilitate achievement of organizational goals.

Resource development, human and financial—Leaders appropriately allocate and manage human and financial resources for healthy and strategic outcomes.

Legal and policy issues—Leaders apply and understand the scope of legal and policy structures appropriate for their field.

Organizational behavior, development, and culture—Leaders understand personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

Implementing change—Leaders work with others in order to collaboratively shape the vision and strategy for change, and are capable of facilitating the change process.

Evaluation and assessment—Leaders use appropriate evaluation and assessment tools to make decisions about programs and plans.

Leadership and Research: This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer-reviewed journal is required as part of the research competencies, documented by the decision letter from the editor of the journal.

Reading and evaluating research—Leaders critique the adequacy of research reports, conducts literature reviews using electronic sources, and relate research to the body of knowledge in their professional field.

Conducting research—Leaders understand the logic and processes of scientific inquiry, explain major research methodologies, formulate empirically driven research problems, select appropriate research designs, explain standards for data collection, and conduct basic data collection and analysis.

Reporting and publishing research—Leaders adequately communicate research findings and implement the findings in the workplace.

Individually Chosen Options: One required. Additional options may be chosen, if needed.

Program Description

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement. From year one participants start the development of a portfolio documenting the development of significant learning in the competency areas.

Throughout the course of study, participants share their learning and professional accomplishments related to the development of their competencies during the monthly meetings of their Leadership and Learning Group.

Participants engage in peer-evaluation of individual achievement is on the basis of demonstrated competence in the Leadership and Learning Groups.

Throughout the course of study, individual achievement is progressively evaluated by faculty on the basis of demonstrated competencies.

The program is completed when the participant has demonstrated achievement of at least 15 competencies. (see list of competencies below).

Demonstration of achievements is documented in a portfolio that is assembled throughout the program and presented for validation to a faculty team at the end of the program.

The portfolio includes a completed doctoral dissertation that has been defended, and approved and proof of submission of a publishable research-based manuscript to a peer-reviewed scholarly journal.

The Leadership Program

Is established on the idea of developing expertise and demonstrating competency in several key areas.

Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.

Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.

Fosters collaboration and cooperation among its participants.
Program Delivery
This program is offered only as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

PhD Degree Core

Core Requirements
2-3 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
2 Credits of LEAD 630 - Introduction to Leadership Credits: 2
4 Credits of LEAD 635 - Leadership and Learning Plan Credits: 2–4
3 Credits of LEAD 636 - Issues in Leadership Foundations Credits: 2,3
3 Credits of LEAD 638 - Issues in Leadership Theory Credits: 2,3
LEAD 605 - Leadership and Learning Group Credits: 0 every semester

Research & Publication
PhD participants demonstrate proficiency in qualitative and quantitative social science research methods through the research competencies which includes a PhD dissertation. Depending on previous documentable research experience and in consultation with their advisor participants select the appropriate research method courses for their course plan.
Throughout the program PhD participants participate in appropriate collaborative scholarly activities leading to the presentation of research at scholarly conferences and the submission of an article manuscript to a peer-reviewed journal.

Required courses for all PhD participants:
EDRM 505 - Research Methods Credits: 3
LEAD 637 - Issues in Research Credits: 2,3
LEAD 885 - Leadership Research Credits: 1–8
LEAD 889 - Doctoral Seminar Credits: 1–3

As needed to fulfill the research requirement
EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 611 - Applied Statistical Methods I Credits: 3
2 Credits of LEAD 625 - Research Writing Seminar Credits: 1,2
EDRM 636 - Program Evaluation Credits: 3
EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
EDRM 712 - Applied Statistical Methods II Credits: 3
EDRM 713 - Applied Statistical Methods III Credits: 3

Portfolio Requirement
The PhD in Leadership is earned through the development of at least 15 competencies which are developed by the participant in the context of his or her work and life and documented in a professional portfolio. Participants develop their portfolio throughout the course of their program. When the portfolio has been signed off by their Leadership & Learning Group the participant registers for LEAD890, writes a synthesis paper, and presents the portfolio in a formal presentation to a faculty panel.
LEAD 895 - Doctoral Portfolio Credits: 2

Dissertation - 16
LEAD 880 - Dissertation Proposal Development Credits: 2
LEAD 899 - Doctoral Dissertation Credits: 1–14

Individualized Concentration - 12
Participants seeking to develop a concentration in their doctoral leadership program can do so under the guidance of a qualified faculty advisor with appropriate academic or professional expertise to guide and assess the specialized coursework and the competencies in the area of the desired concentration.
Participants need to fulfill the following requirements within their course of study in the Leadership Program:
A minimum of 12 course credits in the area of the concentration
Three competencies in the area of the concentration
A dissertation study and/or publication in the area of the concentration
Concentrations (such as creativity and innovation or health-care leadership) will be noted in the transcript of the participant.

Additional Program Requirements
Participate in the on-campus program orientation.
Register for LEAD 600: every summer and participate in the on-campus conference and roundtable
Register for LEAD 605: LLP Group, every semester and meet regularly with a Leadership and Learning Group for the primary purpose of sharing evidence of ongoing learning in connection with competency development and signing off competencies.
Maintain employment throughout the program.
Complete the development and presentation of a portfolio based on the participant’s LLP. The portfolio must document the satisfactory completion of the required competencies.
PhD/EdD participants submit a research-based article to a peer-reviewed publication in collaboration with their faculty committee.

Maintaining Active Status
To maintain active status in the Leadership program the participant must:
Make appropriate progress in fulfilling the LLP.
Maintain contact with the advisor.
Register every semester.
Complete all credits within the seven years of your regular program time.
Attend the annual Leadership Conference.
Meet financial obligations to the university.
Maintain employment throughout the program.
EdD/PhD participants must maintain active status a minimum of six years of their allocated seven.
Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Admission Requirements
Applicants should read the Graduate Admissions Requirements section of this bulletin.
Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements:
Normally a completed master’s degree.
A sample of your best writing (e.g.: a research paper or a published article).
A successful interview with one or more members of the Leadership faculty.
A minimum of five years of professional work experience in a leadership setting for the doctorate or three years for the MA.
Full-time in a leadership position in which competencies can be demonstrated. This environment, which is the participant’s place of employment, provides the “laboratory” for developing and demonstrating expertise in the competency areas and for preparing the portfolio.

Applicants must commit to participate in:
The initial Leadership Orientation.
Regularly scheduled Leadership and Learning Group meetings, typically on a monthly basis but at least seven times a year.
The Annual Leadership Conference.
Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Advanced Standing
Advanced Standing
Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters’ academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.
Program Outcomes

Initially, the participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. During the course of study participants develop a portfolio to document mastery in at least 15 competencies, including three research competencies which include the writing and defending of a doctoral dissertation. Completion is achieved after the successful completion of the portfolio. This course of study translates into at least 60 semester credits.

The Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

**Leadership and the Self:** This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.

- **Philosophical foundations:** Leaders function within the context of multiple perspectives and understand how their own worldview influences their practice.
- **Ethics, values, and spirituality:** Leaders function from a set of principles and standards that guide their work and all their relationships with others.
- **Learning and human development:** Leaders understand the principles of learning and are committed to and practices continuous personal, interpersonal and organizational learning.

**Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

- **Effective communication:** Leaders foster effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
- **Mentor/coach:** Leaders promote relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- **Social responsibility:** Leaders understand social systems and are accountable to others and endeavor to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

**Leadership through Organizations:** This cluster of competencies focuses on the organizational aspects of leadership. Leaders sets direction in ways that facilitate achievement of organizational goals.

- **Resource development, human and financial:** Leaders appropriately allocate and manage human and financial resources for healthy and strategic outcomes.
- **Legal and policy issues:** Leaders apply and understand the scope of legal and policy structures appropriate for their field.
- **Organizational behavior, development, and culture:** Leaders understand personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
- **Implementing change:** Leaders work with others in order to collaboratively shape the vision and strategy for change, and are capable of facilitating the change process.
- **Evaluation and assessment:** Leaders use appropriate evaluation and assessment tools to make decisions about programs and plans.

**Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer-reviewed journal is required as part of the research competencies, documented by the decision letter from the editor of the journal.

- **Reading and evaluating research:** Leaders critique the adequacy of research reports, conducts literature reviews using electronic sources, and relate research to the body of knowledge in their professional field.
- **Conducting research:** Leaders understand the logic and processes of scientific inquiry, explain major research methodologies, formulate empirically driven research problems, select appropriate research designs, explain standards for data collection, and conduct basic data collection and analysis.

- **Reporting and publishing research:** Leaders adequately communicate research findings and implement the findings in the workplace.

**Individually Chosen Options:** One required. Additional options may be chosen, if needed.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

**Certificates**

**Leadership Graduate Certificate**

The Graduate Leadership Certificate provides an opportunity for professionals from different fields and disciplines to develop and demonstrate competency in the following areas: leadership and the self, leadership with others, leadership in organizations and leadership in the global environment.

**Delivery:** This program is offered both on campus and online (see School of Distance Education and International Partnerships Definitions). The on campus program uses face to face interactions in class and on campus experiences to help the post-doc develop leadership skills and knowledge. The online program uses online course work to help students improve leadership in their existing place of employment or prepare for a new leadership opportunity. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program does not require any on campus participation.

**Total Credits - 12**

Course requirements for the certificate include LEAD 615 - Leadership Certificate Plan (1 credit) and LEAD 696 - Leadership Capstone Experience (1 credit). The remaining 10 required credits are arranged in conversation with the advisor. Certificate credits may be applicable toward other graduate degrees.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

**Leadership Postdoctoral Certificate**

Postdoctoral certificate studies are arranged by a person who has completed his or her doctoral studies. Individual requests may be granted by the Department of Leadership for scholarly pursuits in research, teaching, administration and/or practicums. Pursuit of specific areas of interest is determined on the basis of availability of senior faculty members. The total number of credits taken will be determined on an individual basis and will be reflected on the certificate transcript in the form of self-directed studies, independent study, or formal courses. Postdoctoral scholars can attend selected courses in the department of leadership either for academic credit or on audit basis. The postdoctoral certificate experience at Andrews is typically funded entirely by the student and his or her sponsoring organization.

**Delivery:** This program is offered both on campus and online (see School of Distance Education and International Partnerships Definitions). The on campus program uses face to face interactions in class and on campus experiences to help the post-doc develop leadership skills and knowledge. The online program uses online course work to help students improve leadership in their existing place of employment or prepare for a new leadership opportunity. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program does not require any on campus participation.

**Total Credits - 12-15**
Principal Graduate Certificate

Educational Leadership Certificate General Information

The Educational Leadership Graduate Certificate (18–24 credits) is an online program designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

You may also qualify for certification and/or endorsement by the North American Division.

“At the completion of the program students receive a certificate and not a diploma as it is not a degreed program.” Certificate programs are not eligible for commencement services.

Online Delivery: This program is offered as an interactive online program. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Students must attend the initial program orientation in the cohort year the student is admitted to the program.

Principal

Curriculum

EDCI 547 - Foundations of Curriculum Studies Credits: 3

School Administration

EDAL 520 - Foundations of Educational Leadership Credits: 2,3
LEAD 630 - Introduction to Leadership Credits: 2
EDAL 664 - Elementary School Leadership Credits: 2,3
Or EDAL 665 - Secondary School Leadership Credits: 2,3

Supervision

EDAL 570 - Principles of Educational Supervision Credits: 2,3

School Law

EDAL 560 - K–12 Law Credits: 3

School Finance

EDAL 645 - K–12 Educational Finance Credits: 2,3

Religious Education

EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 2

Total Credits: 18 minimum

Superintendent of Schools

Graduate Certificate

Educational Leadership Certificate General Information

The Educational Leadership Graduate Certificate (18–24 credits) is an online program designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

You may also qualify for certification and/or endorsement by the North American Division.

“At the completion of the program students receive a certificate and not a diploma as it is not a degreed program.” Certificate programs are not eligible for commencement services.

Online Delivery: This program is offered as an interactive online program. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Students must attend the initial program orientation in the cohort year the student is admitted to the program.

Curriculum

EDCI 547 - Foundations of Curriculum Studies Credits: 3

School Administration

EDAL 520 - Foundations of Educational Leadership Credits: 2,3
LEAD 630 - Introduction to Leadership Credits: 2
Supervision

EDAL 570 - Principles of Educational Supervision Credits: 2,3

School Law

EDAL 560 - K–12 Law Credits: 3

School Finance

EDAL 645 - K–12 Educational Finance Credits: 2,3

Personnel Administration

EDAL 635 - Human Resources Administration Credits: 2,3

Public Relations

LEAD 525 - Public Relations: Community Partnerships Credits: 2,3

Religious Education

EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 2

Field Experience

2 Credits of EDAL 680 - K–12 Internship: (Topic) Credits: 1–12

Total Credits: 24

To secure the total requirement of 24 credits. The students will be required to choose, in consultation with their advisor, 3 credits on at least 2 of the courses with variable credit options.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580
Supervisor of Instruction Graduate Certificate

Educational Leadership Certificate General Information
The Educational Leadership Graduate Certificate (18–24 credits) is an online program designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

You may also qualify for certification and/or endorsement by the North American Division.

"At the completion of the program students receive a certificate and not a diploma as it is not a degree program." Certificate programs are not eligible for commencement services.

Online Delivery: This program is offered as an interactive online program. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Students must attend the initial program orientation in the cohort year the student is admitted to the program.

Supervisor of Instruction
Also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below:

School Administration
EDAL 520 - Foundations of Educational Leadership Credits: 2,3
EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 2
EDAL 664 - Elementary School Leadership Credits: 2,3
Or EDAL 665 - Secondary School Leadership Credits: 2,3
LEAD 630 - Introduction to Leadership Credits: 2

Curriculum
EDCI 547 - Foundations of Curriculum Studies Credits: 3
EDCI 565 - Improving Instruction Credits: 2,3

Supervision
EDAL 570 - Principles of Educational Supervision Credits: 2,3
2 Credits of LEAD 756 - Advanced Studies: (Topic)_____ Credits: 1–12

Total Credits: 18

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Educational Administration & Leadership
EDAL 520 - Foundations of Educational Leadership
Credits: 2,3
A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 560 - K–12 Law
Credits: 3
Explores the legal aspects of the organization and administration of educational systems. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 565 - Leadership for Seventh-day Adventist Education
Credits: 2
Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 570 - Principles of Educational Supervision
Credits: 2,3
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, principles, and practices of instructional supervision; introductory study of supervisory techniques.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 635 - Human Resources Administration
Credits: 2,3
Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 640 - Higher Education Law
Credits: 3
Legal aspects of the administration of higher education institutions. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 645 - K–12 Educational Finance
Credits: 2,3
Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of educational systems.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 650 - Educational Administration Program Continuation (MA)
Credits: 0
A master's student may register for this title to comply with continuous registration requirements. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status
EDAL 655 - Higher Education Finance and Technology
Credits: 3
An overview of issues related to the financing of higher education, including the nature of educational costs, state and federal finance policy, economic perspectives, basic concepts of budgeting, and the implications of financing on college access and affordability. The course focuses on the benefits of contemporary technology systems and its ethical usage to enhance financial and organizational effectiveness.

EDAL 660 - Planning and Operating Educational Facilities
Credits: 2–3
A survey of the planning, modernization and management of educational facilities including buildings, equipment, and sites. A comprehensive study of educational facilities planning as related to preliminary development plans, long range master planning of educational facilities/campuses, considering educational philosophy and resources.

EDAL 664 - Elementary School Leadership
Credits: 2–3
Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities.

EDAL 665 - Secondary School Leadership
Credits: 2–3
Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, and supervision of staff. Also includes office management and auxiliary services.

EDAL 667 - Leadership in Higher Education
Credits: 2–3
Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations.

EDAL 670 - Technology for Leaders
Credits: 3
Philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness, survey of contemporary technologies appropriate to most organizational settings and cost benefit analysis of various systems, development of a technology plan for leadership development, ethics of technology usage.

EDAL 674 - Administration of Student Services
Credits: 3
Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends.

EDAL 675 - College Student Development Theory
Credits: 3
Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience.

EDAL 676 - Administration of Academic Services
Credits: 3
Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.

EDAL 680 - K-12 Internship: (Topic)___
Credits: 1–12
A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

EDAL 685 - Master's Comprehensive Exam Prep
Credits: 0
Course/Lab Fee: Yes
Course Attribute: Full-time status

EDAL 750 - Educational Administration Program Continuation
(Eds/Doctoral)
Credits: 0
A doctoral student may register for this title to comply with continuous registration requirements. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

EDAL 785 - Comprehensive Examination Preparation
(Eds/Doctoral)
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
EDAL 886 - Advanced K-12 Internship
Credits: 0–12
Under supervision of a faculty member in a educational leadership area. Student interns in responsible positions with specialists/administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Course/Lab Fee: Yes
Course Attribute: Full-time status
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Practicum
College Code: SED

EDAL 888 - Dissertation Continuation
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Course/Lab Fee: Yes
Course Attribute: Full-time status
Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

Education-General

EDUC 560 - Degree Reactivation
Credits: 0
When participants request reactivation, they will register for Degree Reactivation and pay the associated fee.
Course/Lab Fee: Yes
Course Attribute: Full-time status
Grade Mode: Noncredit (NC,W)
Schedule Type: Independent
College Code: SED

EDUC 670 - Master's Comprehensive Exam
Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SED

EDUC 770 - Specialist Comprehensive Exam
Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDUC 870 - Doctoral Comprehensive Exam
Credits: 0
Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SED

Leadership

LEAD 525 - Public Relations: Community Partnerships
Credits: 2,3
Reviews research on public relations and strategies for improving community relationships and strengthening partnerships with community groups.
Grade Mode: Normal w DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 530 - Educational Marketing
Credits: 1,2
Provides the foundation knowledge and skills for understanding, planning, and designing marketing plans for educational institutions. Focuses on elements of marketing such as mission statement, target market, image, position, and the market mix (product, price, place, and promotions).
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 2 credits
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 535 - Principles of Academic Writing
Credits: 1–3
This course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Seminar, Interactive Online
College Code: SED

LEAD 600 - Annual Conference
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Course/Lab Fee: Yes
Course Attribute: Full-time status
Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Summer
College Code: SED

LEAD 605 - Leadership and Learning Group
Credits: 0
Course/Lab Fee: YES
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

LEAD 615 - Leadership Certificate Plan
Credits: 1
Preparation and submission of a leadership development plan describing a self-designed program of study, building on past experiences and addressing current and future leadership goals.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 625 - Research Writing Seminar
Credits: 1,2
Mentoring in the technical aspects involved in writing research reports, focusing specifically on the language, structure, style and composition process typically used in research writing. Leading to the submission article in a peer reviewed journal.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Seminar
College Code: SED

LEAD 630 - Introduction to Leadership
Credits: 2
Intensive introduction and orientation to the Leadership program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program.
Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Lecture, Blended Learning, Seminar
College Code: SED

LEAD 635 - Leadership and Learning Plan
Credits: 2–4
Preparation and submission of LLP to faculty for approval.
LEAD 636 - Issues in Leadership Foundations
Credits: 2,3
This course explores the philosophical and spiritual foundations of learning leadership, assisting participants in understanding their own worldview and the perspective of others in the context of their practice.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

LEAD 637 - Issues in Research
Credits: 2,3
This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

LEAD 638 - Issues in Leadership Theory
Credits: 2,3
A seminar in the study of leadership theory. This course is intended to provide a wide coverage of leadership theory based on sound research principles, with implications for informed practice. The seminar includes concept formation in such areas as organizational development, historical and contemporary views of leadership, power and influence, "followership," ethical leadership and diversity, and applications to problem solving in leadership and administrative settings.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

LEAD 640 - Creativity and Innovation Laboratory
Credits: 6
Participants convene a team from their professional context or a related field to reframe a leadership problem through the development of innovative solutions and prototypes. Requires pre-readings and a multi-day intensive learning experience leading to deliverable prototypes. Participants engage in the design process, based on design thinking: empathize, define, ideate, prototype & test.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online, Workshop
College Code: SED

LEAD 644 - Leadership and Organizational Dynamics
Credits: 3
This course reviews organizational design & behavior within the context of contemporary issues in leadership, administration, international business and higher education. Topics include creativity, innovation, organizational development, organizational change and strategic alignment. The course integrates pertinent research literature with pragmatic challenges and priorities.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 645 - Ethical Leadership & Organizational Integrity
Credits: 1–3
Explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 646 - Leadership Communications
Credits: 2
A practical class to help students develop their voice for authentic leadership, articulating shared mission and vision, and developing key competencies for effective speaking, writing and multimedia communication.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 647 - Creative Critical Thinking and Problem Solving
Credits: 3
Helps leaders learn to make better decisions through creative thinking and problem-solving, focusing on the nature and techniques of critical thought and using multiple perspectives to develop creative strategies for confronting ambiguous and complex issues with practical, well-considered solutions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 648 - Workshop: (Topic)____
Credits: 1–12
Selected learning experiences.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable
Schedule Type: Blended Learning, Independent, Workshop
College Code: SED

LEAD 650 - Leadership Program Continuation
Credits: 0
After the LLP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
College Code: SED

LEAD 675 - Portfolio Development: (Topic)____
Credits: 0–3
Development of expertise and documentation in a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
College Code: SED

LEAD 678 - Global Education Study Tour
Credits: 6
International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SED

LEAD 680 - Internship
Credits: 1–12
Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
LEAD 689 - Seminar: (Topic)____
Credits: 1–12
Selected topics offered.
Grade Mode: Normal with DG (A-F), Normal with S/DG (S,U)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

LEAD 690 - Independent Study: (Topic)____
Credits: 1–12
Selected topics.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of advisor and instructor required.
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SED

LEAD 696 - Leadership Capstone Experience
Credits: 1
Presentation of a portfolio demonstrating the development of selected leadership competencies. Participants will reflect on and evaluate their personal and professional growth, their leadership development, and the lifelong impact of these competencies on their career.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 698 - MA Research Project
Credits: 1–3
A planned research experience whereby a problem or issue in the workplace relating to leadership is identified by the participant. The process includes the development of a research proposal, implementation of the research plan, and a written paper using the Andrews University Standards for Written Work.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
College Code: SED

LEAD 699 - Thesis
Credits: 3
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SED

LEAD 756 - Advanced Studies: (Topic)____
Credits: 1–12
Advanced studies in leadership. Resulting in the development of a competency. (See Competencies of the Program)
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SED

LEAD 775 - Advanced Portfolio Development: (Topic)____
Credits: 1–12
Building upon the knowledge base developed in LEAD 675, the participant continues to develop expertise and documentation in a selected competency area.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
College Code: SED

LEAD 778 - Global Education Study Tour
Credits: 6
International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study.

LEAD 789 - Advanced Seminar: (Topic)____
Credits: 1–12
Advanced topics in leadership.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable with different topics
Schedule Type: Seminar
College Code: SED

LEAD 798 - EdS Research Project
Credits: 3–6
This project includes the identification of a problem in a professional environment, implementation of a research plan, and a research paper.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent, Interactive Online
College Code: SED

LEAD 880 - Dissertation Proposal Development
Credits: 2
Designing and writing the doctoral dissertation proposal. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Course Attribute: Full-time status
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): LEAD 535, LEAD 637 and an approved topic and committee prior to registration for this course. Graded S/U. Spring only.
Repeatable: Repeatable
Schedule Type: Independent, Interactive Online
College Code: SED

LEAD 885 - Leadership Research
Credits: 1–8
Planned research experience dealing with leadership. Students collaborate with a faculty member in research leading to publication.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar, Interactive Online
College Code: SED

LEAD 886 - Advanced Internship
Credits: 1–12
Under supervision of a faculty member in a leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Course Attribute: Full-time status
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SED

LEAD 889 - Doctoral Seminar
Credits: 1–3
Engagement in professional development activities appropriate to doctoral-level candidates. Includes critiques of dissertations, dissertation defenses, and professional conference participation.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar, Interactive Online
College Code: SED
LEAD 895 - Doctoral Portfolio
Credits: 2
Preparing and presenting the doctoral portfolio, including the completion of the synthesis paper.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

LEAD 899 - Doctoral Dissertation
Credits: 1–14
A minimum of 14 credits required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: SED
School of Health Professions

Emmanuel Rudatsikira, Dean
David Village, Assistant Dean
Deby Andvik, Assistant to the Dean
269-471-6651
Fax: 269-471-6292
shp-info@andrews.edu
www.andrews.edu/shp/

Mission
To provide excellence in education for healthcare professionals that fosters collaboration, research, and service within a Christ-centered environment.

Pre-Professional Health Care Programs
The undergraduate programs in the School of Health Professions provide an excellent preparation for and bridge into medical school, dental school, and other graduate healthcare and research graduate programs. The knowledge acquired and patient-centered experience of each of our health care professional programs establishes a solid foundation for future professional growth and pursuit of career goals.

Pre-Professional

Pre-Professional Program in Chiropractic

Pre-Professional Programs
The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Chiropractic
Lee. E. Olson, Coordinator
269-471-6491
Physical Therapy Building

Entrance requirements for colleges of chiropractic vary. Students are advised to consult the admissions advisor at the chiropractic school to familiarize themselves with the requirements of the school of their choice. The admission requirements of chiropractic schools range from 60 credits to a baccalaureate degree and a minimum GPA of 2.50. For a list of the various schools contact the chiropractic coordinator. For information about the profession and publications check out the website: www.amerchiro.org.

The courses listed below at a minimum grade level of C with a cumulative GPA of at least 2.5 and 90 semester or 135 quarter credits satisfy the requirements for Palmer College of Chiropractic.

Pre-chiropractic Curriculum (semester hours)

- Biology (BIOL 165 & BIOL 166 recommended)—8–10
- General Chemistry—3
- Chemistry Elective—3
- Organic and/or Bio Chemistry—6
- General Physics—6
- English Composition and/or Communication Skills — 6
- Introduction to Psychology — 3
- Social Sciences/Humanities — 15

Pre-Professional Program in Cytotechnology

Pre-Professional Programs
The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Cytotechnology
Karen Reiner, Coordinator
269-471-3622
Halenz Hall (Science Complex)

Cytotechnology is a specialty within a broad field of clinical laboratory science. Cytotechnologists aid in the early detection of disease by differentiating normal, atypical, and malignant cells. In recognizing microscopic abnormalities of cells and cellular patterns from the various body sites, the cytotechnologist assists the pathologist in detecting cancer at its earliest and potentially most curable stage. Medical applications of cytologic techniques are constantly expanding, particularly in the diagnosis and management of the cancer patient.

Students pursuing a career in cytotechnology should complete the first two or three years (according to their selection of school for technical education) and then complete the professional courses offered at Loma Linda University or another school. For more information: www.ascp.org.

Pre-Professional Program in Dentistry (Health Professions)

Karen Reiner, 269-471-3622 (Science Complex)
Sherine Brown-Fraser, 269-471-3351 (Marsh Hall)

Preference is given to applicants who have a broad academic background with a baccalaureate degree. The minimum entrance requirement is 96 semester credits with a 2.70 GPA (C=2.00) in both science and non-science courses, although it is recommended that students should maintain an A/B average in science as well as overall. The Dental Aptitude Test (DAT) must be taken not later than October of the year preceding admission. Minimum entrance requirements for most dental schools follow. For more information, contact the American Dental Education Association: www.adea.org/ and the American Dental Association www.ada.org.

Pre-Professional Programs
The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required courses for applicants to Loma Linda University:

- English Composition—6
- Foundations of Biology—10
- General Chemistry—8
- Organic Chemistry—8
- General Physics—8
- Biochemistry—4

Recommended:

- Human anatomy, biochemistry, histology, computer science, systems physiology, management and organization, fundamentals of accounting, a survey of calculus, machine shop, and religion.

Total pre-dental credits: 96
Pre-Professional Program in Health Information Management

Pre-Professional Programs
The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Health Information Management
Health Information Administrator
Karen Reiner, Coordinator
269-471-3622
Halenz Hall (Science Complex)

Health information management includes the development of information systems to provide optimal user access to medical records and other vital patient data. The health information administrator also manages or consults in maintenance of quality and legal standards for data used in administrative planning, research, health care quality evaluation, and financial reimbursement. For more information: www.ahima.org.

Pre-Professional Program in Medicine (Health Professions)

Students from Departments within The School of Health Professions
Karen Reiner, 269-471-3622, (Science Complex)
Sherine Brown-Fraser, 269-471-3351, (Marsh Hall)

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

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: www.aamc.org and the American Association of Colleges of Osteopathic Medicine: www.aacom.org. The pre-medical student may choose any major or minor and is encouraged to become acquainted with the main bodies of knowledge as represented by the various academic disciplines.

In light of adequate preparation for the Medical College Admissions Test (MCAT) and changes in medical school requirements, students should incorporate classwork in the following areas into their curriculum:

- Biochemistry
- Sociology
- Psychology
- Statistics

Pre-Professional Programs
The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required Courses
For Applicants to Loma Linda University School of Medicine
English Composition—6
Foundations of Biology—the
General Chemistry—the
General Physics—the
Organic Chemistry—the
Religion—the

Students should maintain an A/B average in science as well as overall.

Pre-Professional Program in Occupational Therapy (Health Professions)

Students from Departments within the School of Health Professions
Jillian Panigot, 269-471-6490, (Physical Therapy Building)

The occupational therapist helps people cope with psychological or physiological dysfunction.

Pre-Professional Programs
The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Prerequisites for Loma Linda University

Admission
The prerequisites for admission to the MOT program are listed below. Prerequisites must be taken from regionally accredited colleges or universities, and must be completed no later than December prior to our June start date.

Prerequisites:
- Proof of completion of B.A. or B.S. degree in another field from a regionally accredited college or university, with a minimum GPA of 3.00.
- Human Anatomy with lab (Courses taken older than five years will not be accepted)
- Human Physiology, with lab (Courses taken older than five years will not be accepted)
- Statistics (Courses taken older than five years will not be accepted)
- Human Lifespan Development (Must cover life cycle from birth to death)
- Medical Terminology (We will accept some on-line CE courses; please check with your department first for approval)

Observation/Volunteer Service
40 hours of observation in occupational therapy settings. Documentation of observation must be submitted prior to admission consideration. The observation evaluation form can be found at this link: http://www.llu.edu/assets/alliedhealth/documents/ot/motobforms.pdf

Note:
A minimum grade of C is required for transfer credit. C- and D grades are not transferable.

Pre-Professional Program in Physical Therapy

Pre-Professional Programs
The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Physical Therapy
Jillian Panigot, Advisor
269-471-6490
Physical Therapy Building

Andrews University offers all of the prerequisite courses necessary for admission into the Doctor of Physical Therapy (DPT) program. Students take three years (92 semester credits) of the prerequisite courses at Andrews, or any accredited U.S. college, followed by three years in the DPT program. Please see the physical therapy section of this bulletin for specific course requirements.
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 bachelor's degree including courses in biology, chemistry, English, humanities/social science, mathematics, and psychology. The level of the science courses varies from program to program; consequently, each school should be consulted about its prerequisite requirements. Acceptance to a professional program typically requires an extensive health-care experience such as nurse assistant, medical/X-ray lab technician, respiratory therapist, paramedic, hospital aide, and emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or phone: 800-708-7581. PA programs and education can be accessed via the web: www.aapa.org.

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.
Medical Laboratory Sciences

Halenz Hall, Room 218
269-471-3336
mls@andrews.edu
https://www.andrews.edu/shp/mls/

Faculty
Karen A. Reiner, Chair, MLS Program Director & Clinical Coordinator
Daniel F. M. González, Graduate Program Director
Timothy A. Newkirk
Melissa Poua
Tasha Simpson

Mission
The mission of the Department of Medical Laboratory Sciences, in harmony with Andrews University and the Seventh-day Adventist Church, is to prepare students for Christian service as medical laboratory scientists.

The MLS department encourages faculty in professional, educational and spiritual growth.

The MLS faculty educates students to develop excellence in the professional skills necessary for a life work of service in quality health care and dedication to improving the human condition.

MLS graduates will minister to the needs of others by practicing and promoting standards of excellence as medical laboratory science professionals.

Bachelors

Allied Health Administration BS

Program Description
This degree is designed for health-care professionals seeking to enhance the knowledge they already have and to help them prepare for future career employment requirements. This completion degree features a strong Andrews Core Experience and administrative/business component and provides an academic foundation for health-care administrative positions.

Total Credits: 65

Major: Core Requirements

Business/Administration - 27
ACCT 121 - Principles of Accounting | Credits: 3
ACCT 122 - Principles of Accounting II Credits: 3
BSAD 355 - Principles of Management Credits: 3
BSAD 384 - Human Resource Management Credits: 3
ECON 226 - Principles of Microeconomics Credits: 3
MKTG 310 - Principles of Marketing Credits: 3

and management courses selected in consultation with and approval of the advisor.

Additional Requirements

Practicum
Practicum in Administration
ALHE 480 - Practicum in _________ Credits: 4

Transfer Requirements - 34
Accepted from an AS degree or certificate program

Andrews Core Experience - 46
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Religion
Equivalent of one per year of full-time enrollment at AU. Courses taken at SDA institutions can be used to meet this requirement.

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare is required.

Life/Physical Sciences
completed through the associate/certificate program transfer credits
Mathematics
Statistics preferred. Transfer students—any college level course.
Computer Literacy
fulfilled through clinical practica
Service
fulfilled through clinical practica

Social Sciences
PSYC 101 - Introduction to Psychology
BHSC 220 - An Interdisciplinary Approach to Contemporary Social Issues
Or BHSC 235 - Culture, Place and Interdependence

Admission Requirements
It is open only to individuals holding an associate degree or a two-year certificate in an allied-health professional area with earned certification where applicable in such areas as diagnostic ultrasound, nuclear medicine, physician assistant, radiation therapy, radiologic technology, respiratory therapy, and special procedures in radiologic technology. Admission to the program is by permission of the Department of Medical Laboratory Sciences chair.

Medical Laboratory Science BSMLS

The degree program includes three years of undergraduate (BS pre-clinicals) studies plus one year (3 semesters) of clinical (BSMLS) education.

Pre-clinical Program
The first three years of undergraduate study include Andrews Core Experience, cognate science, and preclinical degree requirements. Program options feature directed elective course work selected in consultation with the faculty advisor according to the student's career goals and interests.

Clinical (Professional) Program
The year of clinical studies is comprised of lectures and student laboratories on the Berrien Springs campus and clinical practica at an affiliated hospital or clinical laboratory site.

Refer to the Department of Medical Laboratory Sciences web site for the MLS Program Year Calendar.

Total Credits - 124

Major: Core - 43

Prerequisites - 10
MLSC 105 - Introduction to Medical Laboratory Science Credits: 1 (May be waived for transfer students)
MLSC 110 - Medical Terminology Credits: 1 (Recommended)
MLSC 210 - Fundamentals of Hematology and Hemostasis Credits: 2
MLSC 230 - Fundamentals of Clinical Microbiology Credits: 3
MLSC 240 - Fundamentals of Immunohematology Credits: 1
MLSC 350 - Fundamentals of Clinical Chemistry Credits: 3

Core Requirements - 33
MLSC 320 - Fundamentals of Immunology Credits: 3
MLSC 400 - Specimen Procurement and Processing Credits: 1
MLSC 401 - Clinical Year Seminar and Research Methodology Credits: 1
MLSC 405 - Clinical Year Seminar and Research Project Credits: 1
MLSC 411 - Hematology Credits: 3
MLSC 412 - Hemostasis Credits: 1
MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics Credits: 2
MLSC 431 - Clinical Bacteriology Credits: 4
Students work side-by-side with practicing professionals in patient health care during the final portion of the clinical year. Andrews University maintains a number of affiliations with clinical institutions across the country. Student preferences for clinical site assignments are solicited and granted when possible. Final site assignments are made at the discretion of the faculty and in consultation with clinical affiliates. Each student is responsible for providing his/her own transportation for the clinical practica. Independent transportation is a condition for clinical placement; therefore, it is strongly advised that each student has his/her own car for clinicals.

**Clinical Experience**

Students who complete the MLS Program are eligible to write the national Board of Certification examination sponsored by the ASCP (American Society for Clinical Pathology).

**Cognates - 26**

16 semester hours (24 quarter hours) of biological science. Select from (or equivalent courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 165</td>
<td>Foundations of Biology</td>
<td>4,5</td>
</tr>
<tr>
<td>BIOL 166</td>
<td>Foundations of Biology</td>
<td>4,5</td>
</tr>
<tr>
<td>Or BIOL 221</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Or BIOL 222</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Or other upper division biology courses chosen in consultation with academic advisor or approved by Program Director:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16 semester hours (24 quarter hours) of chemistry (with one semester in organic chemistry or biochemistry). Select from (or equivalent courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 231</td>
<td>Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 232</td>
<td>Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 241</td>
<td>Organic Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 242</td>
<td>Organic Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Or BCHM 411</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>Or other chemistry courses chosen in consultation with academic advisor or approved by Program Director:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Undergraduate Electives 5-8**

Students may select courses in consultation with and by the consent of their advisors in a planned program to enhance professional preparation. Pre-medical/pre-dental students must include the following courses:

Choose one of the following course sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 141</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 142</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Or PHYS 241</td>
<td>Physics for Scientists and Engineers I</td>
<td>4</td>
</tr>
<tr>
<td>Or PHYS 242</td>
<td>Physics for Scientists and Engineers II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 271</td>
<td>Physics for Scientists and Engineers Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 272</td>
<td>Physics for Scientists and Engineers Laboratory II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Certification**

Students who complete the MLS Program are eligible to write the national Board of Certification examination sponsored by the ASCP (American Society for Clinical Pathology).

**Maintaining Academic Standing**

**Student Progression in Clinical Year**

The clinical year is highly structured and sequential. Enrolled students may not drop a class, audit a class, or earn a grade lower than C- in any class. Students may enter clinical practica only upon satisfactory completion of on-campus course work. Satisfactory completion is defined as a senior-year minimum cumulative GPA of 2.50 and the recommendation of the faculty. A student receiving a cumulative GPA of less than 2.50 may be allowed to advance if the program faculty identifies exceptional circumstances and recommends that the student continue in the program.

Student continuance in the clinical practica is conditional upon acceptable ethical and professional deportment as well as exemplary patient-care practices. The clinical affiliate supervisors and program faculty are final arbiters in determining student continuance.

**Admission Requirements**

**Application Process**

**Clinical Year Admission Requirements**

An independent admissions process is required for all students who wish to enter clinical studies. The application form may be obtained from the Department of Medical Laboratory Sciences (MLS) office or downloaded from the resources section in the department's website (https://www.andrews.edu/shp/mls/resources/). Students must complete the application and return it to the departmental office by January 31 prior to their anticipated clinical-study year. Guest, transfer, and post-bacc students must also apply to Andrews University.

Applicants’ previous course work must include 16 semester credits of biological sciences, 16 semester credits of chemistry, and one college-level course in mathematics.

Admission requires an overall GPA of 2.50. In the admissions process, the GPAs for the cognate sciences, mathematics, and medical laboratory science content courses are computed together. This combined GPA must also be a minimum of 2.50. Preference is given to students with the higher GPAs. Students may only repeat the fundamentals courses once to be eligible for admission consideration for the program.

Applicants must be able to meet the program’s published Essential Functions, a copy of which is attached to the application, and express a willingness to comply with the principles, rules, regulations, and policies of both the university and the program as they relate to the ideals and values of the Seventh-day Adventist Church and the medical laboratory science profession.

**Prerequisite Courses**

All prerequisite course work, including Andrews Core Experience, cognate science, and pre-clinical courses, must be completed prior to entry into the clinical year. A personal interview may be required at the discretion of the Admissions Committee.

In exceptional circumstances, the Admissions Committee may accept students outside the stated policy.

**Andrews Core Experience**

Students must take all course requirements designated in the Professional Degree Program of the Andrews Core Experience (ACE) while noting the following course substitutions.

**Life/Physical Sciences**

Fulfilled through cognate sciences

**Mathematics**

Statistics preferred. MATH 145 Mathematics for the (Mis)Information Age will not fulfill the math requirement. Students transferring into clinical program—any college-level course.

**Service**

Fulfilled through clinical practica.

**Additional Information**

Accreditation
Masters

Medical Laboratory Science

MSMLS

The Department of Medical Laboratory Sciences offers a graduate program leading to the Master of Science in Medical Laboratory Science. In response to the diversity of skills required by the medical laboratory scientist, the degree features a variety of program emphases, including laboratory sciences, laboratory leadership and administration, education, and laboratory mission and development.

Total Credits: 38

Degree Core - 22

MLSC 500 - Foundations for Graduate Study in Medical Laboratory Science Credits: 1
MLSC 501 - Seminar in Medical Laboratory Science Credits: 1
MLSC 561 - Laboratory Management: Issues and Strategies Credits: 3
MLSC 562 - Issues in Laboratory Regulations and Practice Credits: 3
MLSC 585 - Applied Studies in Medical Laboratory Science Credits: 5
EDRM 505 - Research Methods Credits: 3
PBHL 646 - Integration of Spirituality in Health Care Credits: 2
ACCT 505 - Survey of Accounting for Decision Making and Control Credits: 2
Choose one of the following courses:
BSAD 500 - Survey of Management Credits: 2
Or
BSAD 515 - Organizational Behavior & Leadership Credits: 3

Concentration - 16

Choose one of the following Concentrations:

Education Concentration

Education Concentration Core - 8-9

EDAL 520 - Foundations of Educational Leadership Credits: 2,3
EDCI 545 - Assessment of Learning Credits: 3
EDCI 650 - Curriculum Design: Credits: 3

Education Concentration Electives

Select from additional Courses:
EDAL 670 - Technology for Leaders Credits: 3
EDCI 606 - Teaching in Higher Education Credits: 3
EDCI 610 - Teaching the Adult Learner Credits: 2,3
GDPC 514 - Psychology of Learning Credits: 3
GDPC 554 - Career Development Credits: 3
LEAD 638 - Issues in Leadership Theory Credits: 2,3
A relevant course not listed in this concentration may be selected in consultation with and approved by the graduate program director.

Laboratory Leadership & Administration Concentration

Laboratory Leadership & Administration Concentration Core - 5-6

ACCT 625 - Financial Analysis and Reporting Credits: 3
LEAD 638 - Issues in Leadership Theory Credits: 2,3

Laboratory Leadership & Administration Concentration Electives

Select from additional Courses:
BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3
BSAD 545 - International Business Management Credits: 3
BSAD 560 - Intercultural Business Relations Credits: 3
BSAD 615 - Management of Quality Credits: 3
BSAD 620 - Christian Ethics, Service & Society Credits: 3
EDAL 670 - Technology for Leaders Credits: 3
INF 510 - Management Information Systems Credits: 3

Laboratory Mission & Development Concentration

Laboratory Mission & Development Concentration Core - 5-6

BSAD 545 - International Business Management Credits: 3
Or
BSAD 560 - Intercultural Business Relations Credits: 3
BSAD 620 - Christian Ethics, Service & Society Credits: 3
Or
MSN 615 - Anthropology for Mission and Ministry Credits: 2,3

Laboratory Mission & Development Concentration Electives

Select from additional Courses:
ANTH 517 - Cultural and Developmental Anthropology Credits: 2
LEAD 525 - Public Relations: Community Partnerships Credits: 2,3
SOC 508 - Emergency Preparedness Credits: 2
SOC 560 - Family Resource Management Credits: 3

The following courses may be selected if not already taken as part of the concentration.
BSAD 545 - International Business Management Credits: 3
BSAD 560 - Intercultural Business Relations Credits: 3
BSAD 620 - Christian Ethics, Service & Society Credits: 3
MSN 615 - Anthropology for Mission and Ministry Credits: 2,3

Laboratory Science Concentration

Laboratory Science Concentration Core - 8

MLSC 611 - Molecular Diagnostics in Health and Disease I Credits: 3
MLSC 612 - Molecular Diagnostics in Health and Disease II Credits: 3
MLSC 621 - Laboratory Applications of Molecular Pathology Credits: 2

Laboratory Science Concentration Electives

Select from additional Courses:
BIOL 564 - Systems Physiology Credits: 3
BIOL 565 - Histology Credits: 3
BIOL 577 - Neurobiology Credits: 3
BCHM 521 - Biochemistry I Credits: 3
MLSC 595 - Independent Study/Readings/Research Project Credits: 1–4
PBHL 511 - Biostatistics Credits: 3
PBHL 521 - Principles of Epidemiology Credits: 3
PTH 716 - Clinical Pharmacology Credits: 2

Maintaining Academic Standing

No grade lower than C is acceptable.
Maintain a minimum cumulative GPA of 3.00 for the graduate portion of the program.

Admission Requirements

In addition to the general requirements for admission to a graduate program listed in the graduate admission section of this bulletin, the following are departmental requirements:

Applicants’ previous course work must include 16 semester (24 quarter) credits of biological sciences, 16 semester (24 quarter) credits of chemistry, and one college-level course in mathematics. Deficiencies must be removed prior to admission to the graduate program.
Applicants must have an overall GPA of at least 3.0 in undergraduate courses and at least 3.0 in the undergraduate cognate science (chemistry, biology, math and medical laboratory science) courses.
Applicants must hold professional certification and/or licensure in medical laboratory science acceptable to the admissions committee.
Certification may be either general or in one of the recognized areas of specialization. Acceptable certification is typically defined as the Board of Certification sponsored by the ASCP (American Society for Clinical Pathology). Individuals lacking professional certification may request to be admitted on a provisional basis while they pursue the MLS National Certification Eligibility Requirements. These clinical courses and their prerequisites require a minimum of four academic semesters. Students must receive professional certification before completing more than 9 graduate credits, and must meet the GPA requirements as stated above.
The Graduate Record Examination (GRE) is not required for admission but is required for GRE Scholarship consideration.

475
Graduation Requirements
In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:
- Complete a minimum of 38 semester credits including the core of 22 semester credits and 16 semester credits selected from the chosen concentration.
- Have the graduate program director approve course selections and course sequencing. Students may substitute alternate courses listed in this Bulletin with the consent of the graduate program director and the approval of the dean of the School of Health Professions.

Other Programs

MLS National Certification
Eligibility Requirements

Course work requirements for national certification examination eligibility

MLSC 210 - Fundamentals of Hematology and Hemostasis
MLSC 230 - Fundamentals of Clinical Microbiology
MLSC 240 - Fundamentals of Immunohematology
MLSC 320 - Fundamentals of Immunology
MLSC 350 - Fundamentals of Clinical Chemistry
MLSC 400 - Specimen Procurement and Processing
MLSC 401 - Clinical Year Seminar and Research Methodology
MLSC 405 - Clinical Year Seminar and Research Project
MLSC 411 - Hematology
MLSC 412 - Hemostasis
MLSC 413 - Clinical Hematology & Hemostasis Practicum
MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics
MLSC 423 - Clinical Immunology, Virology, and Molecular Diagnostics Practicum
MLSC 431 - Clinical Bacteriology
MLSC 432 - Specialized Clinical Microbiology
MLSC 433 - Clinical Microbiology Practicum
MLSC 441 - Immunohematology
MLSC 442 - Transfusion Medicine
MLSC 443 - Clinical Immunohematology Practicum
MLSC 451 - Clinical Chemistry I
MLSC 452 - Clinical Chemistry II
MLSC 453 - Clinical Chemistry Practicum
MLSC 461 - Body Fluids
MLSC 463 - Body Fluids Practicum
MLSC 475 - Laboratory Operations
MLSC 493 - Practicum Project

Allied Health

ALHE 440 - Topics in __________
Credits: 1–4
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): permission of program director.
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SHP

ALHE 480 - Practicum in __________
Credits: 4
Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): permission of program director.
Repeatable: Repeatable up to 12 credits

Medical Laboratory Science

MLSC 105 - Introduction to Medical Laboratory Science
Credits: 1
Lectures and/or demonstrations presented by each of the departmental faculty members covering the major disciplines in clinical laboratory science.
Grade Mode: Normal (A-F,I,W)

MLSC 110 - Medical Terminology
Credits: 1
An in-depth study of medical terms and abbreviations relating to diseases, disorders and drugs.
Grade Mode: Normal (A-F,I,W)

MLSC 210 - Fundamentals of Hematology and Hemostasis
Credits: 2
Introduces the production, maturation, function of normal blood cells and hemostasis. Selected routine manual hematology and hemostasis procedures are performed.
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: BIOL 165

MLSC 230 - Fundamentals of Clinical Microbiology
Credits: 3
Orientation to clinical microbiology; specimen selection, collection, and transport; microscopic evaluation; stains and sterilization techniques; media and incubation selections; identification of routine and non-routine microorganisms; susceptibility testing; automation and quality assurance.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 165

MLSC 240 - Fundamentals of Immunohematology
Credits: 1
Introduces blood group systems, antibody screening, antibody identification, and compatibility testing. Selected routine procedures are performed.
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: MLSC 320 strongly recommended, or concurrent enrollment, or permission of instructor

MLSC 320 - Fundamentals of Immunology
Credits: 3
Innate and acquired immune systems of the human organism; immunoglobulin production, structure, function, and diversity; antigen characteristics, variety, and specific red cell groups; tolerance and memory; complement structure and function; cell mediated immunity function and regulation; autoimmune disorders; transplantation and tumor immunology; immunodeficiency disorders; principles and procedures of techniques used in modern immunology lab. Note: Non-pre-med/pre-dent students transferring into the clinical program may apply this course toward biology credits.
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: MLSC 320
MLSC 350 - Fundamentals of Clinical Chemistry
Credits: 3
Clinical lab procedures, safety, application of statistical procedures in quality control, and principles of clinical laboratory instrumentation. Topics include carbohydrates, lipids, electrolytes, and hepatic function with selected pathologies.

Lecture/Lab: Weekly: 3 lectures and 1 lab
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 165
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
Term Offering: Fall, Summer
College Code: SHP

MLSC 380 - Pathophysiology for Health Professions
Credits: 3
Study of physiological changes and processes that occur during chronic and acute illnesses. Application of essential concepts of disease processes, such as inflammation, healing, and corresponding markers for disease detection, clinical intervention, monitoring, and prognosis.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): One of the following BIOL 100, BIOL 221, BIOL 222, BIOL 165, BIOL 166, and permission of the instructor.
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

MLSC 400 - Specimen Procurement and Processing
Credits: 1
Review of anatomy and physiology of circulatory system pertaining to specimen collection. Clinical specimen collection and processing; point-of-care testing, professional ethics; phlebotomy practicum.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of the program director
Schedule Type: Lecture, Lecture/Lab
College Code: SHP

MLSC 401 - Clinical Year Seminar and Research Methodology
Credits: 1
Introduction to educational methodology, multicultural communication, professionalism, medical laboratory sciences literature review, research design and practice. Attendance to all sessions is required. A pass/fail grade is assigned.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Permission of program director
Schedule Type: Seminar
College Code: SHP

MLSC 405 - Clinical Year Seminar and Research Project
Credits: 1
Introduction to team building, service outreach and professional development. Research in medical laboratory science under the direction of a departmental faculty member. Preparation and delivery of a written report and oral presentation on the research project. Attendance to all sessions is required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Permission of program director
Schedule Type: Seminar
College Code: SHP

MLSC 411 - Hematology
Credits: 3
Cellular elements of the blood, their maturation, functions, and morphologies; abnormal and disease state hematology; principles and procedures of routine and special hematology assay methodologies; correlation of patient conditions with results of hematology assay results.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 210 and permission of program director
Schedule Type: Lecture, Lab
College Code: SHP

MLSC 412 - Hemostasis
Credits: 1
Hemostasis systems, their function, interaction, and monitoring; correlation of hemostasis assay results with various disorders; thrombosis and anticoagulant therapy; principles and procedures of routine and special hemostasis assays.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 411 and permission of program director
Schedule Type: Lecture
College Code: SHP

MLSC 413 - Clinical Hematology & Hemostasis Practicum
Credits: 4
Professional health-care laboratory practicum; emphasis in patient-care application of hematology and hemostasis procedures.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): MLSC 411, MLSC 412 and permission of program director
Schedule Type: Practicum
College Code: SHP

MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics
Credits: 2
Theory and application of immunologic/serologic and basic molecular techniques including detection, analyses and epidemiology. Emphasis on correlation of patient conditions with test results for viral and bacterial diseases and cancers.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 320 and permission of program director
Schedule Type: Lecture, Lab
College Code: SHP

MLSC 423 - Clinical Immunology, Virology, and Molecular Diagnostics Practicum
Credits: 1
Professional health-care laboratory practicum: emphasizes patient-care applications of immunology, serology, virology and molecular techniques.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): MLSC 421 and permission of program director
Schedule Type: Practicum
College Code: SHP

MLSC 431 - Clinical Bacteriology
Credits: 4
Emphasis on specimen collection, culture, identification and clinical significance of bacterial pathogens. Simulated clinical practice for the separation of normal flora from pathogenic microorganisms encountered in various body sites including the study of antimicrobial susceptibility testing.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 230 and permission of program director
Schedule Type: Lecture, Lab
College Code: SHP

MLSC 432 - Specialized Clinical Microbiology
Credits: 2
Study of mycobacteria, fungi and parasites associated in human infections. Emphasis on specimen collection and preservation, acid-fast testing, culture and identification procedures.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 431 and permission of program director
Repeatable: Repeatable
Schedule Type: Lecture, Lab
Term Offering: Spring
College Code: SHP

MLSC 433 - Clinical Microbiology Practicum
Credits: 4
Professional health-care laboratory practicum; emphasis in patient-care applications of bacteriology, mycology and parasitology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): MLSC 431, MLSC 432 and permission of program director
Schedule Type: Practicum
College Code: SHP
MLSC 441 - Immunohematology
Credits: 3
Blood grouping and typing; blood group systems; compatibility testing; antibody identification; quality control and quality assurance; donor recruitment and selection; component preparation; blood-banking records; grouping and compatibility problem solving; patient clinical state correlations.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 240, MLSC 320 and permission of program director
Schedule Type: Lecture, Lab
College Code: SHP

MLSC 442 - Transfusion Medicine
Credits: 2
In-depth study of immunohematology testing results, clinical patient manifestations, blood component therapy and blood product requirements.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 441 and permission of program director
Schedule Type: Lecture, Lab
College Code: SHP

MLSC 443 - Clinical Immunohematology Practicum
Credits: 4
Professional health-care laboratory practicum; emphasis in patient-care applications of immunohematology.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): MLSC 441, MLSC 442 and permission of program director
Schedule Type: Practicum
College Code: SHP

MLSC 451 - Clinical Chemistry I
Credits: 3
Theories, principles, and laboratory applications of Clinical Chemistry, with correlations with normal physiology, selected pathophysiological conditions. Analysis of relevant blood and body fluid constituents.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 350 and permission of program director
Schedule Type: Lecture, Lab
College Code: SHP

MLSC 452 - Clinical Chemistry II
Credits: 3
A continuation of MLSC 451 Clinical Chemistry I. Correlations with normal physiology, pathophysiological conditions of organs and systems, and special Clinical Chemistry topics. Analysis of relevant blood and body fluid constituents.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 451 and permission of program director
Schedule Type: Lecture, Lab
College Code: SHP

MLSC 453 - Clinical Chemistry Practicum
Credits: 3
Professional health-care laboratory practicum. Emphasis on patient-care applications in clinical chemistry.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): MLSC 451, MLSC 452 and permission of program director
Schedule Type: Practicum
College Code: SHP

MLSC 461 - Body Fluids
Credits: 1
Analysis of various body fluids such as serous fluids, synovial fluids, amniotic fluid, and urine. Correlations with normal physiology and selected pathological conditions.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MLSC 451 and permission of the program director
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: SHP

MLSC 463 - Body Fluids Practicum
Credits: 1
Professional health-care laboratory practicum. Emphasis in patient-care applications of body fluids.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): MLSC 461 and permission of program director
Schedule Type: Practicum
College Code: SHP

MLSC 475 - Laboratory Operations
Credits: 2
Medical laboratory operations with emphasis on financial, operations, personnel, and quality management. Discussion of select topics such as quality assessment and problem solving, safety, laboratory mathematics, instrumentation, education and communication, laboratory information systems, and regulatory processes.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Permission of the program director
Schedule Type: Lecture
College Code: SHP

MLSC 478 - Medical Laboratory Science Study Tour
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
Special Approval: Instructor permission required.
College Code: SHP

MLSC 483 - Comprehensive Review and Written Examination
Credits: 1
A comprehensive review of medical laboratory science concepts and written examination practice to enhance readiness for the Board of Certification examination by the American Society for Clinical Pathology.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Permission of Program Director
Schedule Type: Independent
College Code: SHP

MLSC 490 - Topics in _________
Credits: 1–4
An in-depth study of selected topics in the medical laboratory sciences.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of program director
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SHP

MLSC 495 - Independent Project
Credits: 1–4
Topics may be from areas relevant to clinical laboratory practice and must be approved by the Program director.
Grade Mode: Normal w/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of program director
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SHP

MLSC 496 - Extended Clinical Practicum
Credits: 1
A twelve-week professional health-care laboratory practicum. Emphasis in patient-care applications. Subject areas are to be coordinated with the Clinical Site Education Coordinator and the program director.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Successful completion of the 20-week clinical practica of the clinical-year program and permission of program director
Schedule Type: Practicum
College Code: SHP
MLSC 500 - Foundations for Graduate Study in Medical Laboratory Science
Credits: 1
Orientation designed for students to refine the skills needed for successful graduate work. Focus on academic and professional proficiencies such as critical thinking, principles of research, and scholarly writing. Written and oral presentation required.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): permission of graduate program coordinator.
Schedule Type: Lecture
College Code: SHP

MLSC 501 - Seminar in Medical Laboratory Science
Credits: 1
Literature review of current laboratory science topics. A service-based activity addressing a relevant issue in laboratory science required.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): permission of graduate program coordinator.
Schedule Type: Seminar
College Code: SHP

MLSC 561 - Laboratory Management: Issues and Strategies
Credits: 3
An overview of issues and strategies relevant to managing a medical laboratory. Topics include historic perspective of management; organizational structure; management responsibilities and functions; personnel resources; performance improvement; training and evaluation; safety regulations and health compliance; financial matters such as cost/benefit analysis, budgeting, and reimbursement; record keeping and data management; information systems; marketing; and ethics.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): permission of graduate program coordinator.
Schedule Type: Lecture
College Code: SHP

MLSC 562 - Issues in Laboratory Regulations and Practice
Credits: 3
Clinical laboratories are increasingly regulated by state, federal and other agencies. Applicable regulations will be examined and their impact on laboratory operations evaluated. A selected number of laboratory quality assurance procedures, as specified by CLIA '88 regulations, will be performed in the laboratory.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Statistics and permission of graduate program coordinator.
Schedule Type: Lecture
College Code: SHP

MLSC 585 - Applied Studies in Medical Laboratory Science
Credits: 5
Designed in consultation with and coordinated by the area specialty advisor. A proposal, cumulative report, presentation and defense required. Clinical placement depends on clinical site availability.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Certification and/or licensure as a medical laboratory scientist and permission of graduate program coordinator.
Schedule Type: Lab
College Code: SHP

MLSC 595 - Independent Study/Readings/Research Project
Credits: 1–4
Topics may be from immunology, immunohematology, clinical chemistry, hematology, microbiology and other areas of patient-care science, clinical laboratory science education, management, or applications specially relevant to clinical laboratories.
Grade Mode: Normal w DG (A-F,I,S,U,DG,W)
Prerequisite(s): permission of graduate program coordinator.
Repeatable: Repeatable up to 4 credits with different topics
Schedule Type: Independent
College Code: SHP

MLSC 611 - Molecular Diagnostics in Health and Disease I
Credits: 3
Biomolecular foundations for clinical applications in molecular pathology, with emphasis on disorders of genetic origin, protein structure, and function.

MLSC 612 - Molecular Diagnostics in Health and Disease II
Credits: 3
Clinical applications in molecular pathology with focus on disorders associated with the cell membrane structures, receptors, signaling, and origin of malignancies.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Permission of Graduate Program Coordinator.
Schedule Type: Lecture
College Code: SHP

MLSC 621 - Laboratory Applications of Molecular Pathology
Credits: 2
Operation of molecular laboratory equipment; extraction, hybridization, and quantification (or quantitation) of nucleic acids. Clinical applications of electrophoresis, nucleic acid amplification, sequencing, and detection techniques.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Permission of Graduate Program Coordinator.
Schedule Type: Lab
College Code: SHP

MLSC 646 - Integration of Spirituality in Health Care
Credits: 2–3
A discussion of spiritual values from a Christian perspective, how faith and Spirituality facilitates the healing process, and how they can be incorporated into patient care. Attention will be given to discerning and addressing the Spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

MLSC 650 - Project Continuation
Credits: 0
Students may register for this course while clearing deferred grade (DG) and/or incomplete (I) courses with approval only. Registration for this course indicates full-time status.
Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Graduate program coordinator permission required.
College Code: SHP

MLSC 655 - Program Continuation
Credits: 0
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to the School of Graduate Studies & Research. Registration does not indicate full-time status.
Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

MLSC 678 - Medical Laboratory Science Study Tour
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SHP

PBTC 300 - Clinical Specimen Collection and Processing
Review of anatomy and physiology of circulatory system pertaining to specimen collection. Study of clinical specimen collection techniques, specimen processing and handling, and laboratory operations for phlebotomy.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): One of the following BIOL 100, BIOL 221, BIOL 222, BIOL 165, BIOL 166, and permission of the instructor.
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: SHP

PBTC 303 - Clinical Specimen Collection and Processing Practicum
Credits: 3
Professional phlebotomy practicum that involves contact with various patient types, in a variety of clinical scenarios that includes inpatient and outpatient settings.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PBTC 300 or permission of the instructor
Schedule Type: Practicum
College Code: SHP
Nursing

Marshall Hall (Second Floor)
269-471-3311 or (800) 877-2863
nursing@andrews.edu
www.andrews.edu/nursing

Faculty
Bea Ade-Oshifogun, Chair
Susan Allen
Grace C. Chi
Barbara Harrison
Shawna Henry
Leila Nogueira
Khonnah M. Weithers

Mission
The Andrews University Department of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research, and education. Through the following activities, the Department of Nursing encourages students to seek knowledge, affirm faith, and provide changes that impact the world of healthcare:

Seek Knowledge
- Prepare nurses that provide culturally competent, high quality, evidence-based patient-centered care.
- Prepare nurses for first-time licensing and certification success.
- Encourage lifelong learning.

Affirm Faith
- Prepare nurses to practice within the Christian context of "Restoration to the Image of God."
- Promote personal spiritual growth.
- Teach theoretical underpinning of wellness, illness, and disease within the context of the Great Controversy.

Change the World
- Teach with service/mission focus, medical evangelism.
- Teach current whole-person nursing care across the life span which addresses wellness and illness.
- Prepare nurse leaders with a mind set for professional and ethical practice which incorporates communication (all venues), teamwork and collaboration.

Vision
To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence, and cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation's report on the Future of Nursing (October 5, 2010):

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

Program Accreditation
The Andrews University Nursing program is approved by the Michigan Board of Nursing and holds accreditation from the Accreditation Commission for Education in Nursing* (ACEN).

* ACEN
3343 Peachtree Rd NE, Suite 850
Atlanta GA 30326
Phone: 404-975-5000
Email: info@acenursing.org

Bachelors

Nursing BSN (Pre-licensure)

Students enter the university as declared nursing majors (pre-nursing), this eight-semester nursing program covers four academic years. The curriculum focuses on the provision of care and the promotion of health for individuals and families. Students gain proficiency through both class (theory) and laboratory (practicum/clinical) experiences in a variety of settings.

The first year includes general education courses, cognate courses, and NRSG 215 - Introduction to Professional Nursing Concepts. Transfer students will take NRSG 215 - Introduction to Professional Nursing Concepts in the Spring Semester of their Sophomore year.

An independent admissions process by the Department of Nursing is required for students who wish to enter the pre-licensure program (see admission requirements). The program is comprised of on-campus courses and clinical practica. Students will be charged a professional fee each semester.

Students are encouraged to apply for entrance into the professional nursing program prior to completion of the spring semester of their freshman year. Nursing application needs to be submitted by May 15, of the admission year.

Total Credits: 125

Major: Core Requirements—65

NRSG 211 - Nursing Pharmacology I Credits: 2
NRSG 212 - Nursing Pharmacology II Credits: 3
NRSG 215 - Introduction to Professional Nursing Concepts Credits: 1
NRSG 216 - Fundamentals of Nursing Theory and Practice Credits: 5
NRSG 240 - Psychiatric-Mental Health Nursing Credits: 4
NRSG 305 - Health Assessment Credits: 3
NRSG 315 - Pathophysiology Credits: 3
NRSG 331 - Medical-Surgical I Credits: 5
NRSG 332 - Medical-Surgical II Credits: 6
NRSG 366 - Complementary Wellness and Restoration I Credits: 1
NRSG 408 - Families in Stress and Crisis Credits: 2
NRSG 414 - Critical Care Nursing Credits: 3,4
NRSG 416 - Comprehensive Overview Credits: 2
NRSG 418 - Leadership in Nursing Credits: 3
NRSG 430 - The Childbearing Family Credits: 4
NRSG 438 - Intercultural Mission Service in Nursing Credits: 2
NRSG 440 - The Developing Child Credits: 4
NRSG 445 - Nursing Research Credits: 3,4 (3 credits required for program)
NRSG 450 - Community Nursing Credits: 4
NRSG 466 - Complementary Wellness and Restoration II Credits: 2,3 (2 credits required for program)
NRSG 480 - Senior Nursing Internship Credits: 3

Major: Additional Requirements

Practicum
Undergraduate nursing practicum: In nursing classes with laboratory hours, a ratio of four clock hours will be required for each semester of clinical credit. For example, a 1-credit clinical course meets for 60 clock hours, a 2-credit clinical course meets for 120 clock hours.

Undergraduate nursing laboratory: In nursing classes with laboratory hours, a ratio of two laboratory clock hours will be required for each semester of laboratory credit. For example, a 1-credit laboratory meets for 30 clock hours in the semester. Clinical hours are indicated in the bulletin in the course description.

Experience

Program Completion
Students who enter as Freshmen, are expected to complete the BSN Pre-Licensure program within 6 years (maximum).

Students who enter as Sophomores, are expected to complete the BSN Pre-Licensure program within 4.5 years (maximum), beginning with NRSG 216 - Fundamentals of Nursing Theory and Practice.

481
Cognates—28

BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4
BIOL 260 - General Microbiology Credits: 4
CHEM 110 - Introduction to Inorganic Chemistry Credits: 4
FDNT 230 - Nutrition Credits: 3
PSYC 101 - Introduction to Psychology Credits: 3
PSYC 301 - Human Development Credits: 3
STAT 285 - Elementary Statistics Credits: 3

NOTE: *Please note that if any cognates (Anatomy & Physiology, Human Development, Microbiology, Nutrition, Psychology, Statistics) are older than five years they will not be accepted as credit and will need to be retaken as a class for credit or the student may take a standardized exam, such as the CLEP exam as approved by the Department of Nursing. A grade of "C" or above is required for cognate courses.

Andrews Core Experience—32

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions.

Religion
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3 (take in Junior or Senior year)

Life and Physical Sciences
FDNT 230 - Nutrition Credits: 3 (Fulfilled through Cognates)

Mathematics
MATH 145 - Mathematics for the (Mis)Information Age Credits: 3

Service
Field service credit requirements are met in these classes.
NRSG 438 - Intercultural Mission Service in Nursing Credits: 2
NRSG 450 - Community Nursing Credits: 4

Social Sciences
PSYC 101 - Introduction to Psychology Credits: 3

Early Admission Requirements

The Early Admission track is available to incoming freshman students that have not attended college or university as a full-time student who meet the criteria below and complete the additional Department of Nursing requirements for acceptance into this track (medical requirements, background check & drug screen). This track ensures direct admission into the professional nursing program when progression criteria are met. Students must maintain cognate and overall GPA > 3.00 to continue in the program.

High School Cumulative GPA: 3.5

ACT Math, Science, and English & Reading Score: Individual scores of 22 or higher in each subject

Regular Admission Requirements

Application for admission may require a minimum of six weeks for processing evaluation. The deadline for applications for May 15 to be considered for entry into the nursing program in the Fall Semester.

Minimal overall GPA of 3.00

BIOL 221, 222, PSYC 301, FDNT 230, PSYC 101, CHEM 110

Minimal combined GPA for cognates of 3.00. A grade of C or higher is acceptable for any cognate course.

A math placement score of P2 or above; or successful completion of College Algebra MATH 145 or a higher level math class with a grade of C or better; or SAT 540/ACT 20 or above in math scores.

If you are a transfer student, evidence of taking a college algebra class with a C grade or higher will satisfy the nursing program admission requirements. Whether a Math Placement Exam is needed or not needed is determined by the Department of Mathematics.

Nelson Denny Reading Test score of 15 or SAT 540/ACT 20 or greater in Reading & English score.

An acceptable criminal background check from company recommended by Department of Nursing—https://portal.castlebranch.com/NS39.

A urine drug screen is required before admission and yearly after. Some clinical sites may require different drug screen times. Drug screens are completed by https://portal.castlebranch.com/NS39.

Physical examination report that must include:

a. Tuberculin skin test (if positive a chest x-ray is required, will be evaluated individually) and yearly evaluation thereafter
b. Proof of immunization or serum immunity for MMR1 and MMR2 (Measles, Mumps and Rubella), T-dap (Tetanus, Diphtheria, Pertussis), and Hepatitis B
c. Proof of immunization or serum immunity for varicella-zoster
d. Annual flu shots taken October–December

All students are required to have BLS Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) certification from the American Heart Association (AHA).

Depending upon the situation, a student may be required to have an interview

Meeting the minimal requirements does not guarantee admission.

All nursing students must be accepted into the nursing program by the Andrews University Department of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee before entering into any nursing class. Students must apply for admission to the nursing program by May 15. Typically this process is begun while taking NRSG 215: Introduction to Professional Nursing Concepts. Early admission students meeting progression requirements will automatically progress to sophomore year of the nursing program without additional application process.

All students must complete the following cognate courses prior to entering the nursing program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221 - Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 222 - Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110 - Introduction to Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>FDNT 230 - Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 - Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301 - Human Development</td>
<td>3</td>
</tr>
<tr>
<td>STAT 285 - Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

NRSG 215 - Introduction to Professional Nursing Concepts — needs to be completed during the freshman year at Andrews University or during the first year of residency as a transfer, LPN, or 2nd degree student.

Cognates (Anatomy & Physiology, Microbiology, Chemistry, Human Development, Nutrition, Psychology and Statistics) older than five (5) years will not be accepted as credit and will need to be retaken as a class for credit or take a standardized challenge exam, such as the CLEP as approved by the Department of Nursing.

ADA Accommodations: Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities.

If you feel that you have a learning, psychological, emotional disability it is mandatory that it be formally documented by the Andrews University Counseling & Testing Center, Berrien Regional Education Service Agency or other source recommended by the above two agencies. This document is required for accommodation to be granted. Less obvious physical disability requires documentation by University Medical Specialties.

If you qualify for accommodations under the American Disabilities Act, please see your instructor and advisor as soon as possible for referral and assistance in arranging such accommodations.

NOTE: Students have the right to reapply to the program one time.

Progression

A GPA of at least 3.00 overall must be maintained throughout the nursing program.

a. Should the GPA fall below 3.00, the student will be placed on departmental academic probationary status and may not be allowed to progress based upon a decision by the Andrews University Department of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee.

b. If probationary status is granted by the committee, student will continue to progress, but the probationary status is valid for only one academic year and not renewable.

c. Students not meeting the 3.00 GPA requirement after the one-year
Only a grade of C and higher is accepted in cognate courses and a grade of B- or higher in nursing courses. Students may be allowed only one C+ grade in nursing courses before dismissal.

To better enable all nursing students in the continual pursuit of excellence in nursing, all students must: a. Pass each nursing class with a grade of 80%, equivalent to a “B-” or higher, and b. Have a test grade average of 80% or higher. The test average of 80% is applicable to all nursing classes, except NRSG 215 Introduction to Professional Nursing Concepts and NRSG 445 Nursing Research.

A medication dosage calculation test is required at the beginning of each class, except NRSG 215 Introduction to Professional Nursing Theory and Practice. All medication calculation and remedial tests with a practicum component will require the student to successfully pass both the theoretical and practicum sections in order to receive a passing grade for the course.

When a student fails the clinical portion of a course, the student has failed the entire course. If a student withdraws from a nursing course, or changes from credit to audit due to potential failure, the student must understand that withdrawal is considered failure of the course.

Repeating courses:
- **Required cognates** may be repeated only once.
- **Nursing courses:**
  - Only one (1) C+ grade in nursing courses is permitted in the program. This policy does not apply to courses with clinical failure. The second C+ grade or below will result in dismissal from the program. Students have the option to reapply only one (1) time to the program. Reapplication does not guarantee readmission.
  - Readmission is considered on an individual basis only by the APRG Committee. The application should be accompanied by a letter from the applicant showing evidence of professional growth achieved during the time out of the program (i.e. Nurse tech/CNA, mission work, improving cognate, remedial study skills with student success) and employment.
  - The student may be interviewed by the APRG Committee before a final decision is made. If a student is readmitted and he/she fails one more nursing course or voluntarily withdraws from any nursing course they will be dismissed from the program.
  - May be repeated only once if the student is readmitted to the program.

A medication dosage calculation test is required at the beginning of each clinical course beginning with NRSG216 Fundamentals of Nursing Theory and Practice. All medication calculation and remedial tests must be completed within the first three weeks of class start date. The passing score is 90%. Students are not permitted to attend clinicals until a test is passed. Students will have three opportunities to pass a medication dosage calculation test. If two failures occur, the student must demonstrate evidence of remedial training before attempting a third test. Failure to pass the test after the third try will result in clinical failure, which translates to course failure. (See course syllabus.) Students then have the option to withdraw from the course.

For NCLEX success the recommended “time frame” for completing the undergraduate nursing degree is 3–4 years, beginning with the sophomore year. To this end students are provided a curriculum guide to follow as advised.

Any student returning to the program that has been absent for one year must show competency theoretically and/or clinically with a standardized test passing score as determined by the nursing department in order to progress in the program. The primary nursing instructor for each class will make an evaluation and recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee, who will then make the final decision. Please be aware of the following:
- This will require a minimum of at least six weeks processing time.
- If a student does not pass the evaluation, they are required to retake the class(es) before progressing in the program.
- Competency may be evaluated only once.
- Students will be responsible for the testing fees.

Any student that is transferring from another accredited bachelor’s degree nursing program into the Andrews University bachelor’s degree nursing program, may have their Fundamentals, Pathophysiology and/or Health Assessment transferred. However, they must first undergo an evaluation of this class work to determine if the requested transfer of credits is adequate and/or appropriate. The primary nursing instructor for each class will make an evaluation of theoretical and clinical knowledge of the transfer course(s) and make a recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee that will then make the final decision.

Methods of evaluation may include:
- • NLN, Kaplan or other valid and reliable standardized tests
- • Final grade for the nursing class (minimum score of 80% required)
- • Course syllabus
- • Clinical skill assessment (if determined by course content)

Petitions may be submitted to the Admissions, Progressions, Retention and Grievance (APRG) Committee.
- • A student may petition credit transfer to the APRG Committee through their advisor.
- • Petitions are normally submitted for the purpose of accepting comparable credits earned previously or at another location.
- • Petitions for exemption from prerequisites and specific departmental policies are not normally considered.
- • Students should petition for unusual or uncontrollable circumstances, upon the advice and with the consent of their advisor.
- • Petitions must include the student’s signature and their advisor’s signature, then be submitted to the chairperson of the APRG Committee. Petitions are placed in the student’s permanent file following the final decision.

Students are allowed to pre-register for nursing courses pending admission into the program. Adding or dropping courses on time is the student’s responsibility.

In order to progress in clinical courses, students must renew the following requirements:
- • Tuberculin skin test (If positive a chest x-ray is required, will be evaluated individually) yearly
- • Annual flu shots taken October–December
- • Annual background check and drug screen
- • American Heart Association Healthcare Provider CPR Certification (every two years)

Be expected to complete the BS Pre-licensure program within 3–4.5 years, beginning with NRSG 216—Fundamentals of Nursing Theory and Practice.

A successful completion of the nursing exit examination is required in NRSG 416 (Comprehensive Overview) before graduation.

**Maintaining Academic Standing**

Nursing courses must be taken in the required sequence. A percentage as stated in the Department of Nursing Handbook is required to pass each nursing course.

A test average as stated in the Department of Nursing Handbook is required for identified nursing courses.

No grade lower than a B- is accepted in any undergraduate nursing course. A minimum GPA of 3.00 is required for cumulative cognate GPA (with no grade lower than a C in any cognate) and cumulative overall GPA.

Independent study courses cannot replace required nursing courses.

Maintaining a current certification of the American Heart Association Health Care Provider CPR course.

There is an annual review of required health care competencies. (Please see the Department of Nursing Handbook for specifics.)

Class attendance is required: The Department of Nursing will uphold University Policy.

Clinical attendance is required: Please see the Department of Nursing Handbook.

Student will be asked to withdraw from the nursing program if one or more nursing courses are failed at any time.
Student will be required to show competence via a standardized external exam and remediation before progressing to certain classes. Academic performance alone does not ensure completion of the nursing preparation. Students must also continuously meet acceptable professional ethics, disposition and safety standards as determined by the admissions and progressions committee. A urine drug screen must be completed 20-30 days prior to the start of the first clinical rotation and at the beginning of each academic year. Annual flu shots are required. Annual criminal background check is required.

Nursing BSN (RN to BSN, Online)

For information, contact: nursing@andrews.edu, 269-471-3311

RN-BSN Online program provides the RN with an associate degree an opportunity to complete their Bachelor of Science in Nursing degree. The curriculum focuses on the professional and leadership roles of the BSN-prepared nurse. Normally students complete in two years (4 semesters and 2 summers). The program requirements will involve clinical activities that may not be carried out in the student's work unit.

Andrews University recognizes the associate degree as a whole package, leaving a minimum of 32 credit hours to be completed at the university for the bachelor's degree.

Applicants from countries other than U. S. will need to have equivalent transcripts evaluated by Andrews University.

Some general education courses (Andrews Core Experience) may have been fulfilled within the associate degree package. See Andrews Core Experience: Professional Degrees.

Additional general education courses needed to complete the BSN requirement can be taken online through School of Distance Education & International Partnerships.

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). In the interactive online format, courses have specific start and end dates. The interactive online program does not require any time on campus. Students in the interactive online program are encouraged to come to campus for graduation. Tuition for the interactive online degree is 50% of regular tuition. The Andrews Core Experience courses are offered year-round in a self-paced format and some ACE courses are available in the summer in an interactive online format.

Total Credits - 124

Nursing Requirements - 32

NRSG 305 - Health Assessment Credits: 3
NRSG 315 - Pathophysiology Credits: 3
NRSG 320 - Professional Nursing Concepts for the RN Credits: 3
NRSG 433 - Leadership in Nursing Practice Credits: 4
NRSG 438 - Intercultural Mission Service in Nursing Credits: 2
NRSG 443 - Nursing Informatics Credits: 3
4 Credits of NRSG 445 - Nursing Research Credits: 3,4
NRSG 450 - Community Nursing Credits: 4
4 Credits of NRSG 466 - Complementary Wellness and Restoration II Credits: 2,3
NRSG 470 - Global Health Nursing Credits: 3

Andrews Core Experience

See Andrews Core Experience: Professional Degrees.

Admission Requirements

Admission requirements are as follows:
1. All registered nurses must meet Andrews University entrance requirements and be accepted for admission to the University before being admitted to the nursing program.
2. Application for admission may require a minimum of six weeks for processing evaluation.
3. A current United States RN license or equivalent nursing license in country of residence.
4. Minimal overall GPA of 2.50
5. An acceptable criminal background check from company recommended by Department of Nursing—https://portal.castlebranch.com/NS39
6. A urine drug screen is required before admission and yearly after. Some clinical sites may require different drug screen times. Drug screens are completed by https://portal.castlebranch.com/NS39
7. Physical examination report that must include: a. Tuberculin skin test (if positive a chest x-ray is required, will be evaluated individually) and yearly evaluation thereafter b. Proof of immunization or serum immunity for MMR1 and MMR2 (measles, mumps, and rubella), T-dap (Tetanus, Diphtheria, Pertussis), and hepatitis B c. Proof of immunization or serum immunity for varicella-zoster d. Annual flu shots taken October–December
8. All students are required to have BLS Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) certification from the American Heart Association (AHA).
9. ADA Accommodations: Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities. If you feel that you have a learning, psychological, emotional disability it is mandatory that it be formally documented by the Andrews University Counseling & Testing Center, Berrien Regional Education Service Agency or other source recommended by the above two agencies. This document is required for accommodation to be granted. Less obvious physical disability requires documentation by the University Medical Specialties Center. If you qualify for accommodations under the American Disabilities Act, please see your instructor and advisor as soon as possible for referral and assistance in arranging such accommodations

Progression

RN-BSN nursing students in the online program need to understand that:

The Department of Nursing requires a minumum cumulative GPA of 2.5 to graduate.

Requirements for various clinical sites may vary and student must abide by the stated requirements.

Students must finish within 3 years of starting the program.

Class and clinical attendance are required: The Department of Nursing will uphold University Policy.

No course with a grade below C- may count towards the degree.

Students should refer to the Department of Nursing RN-BSN Student Handbook for further guidance on progression policies.

Post-Masters

Advanced Practice Registered Nurse DNP (Distance Education)

The DNP program is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNSc, and other research-focused nursing doctorates.

This DNP program offers three tracks:
BSN to DNP (65 Credits)
MSN to DNP (56 Credits)
APRN to DNP (40 Credits)

Interactive Online Programs

This is a fully interactive online program only (see School of Distance Education and International Partnerships Definitions). The courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Most of the degree is done through online methods, but students should refer to the DNP Student Handbook for any expected on-campus time, especially in regards to comprehensive exams.

Information/Application Process
Students must apply first to the University's School of Graduate Studies and Research at: andrews.edu/apply. Then they must complete criminal background checks, health forms, and drug screen information to be sent to the Department of Nursing at: 485 University Boulevard, Berrien Springs, MI 49104 or e-mail to gradnursing@andrews.edu. For questions regarding the DNP Program, please call 269-471-3312.

**Degree Core**

All three options take the following core classes: **26 Credits**

- NRSG 616 - Biostatistics for Clinical Data Management Credits: 3
- NRSG 644 - Research Methods for Evaluation and Outcomes of Advanced Clinical Practice Credits: 3
- NRSG 685 - DNP Advanced Practice Role Credits: 2
- NRSG 700 - Theoretical Foundations for Scholarship in Advanced Practice Nursing Credits: 2
- NRSG 705 - Christian Ethics and Advanced Practice Nursing Credits: 2
- NRSG 710 - Principles of Epidemiology Credits: 3
- NRSG 715 - Organizational Leadership in Health Care Systems Credits: 2
- NRSG 720 - Information Systems and Patient Care Technology for Health Care Credits: 2
- NRSG 730 - Health Care Policy for Advanced Practice Nursing Credits: 2
- NRSG 801 - Scholarly Project I Credits: 2
- NRSG 802 - Scholarly Project II Credits: 3

**Option 1: BSN to DNP - 65**

Family Nurse Practitioner (FNP) focus. This track offers nurses with a BSN degree the opportunity to complete a terminal degree in nursing practice, without needing to achieve the MSN degree first.

- Bridge Courses: 4 credits
- NRSG 726 - Interpersonal Dynamics and Cultural Issues in Advanced Practice Nursing Credits: 2
- NRSG 727 - Clinical Health Promotion and Disease Prevention of Populations Credits: 2

FNP Nurse Practitioner Concentration: 35 Credits

- NRSG 741 - Primary Care Management of Infants, Children and Adolescents Credits: 2
- NRSG 742 - Primary Care Management of Infants, Children and Adolescents Practicum Credits: 2
- NRSG 748 - Advanced Pathophysiology Across the Lifespan Credits: 3
- NRSG 751 - Primary Care Management of Women's Health Credits: 2
- NRSG 752 - Primary Care Management of Women's Health Practicum Credits: 2
- NRSG 755 - Advanced Health Assessment Across the Lifespan Credits: 3
- NRSG 756 - Advanced Health Assessment Practicum Credits: 2
- NRSG 760 - Advanced Pharmacology Across the Lifespan Credits: 3
- NRSG 763 - Primary Care Management of Adults Credits: 3
- NRSG 764 - Primary Care Management of Adults Practicum Credits: 2
- NRSG 767 - Evidence-based Family Nurse Practitioner Primary Care Management Credits: 3
- NRSG 768 - Evidence-based Family Nurse Practitioner Primary Care Management Practicum Credits: 3
- NRSG 770 - Teaching Strategies Credits: 3
- NRSG 775 - Learning Theories and Health Teaching Credits: 2

**Option 2: MSN to DNP - 56**

Family Nurse Practitioner (FNP) focus. This track offers nurses with an MSN degree, that is not advanced practice focused, the opportunity to complete a terminal degree in nursing practice.

FNP Nurse Practitioner Concentration: 30 Credits

- NRSG 741 - Primary Care Management of Infants, Children and Adolescents Credits: 2
- NRSG 742 - Primary Care Management of Infants, Children and Adolescents Practicum Credits: 2
- NRSG 748 - Advanced Pathophysiology Across the Lifespan Credits: 3
- NRSG 751 - Primary Care Management of Women's Health Credits: 2
- NRSG 752 - Primary Care Management of Women's Health Practicum Credits: 2
- NRSG 755 - Advanced Health Assessment Across the Lifespan Credits: 3
- NRSG 756 - Advanced Health Assessment Practicum Credits: 2
- NRSG 760 - Advanced Pharmacology Across the Lifespan Credits: 3
- NRSG 763 - Primary Care Management of Adults Credits: 3
- NRSG 764 - Primary Care Management of Adults Practicum Credits: 2
- NRSG 767 - Evidence-based Family Nurse Practitioner Primary Care Management Credits: 3
- NRSG 768 - Evidence-based Family Nurse Practitioner Primary Care Management Practicum Credits: 3

**Option 3: APRN to DNP - 42**

Advanced Practice Registered Nurse (APRN) focus. This track offers nurses who already have advanced practice certification and are already functioning as either: 1) nurse practitioner, 2) nurse anesthetist, or 3) clinical nurse specialist in a particular practice area, the opportunity to complete a terminal degree in nursing practice.

Terminal Degree Concentration: 14 Credits

- NRSG 770 - Teaching Strategies Credits: 3
- NRSG 775 - Learning Theories and Health Teaching Credits: 2
- NRSG 780 - Nursing Education Outcomes Credits: 3
- NRSG 785 - Curricular Development Credits: 2
- NRSG 790 - Nursing Education Practicum Credits: 4

**Admission Requirements**

Must meet standard admission requirements for graduate admission at Andrews University.

No Graduate Record Examination (GRE) Required: Students who are applying for admission to the DNP program are not required to take the GRE. GPA: 3.25 at admission; with matriculation to 3.5 GPA at graduation.

Experience:

Students with no clinical experience must work while in school to gain clinical experience in their first year of school

Letters of Recommendation (Three required):

- Supervisor from current employment setting, who can address clinical competence;
- Doctorally prepared faculty member, who can address academic competence and scholarly potential;
- Professional colleague who holds at least a masters degree in nursing

Resume/CV

Three-page essay—on how they have promoted or advanced the profession of nursing in the past, and goals and objectives for the future, utilizing their advanced education

A statement—regarding the type of Capstone scholarly project they would be interested in conducting

Language: Must be able to speak English and present work in English.

Nursing Degrees: Must have degrees that are from schools accredited by ACEN or CCNE in the U.S. or whatever accrediting organization that exists within their country

Pre-requisites for BSN to DNP: Must have undergraduate statistics, research, health assessment and pathophysiology

Pre-requisites for MS to DNP: Must have graduate level statistics and research

Certiﬁcations of Advanced Practice (if applicable)

Criminal background check: Must have national background check.

Health Status: Immunization and physical exam health records required.

Drug Screen: Must submit drug screen for admission, and repeat before beginning clinical practicum.

CPR Certification: Required

Faculty reserve the right to require an interview of applicants based on reasons they identify.

**Graduation Requirements**

Number of Credits

The total number of credits required for the degree of BSN-DNP is 65.

- Twenty-six (26) credits are DNP Nursing Core courses and 35 credits are DNP/FNP degree specific. Of those 35, 11 credits are practicum or internship courses. Five credits are a special focus in education. There is no dissertation, but there is a scholarly project that students will complete.

For those students who are not already FNPs and will be completing the MS to DNP curriculum, the total number of credits required for the degree is 56. Twenty-six (26) credits are DNP core courses and 30 credits are DNP/FNP-specific. Of those 30, 11 credits are practicum or internship courses. There is no dissertation, but there is a scholarly project that students will complete.

For those students who are already FNPs and wish to complete their DNP degree, the total number of credits required for the degree is 40. Twenty-six (26) credits are DNP core courses and 14 credits are DNP education specialty courses. Of those 14, four credits are for practicum. There is no dissertation, but there is a scholarly project that students will complete.
project that students will complete.

Grade Point Average: In order to graduate, students must have a Grade Point Average (GPA) not lower than 3.5. During the program, students are allowed to receive a B- in one course only, but the GPA must be at least 3.0 when this occurs. Two courses below 3.0 will cause termination of the degree process.

Progress towards Degree: Students will be enrolled in a cohort as part-time students per semester taking 5–10 credits per semester for a total of seven to ten semesters, depending on the degree option and course they are enrolled in. Cohorts with differing degree options have anticipated completion at differing times within three to five years. Any student dropping out of a cohort may resume with a subsequent cohort but must complete the degree in no more than seven years.

Program Completion Events
Successful completion of Comprehensive Exam
Satisfactory completion of the Capstone Scholarly Project
Satisfactory completion of supervised Clinical/PRACTICUMs
Satisfactory completion of Certification Preparation/Review course

Nursing

NRSG 211 - Nursing Pharmacology I
Credits: 2
Beginning nursing knowledge related to pharmacology, medication administration, and related monitoring of therapeutic and non-therapeutic patient response that builds a foundation for safe practice.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSG 216
Schedule Type: Lecture
College Code: SHP

NRSG 212 - Nursing Pharmacology II
Credits: 3
A continuation of pharmacology principles that examines major classifications of medications. Focuses on uses, dosages, therapeutic and non-therapeutic effects, interactions, and nursing interventions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSG 211 or permission of the Department of Nursing.
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

NRSG 215 - Introduction to Professional Nursing Concepts
Credits: 1
Introduces students to nursing history, mission, standards, language and critical thinking, and applies principles from the Department of Nursing conceptual framework, "Restoration to the Image of God," along with other key nursing concepts. Must be taken spring semester of freshman year.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SHP

NRSG 216 - Fundamentals of Nursing Theory and Practice
Credits: 5
Integrates the nursing process into basic nursing skills, medication administration, and assessment of the adult client; with special emphasis on older adults. Includes 3 credits theory and 2 credits practicum.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): BIOL 221, BIOL 222, PSYC 101, PSYC 301, FDNT 230, NRSG 215 or permission of the Department of Nursing.
Schedule Type: Lecture, Lab, Practicum
Term Offering: Fall
College Code: SHP

NRSG 240 - Psychiatric-Mental Health Nursing
Credits: 4
Presents the nurse’s role in facilitation of mental health and prevention, assessment and management of mental illness. Includes 3 credits theory and 1 credit practicum.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSG 211, NRSG 216, PSYC 101 or permission of the Department of Nursing.
Schedule Type: Lecture, Practicum
Term Offering: Spring
College Code: SHP

NRSG 305 - Health Assessment
Credits: 3
Introduces theoretical and practical skills for performing a focused and comprehensive health assessment. Emphasizes data collection for recognition of normal findings and common variations throughout the life span, and use of nursing diagnoses to describe areas needing restoration. Includes 2 credits theory and 1 credit lab.

Course Attribute: Service course
Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSG 216 or RN, LPN; BIOL 221, BIOL 222 or permission of the Department of Nursing.
Schedule Type: Lecture, Lab, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 315 - Pathophysiology
Credits: 3
Explores physiological adaptations and changes that occur due to chronic and acute illnesses. Provides etiology of disease states to use as a basis for nursing interventions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSG 216.
Prerequisite(s): BIOL 221, BIOL 222.
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 320 - Professional Nursing Concepts for the RN
Credits: 3
Introduces and applies principles from the Department of Nursing conceptual framework, "Restoration to the Image of God," along with other key nursing concepts, and bridges educational preparation and role expectation of the associate degree nurse for functioning at the professional level. Must be taken during the first year of schooling by RN to BS students. (Needs to be taken before 418 and 450.)

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Summer
College Code: SHP

NRSG 331 - Medical-Surgical I
Credits: 5
Integrates and applies the nursing process to prevent disease, manage, promote, restore or maintain health for adult clients with acute and chronic medical-surgical conditions. Includes 3 credits theory and 2 credits practicum.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): NRSG 211, NRSG 240, NRSG 305, NRSG 315.
Schedule Type: Lecture, Practicum
Term Offering: Fall
College Code: SHP

NRSG 332 - Medical-Surgical II
Credits: 6
Integrates and applies the nursing process to restore health, manage disease, and/or provide end-of-life care for adult clients and their families with acute medical-surgical conditions, in acute and critical-care settings. Includes 4 credits theory and 2 credits practicum.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSG 212, NRSG 331.
NRSG 366 - Complementary Wellness and Restoration I
Credits: 1
Introduces the use of complementary therapies in disease prevention, and health promotion and maintenance towards restoration of clients, families and communities. Specific attention is given to the eight natural laws of health.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 408 - Families in Stress and Crisis
Credits: 2
Utilizes family systems and other theories as a basis for understanding family functioning. Prepares the students to be able to assess and intervene with families experiencing stress and/or crises.
Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSG 331 or permission of the Department.
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 414 - Critical Care Nursing
Credits: 3,4
Focuses on the needs of clients with life-threatening conditions in an acute care setting; which may present in multiple body systems. Special needs of pediatric and elderly clients addressed as well.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): NRSG 332 for Pre-licensure students, NRSG 315, NRSG 408, NRSG 430, NRSG 440.
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 416 - Comprehensive Overview
Credits: 2
Review of knowledge to serve as preparation of pre-licensure students for the NCLEX.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSG 430, NRSG 440.
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

NRSG 418 - Leadership in Nursing
Credits: 3
Provides opportunity for the student to gain knowledge in nursing leadership. Promotes the utilization of restorative principles in leadership theory and practice. Prepares students for leadership roles in nursing practice. This course includes 3 credits theory and 1 credit internship with a nurse leader.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Interactive online, Internship
College Code: SHP

NRSG 438 - Intercultural Mission Service in Nursing
Credits: 2
* Field service credit requirements are met in this class. Prepares students to apply principles of the Andrews University Department of Nursing conceptual framework, "Restoration to the Image of God," while providing Christian nursing care and service in a worldwide context. Course includes principles and preparation for intercultural nursing practice.
Course Attribute: Service course
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: NRSG 430, NRSG 440; orNRSG 414.
Schedule Type: Lecture, Blended Learning, Interactive Online
Term Offering: Fall, Spring
College Code: SHP

NRSG 440 - The Developing Child
Credits: 4
Emphasizes an evidence-based nursing practice in both the maintenance and restorative health needs of the growing and developing child, from newborn through adolescence. Includes 3 credits theory and 1 credit practicum.
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSG 332, PSYC 301.
Schedule Type: Lecture, Practicum
Term Offering: Fall
College Code: SHP

NRSG 443 - Nursing Informatics
Credits: 3
Nursing Informatics examines the history of healthcare informatics, current issues, basic informatics concepts and health information management systems. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be explored. Students will learn how to apply informatics concepts to a current clinical practice setting by suggesting methods that use technology to improve patient safety and work effectiveness.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

NRSG 445 - Nursing Research
Credits: 3,4
Provides foundational concepts on the research process and steps for utilizing research with the focus being on evidence-based practice. Introduces nursing perspectives related to critical thinking, scientific methods, ethical concerns, and search techniques necessary to the research process.
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): NRSG 331 or NRSG 320; or permission of the Department of Nursing. (BS - Completion students take the class for 4 credits.)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 450 - Community Nursing
Credits: 4
* Field service credit requirements are met in this class. Focuses on community as the primary client, in contrast with community as the setting for individual care. Students consider factors affecting the wellbeing, function, and/or existence of the community and its response to those problems. Includes 2 credits theory and 2 credits practicum.
Course/Lab Fee: Yes
Course Attribute: Service course
Grade Mode: Normal (A-F,I,W)
NRSG 460 - Topics in ________
Credits: 1–3
Study of selected topics relevant to professional nursing practice. Subject and credits to be announced in advance.

Grade Mode: Normal (A-F, I, W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SHP

NRSG 466 - Complementary Wellness and Restoration II
Credits: 2, 3
An in-depth exploration of complementary therapies that can be utilized in conjunction with traditional therapies to assist clients with a chronic illness or high acuity need towards restoration to the image of God in wellness, health maintenance and disease management.

Grade Mode: Normal (A-F, I, W)
Corequisite(s): NRSG 414
Prerequisite(s): NRSG 366, NRSG 418 or permission of the Department of Nursing. (BS-Completion students take the class for 3 credits.)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 470 - Global Health Nursing
Credits: 3
This course introduces students to concepts related global health issues. It explores the link between global health and socio-economic development. It focuses on measurement of risk factors in vulnerable populations, health status and disease burden within the global context.

Grade Mode: Normal (A-F, I, W)
Schedule Type: Interactive online
College Code: SHP

NRSG 478 - Study Tour:
Credits: 0
Travel to selected areas combined with lectures, directed readings, projects and assignments. The amount of credit and the geographic area are designated at the time a study tour is announced. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC, W)
Schedule Type: Blended Learning
College Code: SHP

NRSG 480 - Senior Nursing Internship
Credits: 3
A capstone practicum that integrates nursing skills and knowledge with principles of daily practice. Takes place in acute care settings where the student manages groups of clients in conjunction with a preceptor (120 clock hours). Includes 1 credit seminar and 2 credits practicum.

Grade Mode: Satisfactory w/DG (S, U, I, W, DG)
Corequisite(s): NRSG 414, NRSG 450.
Prerequisite(s): NRSG 418, NRSG 430, NRSG 440.
Schedule Type: Practicum
Term Offering: Spring
College Code: SHP

NRSG 495 - Independent Study ________
Credits: 1
Grade Mode: Normal w/DG (A-F, I, S, U, DG, W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

NRSG 515 - Teaching Strategies
Credits: 3
Explores the knowledge and competencies needed to develop and apply evidence based innovative teaching strategies in the classroom and clinical settings. Strategies for distance and web-based learning are also included.

Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 518, NRSG 430, NRSG 440; for BS -Completion NRSG 320, and NRSG 418.

NRSG 616 - Biostatistics for Clinical Data Management
Credits: 3
Introduces statistical concepts and analytical methods as applied to data encountered in biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical references.

Grade Mode: Normal with DG (A-F, I, W, DG, DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

NRSG 644 - Research Methods for Evaluation and Outcomes of Advanced Clinical Practice
Credits: 3
The focus of this course is to provide the knowledge and skills to generate evidence-based knowledge using scientific inquiry to improve outcomes in patient care. The components of research and evaluation processes are explored, culminating in the dissemination of research, evaluation and other evidence-based materials to healthcare professionals.

Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SHP

NRSG 658 - Learning Theory and Health Teaching
Credits: 2
Provides advanced practice nurses with evidence based knowledge regarding educational theories and their application in academic and clinical settings for successful instruction and teaching of clients, community, nursing students and other healthcare professionals.

Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 660 - Curricular Development
Credits: 2
Provides students with knowledge related to analysis, development or design, and redesign or improvement, and evaluation of client, student, or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed.

Grade Mode: Normal (A-F, I, W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 665 - Nursing Education Outcomes
Credits: 3
Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses.

Grade Mode: Normal (A-F, I, W)
Corequisite(s): NRSG 668
Prerequisite(s): NRSG 658, NRSG 660.
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 668 - Roles in Nursing Education
Credits: 2
Explores the various teaching and faculty roles that impinge upon the nurse educator. An understanding of the requirements of scholarship activities such as clinical currency, academic productivity, and teaching expertise are examined.

Grade Mode: Normal (A-F, I, W)
Prerequisite(s): NRSG 658, NRSG 660.
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP
NRSG 670 - Project Continuation
Credits: 0
Students may register for this continuation course while completing their capstone project, clearing deferred grade (DG) and/or incomplete (I) courses, and not enrolled in other program courses. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration which includes library privileges and access to an advisor. Requires advisor approval.

Course/Lab Fee: Yes
Course Attribute: Full-time status
Grade Mode: Satisfactory w/o 'I' [S,U,W]
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Program Director Permission Required

College Code: SHP

NRSG 675 - Program Continuation
Credits: 0
Students may register for this non-credit continuation course to maintain active status and while clearing deferred grade (DG) and/or incomplete (I) course. Registration for this course indicates active status, please see active status for additional information. Registration does not indicate full-time status. Requires program approval.

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Program Director Permission Required

College Code: SHP

NRSG 680 - Teaching Practicum
Credits: 4
Provides the student with the opportunity to utilize knowledge gained in the nursing-education courses, in a nursing-focused educational experience of their choosing. A total of 300 clock hours are required.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSG 515, NRSG 658, NRSG 660, NRSG 665, NRSG 668.
Schedule Type: Practicum
Term Offering: Summer

College Code: SHP

NRSG 685 - DNP Advanced Practice Role
Credits: 2
This course explores the various roles of the Doctor of Nursing Practice Family Nurse Practitioner. Areas discussed include patient care, health professional education, health policy, research, leadership and more. Special focus is on Advanced practice.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer

College Code: SHP

NRSG 690 - Independent Study
Credits: 1–3
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent

College Code: SHP

NRSG 700 - Theoretical Foundations for Scholarship in Advanced Practice Nursing
Credits: 2
Helps students examine theories from the fields of nursing, philosophy, biology, theology, humanities, psychology, sociology, behavior, and health beliefs, along with the Conceptual Framework of the Department of Nursing to build the underpinnings and foundational basis for their advanced practice. In addition, conceptualizations of person, environment, and health are explored as theories are examined.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall

College Code: SHP

NRSG 705 - Christian Ethics and Advanced Practice Nursing
Credits: 2
A study and exploration of ethical problems and dilemmas faced by Advanced Practice nurses in diagnosing, treating, billing, and communicating about care to clients, families, healthcare systems, community, and society as a whole. In addition, it provides strategies for addressing ethical dilemmas based within a Christian context.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall

College Code: SHP

NRSG 710 - Principles of Epidemiology
Credits: 3
Introduces the basic principles and applications of epidemiology. It describes the distribution and determinants of disease in human population; and introduces students to the the theory, methods and body of knowledge of epidemiology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online

College Code: SHP

NRSG 715 - Organizational Leadership in Health Care Systems
Credits: 2
This course introduces the student to the science of complex organizational structures and designs, with an emphasis on leadership within complex health care systems. It focuses on health care environments in various venues such as: professional, organizational, political, government and more.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online

College Code: SHP

NRSG 720 - Information Systems and Patient Care Technology for Health Care
Credits: 2
This course focuses on information technology and its application in health care settings. Content covered includes theoretical models of nursing informatics and database management, in the context of health care systems.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online

College Code: SHP

NRSG 726 - Interpersonal Dynamics and Cultural Issues in Advanced Practice Nursing
Credits: 2
Provides advanced knowledge related to underlying interpersonal concepts, skills, and practical approaches, specifically for relationship building across various cultures as an advanced practice nurse. It is also important for effective communication in regards to all areas of health care cross culturally.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online

College Code: SHP

NRSG 727 - Clinical Health Promotion and Disease Prevention of Populations
Credits: 2
Explores theories of health promotion and disease prevention at the advanced practice level, with emphasis on patient education, epidemiology, health beliefs, and the eight natural laws of health. The health care provider is provided with tools for directing and managing preventive care of various populations across the lifespan.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online

College Code: SHP

NRSG 730 - Health Care Policy for Advanced Practice Nursing
NRSG 741 - Primary Care Management of Infants, Children and Adolescents

Credits: 2
This course provides the future DNP with theory in primary health care settings necessary for the management of primary child health care, including wellness promotion, illness prevention. And treatment of common health problems in children, from newborn through young adulthood. Emphasis is on critical thinking and evidence-based practice to promote wellness lifestyles and reduce illness risks for children and families.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Interactive online
College Code: SHP

NRSG 742 - Primary Care Management of Infants, Children and Adolescents Practicum

Credits: 2
This course requires 150 literal hours of practicum. They are to be completed in a primary care pediatric clinic. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing the well child as well as episodic visits. Students are expected to apply theoretical knowledge gained from the primary care management of adolescents and children class. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem-solving.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Practicum
College Code: SHP

NRSG 748 - Advanced Pathophysiology Across the Lifespan

Credits: 3
The focus of this course is the application of advanced pathophysiologic concepts for frequently encountered conditions in clinical practice. It provides an in-depth analysis of epidemiology, risk factors, etiology, pathophysiology, clinical manifestations, and laboratory tests for selected acute and chronic illnesses across the lifespan. This is not an introductory course. It is expected that students already have a basic understanding of anatomy, physiology, pathophysiology, physical assessment, laboratory testing and pharmacology.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SHP

NRSG 751 - Primary Care Management of Women's Health

Credits: 2
The focus of this course is the primary care assessment, diagnosis and management of women's health issues, exploration of major health issues concerning women today, with an emphasis on social, cultural, and medical influences at the advanced practice level.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Interactive online
College Code: SHP

NRSG 755 - Advanced Health Assessment Practicum

Credits: 2
This course requires 150 literal hours of practicum in a primary care setting specific to adults. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing acute and chronic illnesses of adult patients. Students are expected to apply theoretical knowledge gained from the primary care management of adults class. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem-solving.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Practicum
College Code: SHP

NRSG 756 - Advanced Health Assessment Across the Lifespan

Credits: 3
The focus of this course is the development of advanced health history and physical examination skills across the lifespan. Emphasis is on interview, communication, and psychomotor skill development, with an end goal of facilitating diagnoses of illness and disease. It also includes concepts related to health assessment which supports the basic tenets of health promotion and disease prevention.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 757 - Advanced Health Assessment Practicum

Credits: 2
This course provides 150 literal hours of practicum in a primary care setting in which the student solidifies and strengthens their assessment skills and abilities on well and ill patients across the lifespan.

Grade Mode: Normal with DG (A-F,I,W,DG)
Schedule Type: Practicum
Term Offering: Summer
College Code: SHP

NRSG 760 - Advanced Pharmacology Across the Lifespan

Credits: 3
This course is designed to provide students with the knowledge and skills to select drug therapy for patients throughout the lifespan based on efficacy, safety, and cost for the management of select illnesses. The course also provides information about state and federal legal requirements for advanced practice nurse prescriptive authority.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 763 - Primary Care Management of Adults

Credits: 3
The focus of this course is the clinical primary care assessment, diagnosis and management of acute illness of adults at the advanced practice level.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 764 - Primary Care Management of Adults Practicum

Credits: 2
This course requires 150 literal hours of practicum in a primary care setting specific to adults. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing acute and chronic illnesses of adult patients. Students are expected to apply theoretical knowledge gained from the primary care management of adults class. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem-solving.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
Term Offering: Fall
College Code: SHP

NRSG 767 - Evidence-based Family Nurse Practitioner Primary Care Management

Credits: 3
This course provides a theoretical approach to advanced practice nursing as an FNP. Students are given knowledge, skills, and abilities related to primary care assessment, diagnosis, and management of acute and chronic illness and disease, as well as health promotion and disease prevention strategies of patient care across the lifespan. Students will examine the limits and boundaries of primary care in this role, juggling all roles and areas. Further, it includes issues related to scope of practice, billing, and more specific to Family Nurse Practitioners.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
NRSG 768 - Evidence-based Family Nurse Practitioner Primary Care Management Practicum
Credits: 3
This course requires 225 literal hours of practicum all as a Family Nurse Practitioner under the preceptor-ship of a family nurse practitioner. In this practicum, students are to provide comprehensive care to patients across the lifespan that includes: assessment, diagnosis, prevention and management of care for acute and chronic illness and disease.
Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Practicum
College Code: SHP

NRSG 770 - Teaching Strategies
Credits: 3
This course explores the knowledge and competencies needed to develop and apply evidence-based innovative teaching strategies in the classroom and clinical settings. Strategies for distance and web-based learning are also included.
Grade Mode: Normal (A-F,I)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SHP

NRSG 775 - Learning Theories and Health Teaching
Credits: 2
Provides advanced practice nurses with evidence-based knowledge regarding educational theories and their application in academic and clinical settings for successful instruction and teaching of clients, families, and populations.
Grade Mode: Normal (A-F,I)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SHP

NRSG 778 - Preparation for DNP Comprehensive Examinations
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Course Attribute: Full-time status
Grade Mode: Noncredit (NC)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

NRSG 780 - Nursing Education Outcomes
Credits: 3
Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses.
Grade Mode: Normal (A-F,I)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SHP

NRSG 785 - Curricular Development
Credits: 2
Provides students with knowledge related analysis, development or design, and redesign or improvement, and evaluation of client, student, or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed.
Grade Mode: Normal (A-F,I)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 788 - Preparation for FNP Board Certification Examination and DNP Scholarly Project Presentation
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Course Attribute: Full-time status
Grade Mode: Noncredit (NC)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

NRSG 790 - Nursing Education Practicum
Credits: 4
This course requires 450 literal hours of practicum which would provide students with the opportunity to utilize knowledge gained in the nursing education courses, in a nursing higher education setting (i.e. ADN, BSN, MSN, DNP program).
Grade Mode: Normal with DG (A-F,I,DG)
Schedule Type: Practicum
Term Offering: Fall
College Code: SHP

NRSG 795 - DNP Comprehensive Examinations
Credits: 0
Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

NRSG 801 - Scholarly Project I
Credits: 2
The purpose of this project is to synthesize knowledge and skills attained in the doctorate program of nursing, in an activity that directly moves research into clinical practice and positively influences patient care. The project culminates with a written scholarly paper and the development, implementation, and evaluation of a protocol for a specific health care.
Grade Mode: Satisfactory (S,U)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 802 - Scholarly Project II
Credits: 3
The completion of work begun in Capstone Scholarly Project I.
Grade Mode: Satisfactory (S,U)
Schedule Type: Independent
Term Offering: Fall
College Code: SHP
Public Health, Nutrition & Wellness

Mission
The mission of the Andrews University Department of Public Health, Nutrition & Wellness:

To prepare public health, nutrition, dietetic, fitness, and wellness professionals for service in their church, society and the world, by inspiring the community at large to affirm the Adventist lifestyle, including the vegetarian diet, benefits of regular exercise, fitness and a balanced life.

Main Office
Marsh Hall, Room 301
269-471-3370
Fax: 269-471-3485
publichealth@andrews.edu
www.andrews.edu/shp/publichealth/

Fitness & Exercise Science
Marsh Hall,
269-471-3254
Fax: 269-471-3485
www.andrews.edu/shp/fitness

Faculty
Sherine Brown-Fraser, PhD, RD, CPT
Chair, Associate Professor

Dixon Anjejo, DrPH
Director, MPH Program & Associate Professor

Carol Burtnack, RD, MS
Assistant Professor

Magaly Hernandez, RD, MPH
Director, Internship Program in Nutrition and Dietetics & Assistant Professor

Gretchen Krivak, RD, MS, CGFI
Director, Didactic Program in Nutrition and Dietetics & Assistant Professor

Jasel McCoy, DrPH(c), MS, MBA
Director, Fitness and Exercise Science & Assistant Professor

Maximino Mejia, DrPH, RD
Liaison, MDiv/MPH Program & Associate Professor

Gregg Morrow, MS
Director, Aquatics & Instructor

Eric Paddock
Gymnastics Coach & Instructor

Emmanuel Rudatsikira, DrPH, MPH, MDiv
Professor and Dean

Adjunct Faculty
Stephanie Goddard, M.S.
Susan Singer, MPH

Emeritus
Winston Craig, PhD, RD, MPH
Professor Emeritus

Patricia Mutch, PhD, RD
Associate Professor

Adjunct Professors of Public Health
Z. Marcel-Charles, MD, DrPH
Joycelyn Peterson DrPH, RD, LD
Mark Ghamasy PhD
Fred Hardinge DrPH
Marc-Daniel Gutekunst, PhD, DIH&TM, MPH, CFII, MEI, CPL
Zaidia Cordero-McIntyre, PhD
Jessica Miller, MA, DrPH (c)
Sozina Katuli, DrPH
Oluwemi Adeoye BDS, MPH, Instructor

Bachelors
Exercise Science BS

Total Credits: 76

Major: Core Requirements - 46
FDNT 230 - Nutrition Credits: 3
FTES 325 - Sports Nutrition Credits: 3
FDNT 448 - Nutrition and Wellness Credits: 3
FDNT 460 - Seminar in Nutrition, Wellness and Ellen White’s Writings Credits: 1
FDNT 498 - Research Methods Credits: 2
HLED 210 - Philosophy of Health Credits: 3
HLED 380 - Natural Therapies Credits: 3
Or NRSG 466 - Complementary Wellness and Restoration Credits: 2,3
HLED 411 - Community Health & Fitness I Credits: 2
HLED 412 - Community Health & Fitness II Credits: 2
FTES 305 - Current Concepts and Applications in Physical Fitness Credits: 3
FTES 355 - Methods of Fitness Instruction Credits: 3
FTES 410 - Issues in Exercise Science Credits: 2
FTES 465 - Exercise Physiology Credits: 4
FTES 475 - Kinesiology Credits: 3
FTES 497 - Internship Credits: 2
FTES 445 - Exercise Testing and Prescription Credits: 3

Cognates - 30
BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4
PSYC 471 - Behavior Modification Credits: 3
CHEM 110 - Introduction to Inorganic Chemistry Credits: 4
BCHM 120 - Introduction to Organic and Biological Chemistry Credits: 4
STAT 285 - Elementary Statistics Credits: 3
PHYS 141 - General Physics I Credits: 4
PHYS 142 - General Physics II Credits: 4

Andrews Core Experience
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

Religion
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

Admission Requirements
Prospective exercise science students are accepted into the Wellness (Fitness Emphasis) BHS (Non-Professional Program). To transition into the professional program, students need to apply to the Director of the Fitness and Exercise Science Program in their sophomore year for acceptance into the BS Exercise Science by May 1 for the following fall semester. Successful completion of all prerequisites courses listed below with a minimum cumulative GPA of 3.0, and a minimum overall GPA of 2.5 in the sciences and FTES courses, is required for entry into BS Exercise Science. Upon acceptance into the professional program, the student’s major will be changed to BS Exercise Science.

Graduation Requirements
The American College of Sports Medicine (ACSM) Certified Personal Trainer (CPT) Certification is required to be taken by the summer of the junior year (entering the senior year) for all Exercise Science majors.

At the end of the senior year, Exercise Science majors are required to sit for the ACSM certified Exercise Physiologist (EP-C) examination which will serve as an exit exam for all Exercise Science majors.
To graduate with a degree in Exercise Science students MUST have taken both exams at least once.

A minimum cumulative GPA of 3.0 is required for junior acceptance. Students are expected to complete a professional development portfolio during the BS Exercise Science program outlining their goals and accomplishments, including required hours of professional experience (based on class standing and previous experience). Successful completion of the portfolio is required for graduation.

Nutrition Science & Dietetics, Dietetics Concentration BS

The Nutrition Science and Dietetics with Dietetics Concentration is recommended for students wishing to become a Registered Dietitian (RD)/Registered Dietitian Nutritionist (RDN), or pursue a career in public health and/or graduate school. This BS also prepares students for dietetics registration eligibility.

Total Credits: 124

Major: Core Requirements - 35

- FDNT 118 - The Profession of Dietetics Credits: 1
- FDNT 124 - Food Science Credits: 3
- FDNT 310 - Nutrition in the Life Cycle Credits: 3
- FDNT 351 - Food Service Management I Credits: 3
- FDNT 352 - Food Service Management II Credits: 3
- FDNT 421 - Community Nutrition I Credits: 2
- FDNT 422 - Community Nutrition II Credits: 2
- FDNT 441 - Medical Nutrition Therapy I Credits: 3
- FDNT 442 - Medical Nutrition Therapy II Credits: 3
- FDNT 448 - Nutrition and Wellness Credits: 3
- FDNT 451 - Medical Nutrition Therapy I Lab Credits: 1
- FDNT 452 - Medical Nutrition Therapy II Lab Credits: 1
- FDNT 460 - Seminar in Nutrition, Wellness and Ellen White’s Writings Credits: 1
- FDNT 485 - Nutrition and Metabolism Credits: 3
- FDNT 490 - Dietetic Program Review Credits: 1
- FDNT 498 - Research Methods Credits: 2

Major: Additional Requirements

Professional Development Portfolio
Students are expected to complete a professional development portfolio during the DP program outlining their goals and accomplishments, including 200 hours of professional dietetic experience (125 hours for students transferring into Andrews University in the junior or senior year). A verification form for completion of the DP program will not be issued until the professional development portfolio has been satisfactorily completed by the student.

Comprehensive Review Exam
Graduates are provided with a Didactic Program in Nutrition Science and Dietetics Verification Statement, testifying to the fact that they have successfully completed the requirements for a BS degree in Nutrition Science and Dietetics. Students must successfully pass a comprehensive review exam in their senior year before they are eligible to receive a DP verification form.

Cognates - 9

- BSAD 355 - Principles of Management Credits: 3
- BSAD 384 - Human Resource Management Credits: 3
- MKTG 310 - Principles of Marketing Credits: 3

Registration Examination Eligibility

Andrews University offers two programs to prepare the student for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (AND).

The DPD program, which meets the academic requirements for registration eligibility.

The Dietetic Internship, a post-baccalaureate program, designed to meet the supervised practice requirements for registration eligibility.

Dietetic Internship

After completion of the BS course work for the Nutrition Science & Dietetics BS, students are eligible to apply for the an eight month accredited Dietetic Internship that must be completed by a dietetic student for registration eligibility. A minimum cumulative GPA of 3.0 and DP (Didactic program in Nutrition Science and Dietetics) GPA of 3.2 is recommended for admission into the program.

This supervised practice provides experiences in three main areas of dietetics—community nutrition, clinical nutrition, and food-service management.

The Internship Program is available at several hospitals affiliated with Andrews University. Successful completion of this intensive eight-month supervised practice permits a student to write the national registration exam in dietetics. Students who successfully complete the internship will be issued an Internship Program verification statement.

Upon passing the registry exam, graduates receive formal recognition as Registered Dietitians (RD). This status is maintained by participating in continuing professional education activities approved by AND. With advanced study or experience, the dietitian may qualify as a specialist in clinical dietetics, food service management, nutrition education, or research.

Andrews Core Experience - 43

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

- Religion
  - PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

- Life and Physical Sciences
  - Fulfilled through pre-requisite courses

- Service
  - FDNT 421 - Community Nutrition I Credits: 2
  - FDNT 422 - Community Nutrition II Credits: 2

- Social Sciences
  - PSYC 101 - Introduction to Psychology Credits: 3
  - SOCI 119 - Principles of Sociology Credits: 3

Admission Requirements

Nutrition Science & Dietetics Program (Step 1)

Prospective students enter the Nutrition Science & Dietetics program upon acceptance to Andrews University. Students must apply to the professional program* at the end of their sophomore year. The Dietetics Emphasis is recommended for students wishing to become a Registered Dietitian/Registered Dietitian Nutritionist, or pursue a career in public health and/or graduate school.

Pre-requisite Courses: two years of the following:
- introductory professional (e.g. Food Science and Nutrition)
- sciences (e.g. Intro to Chemistry, Biochemistry, Anatomy & Physiology, and Microbiology)
- social sciences (e.g. Sociology and Psychology)
- math (e.g. MATH 145 or higher)
- Andrews Core Experience (ACE)

These courses may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.

Professional Program in Nutrition Science & Dietetics (Step 2)

Applying to the Program*

To transition into the professional program, students need to apply to the director of the Didactic Program in Nutrition Science & Dietetics (DP) at the end of their sophomore year. Students must apply to the program in order to register for FDNT 351 Food Service Management, a required course for the major.

Courses

The professional program includes two years of study including courses in:
- medical nutrition therapy
- food-service management
- nutrition and metabolism
- community nutrition

These courses are to be obtained on the Andrews University campus.
Andrews University offers two programs to prepare the student for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (AND). The DPD program, which meets the academic requirements for registration eligibility.

The Dietetic Internship, a post-baccalaureate program, designed to meet the supervised practice requirements for registration eligibility.

Dietetic Internship
After completion of the BS course work for the Nutrition Science & Dietetics BS, students are eligible to apply for the an eight month accredited Dietetic Internship that must be completed by a dietetic student for registration eligibility. A minimum cumulative GPA of 3.0 and DPD (Didactic program in Nutrition Science and Dietetics) GPA of 3.2 is recommended for admission into the program.

This supervised practice provides experiences in three main areas of dietetics—community nutrition, clinical nutrition, and food-service management. The Internship Program is available at several hospitals affiliated with Andrews University. Successful completion of this intensive eight-month supervised practice permits a student to write the national registration exam in dietetics. Students who successfully complete the internship will be issued an Internship Program verification statement.

Upon passing the registry exam, graduates receive formal recognition as Registered Dietitians (RD). This status is maintained by participating in continuing professional education activities approved by AND. With advanced study or experience, the dietitian may qualify as a specialist in clinical dietetics, food service management, nutrition education, or research.

Andrews Core Experience - 43
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

Religion
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

Life and Physical Sciences
Fulfilled through pre-requisite courses

Service
FDNT 421 - Community Nutrition I Credits: 2
FDNT 422 - Community Nutrition II Credits: 2
Admission Requirements

Nutrition Science & Dietetics Program (Step 1)
Prospective students enter the Nutrition Science & Dietetics program upon acceptance to Andrews University. Students must apply to the professional program* at the end of their sophomore year. The Nutrition Science Emphasis is recommended for students wishing to pursue professional degrees in the fields of nutrition, medicine, dentistry, research and other health related graduate degrees.

Pre-requisite Courses: two years of the following:

- introductory professional (e.g. Food Science and Nutrition)
- sciences (e.g. General Chemistry, Organic Chemistry, Foundations of Biology, and Physics)
- social sciences (e.g. Sociology and Psychology)
- math (MATH 191 Calculus I)
- Andrews Core Experience (ACE)

These courses may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.

Professional Program in Nutrition Science & Dietetics (Step 2)

Applying to the Program*
To transition into the professional program, students need to apply to the director of the Didactic Program in Nutrition Science & Dietetics (DP) at the end of their sophomore year. Students must apply to the program in order to register for FDNT 351 Food Service Management, a required course for the major.

Courses
The professional program includes two years of study including courses in:

- medical nutrition therapy
- food-service management
- nutrition and metabolism
- community nutrition

These courses are to be obtained on the Andrews University campus.

Application Deadline
For acceptance to the program applications need to be submitted, to the program director, by the last Friday in March, September, or November for the following semester.

Acceptance
Full acceptance into the BS Nutrition Science & Dietetics Program requires successful completion of all prerequisite courses and a minimum cumulative GPA of 3.0, and a minimum overall GPA of 2.5 in the sciences and FDNT courses.

Students who are not fully accepted into the program by their senior year will be unable to register for FDNT 441 Medical Nutrition Therapy which is required for the completion of the program.

Prerequisite Courses - 45

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 165 - Foundations of Biology</td>
<td>4.5</td>
</tr>
<tr>
<td>BIOL 166 - Foundations of Biology</td>
<td>4.5</td>
</tr>
<tr>
<td>CHEM 131 - General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 132 - General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>FDNT 230 - Nutrition I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 231 - Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 241 - Organic Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 242 - Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 242 - Organic Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>SCIO 119 - Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 - Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 191 - Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 260 - General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BCHM 421 - Biochemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

Graduation Requirements

Graduation is dependent upon the completion of all curriculum requirements for the professional Bachelor of Science in Nutrition Science and Dietetics degree with the maintenance of at least a minimal overall GPA of 3.0 and a minimal GPA of 2.5 in all dietetic and science courses. No grade below a C- is accepted for prerequisite and cognate courses (or below a C for dietetic courses). At least 125 semester hours are required for graduation.

NOTE: Students planning graduate study in nutrition or medical dietetics are recommended to take the following chemistry courses: CHEM 131, CHEM 132; CHEM 231, CHEM 232, CHEM 241, CHEM 242; BCHM 421, BCHM 422

Additional Information

Accreditation
The Didactic Program in Nutrition Science & Dietetics (DP) at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

Public Health, Environmental
Health Concentration BSPH

Bachelor of Science in Public Health (BSPH) program with Environmental Health concentration is designed for students pursuing a professional degree in the field of Environmental Public Health. This program prepares students for certification as a Registered Environmental Health Specialist (REHS) that qualifies for entry-level positions in the field of environmental health.

The BSPH program in Environmental Health is the first of its kind at the undergraduate level in the Adventist Health School System. It is a rigorous yet flexible science-based applied program that prepares students for careers in public health as well as environmental health fields. This program is recommended for pre-medical, pre-dental students wishing to secure a job while preparing for medical, dental, or physical therapy, physician's assistant and pharmacy schools. This degree provides an excellent foundation for pursuing the online Master of Public Health public (MPH) degree at Andrews University or any MPH degree in general. Employment of environmental scientists and specialists is projected to grow 11 percent from 2014 to 2024 faster than the average for all occupations.

Environmental Health is the science and practice of preventing human injury and illness while promoting well-being by a) identifying and evaluating environmental sources and hazardous agents and b) limiting exposures to hazardous physical, chemical, and biological agents in air, water, food and other environmental media or settings that may adversely affect human health.

BSPH Program Mission

To prepare public health professionals who can plan, manage, evaluate and solve public health problems in the public and private sector. This mission will improve the health and well-being of individuals, communities, and populations, while preparing students to become Christ-centered scholars and global leaders in public health.

Total Credits: 124

Major Requirements - 33

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBHL 105 - Intro to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PBHL 311 - Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PBHL 321 - Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PBHL 345 - Health Behavior &amp; Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 380 - Healthcare Foundations</td>
<td>3</td>
</tr>
<tr>
<td>FDNT 230 - Nutrition I</td>
<td>3</td>
</tr>
<tr>
<td>FDNT 310 - Nutrition in the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>FDNT 498 - Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>PBHL 315 - Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>PBHL 475 - Experiential Activities</td>
<td>2</td>
</tr>
<tr>
<td>2 Credits of PBHL 480 - Seminar in Current Environmental Health Topics</td>
<td>1,2</td>
</tr>
</tbody>
</table>

Concentration Requirements - 16-18

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 365 - Urban Landscape Design</td>
<td>3</td>
</tr>
<tr>
<td>PBHL 320 - Water &amp; Air Quality</td>
<td>3</td>
</tr>
<tr>
<td>PBHL 425 - Environmental Risk &amp; Policy</td>
<td>2</td>
</tr>
<tr>
<td>PBHL 445 - Environmental Sampling &amp; Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>
Cognates - 38
CHEM 131 - General Chemistry I | Credits: 4
CHEM 132 - General Chemistry II | Credits: 4
PHYS 141 - General Physics I | Credits: 4
PHYS 142 - General Physics II | Credits: 4
5 Credits of BIOL 165 - Foundations of Biology | Credits: 4,5
5 Credits of BIOL 166 - Foundations of Biology | Credits: 4,5
CHEM 231 - Organic Chemistry I | Credits: 3
CHEM 232 - Organic Chemistry II | Credits: 3
CHEM 241 - Organic Chemistry Laboratory I | Credits: 1
CHEM 242 - Organic Chemistry Laboratory II | Credits: 1
BIOL 260 - General Microbiology | Credits: 4

Additional Elective Options - 2
ARCH 336 - Environmental Technology II | Credits: 4
3 Credits of ENGR 475 - Topics in Energy & Environment | Credits: 1–4
FDNT 469 - International Nutrition | Credits: 2,3
FDNT 485 - Nutrition and Metabolism | Credits: 3
PBHL 415 - Bio-terrorism and Preparedness | Credits: 3

Major: Additional Requirements
Students are expected to complete a professional development portfolio during the BSPH program outlining their goals and accomplishments, including experiential activities conducted at both public and private public health agencies and organizations.

Experiential Activity
All students are required to complete a cumulative, integrative and scholarly (or applied) experience that serves as a capstone to the educational experience. This can also be an inquiry project. These experiences may include, but are not limited to, internships, service learning projects, senior seminars, portfolio projects, research papers or honors thesis. Exposure to local-level public health professionals and/or agencies that engage in public health practice is encouraged.

REHS Credential
A Professional Credential from National Environmental Health Association (NEHA)
Students in the BSPH program in environmental health are eligible to take the Registered Environmental Health Specialist certification exam. The REHS is the most prevalent NEHA credential and professionals demonstrate competency in an impressive range of environmental health issues, directing and training personnel to respond to routine or emergency environmental situations, as well as educating community members about environmental health concerns. In addition, REHS credential holders are key members in ensuring that communities are in compliance with local, state and federal environmental health regulations. For additional information visit the site below.

http://www.neha.org/professional-development/credentials/rehsrs-credential

Andrews Core Experience - 35-36
Students must take all courses designated in the Andrews Core Experience:

Religion
RELT 100 - God and Human Life | Credits: 3
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare | Credits: 3

Life/Physical Sciences
BIOL 165 - Foundations of Biology | Credits: 4,5
CHEM 131 - General Chemistry I | Credits: 4

Mathematics
MATH 165 - College Algebra | Credits: 3
Or
MATH 191 - Calculus I | Credits: 4

Social Sciences
SOCI 119 - Principles of Sociology | Credits: 3

Admission Requirements
Bachelor of Science in Public Health (BSPH) (Step 1)
Prospective students enter the Bachelor of Science in Public Health program upon acceptance to Andrews University. Students must apply to the professional program* at the end of their sophomore year. The Environmental Health concentration is recommended for pre-medical, pre-dental students wishing to secure a job while preparing for medical, dental, or physical therapy, physician’s assistant and pharmacy schools. This degree provides an excellent foundation for pursuing the online Master of Public Health (MPH) degree at Andrews University or any MPH degree in general.

Pre-requisite Courses: two years of the following:
CHEM 131 General Chemistry I | 4
CHEM 132 General Chemistry II | 4
PHYS 141 General Physics I | 4
PHYS 142 General Physics II | 4
BIOL 165 Foundations of Biology | 4,5
BIOL 166 Foundations of Biology | 4,5
CHEM 231 Organic Chemistry I | 3
CHEM 232 Organic Chemistry II | 3
CHEM 241 Organic Chemistry Laboratory I | 1
CHEM 242 Organic Chemistry Laboratory II | 1
BIOL 260 General Microbiology | 4

Andrews Core Experience: BA & BS Degrees
These courses may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.

Professional Program - Bachelor of Science in Public Health (BSPH) (Step 2)

Applying to the Program*
To transition into the professional program, students must apply to the Director of BSPH at the end of their sophomore year. Students must apply to the program in order to register for PBHL 308 - Environmental Health, a required course for the major.

Courses
The professional program includes two years of study including courses in (but not limited to) the following:
- Environmental health
- Environmental Sampling and Analysis
- Environmental Toxicology
- Water & Air Quality
- Research Methods
- Experiential Activities
- Environmental Risk & Policy

These courses are encouraged to be obtained on the Andrews University campus.

Application Deadline
To transition into the professional program, students must apply to the Director of BSPH in their sophomore year for acceptance by May 1 for the following Fall semester. Successful completion of all pre-requisites and cognate courses as listed above, with a minimum cumulative GPA of 3.0 and a cognate GPA of 2.75 is required for acceptance into the professional program BSPH

Prerequisite Course
CHEM 131 - General Chemistry | Credits: 4
CHEM 132 - General Chemistry II | Credits: 4
PHYS 141 - General Physics I | Credits: 4
PHYS 142 - General Physics II | Credits: 4
BIOL 165 - Foundations of Biology | 4,5
BIOL 166 - Foundations of Biology | 4,5
CHEM 231 - Organic Chemistry I | Credits: 3
CHEM 232 - Organic Chemistry II | Credits: 3
CHEM 241 - Organic Chemistry Laboratory I | Credits: 1
CHEM 242 - Organic Chemistry Laboratory II | Credits: 1
BIOL 260 - General Microbiology | Credits: 4
Graduation Requirements
Graduation is dependent upon the completion of all curriculum requirements for the professional BSPH degree with the maintenance of at least a minimum of overall GPA of 2.85 and a minimum GPA of 2.75 in all didactic and science courses. No grade below C- is accepted for prerequisite and cognate courses (or below a C for didactic courses). At least 125 semester hours are recommended for graduation.

Additional Information
Accreditation
The Bachelor of Science in Public Health at Andrews University is accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910. www.ceph.org

Public Health, Social and Behavioral Sciences Concentration BSPH

Total Credits: 124

Major Requirements - 33
Public Health Core
PBHL 105 - Intro to Public Health Credits: 3
PBHL 311 - Biostatistics Credits: 3
PBHL 321 - Epidemiology Credits: 3
PBHL 308 - Environmental Health Credits: 3
PBHL 345 - Health Behavior & Chronic Diseases Credits: 3
BSAD 380 - Healthcare Foundations Credits: 3

FDNT 230 - Nutrition Credits: 3
FDNT 310 - Nutrition in the Life Cycle Credits: 3
FDNT 498 - Research Methods Credits: 2
PBHL 315 - Environmental Toxicology Credits: 3
PBHL 475 - Experiential Activities Credits: 2
2 Credits of PBHL 480 - Seminar in Current Environmental Health Topics Credits: 1,2

Concentration Requirements - 29-30
ANTH 200 - Cultural Anthropology Credits: 3
FTES 445 - Exercise Testing and Prescription Credits: 3
PSYC 319 - Stress Management Credits: 3
PSYC 366 - Drugs and Behavior Credits: 3
PSYC 450 - Social Psychology Credits: 3
PSYC 460 - Psychology of Abnormal Behavior Credits: 3
PSYC 471 - Behavior Modification Credits: 3
SOCI 420 - Medical Sociology Credits: 3
SOCI 425 - Racial and Ethnic Relations Credits: 3
SOCI 350 - Social Policy Credits: 2
Or SOCI 455 - Development Policy and Analysis Credits: 3

Cognates - 18
ANTH 455 - Ethnography Credits: 3
HLED 120 - Fit for Life Credits: 1
HLED 210 - Philosophy of Health Credits: 3
HLED 411 - Community Health & Fitness II Credits: 2
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3
PSYC 210 - Introduction to Health Psychology Credits: 3
RELT 348 - Christians and the Environment Credits: 3

Major Additional Requirements
Students are expected to complete a professional development portfolio during the BSPH program outlining their goals and accomplishments, including experiential activities conducted at both public and private public health agencies and organizations.

Experiential Activity
All students are required to complete a cumulative, integrative and scholarly (or applied) experience that serves as a capstone to the educational experience. This can also be an inquiry project. These experiences may include, but are not limited to, internships, service learning projects, senior seminars, portfolio projects, research papers or honors thesis. Exposure to local-level public health professionals and/or agencies that engage in public health practice is encouraged.

Andrews Core Experience - 35-36
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

History
HIST 110 - Worldviews, Cultures and Gods Credits: 3
Religion
RELT 100 - God and Human Life Credits: 3
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3
Life/Physical Sciences
BIOL 165 - Foundations of Biology Credits: 4,5
Or BIOL 221 - Anatomy and Physiology I Credits: 4
And
BIOI 222 - Anatomy and Physiology II Credits: 4
CHEM 131 - General Chemistry I Credits: 4
Math
MATH 145 - Mathematics for the (Mis)Information Age Credits: 3
Service
FDNT 421 - Community Nutrition I Credits: 2
Social Sciences
SOCI 119 - Principles of Sociology Credits: 3

General Electives - 7-9

Admission Requirements
Bachelor of Science in Public Health (BSPH) Program (Step 1)
Prospective students enter the Bachelor of Science in Public Health upon acceptance to Andrews University. The Social and Behavioral Sciences Concentration is recommended for students wishing to pursue professional degrees in the fields of Preventive Care, Doctor of Osteopathic Medicine, other health professions, Research, Policy, Health Promotion, Social Justice and Integrative Health. Careers may also be pursued in business, politics and government, counseling, psychology and mental health, education and even law.

Graduation Requirements
Graduation is dependent upon the completion of all curriculum requirements for the professional BSPH degree with the maintenance of at least a minimum of overall GPA of 2.85 and a minimum GPA of 2.75 in all didactic and science courses. No grade below C- is accepted for prerequisite and cognate courses (or below a C for didactic courses). At least 124 semester hours are recommended for graduation.

Additional Information
Accreditation
The Bachelor of Science in Public Health at Andrews University is accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910. www.ceph.org

Wellness BHS

Major: Core Requirements
FDNT 230 - Nutrition Credits: 3
FDNT 448 - Nutrition and Wellness Credits: 3
FDNT 460 - Seminar in Nutrition, Wellness and Ellen White’s Writings Credits: 1
HLED 120 - Fit for Life Credits: 1
HLED 445 - Consumer Health Credits: 2
FTES 205 - Fitness Conditioning Credits: 1

Major: Concentration Requirements

Choose one of the following concentrations.

Speech Pathology and Audiology - 29
SPPA 234 - Introduction to Speech Language Pathology and Audiology Credits: 3
SPPA 270 - Preclinical Observation Credits: 1
SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
SPPA 285 - Applied Phonetics Credits: 3
SPPA 310 - Speech Science Credits: 3
SPPA 321 - Normal Language Development Credits: 3
SPPA 322 - Child Language Disorders Credits: 3
SPPA 331 - Basic Audiology Credits: 3
SPPA 332 - Audiological Procedures Credits: 3
SPPA 374 - Articulation and Phonology: Development and Disorders Credits: 3

Fitness - 23
FTES 210 - Personal Fitness Plan Credits: 1
FTES 305 - Current Concepts and Applications in Physical Fitness Credits: 3
FTES 355 - Methods of Fitness Instruction Credits: 3
FTES 410 - Issues in Exercise Science Credits: 2
FTES 465 - Exercise Physiology Credits: 4
FTES 475 - Kinesiology Credits: 3
FTES 495 - Independent Study/Reading/Research/Project Credits: 1-4
NRSG 466 - Complementary Wellness and Restoration II Credits: 2,3

FTES 24 - Weight Training and Conditioning (Men/Women) Credits: 1
Or FTES 214-002 - Women’s Strength Training and Toning Credits: 1
HLED 411 - Community Health & Fitness I Credits: 2
HLED 412 - Community Health & Fitness II Credits: 2

Nutrition - 30
FDNT 118 - The Profession of Dietsetics Credits: 1
FDNT 124 - Food Science Credits: 3
FDNT 310 - Nutrition in the Life Cycle Credits: 3
FDNT 351 - Food Service Management I Credits: 3
FDNT 352 - Food Service Management II Credits: 3
FDNT 421 - Community Nutrition I Credits: 2
FDNT 422 - Community Nutrition II Credits: 2
FDNT 476 - Nutrition and Aging Credits: 2
FDNT 498 - Research Methods Credits: 2
BSAD 355 - Principles of Management Credits: 3
BSAD 384 - Human Resource Management Credits: 3
MKTG 310 - Principles of Marketing Credits: 3

Graduation Requirements

The Department of Public Health, Nutrition & Wellness offers the option for certification from the American Council on Exercise (ACE) in the following areas:
Certified Personal Trainer, Group Fitness Instructor, Lifestyle & Weight Management Consultant, and Advanced Health & Fitness Specialist. The exams for these certifications will be held on-campus. This degree requires BHS Wellness/fitness students to take the American Council on Exercise (ACE) Health Coach Certification. This certification exam will serve as the exit examination for BHS Wellness/Fitness students.

Students are expected to complete a portfolio during the BHS Wellness program outlining their goals and accomplishments, including required hours of professional experience (based on class standing & previous experience). Successful completion of the portfolio is required for graduation.

Cognates - 12+

Choose one of the following
BIOL 260 - General Microbiology Credits: 4
Or MLSC 230 - Fundamentals of Clinical Microbiology Credits: 3
Or SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
Or

PHYS 141 - General Physics I Credits: 4
And PHYS 142 - General Physics II Credits: 4

Choose one of the following
BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4
Or BIOL 165 - Foundations of Biology Credits: 4,5
BIOL 166 - Foundations of Biology Credits: 4,5
Or BIOL 165 - Foundations of Biology Credits: 4,5
BIOL 221 - Anatomy and Physiology I Credits 4
Or BIOL 100 - Human Biology Credits: 4
Or BIOL 221 - Anatomy and Physiology I Credits: 4

Choose from the following courses
CHEM 110 - Introduction to Inorganic Chemistry Credits: 4
BCHM 120 - Introduction to Organic and Biological Chemistry Credits: 4
Or CHEM 131 - General Chemistry I Credits: 4
BCHM 120 - Introduction to Organic and Biological Chemistry Credits: 4
Or PHYS 225 - Sound and Waves Credits: 4

Undergraduate Electives: 5-12
Courses are to be selected in consultation with advisor.

Andrews Core Experience - 44
Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

Religion
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

Psychology
An introductory psychology course
PSYC 101 - Introduction to Psychology Credits: 3
PSYC 301 - Human Development Credits: 3

Graduation Requirements
Students are expected to complete a professional development portfolio during the BHS Wellness program outlining their goals and accomplishments, including required hours of professional experience (based on class standing and previous experience). Successful completion of the portfolio is required for graduation. A student needs to maintain a cumulative GPA of 2.50 or greater in all credits used to meet the BHS degree requirements.

Undergraduate Minors

Fitness Education Education Minor

Total Credits: 20

Minor Requirements
BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4
FTES 205 - Fitness Conditioning Credits: 1
FTES 305 - Current Concepts and Applications in Physical Fitness Credits: 3
FTES 355 - Methods of Fitness Instruction Credits: 3
FDNT 230 - Nutrition Credits: 3
FTES 210 - Personal Fitness Plan Credits: 1

FTES 214 - Weight Training and Conditioning (Men/Women) Credits: 1
Or FTES 214-002 - Women’s Strength Training and Toning Credits: 1

Or

FTES 214 - Weight Training and Conditioning (Men/Women) Credits: 1
Or FTES 214-002 - Women’s Strength Training and Toning Credits: 1
Certification

American College of Sports Medicine (ACSM)
Students taking the Minor in Fitness Education have the option of sitting for the Certified Personal Trainer (CPT) or Group Fitness Instructor Certification (GFI) that is offered through the American College of Sports Medicine (ACSM) or American Council on Exercise (ACE). If student seeks to take an ACE or ACSM National Fitness Certification Exam, it is recommended they also take FTES 465 prior to the exam.

NOTE: This minor is not approved for Michigan elementary or secondary teaching certification.

Minor Objectives
Each class includes both the fitness component as well as skills instruction. The goals of the fitness & exercise courses are:
- To aid individuals in the development of Christ like attitudes and conduct in recreational activities, and to promote learning opportunities for cooperative teamwork.
- To promote the development of physical fitness and physical skills that will continue throughout life and enhance the quality of one's life.
- To provide a variety of physical activities designed to meet the needs and desires of a diverse student population.

Health Minor

Total Credits: 20

Minor Requirements
- FDNT 230 - Nutrition Credits: 3
- FDNT 240 - Nutrition Laboratory Credits: 1
- HLED 120 - Fit for Life Credits: 1
- HLED 210 - Philosophy of Health Credits: 3
- HLED 445 - Consumer Health Credits: 2
- Plus 9 credits selected from HLED, FDNT, FTES or other health-related courses approved by the program director.
- FTES 214 - Weight Training and Conditioning (Men/Women) Credits: 1
- Or FTES 214-002 - Women's Strength Training and Toning Credits: 1

Certification
American Council on Exercise (ACE) students taking the Minor in Health have the option of sitting for the Health Coach Certification this is offered through the American Council on Exercise (ACE).

Nutrition and Wellness Minor

Total Credits: 20

Minor Requirements
- FDNT 124 - Food Science Credits: 3
- FDNT 230 - Nutrition Credits: 3
- FDNT 310 - Nutrition in the Life Cycle Credits: 3
- FDNT 448 - Nutrition and Wellness Credits: 3
- FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings Credits: 1
- HLED 120 - Fit for Life Credits: 1
- Plus 6 credits selected from the Department of Public Health, Nutrition and Wellness approved by the director of the Dietetics program.

Course Options:
- FTES 325 - Sports Nutrition Credits: 3
- HLED 445 - Consumer Health Credits: 2
- FDNT 485 - Nutrition and Metabolism Credits: 3
- FDNT 422 - Community Nutrition II Credits: 2
- FDNT 351 - Food Service Management I Credits: 3
- BHSC 405 - Introduction to Public Health Credits: 3

Masters

Public Health, Nutrition and Wellness Concentration MPH

The mission of the Master of Public Health (MPH) Program is to prepare highly competent public health professionals to prevent disease and restore health in local, national and global communities. This mission is accomplished through excellence in graduate teaching, and through public health research to develop or implement evidence-based lifestyle solutions to improve health while addressing public health problems from a holistic perspective. We offer a distinctive program with a concentration in Nutrition & Wellness providing a unique emphasis in vegetarian nutrition. See the Department of Public Health Nutrition and Wellness Website for the statement of value and goals of the program.

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). The interactive online degree does not require any on-campus time.

Total Credits: 42

Degree Requirements
In addition to the Graduate Academic Requirements for graduate degrees the following departmental requirements should be noted:
- A minimum of 42 semester credits
- Public Health Core - 17 Credits
- Research - 8 Credits
- Concentration - 15 Credits
- Practicum - 2 Credits
- Culminating Activity

Public Health Core - 17
- PBHL 500 - Introduction to Public Health Credits: 2
- PBHL 511 - Biostatistics Credits: 3
- PBHL 521 - Principles of Epidemiology Credits: 3
- PBHL 525 - Principles of Environmental Health Credits: 3
- PBHL 531 - Principles of Health Behavior Credits: 3
- PBHL 535 - Principles of Health Administration Credits: 3

Research - 8
- FDNT 560 - Health Research Methods Credits: 3
- FDNT 680 - Research Seminar Credits: 1
- 4 Credits of PBHL 698 - Capstone Research Project Credits: 1–3

Concentration - 15
- FDNT 565 - Current Issues in Nutrition and Wellness Credits: 3
- FDNT 520 - Vegetarian Nutrition and Disease Prevention Credits: 3
- FTES 510 - Fitness and Health Promotion Credits: 2
- PBHL 540 - Grant Writing Credits: 2
- PBHL 545 - Program Planning and Evaluation Credits: 3
- 2 Credits of PBHL 646 - Integration of Spirituality in Health Care Credits: 2

Practicum - 2
- 2 Credit of PBHL 580 - Field Practicum Credits: 2
  (200 hours)

Culminating Activity
Student is required to demonstrate ability to integrate specific areas of public health: Administration, Epidemiology, Statistics, Environmental Health, Health Behavior and Nutrition during culminating activity experiences.

Culminating activity includes: A written comprehensive exam, field experience/research project/diabetic internship after completion of all courses,
professional portfolio, and an exit interview with the department chairman at conclusion of program.

Admission Requirements
To be eligible for admission to the MPH program, you must have completed a bachelor's degree or equivalent with a grade point average (GPA) of 3.0 or better (on a 4.0 scale). A limited number of students whose background and experience show potential for success but whose GPAs are less than 3.0 may be admitted on a provisional basis. A candidate who has a bachelor degree but without the prerequisites below may also be admitted on a provisional basis.

For details on applying to the program and admission requirements, go to the School of Graduate Studies website.

Corequisites
The candidate is required to have completed the courses listed below at the undergraduate level:
- Biology or Physiology or Anatomy and Physiology
- Two courses in nutrition: One introductory nutrition course similar to FDNT 230 Nutrition or equivalent and one intermediate level nutrition course similar to FDNT 310 Nutrition in the Life Cycle or equivalent.

Masters Dual Degrees

Master of Public Health/ Master of Divinity Dual Degree
MPH/MDiv

Andrews University has established a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Public Health, Nutrition, & Wellness in the School of Health Professions. Students are able to complete two degrees in 4 years; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition & Wellness. The MDiv is available on campus while the MPH courses are in an online format.

Completion of the dual degree requires strict adherence to course sequence and curriculum design as students will travel as a cohort through each program.

If in the United States, International Students need to take courses concurrently with MDiv courses to maintain their Student Visa status.

General Information
Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Public Health, Nutrition and Wellness in the School of Health Professions. Students can potentially complete the two degrees (MDiv/MPH) in 4 years or less; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition and Wellness.

This dual degree is designed to prepare students for various forms of ministry in which public health skills and theology are needed. Likewise, it will also enable students to integrate both theological and public health knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit. Furthermore, it will sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to prevention, nutrition, wellness, environmental health, and health behaviors.

Since the MDiv and MPH programs share certain cognate courses to achieve a more streamlined and efficient program, The MDiv degree must be conferred simultaneously with the MPH in order to fulfill the requirements of both degrees. In the event that the MPH was completed prior to enrollment in the MDiv, the cognate requirements for the MDiv will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 113
Graduation requirements consist of the satisfactory completion of 113 semester credits with an overall grade point average of 2.75 or better in the MDiv and 3.0 or better in the MPH. 71 credits are MDiv credits, and 42 credits are Master of Public Health credits. 7 of those credits are shared between the MDiv and the MPH programs:
- FDNT 520 Vegetarian Nutrition and Disease Prevention (3 Cr) replaces CHMN 567 Health Ministry (1 Cr)
- 6 credits of MDiv electives are 6 MPH concentration credits

Master of Divinity (MDiv)

MDiv General Information
For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites
1 Credit of GSEM 525 - The Bible and Biblical History Credits: 0,1
OR Biblical Literacy Exam 80% - August
All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their first year in the MDiv program.

2 Credits of CHMN 552 - Foundations of Pastoral Ministry Credits: 0,2
OR Church Policy Exam 80% - August, September
Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their first year in the MDiv program.

2 Credits of CHMN 505 - Biblical Preaching Credits: 2
2 Credits of CHMN 536 - Personal Evangelistic Ministry Credits: 2,3
3 Credits of CHIS 504 - Adventist Heritage Credits: 0,3
OR Adventist Heritage Placement Exam 80%
Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their first year in the MDiv program.

2 Credits of CHIS 506 - Church History to 1500 Credits: 2,3
2 Credits of CHIS 507 - Church History 1500 to Present Credits: 2,3
2 Credits of NTST 520 - Introduction to the New Testament Credits: 2
2 Credits of NTST 530 - Introduction to Revelation Credits: 2
2 Credits of NTST 551 - Beginning Greek Credits: 0,2 (C- or higher)
OR Greek Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of NTST 552 - Intermediate Greek Credits: 0,2,3 (C or higher)
OR Greek Placement Exam 60% or higher - May, August
2 Credits of OTST 500 - Survey of the Old Testament Credits: 2,3
2 Credits of OTST 565 - Pentateuch Credits: 3
3 Credits of OTST 551 - Biblical Hebrew I Credits: 0,3 (C- or higher)
OR Hebrew Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of OTST 552 - Biblical Hebrew II Credits: 0,2,3 (C or higher)
OR Hebrew Placement Exam 65% or higher - May, August
3 Credits of THST 521 - Christian Theology I Credits: 2,3
3 Credits of THST 522 - Christian Theology II Credits: 2,3

MDiv Degree Requirements: 69

Seminary New Student Orientation
Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.
GSEM 501 - New Student Orientation Credits: 0

Divinity Core
Interdisciplinary Credits: 2
2 Credits of GSEM 530 - Doctrine of the Sanctuary Credits: 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement
Each student must take a “Great Controversy, Covenant, Law & Sabbath” from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia
Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester. At least one of these courses will be offered each semester.

Colloquia
Departments. Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semester of their program.

GSEM 505 - Colloquium: __________________ Credits: 0

Christian Ministry Credits: 18
CHMN 539 - Church Growth and the Equipping Pastor: Credits: 3
2 Credits of CHMN 543 - Christian Leadership in a Changing World Credits: 2,3
2 Credits of CHMN 555 - Pastoral Counseling Credits: 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):
Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.
CHMN 562 - Field Evangelism Credits: 2–6
CHMN 644 - Field Evangelism: Chaplaincy Credits: 3
CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3–6
2 Credits of CHMN 560 - Theological Field Education Credits: 1,2

TFE Exemption: Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

Choose one 2 credit (600-level) Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament Credits: 2,3
CHMN 607 - Preaching from the Old Testament Credits: 2,3
CHMN 609 - Media Ministry Credits: 2,3
CHMN 614 - Preaching from Daniel or Revelation Credits: 2,3
CHMN 627 - Black Preaching Credits: 2,3
CHMN 632 - Contextualized Preaching: Credits: 2,3
CHMN 633 - Preaching the Literary Forms of the Bible Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one 2 credit Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2–8
CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2,3
CHMN 606 - Mission-Shaped Church Planting Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
CHMN 641 - Practicum in Military Chaplaincy Credits: 2-8
CHMN 656 - Evangelistic Small Groups Credits: 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9
3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 Must be taken in entry semester (Fall or Spring) of MDIV Program
2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

Church History Credits: 7
2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3
2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):
CHIS 600 - The Early Church to A.D. 604 Credits: 2,3
CHIS 609 - The Church in the Middle Ages Credits: 2,3
CHIS 620 - Seminar in Christian Biography Credits: 2,3
CHIS 625 - Seminar in Church-State Thought Credits: 2,3
CHIS 629 - History of Christian Spirituality Credits: 2,3
CHIS 630 - History of Jewish Experience Credits: 2,3
CHIS 634 - Reformation Theology Credits: 2,3
CHIS 635 - History of the African American Churches Credits: 2,3
CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3
CHIS 640 - Reformation: Credits: 2,3
CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3
CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3
CHIS 655 - Wesley and Methodism Credits: 2,3
CHIS 657 - Seminar in Reformation Theology Credits: 3
CHIS 659 - Seminar in the History of Selected Christian Doctrines Credits: 3
CHIS 660 - History of Religion in America Credits: 2,3
CHIS 664 - History of American Religious Thought Credits: 2,3
CHIS 665 - Modern Church History Credits: 2,3
CHIS 668 - History of Religious Liberty Credits: 2,3
CHIS 670 - Seminar in History of the Seventh-day Adventist Church Credits: 2,3
CHIS 673 - Development of Seventh-day Adventist Lifestyle Credits: 2,3
CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2,3
CHIS 680 - History of Sabbath and Sunday Credits: 2,3
CHIS 682 - Seminar in Church History Credits: 3
CHIS 683 - The Pastor, Church and Civil Law Credits: 3
CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3
CHIS 685 - Studies in Church History Credits: 2,3
CHIS 686 - Development of Prophetic Interpretation Credits: 2,3
CHIS 687 - Seminar in Development of Prophetic Interpretation Credits: 2,3
CHIS 688 - Contemporary Trends Credits: 2,3
CHIS 689 - History of Worship and Liturgy Credits: 3
CHIS 690 - Independent Study Credits: 1–3

World Mission Credits: 6
MSSN 546 - Mission in Cultural and Religious Context Credits: 3
MSSN 561 - Christian Witness and World Religions Credits: 3

Theology Credits: 13
2 Credits of THST 635 - Issues in Origins Credits: 2,3
3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 3

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):
THST 608 - The Great Controversy, Covenant, Law, Sabbath Credits: 2,3
THST 615 - Doctrine of the Church Credits: 2,3
THST 616 - Doctrine of God Credits: 2,3
THST 617 - The Works of God Credits: 2,3
THST 618 - The Works of Christ Credits: 2,3
THST 619 - Principles and Methods of Theology Credits: 2,3
THST 630 - Doctrine of Christ Credits: 2,3
THST 637 - Biblical Eschatology Credits: 2,3
THST 639 - Doctrine of the Holy Spirit Credits: 2,3
THST 640 - Doctrine of Salvation Credits: 2,3
THST 647 - Human Nature and Destiny Credits: 2,3
THST 649 - Seminar in Theological Issues: Credits: 2,3
THST 678 - Science and Religion Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):
THST 623 - Contemporary Adventist Theological Issues Credits: 2,3
THST 624 - Protestant Theological Heritage Credits: 2,3
THST 625 - Early Christian Theology Credits: 2,3
THST 626 - Modern Christian Theology Credits: 2,3
THST 627 - Roman Catholic Life & Thought Credits: 2,3
THST 628 - Contemporary Theology Credits: 2,3
THST 629 - History and Theology of Ecumenism Credits: 2,3

THST 656 - Seminar in Historical Theology: Credits: 2,3

THST 667 - Postmodernism and the Church Credits: 2,3

THST 676 - History of Philosophy Credits: 2,3

3 Credits of THST 605 - Principles of Christian Ethics Credits: 2,3

OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):

THST 600 - Christian Personal Ethics Credits: 2,3

THST 634 - Christian Social Ethics Credits: 2,3

THST 643 - Christian Professional Ethics Credits: 2,3

THST 644 - Theological Ethics Credits: 2,3

THST 659 - Seminar in Philosophy, Theology, and Ethics: Credits: 2,3

THST 660 - Church and Society Credits: 2,3

CHMN 549 - Philosophy & Ethics of Chaplaincy Credits: 2

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:

NTST 648 - Revelation Credits: 2,3 (as New Testament Exegesis)

OR

NTST 647 - Eschatology Credits: 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Hebrew proficiency required. (NTST List A):

NTST 645 - Hebrews Credits: 2,3

NTST 646 - Topics in New Testament Exegesis Credits: 2,3

NTST 648 - Revelation Credits: 2,3

NTST 653 - Advanced Studies in the General Epistles Credits: 2,3

NTST 655 - Advanced Studies in the Gospels Credits: 2,3

NTST 658 - Advanced Studies in the Pauline Writings Credits: 2,3

NTST 678 - Seminar in Greek Exegesis Credits: 2,3

Choose one 3 credit (600 level) New Testament Theology Core Elective - Intermediate Greek proficiency required. (NTST List B):

NTST 613 - Love, Marriage and Divorce Credits: 2,3

NTST 614 - Suffering, Death and Resurrection Credits: 2,3

NTST 616 - Theology of Luke-Ac's Credits: 2,3

NTST 623 - New Testament Theology of Prayer Credits: 2,3

NTST 627 - New Testament Theology of Salvation Credits: 2,3

NTST 628 - The Holy Spirit in the New Testament Credits: 2,3

NTST 629 - New Testament Ecclesiology Credits: 2,3

NTST 630 - Theology of the Synoptic Gospels Credits: 2,3

NTST 633 - Social Issues in the New Testament Credits: 2,3

NTST 634 - Theology of the Pauline Epistles Credits: 2,3

NTST 641 - Theology of the Johannine Writings Credits: 2,3

NTST 647 - Eschatology Credits: 2,3

NTST 667 - Topics in New Testament Theology Credits: 2,3

NTST 668 - New Testament Ethics Credits: 2,3

NTST 676 - Jesus in Recent Scholarship Credits: 2,3

NTST 679 - Seminar in New Testament Theology and Ethics Credits: 2,3

NTST 650 - Great Controversy, Covenant, Law and Sabbath Credits: 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel Credits: 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective

- Intermediate Hebrew proficiency required (OTST List A):

OTST 628 - Methods of OT Exegesis Credits: 2,3

OTST 639 - Studies in Old Testament Exegesis Credits: 2,3

OTST 664 - Pentateuch Credits: 3

OTST 666 - Historical Books Credits: 3

OTST 668 - Psalms/Wisdom Literature Credits: 3

OTST 675 - Minor Prophets Credits: 3

OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3

OTST 686 - Major Prophets Credits: 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - Intermediate Hebrew proficiency required (OTST List B):

OTST 619 - Theology of the Old Testament Credits: 2,3

OTST 620 - Seminar in Old Testament Theology Credits: 2,3

OTST 627 - Jewish Life and Thought Credits: 2,3

OTST 685 - Principles of Hermeneutics Credits: 2,3

2 Credits of OTST 510 - Archaeology and the Bible Credits: 2,3

OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required OTST510 Archaeology & the Bible.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

NTST 615 - New Testament Archaeology Credits: 2,3

OTST 514 - Bible Lands and Their Explorations Credits: 2,3

OTST 604 - History of the Ancient Near East Credits: 2,3

OTST 635 - History of Israel Credits: 2,3

Master of Public Health (MPH) Requirements
Credits: 42

MPH Core Requirements Credits: 17

PBHL 500 - Introduction to Public Health Credits: 2

PBHL 511 - Biostatistics Credits: 3

PBHL 521 - Principles of Epidemiology Credits: 3

PBHL 525 - Principles of Environmental Health Credits: 3

PBHL 531 - Principles of Health Behavior Credits: 3

PBHL 535 - Principles of Health Administration Credits: 3

Research Credits: 4

FDNT 560 - Health Research Methods Credits: 3

FDNT 680 - Research Seminar Credits: 1

Concentration Credits: 15

FDNT 520 - Vegetarian Nutrition and Disease Prevention Credits: 3

FDNT 565 - Current Issues in Nutrition and Wellness Credits: 3

FTES 510 - Fitness and Health Promotion Credits: 2

PBHL 540 - Grant Writing Credits: 2

PBHL 545 - Program Planning and Evaluation Credits: 3

2 Credits of PBHL 646 - Integration of Spirituality in Health Care Credits: 2

Practicum Credits: 6

2 Credits of PBHL 580 - Field Practicum Credits: 2

4 Credits of PBHL 698 - Capstone Research Project Credits: 1–3

Certification

The curriculum for the MPH is designed to help prepare students to take the Certified Health Education Specialist Exam (CHES) administered by the National Commission for Health Education Credentialing (NCHEC).

Students will be expected to meet the Seven Areas of Responsibility of a Health Education Specialist.

Assessing individual and community needs for health education.

Planning effective health education programs.

Implementing health education programs.

Evaluating effectiveness of health education programs.

Coordinating provision for health education services.

Acting as a resource person in health education.

Communicating health and education needs, concerns and resources.
Admissions Requirements

Master of Divinity
All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements. Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Minimum of 2.5 Undergraduate GPA. Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church. Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.) Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package. If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry. Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office. An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video. Complete and return the Sixteen Personality Factor Questionnaire as directed. Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement." Recommendations Church board where the applicant is a member Church administrator, pastor, or elder General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements
Students whose language of education is not English must submit one of the following tests and minimum scores:
TOEFL Paper-based - 565
TOEFL Internet-based - 85
MELAB - 81
IELTS - 6.5
PTE - 58

Master of Public Health
Baccalaureate Degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Undergraduate GPA: A minimum GPA of 3.00. Recommendations: Three recommendations are required from professionals—such as advisors, major professors, and employers—excluding relatives. You are asked to provide names and email addresses on the online application, and then recommenders will receive an email with a direct link to the form. Resume or Curriculum Vitae Statement of Purpose English Proficiency: Students whose language of instruction is not English must demonstrate English proficiency by meeting the TOEFLminimum scores. To learn more please visit our entrance exams page. Corequisites:
- Biology or Anatomy & Physiology or Physiology course
- Two nutrition courses

Program Objectives
To prepare students for various forms of ministry in which public health skills and theology are needed.
To enable students to integrate both theological and public health knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit.
To sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to nutrition, prevention, wellness, environmental health, and health behaviors.

Certificates

Nutrition & Dietetics Graduate Certificate (Dietetic Internship)

Program Description
The Andrews University Internship Program of Nutrition and Dietetics is a post-baccalaureate, supervised practice program that qualifies graduates to take the examination to become a Registered Dietitian Nutritionist. Dietetic Interns enroll in a full-time program requiring 40 hours of participation per week for 32 weeks. The program goals reflect the major points of our philosophy: quality instruction with broad-based training concurrent with ongoing supervision, feedback, and evaluation.

Certificate Requirements - 12
The program is comprised of a three-day orientation at Andrews University as well as, 5 months of clinical nutrition, 2 months of foodservice management, and 1 month of community nutrition at the internship site. Each rotation contains a series of competencies, objectives, activities, and assignments that must be completed in order to receive credit for the hours completed. Formal evaluations will be received by each intern at the end of each rotation, and will indicate whether or not the intern has successfully completed the competencies and objectives for that particular rotation. All interns will complete at least 1200 supervised practice hours during the 32-week period. Weekly reports completed by interns are sent to the program director to monitor intern progress and compliance with all policies. Intern progress will be evaluated by the preceptors following each rotation and there will be a formal evaluation between the intern and site coordinator at midterm and again at the end of the program.
FDNT 595 - Graduate Certificate Internship I Credits: 6
FDNT 596 - Graduate Certificate Internship II Credits: 6

Registration Examination Eligibility
At the successful completion of all program requirements, interns are eligible for a verification statement and allowed to sit for the Registration Examination for Dietitians.

Admission Requirements
Students who have successfully completed a B.S. degree in Nutrition and Dietetics can apply to a supervised practice, hands-on experience in the Internship program. The internship enables the student to be eligible to take the Registration Exam for Dietitians to become a Registered Dietitian Nutritionist. The internship is an 8-month supervised practice program that is conducted at an affiliated hospital. Students must apply to the internship online through DICAS (Dietetic Internship Centralized Application System) and register for internship matching with D&D Digital (www.dnddigital.com)

Additional Information
Accreditation
The Internship Program at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

Nutrition
Introduction to the systems approach and application of the functions of management to foodservice systems. Principles of menu development, food production, service, delivery, procurement, sanitation, safety, and equipment selection in food service organizations.

Lecture/Lab: Weekly: 2-hour lecture and a 3 to 4 hour practicum
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 124, BIOL 260
Corequisite(s): MATH 145 or equivalent, and a passing grade of 85% on a departmental math skills test.
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: SHP

FDNT 352 - Food Service Management II

Credits: 3
Application of management functions and principles to foodservice organizations. Specific attention to marketing processes, CQI, and integration of foodservice subsystems. Includes the management of human, material, spatial, and financial resources in environmentally responsible ways.

Lecture/Lab: Weekly: 2-hour lecture and up to 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 351; BSAD 355.
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Spring
College Code: SHP

FDNT 415 - Professional Experience

Credits: 1–4
A supervised lab experience introducing the student to the role of a professional in the workplace.

Grade Mode: Satisfactory w/DG (S,U,J,W,DG)
Repeatable: Repeatable up to 8 credits
Schedule Type: Independent
Term Offering: Fall, Spring
College Code: SHP

FDNT 421 - Community Nutrition I

Credits: 2
Principles for presenting nutrition information to individuals and groups. Community assessment and planning a community nutrition program.

Lecture/Lab: Weekly: 1-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 310; FallOffered alternate years
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: SHP

FDNT 355 - Medical Nutrition Therapy I

Credits: 2
An introduction to the systems approach and application of the functions of management to foodservice systems. Principles of menu development, food production, service, delivery, procurement, sanitation, safety, and equipment selection in food service organizations.

Lecture/Lab: Weekly: 2-hour lecture and a 3 to 4 hour practicum
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 124, BIOL 260
Corequisite(s): MATH 145 or equivalent, and a passing grade of 85% on a departmental math skills test.
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: SHP

FDNT 356 - Medical Nutrition Therapy II

Credits: 2
Analysis of local and national nutrition programs and services. Impact of nutrition policies on community health. Implementing and evaluating a community nutrition program.

Lecture/Lab: Weekly: 1-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 421.
Schedule Type: Lecture, Lab
Year Offering: Alternate years
Term Offering: Spring
College Code: SHP

FDNT 351 - Food Service Management I

Credits: 3
Introduction to the systems approach and application of the functions of management to foodservice systems. Principles of menu development, food production, service, delivery, procurement, sanitation, safety, and equipment selection in food service organizations.

Lecture/Lab: Weekly: 2-hour lecture and a 3 to 4 hour practicum
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): FDNT 124, BIOL 260
Prerequisite(s): MATH 145 or equivalent, and a passing grade of 85% on a departmental math skills test.
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: SHP
of nutritional care plans. Theory and techniques of counseling in various settings.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**FDNT 442 - Medical Nutrition Therapy II**  
**Credits:** 3  
Implement medical nutrition therapy through the assessment of nutritional status and development of care plans for a variety of clinical conditions, such as chronic diseases, oncology, nutrition support, and renal disease.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**FDNT 448 - Nutrition and Wellness**  
**Credits:** 3  
The dietary factors associated with the major chronic diseases of Western society. The use of plant-based diets in health promotion and disease prevention. Discussion of herbal therapies.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**FDNT 451 - Medical Nutrition Therapy I Lab**  
**Credits:** 1  
Review of care plans and case studies

**FDNT 452 - Medical Nutrition Therapy II Lab**  
**Credits:** 1  
Analysis of care plans and case studies.

**FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings**  
**Credits:** 1  
Review of contemporary issues and/or current literature in nutrition. An analysis of the nutrition and health writings of Ellen G. White to determine the meaning and importance of her writings within their cultural context and provide a comparison to modern day literature.

**FDNT 469 - International Nutrition**  
**Credits:** 2, 3  
A study of world food production, supply, storage, and marketing. Causes and symptoms of nutritional deficiencies in the developing world. Diseases of the affluent. Effects of nutritional deprivation on health and productivity. Effects of social and cultural factors in nutrition.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**FDNT 476 - Nutrition and Aging**  
**Credits:** 2  
Physiological changes in aging. Food-selection patterns, nutritional needs, nutritional disorders, and chronic diseases.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**FDNT 478 - Study Tour:**  
**Credits:** 0  
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**FDNT 485 - Nutrition and Metabolism**  
**Credits:** 3  
Study of the nutrients and their functions within the living cell and the complex organism. Discussion of the major metabolic pathways.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**FDNT 490 - Dietetic Program Review**  
**Credits:** 1  
A comprehensive review of the major elements of the undergraduate dietetics program (DPD). The senior comprehensive exam will be given at the end of the semester.

**FDNT 495 - Independent Study/Readings**  
**Credits:** 1–3  
Graduate students

**Prerequisite(s):** FDNT 230.

**Repeatable:** Repeatable up to 4 credits in independent study and 4 credits in readings on nutrition and dietetics

**Schedule Type:** Independent
FDNT 497 - Internship
Credits: 2
Supervised field experience in an approved health institution or health promotion program for a total of 200 hours. Application of knowledge and competencies learned in the health program.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

FDNT 498 - Research Methods
Credits: 2
A study of research methodology, survey methods, and applied statistics as they relate to dietetics.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: SHP

FDNT 499 - Research Project in Nutrition Science & Dietetics
Credits: 1–3
A research project in Nutrition Science & Dietetics supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take research project courses up to 6 credits with no more than 3 credits per semester. Recommendation: Consult with faculty before registering.

Grade Mode: Normal w/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Instructor permission required.

College Code: SHP

FDNT 520 - Vegetarian Nutrition and Disease Prevention
Credits: 3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The role of plant-based diets and exercise in health promotion and prevention of major chronic diseases of affluent societies. The impact of complementary nutrition on personal health.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

FDNT 540 - Maternal and Child Nutrition
Credits: 2
Role of nutrition in human growth and development, with emphasis on prenatal period, infancy, childhood, and adolescence.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FDNT 545 - Nutrition and Wellness Programs
Credits: 2–4
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Development of nutrition and wellness programs for community groups emphasizing health promotion. Includes participation in community assessment, program planning, implementation, and evaluation of a program.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 448.
Repeatable: Repeatable up to 4 credits
Schedule Type: Lecture, Interactive Online
College Code: SHP

FDNT 555 - Advanced Human Nutrition I
Credits: 3
Functions and nutritional metabolism of simple and complex carbohydrates, lipids, amino acids, and proteins. Public health applications.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): A course in biochemistry.
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

FDNT 556 - Advanced Human Nutrition II
Credits: 3
Functions and nutritional metabolism and interactions of fat-soluble and water-soluble vitamins, minerals, and trace minerals. Public health applications.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): A course in biochemistry.
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FDNT 560 - Health Research Methods
Credits: 3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The study of research methodology, statistical analysis, and the evaluation of research papers.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

FDNT 565 - Current Issues in Nutrition and Wellness
Credits: 3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Discussion of current issues in nutrition, food safety, public health, and wellness.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 230.
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

FDNT 570 - Maternal and Child Health
Credits: 3
Preventive health care and conditions necessary for mother and child well-being in developing countries. Community-based interventions for child survival. Management of maternal and child health programs.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FDNT 585 - Topics in ________
Credits: 1–4
Selected topics in the areas of nutrition and wellness.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture, Blended Learning
College Code: SHP

FDNT 586 - Professional Experience
Credits: 1–4
Opportunities for unique supervised practical experiences in various organizations to introduce the student to the role of a professional. A maximum of 4 credits per semester can be taken.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 8 credits
Schedule Type: Independent
College Code: SHP

FDNT 595 - Graduate Certificate Internship I
Credits: 6
The Internship Program, during the fall semester, will cover the community and food service rotations. The community rotations will take place in WIC clinics,
wellness programs and school lunch programs. Interns will be teaching nutrition classes to members of the community and will learn how to develop wellness activities. During the food service rotations the interns will learn a variety of food service management skills; this rotation will occur in a hospital or university setting. Interns are required to pass 2 online tests in community and food service areas for the completion of the fall semester. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

FDNT 596 - Graduate Certificate Internship II
Credits: 6
The Internship Program, during the spring semester, will be completely dedicated to the Medical Nutrition Therapy rotations. Interns will learn how to assess and counsel patients with a variety of health conditions. Interns are required to pass a clinical online test and a comprehensive test that will cover the 3 major areas: food service, community and MNT for the completion of the spring semester. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

FDNT 600 - Research Design
Credits: 1
Criteria for the organization, analysis, and reporting of research in nutrition. Preparation of a proposal for a master's thesis or project.

Grade Mode: Normal (A-F,J,W)
Prerequisite(s): FDNT 498 or equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FDNT 648 - Workshop
Credits: 1–4
Grade Mode: Satisfactory w/DG (S,U,J,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: SHP

FDNT 650 - Project Continuation
Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

FDNT 665 - Preparation for Comprehensive Exams
Credits: 0
Advisor approval required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

College Code: SHP

FDNT 670 - Comprehensive Exam
Credits: 0
Grade Mode: Satisfactory w/DG (S,U,J,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

FDNT 680 - Research Seminar
Credits: 1
Individual reports and discussion of recent research data. (Repeatable)

Grade Mode: Normal w/DG (A-F,J,S,U,DG,W)
Prerequisite(s): Consent of instructor required.
Repeatable: Repeatable up to 6 credits
Schedule Type: Seminar, Interactive Online
College Code: SHP

FDNT 690 - Independent Study
Credits: 1–6
Individual study and/or research. Consent of instructor required.

Grade Mode: Normal w/DG (A-F,J,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: SHP

FDNT 698 - Research Project
Credits: 3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES)exam. Provides students with guidelines and supervision for data collection, analysis, project preparation and oral presentation.

Grade Mode: Satisfactory w/DG (S,U,J,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: SHP

FDNT 699 - Master's Thesis
Credits: 3–6
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,J,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: SHP

Fitness & Exercise Studies

FTES 106 - Beginning Basketball
Credits: 1
Instruction in the fundamental skills of shooting, passing, ball-handling, man-to-man defensive play, basic rules, offensive strategy, basic rules and team play.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,J,W)
Schedule Type: Lecture
College Code: SHP
FTES 107 - Beginning Volleyball
Credits: 1
Instruction in the basic skills of serving, setting, passing and spiking, and the basic instruction on rules, and 2-, 3-, 4-, and 6-person team play.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 109 - Beginning Softball
Credits: 1
Instruction in the fundamental skills of throwing, catching, base running, batting and fielding of ground and fly balls. Position play, game situation drills, scrimmages and rules are covered. Student must supply own glove.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 114 - Soccer
Credits: 1
Learning the fundamental skills of ball control, passing, blocking and shooting goals. Indoor or outdoor games depending upon the season and weather.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 115 - Disc Sports
Credits: 1
Development of basic skills for "Disc Sports" like disc golf and ultimate frisbee. Students will learn the basic strokes, rules and techniques to allow them to be proficient in these lifetime activities.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 116 - Weight Control
Credits: 1
Study of the factors involved in weight loss and health improvement using a combination of concepts and applications in physical fitness, healthy nutrition and self-control. Cardiovascular, strength and flexibility exercises will be introduced and practiced throughout this course.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 118 - Badminton
Credits: 1
Analysis and practice of basic strokes, singles and doubles play, strategy and rule interpretations.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 119 - Tennis
Credits: 1
Instruction in the fundamental skills of ground strokes, serving, volleying, team play, basic strategy and rules. Students must supply their own racquet and balls.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FTES 120 - Scuba
Credits: 1
An entry-level course in scuba diving. Includes instruction in the buddy system, dive planning, donning and removing equipment in the water, alternate air sources, buddy breathing, entries, communication and navigation. Swimming pretest required. Students will earn scuba license upon completion. Additional fees apply.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FTES 124 - Backpacking
Credits: 1
Students will gain knowledge of outdoor elements like one match and friction fires, orienteering, lightweight backpacking, and many other necessary skills. The class also uses and applies the current leave no trace principles and how they affect everyday life. The class culminates with a four-day backpacking trip that occurs over a long weekend where the skills and adventure of living outdoors are put into practice. The student will be responsible for providing their own backpack. The department will supply all necessary additional gear.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 125 - Canoeing
Credits: 1
Emphasis on precise canoe handling through paddle control. Based on traditional strokes. Practice conducted on local lakes and rivers. One all-day canoe trip or two half-day canoe trips are required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

FTES 126 - Cycling
Credits: 1
A study of the various types of cycling, cycling techniques and the proper maintenance of a bicycle.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 127 - Rock Climbing
Credits: 1
A safe introductory course that includes learning climbing skills, essential climbing knots, proper equipment and safety, and self-rescue.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 128 - Golf
Credits: 1
Study of the basic techniques of the golf swing. An introduction to the game, rules and etiquette of golf. Students must supply their own equipment.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FTES 129 - Beginning Racquetball
Credits: 1
Introduction to basic strokes, singles and doubles play, strategy and rule interpretations. Students must supply their own racquet, balls and eye-guards.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 130 - Special Activities
Special areas beyond normally offered courses: Cardinal Athletics, personalized fitness activities, horseback riding. Consult the current class schedule for activities offered each year.

FTES 131 - Pilates
Credits: 1
The student will learn the Pilates fundamentals and essential mat work exercises, then work towards mastery of these basic skills. Pilates exercises help to strengthen core muscles and increase flexibility, endurance, posture and body awareness.

FTES 132 - Cardio Kick
Credits: 1
The student will participate in a high-intensity, cardio workout utilizing kickboxing techniques and aerobic movements. In addition, the student will learn abdominal exercises and whole body strengthening exercises.

FTES 135 - Self-Defense
Credits: 1
The purpose of this class is to provide the student with the appropriate level of knowledge and skills in self-defense. As a result of the class the student will improve his/her general physical fitness and skill performance. Principles, techniques and safe practices of self-defense will be taught.

FTES 138 - Cardio Development
Credits: 1
A study of basic-fitness concepts and principles focused on cardiovascular endurance and flexibility. Students will be required to develop a personalized exercise program for physical fitness based on their current fitness level. Weekly independent workouts are required.

FTES 140 - Aqua Aerobics
Credits: 1
This course is designed to use water resistance and rhythmic movements for both low and non-weight bearing improvements in cardiovascular fitness, muscle strength and endurance as well as flexibility.

FTES 144 - Floor Hockey
Credits: 1
Introduction to the game, including team composition, rules and fundamental skills.

FTES 150 - Swimming
Credits: 1
Designed for multilevel instruction. Three basic levels are incorporated into the class based on a swimming pretest: beginners, intermediate and advanced. No swimming ability necessary.

FTES 174 - Cross-Country Skiing
Credits: 1
Instruction in cross-country skiing technique, conditioning, equipment and winter safety.

FTES 205 - Fitness Conditioning
Credits: 1
This class is designed to inspire a lifelong fitness program using dynamic movements and natural body resistance. Will explore ways to gain maximum results using the minimal equipment, such as the new suspension system 'TRX.' All workouts will target the anaerobic zone while strength training.

FTES 206 - Intermediate Basketball
Credits: 1
Analysis of and drills in fundamental skills, offensive and defensive strategies. Emphasis is given to team play.

FTES 207 - Intermediate Volleyball
Credits: 1
Instruction in advanced team play, offensive and defensive strategies. Game scrambles will help to perfect fundamental skills.

FTES 210 - Personal Fitness Plan
Credits: 1
A study of basic-fitness concepts and principles in conjunction with a personalized exercise program for physical fitness. Weekly independent workouts are required.

FTES 214 - Weight Training and Conditioning (Men/Women)
Credits: 1
A study of the basic principles in strength training and conditioning for men and women as well as the application of different methods of muscular strength and endurance training.

FTES 214-002 - Women's Strength Training and Toning
Credits: 1
A study of the basic principles in strength training and conditioning for men and women as well as the application of different methods of muscular strength and endurance training.
The student will be a part of a demonstration acrobatic team that will perform for various audiences both spiritual and secular in nature. Students will learn to perform various acrobatics, increase their physical fitness level and learn teamwork. Students will develop tolerance both for others and for themselves as they become a part of the team and will have an opportunity to share what God has done and what He is ready to do again in their lives. Class meets four nights a week for 2 hours throughout the fall and spring semesters of the school year. Registration for this class is contingent upon being selected for the team following tryouts. All students on the team must register each semester. Course can be taken for credit one semester per academic year.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SHP

FTES 266 - Officiating
Credits: 1
Practical field experience in officiating. Rules, officiating mechanics and signals, learned and practiced. MHSAA certification available. Certified officials have opportunities to earn up to $50.00 a game for officiating elementary school, middle school and high school athletic contests.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Previous knowledge of the game and/or experience playing the game.
Schedule Type: Lecture
College Code: SHP

FTES 275 - Outdoor Trips-N-Treks:
Credits: 1
One- to two-week trips beyond the normally offered activity courses. Biking, Backpacking, Skiing. Consult the current class schedule for activities offered each year. Normally involves out-of-state destinations when school is not in regular session.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Special Approval: Instructor permission required.
College Code: SHP

FTES 278 - Study Tour:
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SHP

FTES 300 - Lifeguarding
Credits: 1
Instruction in accident prevention, aquatic facility supervision, and water-rescue techniques. Successful completion results in American Red Cross Lifeguard Training certification. Current first aid and CPR certification included.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Lab
College Code: SHP

FTES 305 - Current Concepts and Applications in Physical Fitness
Credits: 3
A foundational course surveying the current trends and practices in the area of physical fitness. Understanding and critically analyzing the concepts, principles, and guidelines for fitness exercise and related activities.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SHP

FTES 325 - Sports Nutrition
Credits: 3
A study of the association between nutrition and exercise performance. Metabolism of carbohydrates, fats, proteins, vitamins, minerals and water and their effect on training. Nutrition assessment of athletes and how to measure body composition. Sport specific nutrition recommendations and the use of ergogenic aids.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 230
Schedule Type: Lecture
College Code: SHP

FTES 330 - Outdoor Adventure
Credits: 1
Instruction in camping and outdoor techniques, open fire cooking, orienteering, backpacking, wilderness first aid and edible wild plants. Department supplies all necessary equipment except backpack. One weekend trip required where students will day hike and live outdoors.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 350 - Water Safety Instructor
Credits: 0,1
Instruction in techniques for teaching American Red Cross swimming courses. Current CPR certification required. Swimming pretest required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
College Code: SHP

FTES 355 - Methods of Fitness Instruction
Credits: 3
A course providing knowledge and practical application for instructing safe and effective exercise programming for apparently healthy individuals. Teaching and evaluating of a variety of individual and group exercise sessions including several different types of physical activities.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FTES 305
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FTES 389 - WSI Internship
Credits: 1
Students who have a current American Red Cross Water Safety Instructor’s Certification or equivalent can take advantage of this opportunity. Participants will teach and organize a class of students for the Learn-To-Swim program. Teachers will be expected to provide lesson plans and teach all the required lessons.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

FTES 410 - Issues in Exercise Science
Credits: 2
Addresses a variety of current issues within exercise science in the 21st century related to special populations, weight management, nutrition, appropriate methods and safety.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SHP

FTES 445 - Exercise Testing and Prescription
Credits: 3
The purpose of this course is to provide students with the skills and knowledge necessary for careers in the health/fitness and wellness setting, such as corporate wellness or a personal training facility. Specifically, students will obtain the skills needed to evaluate medical history questionnaires, administer preliminary health screening, administer fitness assessments, assess, design, and implement exercise programs for apparently healthy individuals and special populations, as well as skills needed to instruct various cardiorespiratory, resistance, and flexibility exercises. This course also prepares students for the American College of Sports Medicine Certified Exercise Physiologist Certification.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 465 - Exercise Physiology
Credits: 4
Study of the body's physiological response to exercise.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 221, BIOL 222 or equivalent. Must be a junior or senior to register for this course.
Schedule Type: Lecture, Lab
Term Offering: Spring
College Code: SHP

FTES 475 - Kinesiology
Credits: 3
An understanding of how the structure of the human's body determines its function, how movement is produced, and how exercise can maintain, rehabilitate, and improve body structure.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 221, BIOL 222
Schedule Type: Lecture/Lab
College Code: SHP

FTES 490 - Exercise Science Program Review
Credits: 1
This course will serve as a review for students to prepare for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (EP-C) examination, which will serve as an exit exam for Exercise Science majors. Students who pass the exam will be certified personal trainers (CPT) along with being certified to work with individuals with certain chronic illnesses (ie emphysema, arthritis, osteoporosis). The course will assist in portfolio completion and explain graduation requirements.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 495 - Independent Study/Reading/Research/Project
Credits: 1–4
Independent Study: Directed study in an area of interest resulting in a formal term paper. Independent Readings: Weekly meetings with the instructor for individual assignments and reports. Independent Research: Design and execution of an experiment or causal-comparative research. Independent Project: Practical or creative experience or project in consultation with instructor. Permission required from the instructor and department chair. Thirty hours of involvement required for each credit. Contract of proposed activity required.

Grade Mode: Normal w/S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 4 credits
Schedule Type: Independent
Term Offering: Fall, Spring
College Code: SHP

FTES 497 - Internship
Credits: 2
Supervised field experience in an approved health, fitness or wellness facility engaged in a health promotion program for a total of 90 hours. Application of knowledge and competencies learned in the fitness and wellness program.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 4 credits

FTES 499 - Research Project in Fitness & Exercise Science
Credits: 1–3
A research project in Fitness & Exercise Science supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take research project courses up to 6 credits with no more than 3 credits per semester. Recommendation: Consult with faculty before registering.

Grade Mode: Normal w/S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Instructor permission required.
College Code: SHP

FTES 510 - Fitness and Health Promotion
Credits: 2
The role that fitness plays in promoting personal and community health. The challenges involved in achieving personal fitness and weight management.

Grade Mode: Normal with DG (A-F,I,W,DG,N)
Schedule Type: Lecture, Interactive Online
College Code: SHP

Health Education

HLED 120 - Fit for Life
Credits: 1
A balanced up-to-date coverage of all critical areas of wellness including physical fitness, nutrition, weight management and stress, as well as the principles of health according to the Bible and Ellen G. White will be studied. Practical tools will be given to help adopt and model healthier lifestyles.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: SHP

HLED 210 - Philosophy of Health
Credits: 3
The Biblical basis of health. A study of the historical development and basis of the health message in the Seventh-day Adventist Church. The role of health promotion in current society.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

HLED 380 - Natural Therapies
Credits: 3
The study of simple natural therapeutic remedies, including massage, hydrotherapy and herbal therapies.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

HLED 411 - Community Health & Fitness I
Credits: 2
In this course the Precede/Proceed Planning Model and other relevant health planning models are introduced and discussed. Students will design and evaluate professional health education programs in a variety of settings: school, worksite, medical care, and community. Students will learn to set behavioral and learning objectives as well as determine the appropriate intervention type based on various learning theories and strategies geared for specific populations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: SHP

HLED 412 - Community Health & Fitness II
This course reviews the methods and planning of community programs related to obesity prevention and lifestyle interventions conducted in multiple settings (e.g., individual, family, and community settings, as well as policy-level interventions). Topics include physical activity, nutrition, and weight-loss interventions in various populations. This course is intended to further enhance the student’s skills in implementing and evaluating lifestyle interventions.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### HLED 425 - Health & Fitness Evangelism

**Credits:** 3

Explores the principles and concepts of biblical evangelism and applies those teachings within the context of health and fitness in modern society. A deeper exploration of the practical applications of physical activity from the outset of the Seventh-day Adventist Church and how it applies to the current times. A strategic approach in developing modern methods for health and fitness evangelism to strengthen the “right arm” of the church’s effort in ministry.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### PBHL 311 - Biostatistics

**Credits:** 3

Introduces statistical concepts and analytical methods as applied to data encountered in the discipline of public health. Emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical inferences. Interprets statistical results from published public health data.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### PBHL 315 - Environmental Toxicology

**Credits:** 3

Principles and mechanisms of toxicology as applied to environmentally encountered toxic agents. Toxics of current public health importance and their pathologic effect on representative tissues and organs. Quantitate dose-response relationships; hazard and risk assessment; Determination of toxicity of environmental carcinogens, teratogens, mutagens, pesticides, metals, plastics, and organic solvents.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### PBHL 320 - Water & Air Quality

**Credits:** 3

Principles and processes involved in providing safe and potable water supplies. Sources and characteristics of water and air pollutants & contaminants, and their effects on humans and the environment. Management of municipal liquid waste disposal. Methods used in sampling of pollutants, controls; and abatement of air-quality standards violations. Social and technical factors associated with nonindustrial, and indoor air-quality issues.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### PBHL 321 - Epidemiology

**Credits:** 3

Introduces the basic principles and applications of epidemiology. Explains the role of epidemiology as the basic science for public health by discussing uses and applications of epidemiology in public health. Describes the distribution and determinants of disease in human populations. Introduces students to the theory, methods, and body of the knowledge of epidemiology.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### PBHL 345 - Health Behavior & Chronic Diseases

**Credits:** 3

Examines the behavioral factors that influence health, with particular emphasis on chronic disease outcomes and lifestyle interventions. Discusses behavioral science theories & models along with principles of health research that determine health behavior.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### PBHL 415 - Bio-terrorism and Preaprdness

**Credits:** 3

Examines critical public health considerations and environmental health issues of concern in an emergency, or disaster. Describes public health responsibilities of assessment of water, food, shelter, sanitation in an emergency situation and prevention of communicable diseases. Utilizes case studies to provide practical application of the principles of bioterrorism and emergency preparedness during natural disasters.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### PBHL 425 - Environmental Risk & Policy

**Credits:** 2

Describe principles and methods of risk assessment associated with human exposure to toxic chemicals and other environmental hazards. Quantitate risk-assessment methodologies and approaches. Define major environmental health policy challenges facing United States. Apply risk assessment and risk management concepts to develop effective guidelines and policies to mitigate and manage environmental and occupational hazards and improve health outcomes.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

### PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare

**Credits:** 3

Addresses religious and spiritual issues of significance for healthcare. Includes a discussion of views of the relationship between health and spirituality from different religious perspectives. Provides an overview of the philosophical and historical background for ethical systems and their significance for current ethical challenges in healthcare. Required course for all majors in the School of Health Professions with the exception of students transferring to AU in their senior year.

**Grade Mode:** Normal (A-F,I,W)
**PBHL 445 - Environmental Sampling & Analysis**  
**Credits:** 2  
Practical laboratory experience serves as an introduction to techniques used in measurement and evaluation of environmental health problems. Techniques pertinent to air, water, and food sanitation will be explored. Quantitates occupational stressors and radiological health.  
Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
College Code: SHP

**PBHL 475 - Experiential Activities**  
**Credits:** 2  
Students are required to complete a cumulative, integrative and scholarly (or applied) experience that serves as a capstone to the educational experience. Capstone can also be an inquiry project. These experiences may include, but are not limited to: internships, service learning projects, senior seminars, portfolio projects, and research papers or honors thesis. Program should encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.  
Grade Mode: Normal (A-F,I,W)  
Schedule Type: Lecture  
College Code: SHP

**PBHL 480 - Seminar in Current Environmental Health Topics**  
**Credits:** 1,2  
Departmental seminar series devoted to topics in current environmental health research as presented by students, faculty, and guest speakers.  
Grade Mode: Normal (A-F,I,W)  
Repeatable: Repeatable  
Schedule Type: Seminar  
College Code: SHP

**PBHL 500 - Introduction to Public Health**  
**Credits:** 2  
Provides student with an overview of the field of public health. Major topics include: public health competencies, careers in public health, health disparities, cultural competence, and public health ethics.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 511 - Biostatistics**  
**Credits:** 3  
Introduces statistical concepts and analytical methods as applied to data encountered in biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical inferences.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Prerequisite(s): MATH 165, STAT 285  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 521 - Principles of Epidemiology**  
**Credits:** 3  
Introduces the basic principles and applications of epidemiology. Epidemiology is one of the pillars of public health. Describes the distribution and determinants of disease in human populations. Introduces students to the theory, methods, and body of knowledge of epidemiology.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 525 - Principles of Environmental Health**  
**Credits:** 3  
Presents concepts, principles, and applications that form the basis of environmental health. Describes the sources, pathways of exposure, and methods of control of the principal physical, chemical, biologic, and sociologic factors that impact human health in ambient, indoor and occupational environments.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 526 - Cultural Competence and Minority Health**  
**Credits:** 2  
Overview of culture and diversity. Explore the determinants and elimination of health disparities and other topics related to minority health.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture  
College Code: SHP

**PBHL 531 - Principles of Health Behavior**  
**Credits:** 3  
*M May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Examines the psycho-social, behavioral, and educational principles that determine health behavior. Describes the philosophical, ethical and theoretical foundations of health education in schools, community, work site and hospital settings.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 535 - Principles of Health Administration**  
**Credits:** 3  
Describes the application of administrative theory to health delivery, policy, and planning. Examines structures and functions of management and their application in public health.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 540 - Grant Writing**  
**Credits:** 2  
Overview of the basic principles and practice of effective health education and health promotion grant writing. Provides guidance for identifying potential funding sources and writing a grant proposal that is ready for submission.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 545 - Program Planning and Evaluation**  
**Credits:** 3  
*M May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Introduces principles of program development and evaluation. Develop a health promotion and education program with an evaluation component for community groups. Major topics includes: community needs and assets assessment; program planning, implementation and evaluation of a program.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 546 - Adventist Health and Healing**  
**Credits:** 3  
Overview of the history the Adventist health message. Discussion of key features of the Adventist health message and application to health evangelism.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture  
College Code: SHP

**PBHL 550 - Addictions Prevention and Treatment**  
**Credits:** 3  
Discuss addictions theory, treatment and prevention programs.  
Grade Mode: Normal with DG (A-F,I,W,DG,DN)  
Schedule Type: Lecture, Interactive Online  
College Code: SHP

**PBHL 555 - Health Promotion and Education Seminar**  
**Credits:** 2  
Develop capstone research project
PBHL 575 - Integrated Public Health Capstone
Credits: 3
The Integrated Public Health Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that is of interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience. Completion of the capstone project requires both written and oral components. The capstone is typically completed in the last two terms of the program. The project is done under the direction of a capstone advisor.

PBHL 580 - Field Practicum
Credits: 2
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. A minimum of 180 hours required per credit

PBHL 646 - Integration of Spirituality in Health Care
Credits: 2
A discussion of spiritual values from a Christian perspective, how faith and Spirituality facilitates the healing process, and how they can be incorporated into patient care. Attention will be given to discerning and addressing the Spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment. (DPT and DScPT students register for PTH 646)

PBHL 697 - Capstone Program Project
Credits: 1–3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that are of interest to them. Completion of the capstone project requires both written and oral components. The capstone is completed in the last semester of the program. The project is done under the direction of a capstone project advisor.

PBHL 698 - Capstone Research Project
Credits: 1–3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that are of interest to them. Completion of the capstone project requires both written and oral components. The capstone is completed in the last semester of the program. The project is done under the direction of a capstone project advisor.
Physical Therapy

Faculty
Kim Ferreira, Chair, DPT Program Director
Bill Scott, Clinical Education Director
Greg Almeter, Orthopedic Musculoskeletal Coordinator
Valerie Coolman, Postprofessional Program Director
Suzanne Katuli, Research Coordinator
Caryn Pierce, Behavioral Science Coordinator
Elizabeth Oakley, Clinical Science Coordinator
Lee E. Olson, Neuromuscular Coordinator
Ryan Orrison, Foundation Science Coordinator
David P. Village, General Medicine Coordinator

Emeritus
John Carlos, Jr., PT, PhD - Professor of Physical Therapy, Emeritus
William C. Habenicht, MPH - Professor of Physical Therapy, Emeritus
Wayne L. Perry, PT, MBA, PhD - Professor of Physical Therapy, Emeritus

Mission
PT Mission - To empower students who dream of becoming excellent physical therapists.

PT Core Values - The core values of family-spirit, servant heart and inquisitive mind shape the culture of the department and the way in which we empower our students to become excellent physical therapists.

The Department of Physical Therapy provides a quality physical therapist education within a cooperative learning environment that promotes Christian values. The physical therapy department provides resources and encourages faculty to continue their educational, professional, and spiritual growth. The physical therapy faculty delivers, within a Christ-centered environment, the knowledge base and clinical skills that will prepare students for contemporary physical therapy practice. Physical therapy graduates will serve Christ as evidenced by their ministering to the needs of others through the delivery of effective professional healthcare. The physical therapy department faculty and graduates comprise a Christian network that is balanced in the development of the spiritual, mental, physical, and social life of its members.

Physical therapy is a health profession dedicated to evaluating, treating, and preventing physical injury and disease. Physical therapists design and implement the necessary therapeutic interventions to promote fitness, health and improve the quality of life in patients. They also become active in consultation, education and research.

Physical therapists work closely with their client’s family, physician, and other members of the medical team to help their client return to their home environment and resume activities and relationships of normal daily living.

Academic Calendar. Contact the Department of Physical Therapy for academic dates.

Bachelors

Physical Therapy BHS (Interim Degree)

Students successfully completing the appropriate prerequisites, and PT-1 and PT-2 of the professional program (36 credits) qualify for the Bachelor of Health Science Degree. Successful completion of the BHS is defined as:

- An earned minimum grade of "C" (2.33) or "S" (in a "S/U" course) in each DPT program course. The BHS program courses include PTH 501, PTH 505, PTH 510, PTH 515, PTH 516, PTH 518, PTH 520, PTH 525, PTH 526, PTH 528, PTH 530, PTH 535, PTH 562, PTH 565, PTH 575, and PTH 580.

No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).

Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.

Maintain a cumulative GPA of 3.00 or greater in all credits used to meet the BHS degree requirements.

Undergraduate DPT students entering the graduate phase of the program (PT-3) must have completed all requirements for their bachelor's degree and have their degree conferred.

Post-Masters

Physical Therapy DPT

This three-year program begins after a student completes 92 semester credits of specific college prerequisites. Students taking the appropriate prerequisites will earn a Bachelor of Health Science (BHS) after the first two semesters in the professional program and the DPT degree upon successful completion of the program. A previous bachelor's degree is not required, however applicants holding a bachelor’s degree are eligible to apply as well. All core prerequisites must be completed within ten years prior to application.

Program Accreditation

The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax, Alexandria, VA 22314. After receiving the DPT degree graduates may apply to take the physical therapy licensure exam in the state of their choice.

Information/Application Process

Please call 1-800-827-2878, e-mail pt-info@andrews.edu or visit http://www.andrews.edu/shp/pt for application instructions and admission requirements. Information is available by June of each year. Successful completion of prerequisite courses does not guarantee acceptance into the DPT program.

All applicants applying for admission to the DPT professional entry program must apply via the Physical Therapy Centralized Application Service at www.PTCAS.org. The soft due date for priority application processing is November 11, with the firm or final due date being January 15.

Admission Requirements

GPA: A minimum GPA of 3.20 is required in all core PT prerequisite courses. A grade of "C" or better is required for all other courses.

Graduate Record Exam (GRE): Submit scores from the General Test, taken less than 5 years prior to enrollment in the program. Required minimum scores are: Verbal and Quantitative scores of 142 each, and a Written score of 3.0.

Clinical Observation: Students must complete a minimum of 80 observation hours supervised by a licensed physical therapist in at least 3 different settings; at least 20 hours must be in an inpatient acute care or hospital setting. Please note that sub-acute, rehab, skilled nursing home or extended care facilities do not qualify as a hospital or acute care setting. See PTCAS for a copy of an Observation Hours Verification form.

Personal Interview: Applicants who meet eligibility requirements are invited for a personal interview. Phone interviews may be acceptable, though not preferred.

English Proficiency: Applicants who have been given any part of their education outside the U.S. or Canada or whose first language is not English must demonstrate English proficiency by providing evidence through one of the following methods. Exceptions may be granted by the Department of Physical Therapy on an individual basis. Test must be taken within one year prior to application. TOEFL internet-based test (iBT) is preferred. Official TOEFL scores must be sent directly to PTCAS from Educational Testing Service (ETS). The PTCAS ETS code is 531.

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL Internet-based test (iBT)(preferred)</td>
<td>111 (minimum of 15 in Reading, 15 in Listening, 18 in Speaking and 17 in Writing)</td>
</tr>
<tr>
<td>TOEFL Paper-based test</td>
<td>640 (minimum of 56 in each section)</td>
</tr>
<tr>
<td>IELTS Academic Version</td>
<td>8.0</td>
</tr>
<tr>
<td>MELAB</td>
<td>92 (minimum of 80 in each section)</td>
</tr>
</tbody>
</table>
Prerequisite courses including general education requirements for students

**WITHOUT an earned bachelor's degree**

Requires a minimum of 92 semester credits, with at least 15 credits being upper-division, including 9 in one content area or a minor. Applicants are considered when a minimum of 5 or more prerequisite science courses have been completed.

**General Education Requirements**

See professional program requirements and note the following specific requirements:

- **Religion:** one religion course per academic year of attendance at Andrews University.
  
  **Required course:** PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

- **Language/Communication:** professional degree requirements

- **History:** professional degree requirements

- **Fine Arts/Humanities:** professional degree requirements

- **Life/Physical Sciences:**
  
  **Life Science:**
  
  A full sequence of Anatomy and Physiology with labs, and
  
  Two additional human biology courses, one must be 3-semester credit upper division course, with lab.

  **Physical Science:**
  
  A full sequence of General Physics with labs, as required for pre-med students
  
  A full sequence of General Chemistry with labs, as required for pre-med students

- **Mathematics:**
  
  A basic statistics or research methods course

- **Service:**
  
  Fulfilled through professional components of the program

- **Social Sciences:**
  
  **Psychology:**
  
  An introductory psychology course.

  **Human Development:**
  
  A course which covers human development throughout the lifespan.

  **Medical Terminology:**
  
  A course in basic medical terminology. May be taken by distance learning.

**DPT: Doctor of Physical Therapy**

Upon successful completion of the professional phase of the program (116 credits) students earn the Doctor of Physical Therapy degree. All coursework scheduled for each semester must be successfully completed prior to advancing to the next semester. Successful completion of the DPT program is defined as:

- **Completion of a bachelor's degree (BHS or other).**
- **An earned minimum grade of "C+" (2.33) or "S" in each DPT program course.**
- **DPT program courses include:** PTH 501, PTH 505, PTH 510, PTH 515, PTH 516, PTH 518, PTH 520, PTH 525, PTH 526, PTH 528, PTH 530, PTH 535, PTH 540, PTH 562, PTH 565, PTH 575, PTH 580, PTH 601, PTH 602, PTH 610, PTH 611, PTH 612, PTH 616, PTH 617, PTH 620, PTH 622, PTH 625, PTH 627, PTH 632, PTH 633, PTH 637, PTH 640, PTH 645, PTH 646, PTH 647, PTH 650, PTH 651, PTH 652, PTH 661, PTH 662, PTH 680, PTH 711, PTH 712, PTH 721, PTH 722, PTH 726, PTH 736, PTH 743, PTH 765, PTH 768, PTH 770, PTH 799, PTH 870, PTH 880, PTH 881, PTH 882, PTH 883, PTH 884.
- **Maintain a cumulative DPT program GPA of 3.00.**
- **No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).**
- **Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.**
- **Satisfactory completion of the practical and written comprehensive exams:** PTH 770, PTH 870.
- **Satisfactory completion of a capstone project and presentation.**
- **Satisfactory completion of five clinical education experiences and the associated "Clinical Performance Instrument."**
- **Satisfactory completion of the Graduate Exit Survey.**

**Continued Enrollment Requirements**

Progressive enrollment in the physical therapist education program requires successful completion of all Physical Therapy program course work including clinical education listed for the previous academic term. A student whose cumulative GPA falls below 3.00 in any given academic term is placed on academic probation. Students who do not increase their cumulative GPA to 3.00 during the academic term of probation are normally asked to withdraw.

Students who receive less than a "C+" (2.33) or a "U" on a "S/U" course or clinical will be given "grade points" equal to the semester credit for the course. A student who accumulates six or more points will academically disqualify him/herself from continuing in the program.

**Electives:**

To fulfill the 92 total semester credits, some elective course suggestions include business, ethics, culture and diversity, arts and humanities, nutrition and physical activity courses.

Prerequisite courses for students WITH an earned bachelor's degree:

**Life/Physical Sciences**

**Life Science:**

- A full sequence of Anatomy and Physiology with labs, and
- Two additional human biology courses, one must be 3-semester credit upper division course, with lab.

**Physical Science:**

- A full sequence of General Physics with labs, as required for pre-med students
- A full sequence of General Chemistry with labs, as required for pre-med students

**Mathematics:**

- A basic statistics or research methods course

**Social Sciences**

**Psychology**

- An introductory psychology course.

**Human Development**

- A course which covers human development throughout the lifespan.

**Medical Terminology:**

- A course in basic medical terminology. May be taken by distance learning.
Physical Therapy DPT (Transitional, Distance Education)

Interactive Online Delivery

This program is delivered mostly online, but has 11 days of required on-campus attendance (see School of Distance Education and International Partnerships Definitions). There are two on campus sessions within the first year of the program, one in August for 5 days and the second in December for 6 days. All of the the courses follow fixed enrollment with specific start and end dates. Participants interact with each other and with instructor throughout all courses. Students are encouraged to come to campus for graduation.

Degree Core Requirements - 24

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 700</td>
<td>Doctoral Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>PTH 741</td>
<td>Physiological Basis for Exercise Prescription: Level I</td>
<td>3</td>
</tr>
<tr>
<td>PTH 744</td>
<td>Principles of Contemporary Leadership</td>
<td>3</td>
</tr>
<tr>
<td>2 credits of PTH 790 - Topics in _______</td>
<td>1–12</td>
<td></td>
</tr>
<tr>
<td>PTH 716</td>
<td>Clinical Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>3 Credits of PTH 846 - Integration of Spirituality in Health Care</td>
<td>2,3</td>
<td></td>
</tr>
<tr>
<td>PTH 818</td>
<td>Clinical Screening &amp; Differential Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>PTH 830</td>
<td>Medical Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>2 Credits of PTH 748 - Educational Techniques for Health Care Professionals</td>
<td>1,2</td>
<td></td>
</tr>
<tr>
<td>PTH 750</td>
<td>Professional Communication &amp; Consulting</td>
<td>2</td>
</tr>
</tbody>
</table>

Research Curriculum - 11

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 732</td>
<td>Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>PTH 840</td>
<td>Advanced Topics in Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>PTH 860</td>
<td>Applications in Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>4 credits of PTH 799 - Research Project (topic)</td>
<td>1–4</td>
<td></td>
</tr>
</tbody>
</table>

Admission Requirements

Students must have graduated from an approved school of physical therapy and be licensed to practice physical therapy in their country of origin or county in which they live.

Students must have the equivalent of a four-year U.S. bachelor's degree. Students with a bachelor's degree must have two years of experience working in an orthopedic setting as a physical therapist prior to applying.

Students must submit graduate application.

Students must submit an original copy of all academic transcripts from any institution where classes were taken. In addition, if the transcripts are not written in English, a copy in the original language as well as the English translation are required.

Students must submit a copy of physical therapy license. If license is not in English a translated copy must be submitted as well.

Students must submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor or supervisor, and one from another person familiar with the candidate.

Foreign trained physical therapists must complete the Foreign Credentialing Commission on Physical Therapy (FCCPT) application and fully satisfy course content, credit and requirements. Candidates must also submit PTET scores if requested.

For U.S. and Canadian trained candidates holding only a Bachelors degree in physical therapy, completion and submission of the APTA Physical Therapy Evaluation Tool (PTET) proving competency towards an entry-level master's degree in physical therapy is required.

English Proficiency - Students whose language of education is not English must submit a minimum TOEFL or MELAB score of 80.

Graduation Requirements

A minimum of 70% of credits must be taken at regular tuition for degree conferral.

No grade lower than "C" (2.00) in any course.

A minimum cumulative GPA of 3.00.

Successful completion of the capstone project. Completed by registering for 4 credits of PTH 799 Research Project (topic)

Satisfactory completion of the program exit interview.

Physical Therapy DPT (Transitional, On-campus)
The transitional Doctor of Physical Therapy (t-DPT) is designed to provide advanced learning for practicing physical therapists. The t-DPT student will enhance their skills in medical screening, differential diagnosis, clinical leadership and administration, imaging and laboratory science, therapeutic exercise prescription, education and research.

This degree transitions the clinician to the academic standard of the entry-level DPT graduate and truly trains the clinician to become a direct access practitioner.

**Total Credits - 35**

### Degree Core Requirements - 24

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 700</td>
<td>Doctoral Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>PTH 733</td>
<td>NAIOMT Level I: Introduction to Fundamentals of Orthopedic</td>
<td>3</td>
</tr>
<tr>
<td>PTH 741</td>
<td>Physiological Basis for Exercise Prescription: Level I</td>
<td>3</td>
</tr>
<tr>
<td>PTH 744</td>
<td>Principles of Contemporary Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PTH 716</td>
<td>Clinical Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PTH 845</td>
<td>Integration of Spirituality in Health Care</td>
<td>2,3</td>
</tr>
<tr>
<td>PTH 647</td>
<td>Differential Diagnosis</td>
<td>2</td>
</tr>
<tr>
<td>PTH 732</td>
<td>Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>PTH 840</td>
<td>Advanced Topics in Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>PTH 860</td>
<td>Applications in Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>PTH 799</td>
<td>Research Project (topic)</td>
<td>1–4</td>
</tr>
</tbody>
</table>

**Program Elective - 2 Plus two approved elective credits.**

### Research Curriculum - 11

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 732</td>
<td>Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>PTH 840</td>
<td>Advanced Topics in Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>PTH 860</td>
<td>Applications in Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>PTH 799</td>
<td>Research Project (topic)</td>
<td>1–4</td>
</tr>
</tbody>
</table>

**Admission Requirements**

Students must have graduated from an approved school of physical therapy and be licensed to practice physical therapy in their country of origin or county in which they live.

Students must have the equivalent of a four-year U.S. bachelor’s degree. Students with a bachelor’s degree must have two years of experience working in an orthopedic setting as a physical therapist prior to applying.

Students must submit graduate application.

Students must submit an original copy of all academic transcripts from any institution where classes were taken. In addition, if the transcripts are not written in English, a copy in the original language as well as the English translation are required.

Students must submit a copy of physical therapy license. If license is not in English a translated copy must be submitted as well.

Students must submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor or supervisor, and one from another person familiar with the candidate.

Foreign trained physical therapists must complete the Foreign Credentialing Commission on Physical Therapy (FCCPT) application and fully satisfy course content, credit and requirements. Candidates must also submit PTET scores if requested.

For U.S. and Canadian trained candidates holding only a Bachelors degree in physical therapy, completion and submission of the APTA Physical Therapy Evaluation Tool (PTET) proving competency towards an entry-level master’s degree in physical therapy is required.

English Proficiency - Students whose language of education is not English must submit a minimum TOEFL or MELAB score of 80.

**Graduation Requirements**

A minimum of 70% of credits must be taken at regular tuition for degree conferral.

No grade lower than “C” (2.00) in any course.

A minimum cumulative GPA of 3.00.

Successful completion of the capstone project. Completed by registering for 4 credits of PTH 799 Research Project (topic)

Satisfactory completion of the program exit interview.

### Physical Therapy, Orthopedic Manual Therapy Concentration

**DScPT (Distance Education)**

**Interactive Online Delivery**

This program is delivered mostly in an interactive online format, but has nine sessions of required on-campus attendance (see School of Distance Education and International Partnerships Definitions). All of the the courses follow fixed enrollment with specific start and end dates. Participants interact with each other and with instructor throughout all courses. Students are encouraged to come to campus for graduation.

**Program Description**

This degree is designed to prepare the clinical specialist in orthopedic manual therapy and incorporates courses from the North American Institute of Orthopedic Manual Therapy.

**Option 1: Total Credits - 64**

This Distance Learning option is for students with a BS or Masters degree.

**Core Requirements - 20**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 700</td>
<td>Doctoral Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>PTH 741</td>
<td>Physiological Basis for Exercise Prescription: Level I</td>
<td>3</td>
</tr>
<tr>
<td>PTH 744</td>
<td>Principles of Contemporary Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PTH 716</td>
<td>Clinical Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PTH 845</td>
<td>Integration of Spirituality in Health Care</td>
<td>2,3</td>
</tr>
<tr>
<td>PTH 818</td>
<td>Clinical Screening &amp; Differential Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>PTH 830</td>
<td>Medical Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>PTH 799</td>
<td>Research Project (topic)</td>
<td>1–4</td>
</tr>
</tbody>
</table>

**Research Curriculum - 13**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 732</td>
<td>Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>PTH 840</td>
<td>Advanced Topics in Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>PTH 860</td>
<td>Applications in Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>PTH 898</td>
<td>Dissertation Project</td>
<td>1–10</td>
</tr>
</tbody>
</table>

**Manual Therapy Concentration - 26**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 733</td>
<td>NAIOMT Level I: Introduction to Fundamentals of Orthopedic</td>
<td>3</td>
</tr>
<tr>
<td>PTH 734</td>
<td>NAIOMT Level II: Intermediate Upper Quadrant</td>
<td>3</td>
</tr>
<tr>
<td>PTH 738</td>
<td>NAIOMT Level II: Intermediate Lower Quadrant</td>
<td>3</td>
</tr>
<tr>
<td>PTH 757</td>
<td>NAIOMT Level III: Advanced Upper Quadrant</td>
<td>3</td>
</tr>
<tr>
<td>PTH 752</td>
<td>NAIOMT Level III: Advanced Lower Quadrant</td>
<td>3</td>
</tr>
<tr>
<td>PTH 848</td>
<td>NAIOMT Level IV: High Velocity Manipulation</td>
<td>3</td>
</tr>
<tr>
<td>PTH 850</td>
<td>NAIOMT Supervised Clinical Practice</td>
<td>1–4</td>
</tr>
<tr>
<td>PTH 746</td>
<td>NAIOMT: Thoracic Spine</td>
<td>2</td>
</tr>
<tr>
<td>PTH 762</td>
<td>NAIOMT Advanced Clinical Reasoning</td>
<td>2</td>
</tr>
<tr>
<td>PTH 742</td>
<td>Level II Practical Exam</td>
<td>0</td>
</tr>
<tr>
<td>PTH 845</td>
<td>COMT Practical Comprehensive Examination</td>
<td>0</td>
</tr>
</tbody>
</table>

**Program Electives - 5**

Plus 5 approved elective credits.

**Option 2: Total Credits - 45**

This Distance Learning option is for students with a DPT degree.

**Core Requirements - 8**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 700</td>
<td>Doctoral Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>PTH 744</td>
<td>Principles of Contemporary Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PTH 846</td>
<td>Integration of Spirituality in Health Care</td>
<td>2,3</td>
</tr>
</tbody>
</table>

**Manual Therapy Concentration - 26**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 733</td>
<td>NAIOMT Level I: Introduction to Fundamentals of Orthopedic</td>
<td>3</td>
</tr>
<tr>
<td>PTH 734</td>
<td>NAIOMT Level II: Intermediate Upper Quadrant</td>
<td>3</td>
</tr>
<tr>
<td>PTH 738</td>
<td>NAIOMT Level II: Intermediate Lower Quadrant</td>
<td>3</td>
</tr>
</tbody>
</table>
already have FAAOMPT or manual therapy certification from another approved institution.

This is a specialized Distance Learning option for students with a DPT degree who are seeking to complete their Master's in Orthopedic Physical Therapy (NAIOMT) or another approved program. Completed by registering for and passing PTH 845 - COMT Practical Comprehensive Examination.

Graduation Requirements

A minimum of 50% of credits must be taken at regular tuition for degree conferral. Exception: For candidates completing the DPT-DScPT option, a minimum of 70% of credits must be taken at regular tuition for degree conferral.

Level II certification through NAIOMT or equivalent certification from another approved program. Completed by registering for PTH 742 - Level II Practical Exam.

Level III/IV Manual Therapy Certification through NAIOMT or equivalent certification from another approved program. Completed by registering for and passing PTH 845 - COMT Practical Comprehensive Examination.

No grade lower than "C" (2.00) in any course. A minimum cumulative GPA of 3.00.

Successful completion of the capstone project. Completed by registering for 6 credits of PTH 898 - Dissertation Project.

Satisfactory completion of the program exit interview.

Physical Therapy, Orthopedic Manual Therapy Concentration

DScPT (On-Campus)

The Doctor of Science in Physical Therapy (DScPT) degree represents the highest clinical specialty doctorate in the world. It is an advanced degree for bachelors, masters, and doctoral trained physical therapists.

It is a unique degree designed to not only train the clinician to become a direct access provider and a competent researcher, but will also train the clinician to become a specialist in orthopedic manual therapy.

Andrews University partners with the North American Institute of Orthopedic Manual Therapy (NAIOMT), an APTA accredited fellowship program, to provide the clinician with the skills needed to become a certified manipulative therapist.

This degree will further enhance key areas such as medical screening, differential diagnosis, education, research, therapeutic exercise prescription, imaging and laboratory science, along with clinical leadership.

This degree truly allows the clinician to become a master clinician, a teacher and a researcher. Many of our graduates are faculty members at Universities within the United States and Canada attesting to the terminal nature of this degree.

Program Description

This degree is designed to prepare the clinical specialist in orthopedic manual therapy and incorporates courses from the North American Institute of Orthopedic Manual Therapy.

Total Credits - 64
Degree Core Requirements - 23

PTH 700 - Doctoral Colloquium Credits: 2
PTH 741 - Physiological Basis for Exercise Prescription: Level I Credits: 3
PTH 744 - Principles of Contemporary Leadership Credits: 3
3 Credits of PTH 790 - Topics in Credits: 1–12
PTH 716 - Clinical Pharmacology Credits: 2
3 Credits of PTH 846 - Integration of Spirituality in Health Care Credits: 2,3
3 Credits of PTH 647 - Differential Diagnosis Credits: 2,3
PTH 830 - Medical Diagnostics Credits: 2
2 Credits of PTH 748 - Educational Techniques for Health Care Professionals Credits: 1,2

Research Curriculum - 15

PTH 732 - Clinical Research Credits: 2
PTH 840 - Advanced Topics in Clinical Research Credits: 3
PTH 860 - Applications in Clinical Research Credits: 2
PTH 709 - Evidence Based Orthopedic Clinical Practice: A Research Review Credits: 2
6 credits of PTH 898 - Dissertation Project Credits: 1–10

Concentration - 26

PTH 733 - NAIOMT Level I: Introduction to Fundamentals of Orthopedic Credits: 3
PTH 734 - NAIOMT Level II: Intermediate Upper Quadrant Credits: 3
PTH 738 - NAIOMT Level II: Intermediate Lower Quadrant Credits: 3
PTH 742 - Level II Practical Exam Credits: 0
PTH 746 - NAIOMT: Thoracic Spine Credits: 2
PTH 752 - NAIOMT Level III: Advanced Lower Quadrant Credits: 3
PTH 757 - NAIOMT Level III: Advanced Upper Quadrant Credits: 3
PTH 762 - NAIOMT Advanced Clinical Reasoning Credits: 2
PTH 845 - COMT Practical Comprehensive Examination Credits: 0
PTH 848 - NAIOMT Level IV: High Velocity Manipulation Credits: 3
4 credits of PTH 850 - NAIOMT Supervised Clinical Practice Credits: 1–4

Admission Requirements

Students must have graduated from an approved school of physical therapy and be licensed to practice physical therapy in their country of origin or county in which they live.

Students must have the equivalent of a four-year U.S. bachelor's degree. Students with a bachelor's degree must have two years of experience working in an orthopedic setting as a physical therapist prior to applying.

Students must submit graduate application.

Students must submit an original copy of all academic transcripts from any institution where classes were taken. In addition, if the transcripts are not written in English, a copy in the original language as well as the English translation are required.

Students must submit a copy of physical therapy license. If license is not in English a translated copy must be submitted as well.

Students must submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor or supervisor, and one from another person familiar with the candidate.

Foreign trained physical therapists must complete the Foreign Credentialing Commission on Physical Therapy (FCCPT) application and fully satisfy course content, credit and requirements. Candidates must also submit PTET scores if requested.

For U.S. and Canadian trained candidates holding only a Bachelors degree in physical therapy, completion and submission of the APTA Physical Therapy Evaluation Tool (PTET) proving competency towards an entry-level master's degree in physical therapy is required.

English Proficiency - Students whose language of education is not English must submit a minimum TOEFL or MELAB score of 80.

Graduation Requirements

A minimum of 50% of credits must be taken at regular tuition for degree conferral.* Exception: For candidates completing the DPT-DScPT option, a minimum of 70% of credits must be taken at regular tuition for degree conferral.

Level II certification through NAIOMT or equivalent certification from another approved program. Completed by registering for PTH 742 - Level II Practical Exam.

Level III/IV Manual Therapy Certification through NAIOMT or equivalent certification from another approved program. Completed by registering for and passing PTH 845 - COMT Practical Comprehensive Examination

No grade lower than "C" (2.00) in any course.

A minimum cumulative GPA of 3.00.

Successful completion of the capstone project. Completed by registering for 6 credits of PTH 898 - Dissertation Project

Satisfactory completion of the program exit interview.

Certificates

Orthopedic Clinical Residency Program

This program is designed for the licensed physical therapist seeking to become a board certified orthopedic clinical specialist and is a jointly sponsored program between Andrews University and the North American Institute of Orthopedic Manual Therapy. Following successful completion of this program, students will receive a certificate of completion.

Certificate Requirements

The following certificate requirements apply to students successfully completing the orthopedic clinical residency program.

Satisfactory completion of the following courses - 17 credits:

PTH 734 - NAIOMT Level II: Intermediate Upper Quadrant
PTH 738 - NAIOMT Level II: Intermediate Lower Quadrant
PTH 746 - NAIOMT: Thoracic Spine
PTH 608 - Post Operative Management of Common Orthopedic Surgeries
PTH 609 - Evidenced Based Orthopedic Clinical Practice: A Research Review
PTH 830 - Medical Diagnostics

Successful completion of the oral/practical live patient examinations given through NAIOMT.

Successful completion of the NAIOMT supervised clinical hour requirement at an approved clinical mentorship site.

An earned minimum grade of "C" (2.00) or "S" (in a "S/U" course) in each program course.

A minimum cumulative GPA of 3.00.

Admission Requirements

The following admissions requirements apply.

Graduate of an accredited physical therapy program.

Hold or be in the process of obtaining licensure as a physical therapist in the U.S. or Canada.

Submit residency program application.

Submit a portfolio following program guidelines.

Submit a minimum of three satisfactory recommendations: one from the ACCE of the physical therapy program applicant attended; one from a faculty member of the physical therapy program applicant attended; one from a clinical supervisor the applicant interned with during physical therapy school. In the case of applicants who have been out of school longer than 3–5 years, the letters of recommendation may follow the same standards as the DScPT applicants.

Submission of a mission statement and reasons for applying to this program.
Physical Therapy-Professional & Post-Professional

**PTH 416 - Pathokinesiology**
*Credits: 3*
The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)
**Corequisite(s):** PTH 400 , PTH 410 and PTH 426
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 445 - Neuroscience**
*Credits: 2*
Basic anatomy and functions of the central and peripheral nervous systems and their related structures. Pathways of the central and peripheral nervous system are examined along with a detailed study of each of the 12 pairs of cranial nerves.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)
**Corequisite(s):** PTH 455
**Prerequisite(s):** PTH 400 and PTH 410
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 450 - Neurology of Motor Control**
*Credits: 1*
An introduction to the function and interaction of the primary areas of the nervous system involved in controlling human movement, including the cortex, spinal cord, peripheral receptor system, basal ganglia, cerebellum, and the vestibular systems. Students are introduced to terminology and concepts associated with both normal function and pathology in these areas.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 457 - Orthopedic Medicine**
*Credits: 1*
Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 495 - Independent Study/Readings/Research/Projects**
*Credits: 1–4*
Permission of department chair required prior to registration for all independent work.

**Grade Mode:** Normal w 5/DG (A-F,I,S,U,DG,W)
**Repeatable:** Repeatable up to 8 credits
**Schedule Type:** Independent
**College Code:** SHP

**PTH 507 - Applied Clinical Anatomy & Kinesiology**
*Credits: 3*
Lecture/lab course studying regional anatomy and biomechanics as they relate to normal movement and the potential development of movement dysfunctions. Correlations between pathomechanics, clinical presentation of pathology and decision making for therapeutic interventions will be drawn.

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 540 - Pathophysiology II**
*Credits: 2*
Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes considered, as well as diagnostic tests and laboratory values used to identify pathological conditions.

**Grade Mode:** Normal (A-F,I,W)
**Prerequisite(s):** PTH 440
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 542 - Physiological Basis for Exercise Prescription: Level II**
*Credits: 2*
Expanding on the knowledge presented in Level I, this course will go into more complex scenarios of patient impairments and more in depth spinal rehabilitation including advanced computer software training.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 545 - Advanced Clinical Physiology**
*Credits: 3*
The review of human physiological function of the major body systems with clinical application to musculoskeletal, cardiovascular and pulmonary conditions. Detailed information on exercise physiology will be discussed along with clinical applications among patients with compromised health.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 580 - Introduction to Orthopedic Physical Therapy**
*Credits: 1*
Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 589 - Professional Seminar**
*Credits: 1,2*

**Grade Mode:** Normal (A-F,I,W)
**Schedule Type:** Seminar
**College Code:** SHP

**PTH 601 - Orthopedics I**
*Credits: 2*
Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine prior to tests is covered, progressing to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis.

**Grade Mode:** Normal (A-F,I,W)
**Corequisite(s):** PTH 611
**Schedule Type:** Lecture
**College Code:** SHP

**PTH 602 - Orthopedics II**
*Credits: 2*
A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist’s perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course.
PHT 610 - Principles of Therapeutic Exercise
Credits: 2
Examines the systemic responses to exercise as related to both an acute nature and in response to training. Specific pathological conditions are discussed in relation to exercise testing and prescription, and a clinical decision making process is presented for working with additional pathological conditions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 612.
Schedule Type: Lecture
College Code: SHP

PHT 611 - Orthopedics I Laboratory
Credits: 2
Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 601
Schedule Type: Lab
College Code: SHP

PHT 612 - Orthopedics II Laboratory
Credits: 2
Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 602.
Schedule Type: Lab
College Code: SHP

PHT 616 - Scholarly Inquiry and Dissemination I
Credits: 1
Introduction to the principles and practice of research including: research and null hypothesis, research questions, research design, research ethics and IRB protocol, sampling, validity and reliability, methodology, hypothesis testing and critical evaluation of physical therapy literature. Knowledge of the concepts needed for writing a graduate research proposal is interwoven throughout this course to prepare students for the Capstone Project.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

PHT 617 - Scholarly Inquiry and Dissemination II
Credits: 1
Application of the principles and practice of research, including designs, IRB, ethics, hypothesis testing and critical evaluation of clinical literature as they relate to preparation of the Capstone Research Project. Preparation and development of a graduate research proposal is interwoven throughout this course.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

PHT 620 - Principles of Therapeutic Exercise Laboratory
Credits: 2
Practical demonstration and experience with responses to exercise, testing procedures, and exercise prescription, focusing on activities appropriate for clinical situations. Tests and interventions noted in the Physical Therapy Guide to Practice are highlighted.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 610.
Schedule Type: Lab
College Code: SHP

PHT 622 - Research Statistics
Credits: 1
Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 632.
Schedule Type: Lecture
College Code: SHP

PHT 625 - Cardiopulmonary
Credits: 2
Lectures covering selected topics in cardiopulmonary medicine, focusing on clinical presentation, diagnostic tests, and medical and physical therapy interventions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 635.
Schedule Type: Lecture
College Code: SHP

PHT 627 - Orthotics and Prosthetics
Credits: 1
Prosthetic management of amputees, management of patients with disabilities requiring orthotic intervention, and application/management of traction and orthotic devices.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 622.
Schedule Type: Lab
College Code: SHP

PHT 632 - Research Statistics Laboratory
Credits: 1
Practice in the computation of statistical data using appropriate formulas. Practical applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, and linear regressions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 622.
Schedule Type: Lab
College Code: SHP

PHT 635 - Cardiopulmonary Laboratory
Credits: 1
Emphasis on physical therapy assessment and intervention with cardiac and pulmonary patients. Practice of relevant techniques, such as stress testing, percussion, pulmonary function tests and breathing techniques, as well as other techniques identified in the Physical Therapy Guide to Practice.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 625.
Schedule Type: Lab
College Code: SHP

PHT 637 - Orthotics and Prosthetics Laboratory
Credits: 1
Practice of the physical therapy techniques required in the application of orthotic and prosthetic devices. Special attention given to gait and function. Selected topics such as wheelchair modifications, miscellaneous ortho-rehab apparatus, and other assistive/adaptive devices included.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 627.
Schedule Type: Lab
College Code: SHP

PHT 640 - Pediatrics
Credits: 2
An overview of embryologic development, followed by normal infant/child development to 5 years of age with an emphasis on motor development. Identification of assessment techniques for infants and children with normal and abnormal development. Description of various pediatric pathologies encountered in physical therapy with appropriate corresponding assessment and treatment approaches.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 650.
Schedule Type: Lecture
College Code: SHP

PHT 645 - PT Administration
Credits: 3
A study of the organizational structures, operations, and financing of healthcare delivery institutions and an examination of the organization and interrelationship
of their professional and support elements. Application of current health care management strategies and theory are related to the acute-care facility and independent practice.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

**PTH 646 - Integration of Spirituality in Health Care**

Credits: 2,3
A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitate the healing process, and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SHP

**PTH 647 - Differential Diagnosis**

Credits: 2,3
Analysis of the decision-making process, with special focus on clinical guidelines, Physical Therapy Guide to Practice, and differential diagnosis. Differential diagnosis is addressed through comparison of systemic signs and symptoms, as well as appropriate diagnostic tests which may indicate involvement of a problem outside of the scope of PT practice. For students in the DScPT program, additional collaborative learning experiences include case study presentations and compilations of additional resources for use in the clinic.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

**PTH 650 - Pediatrics Laboratory**

Credits: 2
Practice of physical therapy assessment of the infant/child that addresses different developmental domains. Practice in the special techniques required in assessment and treatment of pediatric patients diagnosed with selected pathologies. Introduces current treatment approaches, such as Neurodevelopmental Treatment (NDT), with their effects on treatment goals.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 640.
Schedule Type: Lab
College Code: SHP

**PTH 651 - Neurology I**

Credits: 2
Review of basic neurophysiological mechanisms specific to nervous system dysfunction, related to clinical concepts in treatment of conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Emphasis on comparing and contrasting facilitation techniques.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 661.
Schedule Type: Lecture
College Code: SHP

**PTH 652 - Neurology II**

Credits: 2
Continuation of PTH 651 - Neurology I, focusing on assessment and intervention with selected neurologic conditions. Common treatment techniques are compared with rationale for use of each.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 662.
Prerequisite(s): PTH 651.
Schedule Type: Lecture
College Code: SHP

**PTH 655 - Program Continuation**

Credits: 0
Students may register for this non-credit continuation course while clearing deferred grade (DG) and/or incomplete (I) courses. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration. Requires program approval.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/o ‘I’ (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

**PTH 661 - Neurology I Laboratory**

Credits: 2
Clinical application, rehabilitation practice, and techniques applied to nervous system dysfunction. Intervention techniques for conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 651.
Schedule Type: Lab
College Code: SHP

**PTH 662 - Neurology II Laboratory**

Credits: 2
Clinical application, rehabilitation practice, and techniques applied to basic physiological and neurophysiological mechanisms specific to nervous system dysfunction. Focus on techniques appropriate for use with neurologic patients and evaluation of patient response to treatment.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 652.
Prerequisite(s): PTH 661.
Schedule Type: Lab
College Code: SHP

**PTH 680 - Clinical Practicum**

Credits: 2
Practice of the knowledge and skills developed in the classroom and laboratory in a patient-care setting. This practicum consists of 4 weeks full-time physical therapy experience in clinical facilities affiliated with the university.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

**PTH 697 - Independent Learning Contract**

Credits: 2
The student, working with their advisor and following degree/course guidelines, will develop an independent 40-hour learning contract with a qualified clinical specialist to facilitate intensive focused clinical training in a field of study of their choosing.

Grade Mode: Normal w/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

**PTH 700 - Doctoral Colloquium**

Credits: 2
A degree orientation course, which includes introduction to the degree(s), utilization of services at Andrews University, introduction to the Guide to Physical Therapy Practice: development of the degree contract and portfolio.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: SHP

**PTH 708 - Post Operative Management of Common Orthopedic Surgeries**

Credits: 2
This course covers the surgical techniques, guidelines for acute postoperative management and principles needed to safely design a rehabilitation program which will enable the patient to return to their previous level of function.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Interactive online
Term Offering: Fall
College Code: SHP
This course covers an up-to-date understanding of evidence supporting the evaluation and treatment of orthopedic pathologies. Keys to a working knowledge of contemporary research methodology and design along with the ability to analyze results of published studies from the perspective of statistical analysis will be presented.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Interactive Online
Term Offering: Spring
College Code: SHP

PHTH 711 - Musculoskeletal Clinical Reasoning
Credits: 1
A course intended to enhance the skills associated with clinical reasoning within the Physical Therapy setting. It will address the thought process that enters into every aspect of patient care in the practice of physical therapy, from the history to the physical exam; the differential diagnosis to the development of the prognosis; the plan of intervention to the eventual discharge.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): Correquisite: PTH 721.
Schedule Type: Lecture
College Code: SHP

PHTH 712 - Neuromuscular Clinical Reasoning
Credits: 1
A continuation of PTH 711 Musculoskeletal Clinical Reasoning.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 722.
Prerequisite(s): PTH 711.
Schedule Type: Lecture
College Code: SHP

PHTH 716 - Clinical Pharmacology
Credits: 2
Develops a non-prescriptive knowledge of specific medications including indications, contraindications, precautions, adverse reactions, and dosage, especially as related to physiological effects of physical therapy interventions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Interactive Online
College Code: SHP

PHTH 721 - Musculoskeletal Clinical Reasoning Laboratory
Credits: 1
A continuation of PTH 711. Labs are designed to reinforce specific skills (evaluative or therapeutic) applicable to each lecture topic.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 711.
Schedule Type: Lab
College Code: SHP

PHTH 722 - Neuromuscular Clinical Reasoning Laboratory
Credits: 1
A continuation of PTH 721 Neuromuscular Clinical Reasoning Laboratory.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 712.
Prerequisite(s): PTH 721.
Schedule Type: Lab
College Code: SHP

PHTH 726 - Geriatrics
Credits: 2
Study of the unique characteristics of the geriatric patient, especially the physiological, psychological and social aspects, related to special needs in the physical therapy assessment, plan of care, and intervention.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PHTH 732 - Clinical Research
Credits: 2
This course provides an introduction to clinical research methods. Course content includes: formulating a research question, defining variables, designing the study, instrumentation, validity and reliability of measurement and design, data collection procedures, basic data analysis, and ethical and legal responsibilities of the researcher.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Blended, Interactive Online
College Code: SHP

PHTH 733 - NAIOMT Level I: Introduction to Fundamentals of Orthopedic
Credits: 3
Manual Therapy & Differential Diagnosis Appropriate skills in basic and objective selective tissue examination necessary for generating a provisional differential diagnosis of spinal dysfunction. Signs, symptoms, pathology, and management of common spinal pathologies are reviewed. Selective tissue tensioning techniques for the peripheral joints are introduced. Cyriax's principles are presented.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Blended Learning
College Code: SHP

PHTH 734 - NAIOMT Level II: Intermediate Upper Quadrant
Credits: 3
A comprehensive biomechanical and anatomical review of the upper thoracic, upper and lower cervical spine, shoulder, elbow, wrist, and hand. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and mechanical dysfunctions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Blended Learning
College Code: SHP

PHTH 736 - Psychosocial Issues in Healthcare
Credits: 3
An introduction to psychosocial responses to illness and disability, especially the interpersonal relationships between the therapist, the family and the patient. Common psychiatric disorders are discussed along with their clinical diagnosis, treatment regimes, projected outcomes and methods for handling these responses in clinical situations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PHTH 738 - NAIOMT Level II: Intermediate Lower Quadrant
Credits: 3
A comprehensive biomechanical and anatomical review of the lower thoracic and lumbar spines, the hip, knee, ankle, and foot. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and dysfunctions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: SHP

PHTH 741 - Physiological Basis for Exercise Prescription: Level I
Credits: 3
Using the system of Medical Exercise Therapy founded by Odvar Holten, this course covers the physiological basis for exercise prescription specifically related to the healing process. Testing strategies, formulas for exercise dosing and equipment conducive to this approach will be presented along with computer software developed to assist dosage and patient tracking.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Blended Learning
College Code: SHP

PHTH 742 - Level II Practical Exam
Credits: 0
This oral practical examination allows the student to demonstrate proficiency in the Level I and Level II NAIOMT coursework.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP
In the role of Physical Therapist’s in teaching, learning and leadership through design material on temporo-mandibular-joint material and peripheral manipulation skills. Casual or contributory. Advanced techniques are demonstrated along with new generated in the assessment to understand how remote dysfunctions can be kinetic chain interrelationships of the upper quadrant. Integrates information biomechanical tests and treatment and includes the sacroiliac and pubic joints. Kinetic chain interrelationships in the lower quadrant. Presents advanced builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships. 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. The role of Physical Therapist’s is in teaching, learning and leadership through design and integration of a community assessment and prevention of disability service project.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

Theory and application of complexity sciences to organizational management; exploration of key leadership roles and changing paradigms; presentation of methods to maximize personal and professional life.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

Lecture/lab course studying the thoracic spine as a source of spinal dysfunction. Emphasis is placed on a biomechanical model for detailed examination and treatment of the thoracic spine and costovertebral dysfunction.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Blended Learning
College Code: SHP

Examines and applies educational theory to skills utilized by the physical therapist in the classroom, clinical setting and community. Examination and application of education theory and skills. Analysis and application of prevention, health promotion, wellness and fitness for individuals, groups and communities. Identification of personal strengths and preferred leadership styles, and applications of personal and interpersonal principles of leadership. Synthesis of the role of Physical Therapist’s is in teaching, learning and leadership through design and integration of a community assessment and prevention of disability service project.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

Lecture/lab course studying the thoracic spine as a source of spinal dysfunction. Emphasis is placed on a biomechanical model for detailed examination and treatment of the thoracic spine and costovertebral dysfunction.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Blended Learning
College Code: SHP

Students register for this continuation course while completing their capstone project and not enrolled in other program courses. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration which includes library privileges and access to an advisor. Requires advisor approval.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

Students register for this continuation course while completing their capstone project and not enrolled in other program courses. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration which includes library privileges and access to an advisor. Requires advisor approval.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Independent, Interactive Online
College Code: SHP

Grade Mode: Normal (A-F,I,W)
Schedule Type: Interactive Online
College Code: SHP

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Blended Learning
College Code: SHP

Credits: 1,2
An introduction to the integration of the physical therapist as consultant. Discussion will include applying physical therapy consultation services to individuals, business, schools, government agencies and/or other organizations.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Interactive Online
College Code: SHP

Credits: 3
Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships in the lower quadrant. Presents advanced biomechanical tests and treatment and includes the sacroiliac and pubic joints. Discusses the integration of examination and treatment techniques.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): PTH 738
Schedule Type: Blended Learning
College Code: SHP

Credits: 3
Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships of the upper quadrant. Integrates information generated in the assessment to understand how remote dysfunctions can be casual or contributory. Advanced techniques are demonstrated along with new material on temporo-mandibular-joint material and peripheral manipulation skills.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): PTH 734

Credits: 0
Provides students with guidelines and supervision for data collection, analysis, capstone project preparation and oral presentation.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 4 credits
Schedule Type: Independent
College Code: SHP
PTH 818 - Clinical Screening & Differential Diagnosis

Credits: 3
Knowledge and clinical skills designed for screening patients for medical conditions. Differential diagnosis is addressed through comparison of systematic signs and symptoms. Appropriate diagnostic tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Enhances professional communication with other healthcare practitioners included in the referral process.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: SHP

PTH 830 - Medical Diagnostics

Credits: 2
Addresses imaging, body chemistry values and data derived from musculoskeletal, neurologic, vascular, cardiac and pulmonary testing with the purpose of understanding the disease process. Application of knowledge will determine differential diagnoses.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Blended Learning, Interactive Online
College Code: SHP

PTH 840 - Advanced Topics in Clinical Research

Credits: 3
This course is designed to prepare students to match research questions with study design, perform the appropriate statistical analysis, and report results. Students use SPSS to run descriptive and inferential statistics including measures of central tendency and variability of a frequency distribution as well as tests of difference or relationship: t-tests, ANOVAs, correlations, regression analysis, Chi-square and non-parametric equivalents.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: SHP

PTH 845 - COMT Practical Comprehensive Examination

Credits: 0
The scope of the COMT examination includes the depth and breadth of the NAIOMT core-course curricula. The COMT examination will focus on clinical reasoning and the quadrant inter-relationships. Testing content will include mobilization/ manipulation (thrust) to joint and soft tissue techniques to all parts of appendicular/extremity and axial/spinal skeleton, in addition to shoulder and pelvic girdles and temporomandibular joint.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Prior to registering for the COMT Practical Comprehensive Examination, students must successfully complete NAIOMT Levels I-IV and the CMPT exam.
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

PTH 846 - Integration of Spirituality in Health Care

Credits: 2, 3
This course provides a discussion of personal spiritual values including how faith and spirituality facilitate the healing process and how these values can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of the patients/clients, family members, and ancillary medical staff in a professional environment. Information is presented from a Christian perspective with the intent to understand worldviews.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SHP

PTH 848 - NAIOMT Level IV: High Velocity Manipulation

Credits: 3
Instructs the student on the indications and contra-indications, as well as the safe and effective application of spinal, pelvic, and costal manipulation techniques.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Prerequisite(s): PTH 757 and PTH 752
Schedule Type: Lecture, Blended Learning
College Code: SHP

PTH 850 - NAIOMT Supervised Clinical Practice

Credits: 4
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.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
College Code: SHP

PTH 860 - Applications in Clinical Research

Credits: 2
This course provides an in-depth review of study designs and serves to develop researchers' skills in evaluating both quantitative and qualitative research. Information is presented on grant writing and IRB application as well as disseminating completed research projects through manuscript, poster, and oral presentation.

Grade Mode: Normal with DG (A-F,J,W,DG,DN)
Schedule Type: Blended Learning, Interactive Online
College Code: SHP

PTH 870 - Written Comprehensive Examination

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

PTH 880 - PT Seminar

Credits: 1
Preparation of a personal portfolio, assessment of the clinical experiences and preparation for professional licensure.

Grade Mode: Normal w/DG (A-F,I,W,DG,DN)
Schedule Type: Seminar
College Code: SHP

PTH 890 - Independent Study

Credits: 1–4
Individualized study and/or research in a specialized area under the guidance of an instructor. Permission from the department chair required prior to registration.

Grade Mode: Normal w DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 8 credits
Schedule Type: Independent
College Code: SHP

PTH 898 - Dissertation Project

Credits: 1–10
Serves as an essential outcome component to augment the professional development and new learning that occurs in didactic course work of the post-professional doctoral degree and demonstrates the ability of the DPT/DScPT to make significant contributions to the profession and/or serve as a change agent in the field of physical therapy.

Grade Mode: Normal w DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 20 credits
Schedule Type: Independent
College Code: SHP

Physical Therapy

PTH 120 - Introduction to Physical Therapy

Credits: 2
An introduction to the profession of physical therapy with an overview of duties and responsibilities physical therapists perform. Partially fulfills the clinical observation prerequisites for admission to the professional program. Students must have their own transportation for the clinical observation.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

526
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 427
Prerequisite(s): BIOL 221, BIOL 222 or BIOL 165, BIOL 166 or equivalent. See instructor for additional requirements.
Schedule Type: Lecture
College Code: SHP

**PHTH 427 - Human Anatomy Laboratory**

Credits: 1
Study of the prospected extremity, head and neck anatomy, and dissection of the abdominal and thoracic organ systems.

Course/Lab Fee: Yes
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PHTH 417
Prerequisite(s): same as for PHTH 417.
Schedule Type: Lab
College Code: SHP

**PHTH 480 - Physical Therapy Clinical Experience**

Credits: 0–5
A course which provides hands-on, patient contact experiences in a variety of settings. The clinical experiences are coordinated to correspond to the requirements of the physical therapy program. As a facilitator, the clinical instructor will assist in developing the student's clinical thinking skills. The student is expected to become independent with the evaluation and treatment of noncomplex patients within that practice setting. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable up to 5 credits
Schedule Type: Practicum
College Code: SHP

**PTH 501 - DPT Orientation**

Credits: 0
The orientation course reviews the principle and practices underlying the Curriculum and Instruction of DPT Program. Mandatory for all incoming DPT students.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

**PTH 505 - Anatomy**

Credits: 4
A comprehensive study of human anatomy with emphasis on the nervous, skeletal, muscle, and circulatory systems. Introduction to basic embryology and its relation to anatomy and the clinical sciences concludes the course. Provides a solid morphological basis for a synthesis of anatomy, physiology, and the physical therapy clinical sciences. Co requisite: PTH410.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 515
Schedule Type: Lecture
College Code: SHP

**PTH 510 - PT Assessment Skills**

Credits: 3
Introduction to assessment principles and examination skills utilized in all areas of physical therapy. The PT Guide to Physical Therapy Practice is referenced for the basic skills required in the assessment, intervention and documentation guidelines. Co requisite: PTH425.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 520
Schedule Type: Lecture
College Code: SHP

**PTH 515 - Anatomy Laboratory**

Credits: 3
Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prospected materials and radiographs are utilized to identify anatomical landmarks and configurations. Co requisite: PTH400.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 505
Schedule Type: Lab
College Code: SHP

**PTH 516 - Pathokinesiology**

Credits: 3
The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction. Prerequisites: PTH400 and 410. Co requisite: PTH426.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 505, PTH 515
Schedule Type: Lecture
College Code: SHP

**PTH 518 - General Medicine**

Credits: 2
Clinical techniques applied to the examination, evaluation, treatment, and discharge planning of patients in general medical and acute-care. Emphasis on physical therapy intervention with relevant factors, management of pain and physical complications during medical treatment, and examination and treatment of special populations including wound and burn care.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 528
Schedule Type: Lecture
College Code: SHP

**PTH 520 - PT Assessment Skills Laboratory**

Credits: 3
Basic examination skills including surface palpation of specific underlying muscle and bone structures, joint motion (goniometry), manual procedures for testing muscle strength, sensation, vital signs, limb girth and volumetric measurement will be practiced. Clinical application in basic physical therapy care procedures will be introduced. Co requisite: PTH415.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 510
Schedule Type: Lab
College Code: SHP

**PTH 525 - Therapeutic Interventions**

Credits: 3
Basic principles, physiologic effects, indications and contraindications, application and usage of equipment, and intervention rationale for hydrotherapy, thermal agents, wound care, massage, electrotherapy and mechanotherapy (traction) and other therapeutic interventions.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit.
PHT 526 - Pathokinesiology Laboratory
Credits: 2
Biomechanical and observational analysis of normal and abnormal human movement. Integration of basic examination skills with gait and movement analysis.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 535
Schedule Type: Lecture
College Code: SHP

PHT 528 - General Medicine Laboratory
Credits: 1
Practice in assessment modified for the acute-care environment. Applications include home-and work-place evaluation for architectural barriers, functional evaluation tools, casting, and modification of treatment for acute care including goal setting and professional note writing.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 518
Schedule Type: Lab
College Code: SHP

PHT 530 - Pathophysiology I
Credits: 3
Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PTH 505 and PHT 515
Schedule Type: Lecture
College Code: SHP

PHT 535 - Therapeutic Interventions Laboratory
Credits: 2
Supervised practicum includes patient positioning and application of the therapy to obtain desired physiological response. Techniques of hydrotherapy, thermal agents, wound care, and massage, as well as specific electrotherapy and mechanotherapy treatments and assessment of physiological responses to those treatments.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PHT 525
Schedule Type: Lab
College Code: SHP

PHT 562 - Topics in Comparative Religion
Credits: 2
This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PHT 565 - Neuroscience and Motor Control
Credits: 3
An examination of the basic anatomy and function of the central and peripheral nervous system with an emphasis on those structures involved in the control of human movement. Students are introduced to terminology and concepts associated with normal and abnormal function of selected areas of the neuraxis. This course provides the foundation for the neurology sequence.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 575
Schedule Type: Lecture
College Code: SHP

PHT 575 - Neuroscience and Motor Control Laboratory
Credits: 1
Study of the prospected central and peripheral nervous tissues, models and charts. Imaging will be used to compare normal to abnormal CNS presentation. Portions of lab will concentrate on making connections between neurologic structures and their role in controlling human movement.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PHT 565
Schedule Type: Lab
College Code: SHP

PHT 595 - Independent Study/Readings/Research/Projects
Credits: 1–4
Permission of the department chair required prior to registration for all independent work.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal w/DG (A-F,I,S,U,DG)
Repeatable: Repeatable up to 8 credits
Schedule Type: Independent
College Code: SHP

PHT 881 - Clinical Education I
Credits: 4
Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

PHT 882 - Clinical Education II
Credits: 4
Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

PHT 883 - Clinical Education III
Credits: 5
Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

PHT 884 - Clinical Education IV
Credits: 5
Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP
Speech-Language Pathology & Audiology

Bell Hall, Room 114
269-471-3468
speech@andrews.edu
www.andrews.edu/speech/

Faculty
Heather Ferguson, Chairperson, MS-CCC-SLP
Darah J. Regal AuD, CCC-A
Brynja K. Davis MS, CCC-SLP
Joyce Richardson, PhD CCC-SLP
Lara Scheidler-Smith, MA CCC-SLP

Mission
The Andrews University Department of Speech-Language Pathology and Audiology (SPLAD) provides faith-affirming Christian education. The sequence of experiences focuses on the knowledge and practices for a career in the discipline. Students will:

- Become knowledgeable about human communication and potential disorders
- Uphold the ethical and Christian principles regardless of age, gender or ethnicity
- Be prepared to provide high quality, effective clinical service.

Bachelors
Speech-Language Pathology and Audiology BS

Program Description
This degree can be completed in four years of undergraduate study. The first two years are spent earning Andrews Core Experience credits and completing prerequisite courses in the major, the third and fourth years of study are spent completing the core requirements and electives. 124 credits are needed for graduation from Andrews University. Remaining credits may be earned in a minor area of study or elective courses.

Total Credits - 124

Major: Core Requirements - 46

- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 270 - Preclinical Observation Credits: 1
- SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 - Applied Phonetics Credits: 3
- SPPA 310 - Speech Science Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 322 - Child Language Disorders Credits: 3
- SPPA 331 - Basic Audiology Credits: 3
- SPPA 332 - Audiological Procedures Credits: 3
- SPPA 340 - Neuroscience of Communication Credits: 3
- SPPA 374 - Articulation and Phonology: Development and Disorders Credits: 3
- SPPA 425 - Clinical Principles and Practices Credits: 3
- SPPA 448 - Disorders of Voice, Fluency and Swallowing Credits: 3
- SPPA 458 - Aural Rehabilitation Credits: 3
- SPPA 481 - Clinical Application in Speech-Language Pathology Credits: 2,3
- SPPA 482 - Clinical Application in Audiology Credits: 2,3

Cognates - 14

- PHYS 225 - Sound and Waves Credits: 4
- PSYC 301 - Human Development Credits: 3

Andrews Core Experience - 55
Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions.

Religion
- SPPA 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3
  or
- PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

Mathematics
- STAT 285 - Elementary Statistics Credits: 3

Undergraduate Electives - 9

Recommended Courses
- SPPA 498 - Research Project in Speech-Language Pathology and Audiology Credits: 1–3
- ENGL 460 - Linguistics Credits: 3
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- BIOL 208 - Environmental Science Credits: 4
- BIOL 221 - Anatomy and Physiology I Credits: 4
- PSYC 101 - Introduction to Psychology Credits: 3

Maintaining Academic Standing
The GPA requirement is 3.0 overall and 3.0 in the major courses with an SPPA acronym. A grade lower than a C in major courses or cognates will not count toward either requirement.

Speech-Language Pathology BS/MS (5 Year Track)

Program Description
This track allows eligible students to obtain a Bachelor of Science in Speech-Language Pathology and Audiology and a Master of Science degree in Speech-Language Pathology in 5 years. Students must begin this track fall semester of the undergraduate freshmen year at Andrews University.

Program Requirements
Students eligible to begin as the 5 year track student must meet the following criteria:

- High School GPA of 3.5 or higher upon admission to the undergraduate program.
- Math placement score of P3 (ACT of 22-23 / SAT of 510 - 530).
- Students in this program must maintain a 3.3 GPA overall and 3.5 in core courses, those with SPPA Acronym, during the first three undergraduate years.
- Students will begin the program as a BHS student and must apply to the BS program during their sophomore year.
- Students will graduate with a BS in Speech-Language Pathology and Audiology.
- Students must complete an application process to the MS program during their senior undergraduate year.
- During the Senior year students will complete the initial courses toward the MS degree.

SPLAD Major: Core Requirements - 46

- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 270 - Preclinical Observation Credits: 1
- SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 - Applied Phonetics Credits: 3
- SPPA 310 - Speech Science Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 322 - Child Language Disorders Credits: 3
- SPPA 331 - Basic Audiology Credits: 3

BIOL 100 - Human Biology Credits: 4
STAT 285 - Elementary Statistics Credits: 3

529
Electives
SPPA 332 - Audiological Procedures Credits: 3
SPPA 340 - Neuroscience of Communication Credits: 3
SPPA 374 - Articulation and Phonology: Development and Disorders Credits: 3
SPPA 425 - Clinical Principles and Practices Credits: 3
SPPA 448 - Disorders of Voice, Fluency and Swallowing Credits: 3
SPPA 458 - Aural Rehabilitation Credits: 3
SPPA 481 - Clinical Application in Speech-Language Pathology Credits: 2,3
SPPA 482 - Clinical Application in Audiology Credits: 2,3

Cognates - 14 Credits
PHYS 225 - Sound and Waves Credits: 4
STAT 285 - Elementary Statistics Credits: 3 (Fullfills General Education math requirement)
PSYC 301 - Human Development Credits: 3
BIOL 100 - Human Biology Credits: 4 or any BIOL with a lab

Continued Enrollment in Graduate Courses
Requirements
All students admitted to the Master's program must maintain a 3.0 grade point average.
Student will be permitted to earn one "C" while in the program. If a second "C" is earned or the student's grade point average falls below a 3.0, the student will be placed on a remediation plan. Student may also be required to retake the course.
Students must meet all essential functions of the Department of Speech-Language Pathology.
Students are required to meet with their advisor at least once per semester to discuss course plan and program progress.
Students will meet all academic and clinical requirements for certification with the American Speech and Hearing Association.
Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.

MS Courses
SPPA 446 - Integration of Spirituality in Health Care Credits: 3
SPPA 500 - Orientation for MS in Speech-Language Pathology Credits: 0
SPPA 502 - Child Language Disorders: Preschool Credits: 3
SPPA 503 - Child Language Disorders: School Age Credits: 3
SPPA 515 - Aphasia Credits: 3
SPPA 520 - Diagnostics in Speech-Language Pathology Credits: 2
SPPA 521 - Practicum I: Onsite Credits: 2
SPPA 522 - Practicum II: Onsite Credits: 2
SPPA 534 - Research Project I Credits: 2
SPPA 544 - Articulation and Phonological Disorders Credits: 3
SPPA 550 - Praxis Preparatory Class Credits: 1
SPPA 574 - Research Methods in Speech-Language Pathology Credits: 3
SPPA 583 - Voice and Velopharyngeal Disorders Credits: 3
SPPA 596 - Neurocognitive Disorders Credits: 3
SPPA 608 - Practicum III: Onsite Credits: 3
SPPA 613 - Dysphagia Credits: 3
SPPA 631 - Motor Speech Disorders Credits: 3
SPPA 634 - Research Project II Credits: 1
SPPA 635 - Research Project III Credits: 1
SPPA 647 - Fluency Credits: 3
SPPA 663 - Augmentative and Alternative Communication Credits: 2
SPPA 670 - Comprehensive Examination Credits: 0
SPPA 684 - Practicum I: Offsite Credits: 3
SPPA 682 - Practicum II: Offsite Credits: 4
SPPA 683 - Practicum III: Offsite Credits: 4

Electives
SPPA 678 - Study Tour Credits: 1–6
SPPA 680 - Topics in Credits: 1–6
SPPA 695 - Independent study Credits: 1–4

Program Options
Each graduate student may choose the Standard Option or Research Project Option to complete their degree.

Standard Option
SPPA 510 - Counseling for Speech-Language Pathology (Standard Option) Credits: 2
SPPA 551 - Educational Audiology (Standard Option) Credits: 2

Research Option
Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.
SPPA 534 - Research Project I Credits: 2
SPPA 634 - Research Project II Credits: 1
SPPA 635 - Research Project III Credits: 1

Additional Requirements
Placement sites for Practicum may require vaccine records, drug screening, and fingerprinting separate from the program requirements, the cost of this is the students' responsibility.

Clinical Requirements
The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five (25) hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. The clinical observation must be completed prior to beginning any practicum experiences.
At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Clinical clock hours will be tracked by the student, advisor, clinic director and administrative assistant to insure that the student has had a diverse clinical experience and for accuracy. This program prepares the student for certification.

MS Graduation Requirements
MS PROGRAM IN SPEECH-LANGUAGE PATHOLOGY GRADUATION REQUIREMENTS
Complete prerequisite course requirements in: statistics, biological science, physics/chemistry and behavioral science.
Successfully complete all academic and clinical courses that meet all 2014 American Speech and Hearing knowledge standards and outcomes for the Certificate of Clinical competence.
Complete 400 clock hours of clinical practice with at least 325 hours at the graduate level and 50 clock hours in each of the three types of clinical settings.
Pass Praxis examination aka ASHA examination.
If thesis option is chosen, student must defend and submit thesis for final approval at least 15 days prior to graduation.

Resources
The Master of Science program in speech-language pathology at Andrews University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Student Handbook
Please visit the Department of Speech-Language Pathology and Audiology website for the most up-to-date version of the department’s Graduate Student Handbook.

CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)
Students concerns regarding the Master's program may relate to accreditation standards of the Council on Academic Accreditation (CAA). This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information. According to the CAA, complaints about programs must:
Be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology;
Relate to the standards for accreditation of education programs in audiology and speech-language pathology;
Include verification, if the complaint is from a student or faculty/instructional staff member, that the complaint exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

Wellness, Speech-Language Pathology and Audiology Concentration BHS

Program Description
Bachelors of Health & Wellness: with an emphasis in Speech-Language Pathology encompasses communication disorders and nutrition. Students with this degree may be able to apply to graduate programs in Speech-Language Pathology or Audiology. At the end of the Sophomore year students who wish may apply to the B.S. in Speech-Language Pathology and Audiology program.

A GPA of 2.75 in cumulative and major core courses is required to remain in the BHS program.

For those wishing to apply to the BS program the GPA requirement is 3.0 or above.

A grade lower than a C in major courses or cognates will not count toward either requirement.

Total Credits - 60

Major: Core Requirements

Core Requirements
- HLED 210 - Philosophy of Health Credits: 3
- HLED 445 - Consumer Health Credits: 2
- FDNT 230 - Nutrition Credits: 3
- FDNT 448 - Nutrition and Wellness Credits: 3
- FDNT 460 - Seminar in Nutrition, Wellness and Ellen White’s Writings Credits: 1
- FTES 205 - Fitness Conditioning Credits: 1

Concentration Requirements
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 270 - Preclinical Observation Credits: 1
- SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 - Applied Phonetics Credits: 3
- SPPA 310 - Speech Science Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 322 - Child Language Disorders Credits: 3
- SPPA 331 - Basic Audiology Credits: 3
- SPPA 374 - Articulation and Phonology: Development and Disorders Credits: 3

Choose one of the following courses:
- SPPA 332 - Audiological Procedures Credits: 3
- SPPA 425 - Clinical Principles and Practices Credits: 3

Cognates

Choose two of the following courses:
- BIOL 260 - General Microbiology Credits: 4
- MLSC 230 - Fundamentals of Clinical Microbiology Credits: 3
- PHYS 225 - Sound and Waves Credits: 4
- SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4

Choose one of the following courses:
- BIOL 100 - Human Biology Credits: 4
- BIOL 221 - Anatomy and Physiology I Credits: 4

Andrews Core Experience
Students must take all courses designated in the Andrews Core Experience:

Mathematics
- MATH 145 - Mathematics for the (Mis)Information Age Credits: 3
- STAT 285 - Elementary Statistics Credits: 3 (Required for BS in SLPA)

Psychology
- PSYC 101 - Introduction to Psychology Credits: 3
- PSYC 301 - Human Development Credits: 3

Religion
- SPPA 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

Maintaining Academic Standing
A grade lower than a C in major courses or cognates will not count toward either requirement.

Admission Requirements

Admission to BS Program
The GPA requirement for the BS program is 3.0 or above.

Bachelors Dual Degrees

Speech-Language Pathology and Audiology/Spanish BS/BA

No grade lower than a C will count toward the major or cognates.

Program Description
This program integrates the study of the Spanish language and culture with preparation in the field of Speech-Language Pathology and Audiology. The main goal of this degree is to prepare students to serve in both a medical as well as in an educational setting. Students will participate in clinical practicum/internships in which they will have the opportunity to apply the knowledge acquired in classes. Students are required to attend one of the ACA programs for a full year and should work closely with their AU Spanish advisor prior to studying abroad.

Students who pursue the BA/BS Joint Degree need to complete General Education requirements for BA/BS Degrees and Professional Degrees, and upon completion receive 2 diplomas; BS in Speech-Language Pathology and Audiology, and BA in Spanish Studies.

Total Credits - 140

SPLAD Major: Core Requirements - 46

SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
SPPA 270 - Preclinical Observation Credits: 1
SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
SPPA 285 - Applied Phonetics Credits: 3
SPPA 310 - Speech Science Credits: 3
SPPA 321 - Normal Language Development Credits: 3
SPPA 322 - Child Language Disorders Credits: 3
SPPA 331 - Basic Audiology Credits: 3
SPPA 374 - Articulation and Phonology: Development and Disorders Credits: 3

Choose one of the following courses:
- SPPA 332 - Audiological Procedures Credits: 3
- SPPA 425 - Clinical Principles and Practices Credits: 3

Choose two of the following courses:
- BIOL 260 - General Microbiology Credits: 4
- MLSC 230 - Fundamentals of Clinical Microbiology Credits: 3
- PHYS 225 - Sound and Waves Credits: 4
- SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4

Choose one of the following courses:
- BIOL 100 - Human Biology Credits: 4
- BIOL 221 - Anatomy and Physiology I Credits: 4
Choose one course from each of the following sets:

- Masters
- Total Credits: 23
- 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.

**Spanish Major: Core Requirements - 42**

**ACA Requirements - 18**
Choose one course from each of the following sets:
- SPAN 351, 352, 353
- SPAN 361, 362, 363
- SPAN 371, 372, 373
Plus 9 Spanish credits at the 300-400 level

**AU Cognates - 6**
Choose one of the following sets:
- SPAN 171 - Elementary Spanish I Credits: 3
- SPAN 172 - Elementary Spanish II Credits: 3
- SPAN 275 - Intermediate Spanish Credits: 4

**AU Requirements - 18**
- SPAN 325 - Spanish for the Medical Professions Credits: 3
- SPAN 420 - Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 - Contemporary Spain Credits: 3
- SPAN 436 - Spanish-American Culture Credits: 3
- SPAN 447 - Spanish for Translation Credits: 3
- SPAN 449 - Spanish for Interpreters Credits: 3
- SPAN 456 - Spanish for Speech Pathologists and Audiologists Credits: 3

**Andrews Core Experience**
For the BS/BA dual degree follow the Andrews Core Experience: BA & BS Degrees and the Professional Degree Requirements and note the following specific requirements for the Professional Degree:

**Religion - 12**
Equivalent of one course per year of full-time enrollment at AU. Required course:
- PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare Credits: 3

**Undergraduate Minors**

**Speech-Language Pathology and Audiology Minor**

Students in education, communication, and behavioral science find a speech-language pathology and audiology minor helpful for increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in speech-language pathology or audiology.

**Degree Requirements**
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 270 - Preclinical Observation Credits: 1
- SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 - Applied Phonetics Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 322 - Child Language Disorders Credits: 3
- SPPA 331 - Basic Audiology Credits: 3
- SPPA 374 - Articulation and Phonology: Development and Disorders Credits: 3

**Total Credits: 23**

**Speech-Language Pathology MS**

**Program Description**
Andrews University's Master of Speech-Language Pathology is designed to provide the student with in-depth academic study, the potential for research and extensive clinical experiences in preparation for careers in the diagnosis, evaluation and management of individuals with speech and language disorders. The Master’s degree program has achieved candidacy status from the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology.

**Total Credits - 59**

**Degree Core**

**Core Requirements**
- SPPA 500 - Orientation for MS in Speech-Language Pathology Credits: 0
- SPPA 502 - Child Language Disorders: Preschool Credits: 3
- SPPA 503 - Child Language Disorders: School Age Credits: 3
- SPPA 510 - Counseling for Speech-Language Pathology (Standard Option) Credits: 2
- SPPA 515 - Aphasia Credits: 3
- SPPA 520 - Diagnostics in Speech-Language Pathology Credits: 2
- SPPA 521 - Practicum I: Onsite Credits: 2
- SPPA 522 - Practicum II: Onsite Credits: 2
- SPPA 534 - Research Project I Credits: 2
- SPPA 544 - Articulation and Phonological Disorders Credits: 3
- SPPA 550 - Praxis Preparatory Class Credits: 1
- SPPA 551 - Educational Audiology (Standard Option) Credits: 2
- SPPA 574 - Research Methods in Speech-Language Pathology Credits: 3
- SPPA 583 - Voice and Velopharyngeal Disorders Credits: 3
- SPPA 596 - Neurocognitive Disorders Credits: 3
- SPPA 608 - Practicum III: Onsite Credits: 3
- SPPA 613 - Dysphagia Credits: 3
- SPPA 624 - Practicum I: Offsite Credits: 3
- SPPA 631 - Motor Speech Disorders Credits: 3
- SPPA 634 - Research Project II Credits: 1
- SPPA 635 - Research Project III Credits: 1
- SPPA 645 - Integration of Spirituality in Health Care Credits: 2
- SPPA 656 - Augmentative and Alternative Communication Credits: 2
- SPPA 670 - Comprehensive Examination Credits: 0
- SPPA 682 - Practicum II: Offsite Credits: 4
- SPPA 683 - Practicum III: Offsite Credits: 4

**Program Options**
Each graduate student may choose the Standard Option or Thesis Option to complete their degree.

**Standard Option**
- SPPA 510 - Counseling for Speech-Language Pathology (Standard Option) Credits: 2
- SPPA 551 - Educational Audiology (Standard Option) Credits: 2

**Research Option**
- SPPA 534 - Research Project I Credits: 2
- SPPA 634 - Research Project II Credits: 1
- SPPA 635 - Research Project III Credits: 1

**Additional Requirements**

**Practicum Clinical Requirements**
The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five (25) hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. The clinical observation must be completed prior to beginning any practicum experiences.
At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Clinical clock hours will be tracked by the student, advisor, and administrative assistant to insure that the student has had a diverse clinical experience and for accuracy. This program prepares the student for certification.

Placement sites for Practicum may require vaccine records, drug screening, and fingerprinting separate from the program requirements, the cost of this is the students’ responsibility.

Maintaining Academic Standing
All students admitted to the Master’s program must maintain a 3.0 grade point average.

Student will be permitted to earn one “C” while in the program. If a second “C” is earned or the student’s grade point average falls below a 3.0, the student will be placed on a remediation plan. Student may also be required to retake the course.

Students must meet all essential functions of the Department of Speech-Language Pathology.

Students are required to meet with their advisor at least once per semester to discuss course plan and program progress.

Students will meet all academic and clinical requirements for certification with the American Speech and Hearing Association.

Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.

Program Electives
SPPA 678 - Study Tour Credits: 1–6
SPPA 680 - Topics in: Credits: 1–6
SPPA 695 - Independent study Credits: 1–4

Graduation Requirements
MS PROGRAM IN SPEECH-LANGUAGE PATHOLOGY GRADUATION REQUIREMENTS
Complete prerequisite course requirements in: statistics, biological science, physics/chemistry and behavioral science.

Successfully complete all academic and clinical courses that meet all 2014 American Speech and Hearing knowledge standards and outcomes for the Certificate of Clinical Competence

Complete 400 clock hours of clinical practice with at least 325 hours at the graduate level and 50 clock hours in each of the three types of clinical settings.

Submit Application of graduation at the beginning of the second to last semester of study.

Complete and pass Comprehensive examination.

Pass Praxis Examination aka ASHA examination

If research option is chosen, student must present and receive final approval at least 15 days prior to graduation.

Resources
Student Handbook
Please visit the Department of Speech-Language Pathology and Audiology website for the most up-to-date version of the department’s Graduate Student Handbook.

Additional Information
Accreditation
The Master of Science program in speech-language pathology at Andrews University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)
Maintaining Academic Standing

All students admitted to the Master’s program must maintain a 3.0 grade point average. Student will be permitted to earn one "C" while in the program. If a second "C" is earned or the student’s grade point average falls below a 3.0, the student will be placed on a remediation plan. Student may also be required to retake the course.

Students must meet all essential functions of the Department of Speech-Language Pathology.

Students are required to meet with their advisor at least once per semester to discuss course plan and program progress.

Students will meet all academic and clinical requirements for certification with the American Speech and Hearing Association.

Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.

Admission Requirements

Prerequisite Courses

Upon admission students will complete one year of undergraduate prerequisite coursework in speech-language pathology. Students must maintain a 3.5 GPA during the prerequisite course completion (with no grade below a B). Prerequisites must be complete within one academic year. After successful completion, students will enter the Master’s degree program. The minimum GPA requirement for the MS program is 3.0. Students may be required to complete additional courses in order to meet the standards for certification by the American Speech and Hearing Association. Students must complete courses in statistics, physics, or chemistry and a behavioral science for regular admission to the MS program.

The following courses must be completed during the prerequisite year.

- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 270 - Preclinical Observation Credits: 1
- SPPA 280 - Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 - Applied Phonetics Credits: 3
- SPPA 310 - Speech Science Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 322 - Child Language Disorders Credits: 3
- SPPA 331 - Basic Audiology Credits: 3
- SPPA 340 - Neuroscience of Communication Credits: 3
- SPPA 374 - Articulation and Phonology: Development and Disorders Credits: 3
- SPPA 448 - Disorders of Voice, Fluency and Swallowing Credits: 3

Choose one of the following courses:

- STAT 285 - Elementary Statistics Credits: 3
- Physics
- Chemistry
- Behavioral Science

Graduation Requirements

MS PROGRAM IN SPEECH-LANGUAGE PATHOLOGY GRADUATION REQUIREMENTS

- Complete prerequisite course requirements in: statistics, biological science, physics/chemistry and behavioral science.
- Successfully complete all academic and clinical courses that meet all 2014 American Speech and Hearing knowledge standards and outcomes for the Certificate of Clinical competence.
- Complete 400 clock hours of clinical practice with at least 325 hours at the graduate level and 50 clock hours in each of the three types of clinical settings.
- Submit Application of graduation at the beginning of the second to last semester of study.
- Complete and pass Comprehensive examination.
- Pass Praxis examination aka ASHA examination.
- If thesis option is chosen, student must defend and submit thesis for final approval at least 15 days prior to graduation.

Resources

Student Handbook

Please visit the Department of Speech-Language Pathology and Audiology website for the most up-to-date version of the department’s Graduate Student Handbook.

Additional Information

Accreditation

CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)

Students concerns regarding the Master's program may relate to accreditation standards of the Council on Academic Accreditation (CAA). This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information.

According to the CAA, complaints about programs must:

- Be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology;
- Relate to the standards for accreditation of education programs in audiology and speech-language pathology;
- Include verification, if the complaint is from a student or faculty/instructional staff member, that the complaint exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

Speech-Language Pathology & Audiology

SPPA 091 - Speech Support

Credits: 1

Andrews University students may register for speech and language evaluation and services. The evaluation and services will be provided by clinical supervisors and student clinicians to address diagnosed speech and language disabilities. Credits are not applicable to degree completion.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent
College Code: SHP

SPPA 092 - Auditory Support
SPPA 234 - Introduction to Speech-Language Pathology and Audiology
Credits: 3
An introduction to the professions of speech-language pathology and audiology, this course surveys the possible etiologies and characteristics of various communication problems encountered by clinicians. Language and communication differences in a multicultural society are also examined.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent
College Code: SHP

SPPA 250 - Fieldwork
Credits: 2
Students participate in experiences in the community related to the professions of speech-language pathology and audiology. Open to majors who have applied one semester in advance. Meets the general education fieldwork requirement. Does not apply to major or minor.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Practicum
College Code: SHP

SPPA 270 - Preclinical Observation
Credits: 1
Students observe and write reports on a total of 25 hours of therapy and/or diagnostic sessions in the areas of speech-language pathology and audiology. They also participate in discussions of procedures used by the professionals during therapeutic interventions.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Lecture
College Code: SHP

SPPA 280 - Anatomy and Physiology of Speech and Hearing
Credits: 4
The study of the anatomy and physiology of respiration, hearing, phonation, articulation, and the central nervous system. Students participate in a gross-anatomy human cadaver lab.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: SHP

SPPA 285 - Applied Phonetics
Credits: 3
A study of the International Phonetic Alphabet and its application to speech and hearing sciences. Includes an introduction to acoustic theory and spectrographic analysis of speech. Skill is developed in transcription of both normal and disordered speech in children and adults.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

SPPA 310 - Speech Science
Credits: 3
An exploration of the theoretical information regarding speech perception and hearing, using concepts of physics, anatomy, and physiology. Clinical applications and management strategies for specific speech and hearing disorders will also be addressed.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 280 , SPPA 285 or departmental permission
Schedule Type: Lecture
College Code: SHP

SPPA 321 - Normal Language Development
Credits: 3
A comprehensive look at the normal development of speech and language in the child; includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax and pragmatics.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: SPPA 234
Schedule Type: Lecture
College Code: SHP

SPPA 322 - Child Language Disorders
Credits: 3
A study of the factors contributing to the development of disordered speech and language. Includes traditional and more recent classification systems and a survey of characteristic disorders. Introduction to methods of evaluation and therapy.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 321
Schedule Type: Lecture
College Code: SHP

SPPA 331 - Basic Audiology
Credits: 3
Survey of the normal auditory system and the pathologies that affect its functioning. Includes the physics of sound, standard reference levels, and auditory perception. Methods of administering and interpreting pure tone, speech threshold, and speech recognition tests are presented in classroom and lab settings.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: SPPA 234
Schedule Type: Lecture
College Code: SHP

SPPA 332 - Audiological Procedures
Credits: 3
Continued study of auditory testing with an overview of differential diagnostic tests in the identification of auditory pathologies. Includes clinical masking and acoustic immittance measures. Techniques are presented for evaluating special populations including infants and young children, industrial, and the pseudo-hypacusis.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 331
Prerequisite/Corequisite: SPPA 280
Schedule Type: Lecture
College Code: SHP

SPPA 340 - Neuroscience of Communication
Credits: 3
An overview of the anatomy and physiology of the central nervous system, particularly the components that control communicative functions. Discussion of the brain's role in human communication will prepare students for advanced study of neurogenic speech and language disorders in children and adults.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 234 , SPPA 280
Schedule Type: Lecture
College Code: SHP

SPPA 374 - Articulation and Phonology: Development and Disorders
Credits: 3
A survey of phonological development, and characteristics of articulation and phonology disorders. Discussion of etiologies, assessment, and management of these disorders is included.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 285
Prerequisite/Corequisite: SPPA 234
Schedule Type: Lecture
College Code: SHP

SPPA 415 - Seminar in Communication Disorders:________
Credits: 3
Advanced study into professional and/or clinical aspects of speech-language
A study of the anatomy and physiology of the vocal mechanism; with emphasis on normal and abnormal processes of voice, fluency, and swallowing. An overview of assessment and treatment principles of functional, organic and neurological voice pathologies, and dysphagia will be addressed, as well as basic principles of stuttering diagnosis and therapy. Prerequisites: SPPA 234, SPPA 280, Co-requisite: SPPA 310

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: SPPA 310
Schedule Type: Lecture
College Code: SHP

SPPA 475 - Adult Neurogenic Disorders
Credits: 3
A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with speech, cognitive-linguistic, and swallowing disorders associated with central nervous system damage. Therapeutic principles are introduced.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 234, SPPA 280, SPPA 321.
Schedule Type: Lecture
College Code: SHP

SPPA 476 - Aural Rehabilitation
Credits: 3
A conceptual approach to the rehabilitation of the hearing-impaired. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients from birth to geriatric.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 332
Schedule Type: Lecture
College Code: SHP

SPPA 477 - Clinical Practicum in Speech-Language Pathology
Credits: 2
Supervised practice in clinical management of persons with communication disorders, including administration of tests and implementation of therapy programs. A content course in practicum area; 25 hours of observation in speech-language pathology and audiology.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): SPPA 332, SPPA 374
Prerequisite/Corequisite: SPPA 425
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SHP

SPPA 478 - Clinical Practicum in Audiology
Credits: 2
Supervised practice in test administration, report writing, and clinical management of persons with communication disorders related to audiology.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SHP

SPPA 479 - Study Tour:
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SHP

SPPA 480 - Topics in ______
Credits: 1.2
Selected topics in audiology and speech-language pathology. Consult current class schedule for topics offered each year.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SHP
SPPA 481 - Clinical Application in Speech-Language Pathology
Credits: 2, 3
Students will apply practical clinical skills of previously studied theories in the
assessment, intervention, and documentation of speech-language pathology.
Students will conduct direct and simulated patient evaluation and intervention.
Direct patient contact hours will be obtained in this course and can be applied
toward ASHA certification.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): SPPA 425
Prerequisite(s): SPPA 332, SPPA 374
Schedule Type: Practicum
College Code: SHP

SPPA 482 - Clinical Application in Audiology
Credits: 2, 3
Students will apply practical clinical skills of previously studied theories in the
assessment, intervention, and documentation of audiology. Students will conduct
direct and simulated patient evaluation and intervention. Direct patient contact
hours will be obtained in this course and can be applied toward ASHA certification.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): SPPA 458
Prerequisite(s): SPPA 332
Schedule Type: Practicum
College Code: SHP

SPPA 495 - Independent Research/Project
Credits: 1–4
Arranged on a contract basis with a faculty member.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

SPPA 498 - Research Project in Speech-Language Pathology and
Audiology
Credits: 1–3
An independent research project in speech-language pathology and audiology,
typically supervised by a faculty member and resulting in a technical report
summarizing findings or a submission to a professional conference. Students may
repeat or take any combination of departmental independent study or research
project courses up to 6 credits with no more than 3 credits per semester. Consult
staff before registering.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

SPPA 500 - Orientation for MS in Speech-Language Pathology
Credits: 0
Survey of essential principles and practices underlining the Curriculum and
Instruction of MS Program in Speech-Language Pathology. Mandatory for all
incoming MS students.
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Lecture
College Code: SHP

SPPA 502 - Child Language Disorders: Preschool
Credits: 3
Anatomical, physiological, psychological, neurological, and environmental factors
related to delayed or disordered language. An exploration of language skills and
methods of promoting their development or compensation for inadequacies.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 503 - Child Language Disorders: School Age
Credits: 3
Anatomical, physiological, psychological, neurological, and environmental factors
related to delayed or disordered language of the school aged child. An exploration
of language skills and methods of promoting their development or compensation
for inadequacies.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)

SPPA 504 - Clinical Application in Speech-Language Pathology
Credits: 2
Prepares students for research and experimental design, critical review of current
literature, and analysis of research data in preparation for oral and written
research presentation in speech-language pathology.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 510 - Counseling for Speech-Language Pathology (Standard
Option)
Credits: 2
A course addressing the speech-language pathologist’s role in counseling patients,
students, family members and caregivers. Competencies in effective clinical
diagnostics, treatment, information sharing and social/multicultural adjustments,
as well as issues specific to swallowing, communication and cognitive disorders are
specifically addressed.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 515 - Aphasia
Credits: 3
Study of the neurologic basis for speech and language behavior, etiology,
symptomatology, assessment, and management of aphasia.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 520 - Diagnostics in Speech-Language Pathology
Credits: 2
Principles and practices involved in performing in-depth diagnostic evaluations
with individuals exhibiting speech and/or language dysfunction. Students will gain
experience in taking case histories, formulating an assessment battery, evaluating
patients, writing the diagnostic reports and interpreting the data to parents and/or
involved disciplines.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 521 - Practicum I: Onsite
Credits: 2
Supervised practicum experience in evaluation and treatment of individuals
exhibiting speech and/or language dysfunction. Students will gain experience in
taking case histories, talking with patients, and writing reports.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 522 - Practicum II: Onsite
Credits: 2
Supervised practicum experience in evaluation and treatment of individuals
exhibiting speech and/or language dysfunction. Students will gain experience in
taking case histories, talking with patients, and writing reports.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 534 - Research Project I
Credits: 2
Prepares students for research and experimental design, critical review of current
literature, and analysis of research data in preparation for oral and written
research presentation in speech-language pathology.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 536 - Thesis Option I
Credits: 2
Research techniques and experimental design schemes, critical reviewing of
current literature, oral technical reporting and writing technical supports.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
SPPA 544 - Articulation and Phonological Disorders
Credits: 3
An advanced study of speech and sound production in children. Discussion will include normal aspects of articulation, phonology and development, identification of articulation disorders, phonological delays and disorders, childhood apraxia of speech, as well as treatment approaches, theory and facilitative strategies.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 550 - Praxis Preparatory Class
Credits: 1
Preparatory course designed to establish readiness for the Praxis exam in the areas of audiometry, basic human communication processes, clinical management, neurogenic disorders, phonological and language disorders, professional issues, and childhood apraxia of speech, as well as treatment approaches, theory and facilitative strategies.
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Lecture
College Code: SHP

SPPA 551 - Educational Audiology (Standard Option)
Credits: 2
Methods of intervention in communication disorders related to loss of hearing and auditory deprivation for school-aged children.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 574 - Research Methods in Speech-Language Pathology
Credits: 3
Research techniques and experimental design schemes, critical reviewing of current literature, oral technical reporting and writing technical supports. The process used in integrating research principles into evidence-based practice.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 583 - Voice and Velopharyngeal Disorders
Credits: 3
Theory, diagnosis and treatment underlying the articulation, resonance, and phonatory problems associated with voice, velopharyngeal disorders and craniofacial anomalies. Includes discussion of etiologies, technology, and multicultural issues affecting appropriate assessment, diagnosis, and treatment.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 596 - Neurocognitive Disorders
Credits: 3
An exploration of neurocognitive deficits of speech and language, with emphasis in dementia, traumatic brain injury, and right hemisphere damage. Principles of neuroanatomy and physiology, language implications, executive functioning concerns, and multicultural impacts will be investigated.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 608 - Practicum III: Onsite
Credits: 3
Supervised practicum experience in evaluation and treatment of individuals exhibiting speech and/or language dysfunction. Students will gain experience in taking case histories, talking with patients, and writing reports.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 613 - Dysphagia
Credits: 3
An exploration of the Speech-Language Pathologist’s role in assessment, diagnosis and rehabilitation of various swallowing disorders in children and adults. Includes discussion of ethical and cultural issues, analysis of current literature, and clinical application.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 624 - Practicum I: Offsite
Credits: 3
Offsite supervised practicum experience in evaluation and treatment of individuals exhibiting speech, language, cognitive and/or swallowing dysfunction. Students will gain experience in case histories, report writing, and collaboration in a school and/or healthcare environment.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 631 - Motor Speech Disorders
Credits: 3
A study of the nature, etiology, and clinical management of motor speech disorders, with primary emphasis on apraxia and the dysarthrias.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 634 - Research Project II
Credits: 1
Prepares students for research and experimental design, critical review of current literature, and analysis of research data in preparation for oral and written research presentations in speech-language pathology.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 635 - Research Project III
Credits: 1
Prepares students for research and experimental design, critical review of current literature, and analysis of research data in preparation for oral and written research presentations in speech-language pathology.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 636 - Thesis Option II
Credits: 1
Research techniques and experimental design schemes, critical reviewing of current literature, oral technical reporting and writing technical supports.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 637 - Thesis Option III
Credits: 1
The thesis option is intended to provide depth of study in a focused area of the field of Speech-Language pathology. Student will be required to compose a thesis dealing with a particular, relevant area of interest.
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 646 - Integration of Spirituality in Health Care
Credits: 2
A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitates the healing process, and how they can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment. PBHL 646
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
SPPA 647 - Fluency
Credits: 3
An exploration of etiologies, methods of examination, diagnosis, treatment, and research of fluency disorders. The ethical, cultural and professional issues associated with fluency disorders are also addressed.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

SPPA 663 - Augmentative and Alternative Communication
Credits: 2
Principles of assessment and intervention for individuals requiring augmentative or alternative methods of communication. Discussion will include low and high technology aids and adaptations, symbol systems, vocabulary selection, and procuring funding.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 670 - Comprehensive Examination
Credits: 0
During the second to last or last semester of the program students will be required to take a comprehensive examination. Students may be given permission to take the Praxis II/ASHA exam in lieu of the comprehensive exam.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent
College Code: SHP

SPPA 678 - Study Tour
Credits: 1–6
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Workshop
College Code: SHP

SPPA 680 - Topics in:
Credits: 1–6
Selected topics in speech-language pathology. Consult current class schedule for topics offered each year.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SHP

SPPA 682 - Practicum II: Offsite
Credits: 4
Offsite supervised practicum experience in evaluation and treatment of individuals exhibiting speech, language, cognitive and/or swallowing dysfunction. Students will gain experience in case histories, report writing, and collaboration in a school and/or healthcare environment.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 683 - Practicum III: Offsite
Credits: 4
Offsite supervised practicum experience in evaluation and treatment of individuals exhibiting speech, language, cognitive and/or swallowing dysfunction. Students will gain experience in case histories, report writing, and collaboration in a school and/or healthcare environment.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 695 - Independent study
Credits: 1–4
Arranged on a contract basis with a faculty member
Seventh-day Adventist
Theological Seminary

Jiri Moskala, Dean
Seminary Hall, Room N230
Teresa L. Reeve, Associate Dean
269-471-3537
Fax: 269-471-6202
seminary@andrews.edu
www.andrews.edu/sem/

Seminary Mission Statement
We serve the Seventh-day Adventist Church by preparing effective leaders to proclaim the everlasting gospel and make disciples of all people in anticipation of Christ's soon return.

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

Core Values

Faithfulness with expectation
Being faithful in our relationship to Christ as Savior and Lord
Being faithful to God and his revelation as expressed in his Word
Being faithful in our quest for truth and beauty through a teachable and steadfast spirit
Being faithful to the Seventh-day Adventist Church and God's prophetic leading in our story.

Christ-likeness with humility
Cultivating a Christ-like integrity which reflects the character of God
Submitting our whole selves, mind, body and spirit to God
Living a passionate and authentic life of obedience and service.

Respect with justice
Being Christians who are global in vision, sensitive to diversity, and competent in inter-cultural relationships
Respecting all persons by exhibiting love, compassion and caring, and recognizing everyone's unique giftedness and creative potential
Working for fairness, and advocating for justice for those without power or voice.

Community with joy
Worshipping with joy and keeping the Sabbath holy
Nurturing a community of healing, grace, restoration and renewal
Developing a sense of collegiality and friendship in our work as brothers and sisters in Christ.

Discipleship with wholeness
Embracing the ongoing transformation by the Spirit in our own life of faith and learning
Seeking to see in one another the Spirit’s work of restoring the image of our Maker
Mentoring others in knowing and following their call and vocation.

Service with passion
Leading with a servant’s heart to equip others for service
Striving with passion to reach the lost, serve the poor, and grow the church
Valuing creation and our call to be stewards in all areas of life.

Accreditation and Authorization
All seminary degree programs are accredited by The Association of Theological Schools in the United States and Canada.

Objectives
Each program of the Seminary is committed to the following general objectives:

- 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.

Andrews University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Andrews University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Seminary Online Learning Center
Seminary Hall, Room N307
Phone: 269-471-3962 Fax: 269-471-6202
solic@andrews.edu
www.andrews.edu/sem/solc/
Helena R. Gregor, Director

The Seminary Online Learning Center offers a variety of distance education courses at the graduate level. All distance courses are on-line.

Course Offerings. For a list of current offerings, see the Center website: www.andrews.edu/sem/solc/.

Registration Procedure. To register for a course, please go to the Registration Central, and add an online class just like any other on-campus course. For more information, please contact us at the Seminary Online Learning Center.

Other Enrichment Programs
Guided Tours. Under the auspices of the Seminary, the university offers guided tours for course credit. These courses include CHIS 504, GSEM 678, and CHIS 685.

MDiv Study Tour. The MDiv program organizes an annual Study Tour with the idea of enhancing the evangelistic, witnessing, and church growth skills and preparing participants for mission and ministry around the world, during the Spring break.

Archaeological Field Work. In 1968 under the direction of Siegfried H. Horn, the university initiated an archaeological excavation at the site of Hisban (Heshbon) in the Hashemite Kingdom of Jordan. Excavation continued for five seasons, the last in 1976. In 1984 the Institute of Archaeology expanded its work to a larger region, renaming its consortium the Madaba Plains Project. The project now sponsors excavations at Tall al-Umayri, Tall Jalul, and other hinterland sites, and conducts an extensive archaeological survey of the entire region.

Mediterranean Study Tour. In the spring the Seminary offers students the opportunity for an extended eight-week study tour during which they will be immersed in the environment and cultures of Biblical lands. From a central base students will take seminary courses while also travelling to visit many of the sites spoken of in Scripture. Many Spring Semester courses will be offered in a half-semester format to allow for easy transition between the study tour and on-campus coursework. Students may contact the Old Testament Department or the New Testament Department for further information.

ASOR Study Center Opportunities. Andrews University is a corporation member of the American Schools of Oriental Research. Seminary and post-graduate students may attend the organization's affiliated institutes—the W. F. Albright Institute of Archaeological Research in Jerusalem and the American Center for Oriental Research in Amman, Jordan. Students also may compete for financial aid and fellowships offered annually by these institutes.

Admission and Evaluation Policies

All applicants must hold a minimum of a baccalaureate degree or its equivalent from an accredited college or university and are subject to the general admission requirements in the Graduate Programs Admission section of this bulletin (see Graduate Academic Policies). Students in MA, PhD, and ThD programs are also subject to the Academic Standards requirements in Graduate Academic Policies. International students should note the Special Admission Requirements on Graduate Academic Policies.

Admission Policy. Admission to the Seventh-day Adventist Theological Seminary is granted irrespective of race, color, national or ethnic origin, gender, or disability. The Seminary is owned and financed by the Seventh-day Adventist Church. It is a community of committed Christians who collectively confess the Christian faith and seek to experience its meaning in worship and practical life. Most of its students are members of the Seventh-day Adventist Church; however, no declaration of confessional allegiance is required for admission. Students who meet academic requirements, whose lifestyle and character are in harmony with the purposes of the Seminary, and who express willingness to cooperate with general university policies may be admitted. Criteria for approving or declining admission to applicants are described in application materials. Admission to the university is a privilege rather than a right and may be withheld or withdrawn by the university at its discretion.

Students are expected to maintain the religious, social, and cultural atmosphere of the Seminary and to order their lives in harmony with its mission and purposes. The seminary community endeavors to maintain an atmosphere of mutual support and acceptance which is congenial to personal adjustment and social development. In the course of their preparation for the ministry, students are called upon to participate in the lives and worship of the surrounding churches. Because of this role, students are expected to be sensitive to the values of others and exemplary in appearance and actions.

Character Statement and Student Pledge. As part of the admission process, all prospective Seminary students are required to sign and return a character statement form. In addition, Seminary students subscribe to the following declaration of purpose:

I declare it to be my serious intention to devote my life to the Christian ministry or some other form of Christian service, and to this end I pledge myself to rely on divine guidance, to live according to the standards and ideals set forth in the Holy Scriptures, to apply myself faithfully and diligently to the instruction of the Seminary, and to abide by all its requirements.

Psychological Evaluation. Applicants to Seminary programs are required to complete the Seminary’s program of psychological evaluation during their first fall semester of residency, or as designated by their programs. All graduating students must comply with the graduation requirements of their respective programs, including exit testing. The cost of the evaluation is the responsibility of the applicant.

Criminal Background Check. Applicants to all Seminary programs in North America are required to undergo a criminal background check as specified in the online application process. The criminal background check must be completed within six months of beginning coursework and be re-done every three years while in attendance at the seminary. The basic cost of the background check is paid as part of the application process. Applicants are responsible for any additional fees that may be charged by municipalities in which they have resided, and for the costs of subsequent background checks.

Pre-admission Conduct Disclosure Statement. Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Student Lifestyle. Continuance in a seminary program is based not only on academic achievement but also on an ongoing lifestyle reflecting Seventh-day Adventist principles in character and conduct.

English Language Requirements. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting. Language proficiency must be met before enrolling full-time in regular course work. Please contact your respective departments director for specific TOEFL, MELAB and IELTS scores.

Time to Apply. Applications to the MDiv program require 4-6 months for processing.

PhD and ThD applicants for autumn semester must submit application materials by January 15. A limited number of students may be admitted for the summer term, in which case they would need to submit all application materials by November 30 of the previous year.

Minimum GPA for Admission. The minimum GPAs required for admission to seminary programs are listed below. Transfer credits are not counted in the GPA.

2.50 MDiv, MA in PMin, MA in YYAMin
2.75 MA (Religious Education)
3.00 MA (Religion)
3.25 DMin
3.50 PhD, ThD

Recommendation Forms and Statement of Purpose. Applicants to all seminary programs need to have three recommendation forms sent directly to the Office of Graduate Admissions. The forms should be completed by persons well acquainted with the applicant’s abilities and recent experience. The length of the statement of purpose and the kind of recommendations needed are listed on this page.
Master of Divinity Program
Recommendations
Church board where the applicant is a member. Must be voted by the church board and signed by its clerk.
College teacher or advisor.
Church administrator, pastor, or recent employer.
Statement of Purpose—350 words plus an autobiographical history based on questions provided in the admission package.

Master of Arts in Pastoral Ministry
Recommendations
A Conference administrator
A colleague in ministry or a local pastor if applicant is a layperson
A local church elder
Statement of purpose—350 words plus a career history.

Master of Arts in Youth and Young Adult Ministry
Recommendations
College teacher
Pastor or a second college teacher
Church administrator or recent employer
Statement of Purpose—500 words

Master of Arts in Religious Education
Recommendations
College teacher
Pastor or second college teacher
Church administrator or recent employer
Statement of Purpose—500 words

Doctor of Ministry
Recommendations
Conference administrator
Colleague in ministry
Lay person
Statement of Purpose—1,500–2,500 words plus a career history.

Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology
Recommendations
Adviser/teacher in applicant's MA or MDiv program
Teacher in applicant's MA or MDiv program
Teacher in applicant's MA or MDiv program
Statement of purpose—600 words

Doctor of Philosophy in Religious Education
Recommendations
Adviser/teacher in applicant's MA or MDiv program
Teacher in applicant's MA or MDiv program
Administrator of applicant's employing organization or most recent employer if not currently employed.
Statement of purpose—600 words

Doctor of Philosophy/Theology
Recommendations
Adviser/teacher in applicant's MA or MDiv program
Teacher in applicant's MA or MDiv program
Church administrator of applicant's employing organization (or most recent denominational employer if not currently church employed)
Statement of purpose—600 words

Balanced Financial Plan. All students applying for admission to the on-campus programs of the Seminary must submit a balanced financial plan detailing how their expenses will be covered. Listed below is the length of plan required for Seminary degree programs:

MA: Religion 2 years
MA: Religious Education 2 years
MA: Youth & Young Adult Ministry 2 years
Master of Divinity 3 years
Doctor of Ministry
PhD/ThD programs 3 years*
*or letter of sponsorship required

Graduate Record Examinations. Students applying to the professional ministerial degree programs (Master of Divinity, Master of Arts in Pastoral Ministry, Master of Arts in Youth & Young Adult Ministry, and Doctor of Ministry) should provide transcripts of the Graduate Record Examination (GRE) General Test only when requested. Applicants to seminary academic graduate programs must request that a transcript of the GRE examination (taken within the past five years) be sent directly to the Office of Graduate Admissions.

Orientation. All new students are required to attend and register for the fall orientation program. Students who begin in the summer have a short orientation on the day before summer school begins. The main orientation session takes place the week before autumn semester classes begin. New students starting either in the summer or autumn terms are required to attend this main session. See the Seminary calendar, for specific dates for these orientation events.

Psychological Evaluation. Students from all Seminary programs are required to complete the Seminary’s program of psychological evaluation during their first fall semester of residency, or as designated by their programs. All graduating students must comply with the graduation requirements of their respective programs, including exit testing.

Academic Policies Applying to All Programs

Class Loads and Enrollment Status. The number of credits required for full- and part-time enrollment status in seminary programs is listed below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDiv</td>
<td>9–16</td>
<td>6–8</td>
</tr>
<tr>
<td>MA in PMin, MA in YVAMin, DMin, PhD, ThD</td>
<td>8–12</td>
<td>4–7</td>
</tr>
</tbody>
</table>

Students may take more credits than indicated above only with approval from the dean. Students who have completed all course work in a master’s or doctoral program but have not met all requirements for graduation must register for GSEM 68B, GSEM 78B, or GSEM 88B and maintain full-time status. Students who are registered for thesis or PhD, ThD, or DMin dissertation credits also maintain full-time status. Doctor of Ministry students registered for GSEM 789 DMin Program Continuation are considered by the university as half-time students.

Minimum GPA for Graduation. The minimum GPAs required for graduation from seminary programs are listed below. Transfer credits are not counted in the GPA.

- 2.75 MDiv
- 2.50 MA in PMin, MA in YVAMin
- 3.00 MA, DMin, PhD, ThD

Students accepted on a provisional basis must achieve the minimum GPA required for their program during the first semester they are enrolled. A student who fails to maintain the minimum GPA required for his/her degree program is placed on academic probation.

Graduating Student Questionnaire. Completion of the graduating student questionnaire (GSQ) is a part of the graduation requirements.

Satisfactory Academic Progress. To qualify for satisfactory academic progress, students must earn the minimum GPA (as above) required for their degree program and meet other standards as listed in the Tuition, Fees, and Other Financial Information section of this bulletin. See Financial Information.

Dual Enrollment. Undergraduate religion/theology students at Andrews University, who at the beginning of a given semester are within 15 credits of graduation and who otherwise meet admission requirements of the Theological Seminary, may apply for permission to take seminary work while completing requirements for the baccalaureate degree. Dual registration is limited to one semester. An undergraduate student may accumulate not more than 12 credits in the Seminary on the basis of dual registration.

Students should request a Dual Enrollment Application at the Academic Records Office and have their credits verified there. The form is then taken to the dean of the Theological Seminary for approval. The signed form is returned to the Academic Records Office and exchanged for a Registration Card on which the actual courses desired are listed. The Registration Card must be signed by the dean of the College of Arts and Sciences, the student’s adviser, and the dean of the
Theological Seminary. Students dually enrolled may not carry more than 15 credits per term, and seminary credit thus earned may not be used to meet undergraduate requirements.

See Dual Enrollment in Graduate Academic Policies for pursuing two graduate degrees simultaneously, or a second undergraduate degree while doing a graduate program.

Student Spouse Discount. Academically qualified spouses of full-time on-campus seminary students may request a discount on tuition of Seminary master's-level courses taken to fulfill the requirements of a Seminary master’s degree. The individual requesting the discount must be accepted into a Seminary master’s program and must apply for the discount each semester in which his/her spouse is enrolled full-time in the Seminary. (Details are available at the Deans’ office.) Discount requests are due by the drop/add date each semester.

Seminary Spouse Class Attendance. Seminary students and spouses of Seminary students may request to informally audit any 500- or 600-level Seminary courses (except seminars) regardless of academic qualifications and without charge, subject to written permission from the instructor, Seminary dean, and available space.

Classes Taken in Other Schools. With the exception of students in Religious Education, students registered in the Seminary who plan to take courses in another school on campus must first obtain permission from the Seminary dean or appropriate program director, as well as the dean of the school where the course will be taken. Religious Education students will follow course plans arranged in consultation with their advisors. MDiv students are charged regular tuition for courses taken outside the Seminary (except see notation under Master of Divinity Program in the Financial Information section of the bulletin for information on how to request a 50% tuition reduction for graduate-level courses in the College of Arts & Sciences).

Informal Auditing. Students with a full-time load and a GPA of 3.00 or above may sit in on a Seminary class without registration or a tuition charge on a space-available basis. The appropriate form must be completed. Certain courses are not available for auditing on any basis. For audited courses to be recorded on the transcript, see the University policy on Audited Classes.

Independent Study Courses. Normally, only on-campus students with a GPA of 3.00 or above may register for independent study courses. Because the faculty are not obliged to guide students for Independent Studies, students must first obtain their concurrence. Independent study courses are advanced studies in a particular field and should be taken only after completing basic courses. At registration, students need to submit a copy of the Independent Study Contract Form with the course number from the department and a brief subject added to the course title to appear on the transcript. Requirements for independent study are determined by the guiding faculty member and may include readings, research, writing, and other learning experiences. A maximum of 8 credits may be approved for Independent Study in a degree program, and Independent Study courses normally are graded satisfactory or unsatisfactory. Additional guidelines are found on the contract form.

Directed Reading. Courses designated Directed Reading are for doctoral students. Students must arrange individually with a professor to take courses on this basis. These courses may be graded S/U.

Grade Changes. Grade changes are permitted only in case of computational error and must be made no later than the semester following the one in which the course was taken. A form must be completed by the teacher and signed by the dean before being taken to the Office of Academic Records.

Worship Attendance. Regular and punctual attendance is required at seminary 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. Certain seminary programs are discounted to prepare students for specific ministries. If a student enrolls and takes classes in a discounted or reduced fee program (less than the published doctoral or Masters rate) and then wishes to apply those credits earned to a higher priced program, the student will pay the difference to transfer or apply the discounted credits to the higher priced program at the time of transfer.

Programs

The Master of Divinity degree program provides basic postgraduate professional preparation for ministry with a broad exposure to all fields of theological study. The program applies biblical, historical, educational, linguistic, theological, philosophical, ethical, missiological, pastoral, and evangelistic instruction to the practical work of the church. Practical field experience is a vital part of this program.

The Master of Arts in Pastoral Ministry degree program offers professional training to mature pastors experienced in ministry. Normally such persons are unable to leave their parish and come to the Seminary campus for extended periods of time. The Seminary provides the major part of this professional training at off-campus centers in North America and various international sites.

The Master of Arts in Youth and Young Adult Ministry degree is a professional program designed to equip men and women with competencies for effective ministry to youth and young adults in local church and para-church settings. The program is focused on discipling, teaching, counseling and evangelizing youth and young adults.

The Master of Arts in Religion provides an opportunity for one year of specialized study beyond the baccalaureate degree. It is offered with these orientations: (1) the research orientation designed for students who plan further graduate work, and (2) the general academic orientation giving students a strong background in a specific area of religious studies.

The Master of Arts: Religious Education is an academic degree designed to develop theory and practice for the discipling and teaching ministry of the church in the home, church, or Christian school setting. The degree also provides a foundation for the PhD in Religious Education.

The Doctor of Ministry is a professional, post-MDiv degree for individuals qualified to pursue advanced study. This degree provides experienced pastors with additional expertise in the areas of pastoral ministry, evangelism and church growth, chaplaincy, and organizational leadership.

The Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology is an advanced academic degree that prepares teacher-scholars in the fields of Biblical Archaeology and Ancient Near Eastern Archaeology and Anthropology for church-operated colleges, seminaries and universities around the world.


The PhD in Religious Education prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university.

The Doctor of Theology degree, based on the Master of Divinity degree, trains teacher-scholars in the fields of biblical studies and theology for service in the Seventh-day Adventist Church. Completion of a seminary program does not guarantee employment.

Masters

Divinity MDiv

The Master of Divinity is a 78 credit program recommended as the basic training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It is a two year professional program (including
Divinity Core

Total Credits: 78

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation Credits: 0

Interdisciplinary Credits: 2

2 Credits of GSEM 530 - Doctrine of the Sanctuary Credits: 2, 3

Great Controversy, Covenant, Law, Sabbath

Course Requirement

Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for transfer students or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: ________________ Credits: 0

Christian Ministry Credits: 19

CHMN 539 - Church Growth and the Equipping Pastor: ____________ Credits: 3
2 Credits of CHMN 543 - Christian Leadership in a Changing World Credits: 2, 3
2 Credits of CHMN 555 - Pastoral Counseling Credits: 2, 3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism Credits: 2–6
CHMN 644 - Field Evangelism: Chaplaincy Credits: 3
CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3–6
2 Credits of CHMN 560 - Theological Field Education Credits: 1, 2

TFE Exemption: Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their corresponding dual degree.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

1 Credit of CHMN 567 - Health Ministry Credits: 1–3
2 Credits of CHMN 523 - Worship: Word and Music Credits: 2, 3

Choose one 2 credit (600-level) CHMN Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament Credits: 2, 3
CHMN 607 - Preaching from the Old Testament Credits: 2, 3
CHMN 609 - Media Ministry Credits: 2, 3
CHMN 614 - Preaching from Daniel or Revelation Credits: 2, 3
CHMN 627 - Black Preaching Credits: 2, 3
CHMN 632 - Contextualized Preaching Credits: 2, 3
CHMN 633 - Preaching the Literary Forms of the Bible Credits: 2, 3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2, 3
CHMN 637 - Seminar in Preaching Credits: 2, 3

Choose one 2 credit NADEI Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2–8
CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2, 3
CHMN 606 - Mission-Shaped Church Planting Credits: 2, 3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2, 3
CHMN 641 - Practicum in Military Chaplaincy Credits: 2–8
CHMN 656 - Evangelistic Small Groups Credits: 2, 3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9
<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>DSRE 541 - Foundations of Biblical Spirituality</td>
</tr>
<tr>
<td>2,3</td>
<td>DSRE 503 - Marriage, Family, and Interpersonal Relationships</td>
</tr>
<tr>
<td>2,3</td>
<td>DSRE 534 - Ministry to Youth and Young Adults</td>
</tr>
<tr>
<td>2,3</td>
<td>DSRE 615 - Collaborative Ministry: School, Church, Community</td>
</tr>
<tr>
<td></td>
<td>3 Credits of</td>
</tr>
<tr>
<td></td>
<td>2 Credits of</td>
</tr>
<tr>
<td></td>
<td>2 Credits of</td>
</tr>
<tr>
<td></td>
<td>2 Credits of</td>
</tr>
<tr>
<td></td>
<td>2 Credits of</td>
</tr>
<tr>
<td></td>
<td>2 Credits of</td>
</tr>
<tr>
<td></td>
<td>13 Theology Credits</td>
</tr>
<tr>
<td></td>
<td>6 World Mission Credits</td>
</tr>
<tr>
<td></td>
<td>7 Church History Credits</td>
</tr>
<tr>
<td>2</td>
<td>CHIS 674 - Development of Seventh-day Adventist Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 624 - Issues in Ellen G. White Studies</td>
</tr>
</tbody>
</table>

**Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CHIS 600 - The Early Church to A.D. 604</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 609 - The Church in the Middle Ages</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 620 - Seminar in Christian Biography</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 625 - Seminar in Church-State Thought</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 629 - History of Christian Spirituality</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 630 - History of Jewish Experience</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 634 - Reformation Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 635 - History of the African American Churches</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 640 - Reformation</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 650 - English Reformation and Rise of Puritanism</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 654 - Seminar in English Reformation and Puritan Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 655 - Wesley and Methodism</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 657 - Seminar in Reformation Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 659 - Seminar in the History of Selected Christian Doctrines</td>
</tr>
<tr>
<td>3</td>
<td>CHIS 660 - History of Religion in America</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 664 - History of American Religious Thought</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 665 - Modern Church History</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 668 - History of Religious Liberty</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 670 - Seminar in History of the Seventh-day Adventist Church</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 673 - Development of Seventh-day Adventist Lifestyle</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 680 - History of Sabbath and Sunday</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 682 - Seminar in Church History</td>
</tr>
<tr>
<td>3</td>
<td>CHIS 683 - The Pastor, Church and Civil Law</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 684 - Seminar in History of Sabbath and Sunday</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 685 - Studies in Church History</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 686 - Development of Prophetic Interpretation</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 687 - Seminar in Development of Prophetic Interpretation</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 688 - Contemporary Trends</td>
</tr>
<tr>
<td>3</td>
<td>CHIS 689 - History of Worship and Liturgy</td>
</tr>
<tr>
<td>1–3</td>
<td>CHIS 690 - Independent Study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THST 678 - Science and Religion</td>
</tr>
</tbody>
</table>

**Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>THST 623 - Contemporary Adventist Theological Issues</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 624 - Protestant Theological Heritage</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 625 - Early Christian Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 626 - Modern Christian Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 627 - Roman Catholic Life &amp; Thought</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 628 - Contemporary Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 629 - History and Theology of Ecumenism</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 656 - Seminar in Historical Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 667 - Postmodernism and the Church</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 676 - History of Philosophy</td>
</tr>
</tbody>
</table>

**Choose one 3 credit (600 Level) Principles of Christian Ethics (CHIS Credits):**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>CHIS 600 - Christian Personal Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 634 - Christian Social Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 643 - Christian Professional Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 644 - Theological Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>CHIS 659 - Seminar in Philosophy, Theology, and Ethics</td>
</tr>
</tbody>
</table>

**For the advanced Ethics Course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>THST 600 - Christian Personal Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 634 - Christian Social Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 643 - Christian Professional Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 644 - Theological Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 659 - Seminar in Philosophy, Theology, and Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>CHSM 549 - Philosophy &amp; Ethics of Chaplaincy</td>
</tr>
</tbody>
</table>

**New Testament Credits: 8**

**Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.**

**One of the following MUST be taken to fulfill a New Testament Core Elective:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>NTST 648 - Revelation</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>NTST 647 - Eschatology</td>
</tr>
</tbody>
</table>

**Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Greek proficiency required (NTST List A):**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>NTST 645 - Hebrews</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 646 - Topics in New Testament Exegesis</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 648 - Revelation</td>
</tr>
</tbody>
</table>

**Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Greek proficiency required (NTST List B):**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>NTST 613 - Love, Marriage and Divorce</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 614 - Suffering, Death and Resurrection</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 616 - Theology of Luke-Acts</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 623 - New Testament Theology of Prayer</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 627 - New Testament Theology of Salvation</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 628 - The Holy Spirit in the New Testament</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 629 - New Testament Ecclesiology</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 630 - Theology of the Synoptic Gospels</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 633 - Social Issues in the New Testament</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 634 - Theology of the Pauline Epistles</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 641 - Theology of the Johannine Writings</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 647 - Eschatology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>NTST 667 - Topics in New Testament Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 668 - New Testament Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 676 - Jesus in Recent Scholarship</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 679 - Seminar in New Testament Theology and Ethics</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 650 - Great Controversy, Covenant, Law and Sabbath</td>
</tr>
</tbody>
</table>

**Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>NTST 606 - New Testament Textual Criticism and Canon Formation</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 615 - New Testament Archaeology</td>
</tr>
<tr>
<td>2,3</td>
<td>NTST 626 - Seminar in Classical Jewish Literature</td>
</tr>
</tbody>
</table>

**Issues:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
</table>

**World Mission Credits: 6**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>MSSN 546 - Mission in Cultural and Religious Context</td>
</tr>
<tr>
<td>3</td>
<td>MSSN 561 - Christian Witness and World Religions</td>
</tr>
</tbody>
</table>

**Theology Credits: 13**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>THST 635 - Issues in Origins</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 611 - Revelation, Inspiration and Hermeneutics</td>
</tr>
</tbody>
</table>

**Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>THST 608 - The Great Controversy, Covenant, Law, Sabbath</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 615 - Doctrine of the Church</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 616 - Doctrine of God</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 617 - The Works of God</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 618 - The Works of Christ</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 619 - Principles and Methods of Theology</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 630 - Doctrine of Christ</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 637 - Biblical Eschatology</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 639 - Doctrine of the Holy Spirit</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 640 - Doctrine of Salvation</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 647 - Human Nature and Destiny</td>
</tr>
<tr>
<td>2,3</td>
<td>THST 649 - Seminar in Theological Issues</td>
</tr>
</tbody>
</table>
Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel Credits: 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective - Intermediate Hebrew proficiency required (OTST List A):

OTST 628 - Methods of OT Exegesis Credits: 2,3
OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
OTST 664 - Pentateuch Credits: 3
OTST 666 - Historical Books Credits: 3
OTST 668 - Psalms/Wisdom Literature Credits: 3
OTST 675 - Minor Prophets Credits: 3
OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3
OTST 686 - Major Prophets Credits: 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - Intermediate Hebrew proficiency required (OTST List B):

OTST 619 - Theology of the Old Testament Credits: 2,3
OTST 620 - Seminar in Old Testament Theology Credits: 2,3
OTST 627 - Jewish Life and Thought Credits: 2,3
OTST 685 - Principles of Hermeneutics Credits: 2,3

2 Credits of OTST 510 - Archaeology and the Bible Credits: 2,3

Or Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required OTST510 Archaeology & the Bible.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

NTST 615 - New Testament Archaeology Credits: 2,3
NTST 514 - Bible Lands and Their Explorations Credits: 2,3
NTST 604 - History of the Ancient Near East Credits: 2,3
NTST 635 - History of Israel Credits: 2,3

General Electives Credits: 6

Students will take 6 credits of general electives. Electives may not be used to satisfy prerequisites and/or deficiencies. Students may use elective credits toward the completion of an MDiv concentration.

Up to 6 credits in relevant courses offered by other schools of the university on the graduate level may be included in the general electives, including up to 4 appropriate workshop credits.

Transfer credit Petitions from other schools within Andrews University or from any other University must be done in consultation with the MDiv Office.

Concentrations

Chaplaincy Concentration Credits: 14

A Chaplaincy Concentration is available for students interested in earning a Chaplaincy Endorsement from Adventist Chaplaincy Ministries. Students who wish to be endorsed for both congregational and chaplaincy ministry will take up to 83 credits to receive both endorsements. Students who plan only toward a chaplaincy career may complete the Chaplaincy Concentration in 78 credits.

2 Credits of CHMN 507 - Introduction to Chaplaincy Ministry Credits: 2
2 Credits of CHMN 516 - Death & Grief in Contemporary Society Credits: 2
2 Credits of CHMN 643 - Trauma & Advanced Crisis Intervention Credits: 2
2 Credits of CHMN 549 - Philosophy & Ethics of Chaplaincy Credits: 2
(Prerequisite: Undergraduate Ethics course or THST 605)
3 Credits of CHMN 644 - Field Evangelism: Chaplaincy Credits: 3

Chaplaincy Concentration students must take at least one credit of CHMN 560 Theological Field Education. If they wish to be recommended for congregational ministry, they must take two credits.

CHMN 560 - Theological Field Education Credits: 1,2

Chaplaincy Concentration students must successfully complete one unit of Clinical Pastoral Education registered as one of the following two (3 credit) courses:

CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2–8
Or CHMN 641 - Practicum in Military Chaplaincy Credits: 2–8

Students who wish to be recommended by the seminary for both chaplaincy and congregational ministry must complete the chaplaincy concentration as well as one additional course from the CHMN core electives (NADEI List 2) (2 cr.), 2 credits of CHMN 562 Field Evangelism and 1 additional credit of CHMN 560 TFE for a total of 83 credits.

Youth and Young Adults Ministry Concentration Credits: 12

A Youth & Young Adult Ministry Concentration is available for students wishing to gain specialized skills and knowledge for service in pastoral and administrative leadership to address the needs of youth and young adults. The MDiv with the YYAM Concentration requires a total of 84 credits.

Students who choose this concentration must select 2 Credits of CHMN 632 Contextualized Preaching: Youth, in fulfillment of the Christian Ministry requirement for an Advanced Preaching Core Elective (CHMN list).

3 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership Credits: 2,3
2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture Credits: 2,3
3 Credits of DSRE 636 - Seminar in Youth Ministry Credits: 2,3
2 Credits of DSRE 656 - Counseling Youth and Young Adults Credits: 2,3

Choose at least 2 credits from DSRE List:

DSRE 610 - Teaching for Discipleship Credits: 2,3
DSRE 626 - Ministry to At-Risk Youth Credits: 2,3
DSRE 630 - Fostering Spiritual Growth Credits: 2,3
DSRE 651 - Foundations of Biblical Counseling Credits: 2,3
DSRE 669 - Reaching the Secular Mind Credits: 2,3
DSRE 679 - Spiritual Nurturing of Children Credits: 2,3

Pastoral Ministry MAPM (English Track)

MA in Pastoral Ministry

Esther R. Knott, English Track Director

Ricardo Norton, Hispanic Track Director

The Master of Arts in Pastoral Ministry is intended for experienced pastors over the age of 35 whose ministerial functions and employment responsibilities make it impossible to engage in an extended study program at the Seminary. The goals of our program are to deepen the understanding, reflection, and skills of the pastors in the core qualities of character, evangelism/ discipleship, leadership, management, relationship, scholarship, and worship. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below).

This program is offered at designated locations within each Union of the North American Division of Seventh-day Adventists. For more information visit the following sites:

MA in Pastoral Ministry (English) http://www.andrews.edu/sem/inministry/.

MA in Pastoral Ministry (Hispanic) http://ihmandrews.com/.

The MAPM is not designed to prepare students for advanced degrees. If a student later wishes to pursue an advanced degree in the seminary, they will need to do additional coursework on the masters level. (See the admission requirements under the advanced degrees.)

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students and the general Seminary admission requirements:
Hold a BA degree or equivalent from an accredited institution with a minimum GPA of 2.5.
Provide evidence of successful pastoral leadership during the past five years.
Be recommended by the local conference administration, a pastoral colleague and a local church leader/elder.
Be over the age of 35. (Exceptions by petition only.)
Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

The MA in Pastoral Ministry program and pay all the admission fees. Students will be accepted within 10 years of the awarding of the degree.

Upon approval by the dean, a maximum of 24 graduate credits may be applied towards degree requirements should be earned within 10 years of the awarding of the degree.
Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University.
A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program and pay all the admission fees. Students will be accepted under the current bulletin.

*All classes in the MA in Pastoral Ministry program are to be taken for 3 credits.

CHMN 523 - Worship: Word and Music Credits: 2,3 This course is only offered in the summer on campus and is recommended to be taken with DSRE 541 during the first year of the program.
CHMN 543 - Christian Leadership in a Changing World Credits: 2,3
CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one of the following courses:
CHMN 539 - Church Growth and the Equipping Pastor: ___________ Credits: 3

CHMN 566 - Mobilizing Laity for the Ministry of Evangelism Credits: 2,3
CHMN 623 - Innovative Evangelism Credits: 2,3

Church History (6)
CHIS 505 - Survey of Church History Credits: 3
CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3

Discipleship and Religious Education (9)
DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3
DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 This course is only offered during the summer on campus and is recommended to be taken with CHMN 523 during the first year of the program.

New Testament (6)
NTST 567 - Theology of the New Testament (English) Credits: 2,3 (topic options)

Choose one of the following courses:
NTST 535 - Studies in the Pauline Writings Credits: 2,3
NTST 536 - Studies in the Gospels Credits: 2,3
NTST 537 - Studies in Acts and General Epistles Credits: 2,3
NTST 538 - Studies in Hebrews Credits: 2,3
NTST 539 - Studies in Revelation Credits: 2,3

Old Testament (6)
Choose one of the following:
ANE 510 - Archaeology and the Bible Credits: 2,3
OTST 520 - Introduction to Old Testament Theology Credits: 2,3

Choose one of the following:
OTST 546 - Studies in Daniel (English) Credits: 2,3
OTST 556 - Studies in Prophets (English) Credits: 2,3
OTST 566 - Studies in the Pentateuch (English) Credits: 2,3

Theology and Christian Philosophy (6)
THST 695 - Topics ______________ Credits: 2,3 (Sanctuary Doctrine)

Choose one of the following courses:
Systematic theology course (topic options)
historical theology course (topic options)

World Mission (3)
MSRN 546 - Mission in Cultural and Religious Context Credits: 3
MSRN 561 - Christian Witness and World Religions Credits: 3

Total Credits for the MA Degree: 48

Note for Washington State citizens:
Andrews University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Andrews University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

The transferability of credits earned at Andrews University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Andrews University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Andrews University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation...
Pastoral Ministry MAPM
(Hispanic Track)

MA in Pastoral Ministry
Esther R. Knott, English Track Director
Ricardo Norton, Hispanic Track Director

The Master of Arts in Pastoral Ministry is intended for experienced pastors over the age of 35 whose ministerial functions and employment responsibilities make it impossible to engage in an extended study program at the Seminary. The goals of our program are to deepen the understanding, reflection, and skills of the pastors in the core qualities of character, evangelism/discipleship, leadership, management, relationship, scholarship, and worship. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below).

This program is offered at designated locations within each Union of the North American Division of Seventh-day Adventists. For more information visit the following sites:
- MA in Pastoral Ministry (English) http://www.andrews.edu/sem/inministry/
- MA in Pastoral Ministry (Hispanic) http://ihmandrews.com/

The MAPM is not designed to prepare students for advanced degrees. If a student later wishes to pursue an advanced degree in the seminary, they will need to do additional coursework on the masters level. (See the admission requirements under the advanced degrees.)

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students and the general Seminary admission requirements:

- Hold a BA degree or equivalent from an accredited institution with a minimum GPA of 2.5.
- Provide evidence of successful pastoral leadership during the past five years.
- Be recommended by the local conference administration, a pastoral colleague and a local church leader/elder.
- Be over the age of 35. (Exceptions by petition only.)

Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

The MDiv is now available through a combination of online, intensive and main campus courses. See [link to the MDiv website].

Program Outcomes

- Deliver effective biblically-based sermons.
- Demonstrate proper biblical interpretation skills.
- Understand the historical-theological development of the Adventist Church.
- Capable of training church members for evangelism.
- Demonstrate an understanding of how to empower church members for leadership.
- Capable of reaching specific social groups.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits annually.

All students must participate in supervised ministerial experience as part of their degree requirements.

Attendance of at least 6 credits on the Andrews University campus (or approved complete degree site) during the first year of the program is required. This residency requirement is offered as an approved exception to the Association of Theological Schools larger residency expectation stated in Degree Program Standard B, section B.3.1.3.

Students failing to maintain a minimum GPA of 2.50 are placed on probation. Any student remaining on probation for the equivalent of two years (maximum of 18 credits) must withdraw from the program.

Only grades of a C- or above will count towards the 48-credit requirement. Following an absence of two years or more, a student’s previous admission status will have lapsed and the student must reapply to the program.

Course work should be completed within six years of beginning the program. Credits older than ten years will not be applied toward the degree.

Transferred and Earned Term Credit Limits

- All course credits applied towards degree requirements should be earned within 10 years of the awarding of the degree.
- Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University.
- A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Reapplying to the MA in Pastoral Ministry Program

Following an absence of two years or more, a student’s previous admission status will have lapsed and the student will need to reapply to the program and pay all the admission fees. Students will be accepted under the current bulletin.

*All classes in the MA in Pastoral Ministry program are to be taken for 3 credits.

Christian Ministry (15)

CHMN 538 - Bilingual Ministry Credits: 2,3
CHMN 539 - Church Growth and the Equipping Pastor: ____________ Credits: 3
CHMN 543 - Christian Leadership in a Changing World Credits: 2,3
CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one of the following courses:

CHMN 514 - Public Evangelism (Hispanic) Credits: 2,3
CHMN 517 - Topics in Ministry Credits: 2,3
CHMN 525 - Hispanic-American Culture and Challenges Credits: 2,3
CHMN 566 - Mobilizing Laity for the Ministry of Evangelism Credits: 2,3
CHMN 606 - Mission-Shaped Church Planting Credits: 2,3
CHMN 656 - Evangelistic Small Groups Credits: 2,3

Church History (6)

CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3

Choose one of the following courses:

CHIS 567 - Hispanic-American Church History Credits: 2,3
CHIS 659 - Seminar in the History of Selected Christian Doctrines Credits: 3
CHIS 680 - History of Sabbath and Sunday Credits: 2,3

Discipleship and Religious Education (6)

DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3

Choose one of the following Courses:

DSRE 610 - Teaching for Discipleship Credits: 2,3
DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3
DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3

General Seminary (3)

GSEM 620 - Research Methods Credits: 2,3

Mission (3)

Choose one of the following courses:

MSSN 505 - Christian Responses to Human Needs Credits: 2,3
MSSN 546 - Mission in Cultural and Religious Context Credits: 3
New Testament (3)
Choose one of the following courses:
NTST 535 - Studies in the Pauline Writings Credits: 2, 3
NTST 536 - Studies in the Gospels Credits: 2, 3
NTST 537 - Studies in Acts and General Epistles Credits: 2, 3
NTST 538 - Studies in Hebrews Credits: 2, 3
NTST 539 - Studies in Revelation Credits: 2, 3

Old Testament (3)
Choose one of the following courses for three credits:
OTST 566 - Studies in the Pentateuch (English) Credits: 2, 3
OTST 556 - Studies in Prophets (English) Credits: 2, 3
OTST 546 - Studies in Daniel (English) Credits: 2, 3

Theology (3)
3 Credits of THST 656 - Seminar in Historical Theology; Credits: 2, 3

Electives (6)
Choose any courses offered in the Seminary with the following prefixes (courses cannot be repeated):
DSRE; CHMN; GSEM; CHIS; NTST; OTST; THST.

Total Credits for the MA Degree: 48

Note for Washington State citizens:
Andrews University is authorized by the Washington State Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Andrews University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

The transferability of credits earned at Andrews University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Andrews University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Andrews University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Andrews University will be accepted or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Pastoral Ministry MAPM (Non-North American Division)

MA in Pastoral Ministry
Esther R. Knott, English Track Director
Ricardo Norfoh, Hispanic Track Director
The Master of Arts in Pastoral Ministry is for experienced pastors whose ministerial functions and employment responsibilities make it impossible to engage in an extended study program at the Seminary. The goals of our program are to deepen the understanding, reflection, and skills of the pastors in the core qualities of character, evangelism/discipleship, leadership, management, relationship, scholarship, and worship. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below).
Christian Ministry (12)

CHMN 523 - Worship: Word and Music Credits: 2,3 This course is only offered in the summer on campus and is recommended to be taken with DSRE 541 during the first year of the program.

CHMN 543 - Christian Leadership in a Changing World Credits: 2,3

CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one of the following courses:

CHMN 539 - Church Growth and the Equipping Pastor Credits: 3

CHMN 566 - Mobilizing Laymen for the Ministry of Evangelism Credits: 2,3

CHMN 623 - Innovative Evangelism Credits: 2,3

Church History (6)

CHIS 505 - Survey of Church History Credits: 3

CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3

Discipleship and Religious Education (9)

DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3

DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3

DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 This course is only offered during the summer on campus and is recommended to be taken with CHMN 523 during the first year of the program.

New Testament (6)

NTST 567 - Theology of the New Testament (English) Credits: 2,3

Choose one of the following courses:

NTST 535 - Studies in the Pauline Writings Credits: 2,3

NTST 536 - Studies in the Gospels Credits: 2,3

NTST 537 - Studies in Acts and General Epistles Credits: 2,3

NTST 538 - Studies in Hebrews Credits: 2,3

NTST 539 - Studies in Revelation Credits: 2,3

Old Testament (6)

Choose one of the following courses:

ANE 510 - Archaeology and the Bible Credits: 2,3

OTST 520 - Introduction to Old Testament Theology Credits: 2,3

Choose one of the following courses:

OTST 546 - Studies in Daniel (English) Credits: 2,3

OTST 556 - Studies in Prophets (English) Credits: 2,3

OTST 566 - Studies in the Pentateuch (English) Credits: 2,3

Theology and Christian Philosophy (6)

THST 695 - Topics Credits: 2,3

Choose one of the following courses:

Systematic theology course (topic options)

Historical theology course (topic options)

World Mission (3)

Choose one of the following courses:

MSSN 546 - Mission in Cultural and Religious Context Credits: 3

MSSN 561 - Christian Witness and World Religions Credits: 3

Total Credits for the MA Degree:48

Religion MA

Program Description

Felix Cortez, Director

The Master of Arts (Religion) is an academic program usually involving two or three years of study beyond the baccalaureate degree. The purpose of the program is to prepare students to act as teachers and church workers in the areas of biblical studies, theology, and religious tradition beyond the bachelor’s degree. The program requires 38 credits of course work. Only 500- and 600-level courses are accepted and requires a thesis.

Program Outcomes

Specialized Track
(Offered on the Andrews main campus only)

- Conduct effective research that communicates competence in a specialized field of study.
- Practice a biblically grounded approach to scholarly inquiry.
- Articulate theology and research in terms of Seventh-day Adventist history, beliefs and practice.
- Demonstrate understanding of the content and central issues of the specialized field of study.

Interdisciplinary Track
(Offered at international extension sites and online)

- Conduct effective research for teaching and ministry.
- Practice a biblically grounded approach to scholarly inquiry.
- Articulate theology and research in terms of Seventh-day Adventist history, beliefs and practice.
- Demonstrate a broad understanding of biblical studies, theology, and religious history within the Seventh-day Adventist church.

MA (Religion) Specialized Track

Admission Requirements

Admission to the MA (Religion) program is based on the general admission requirements for all graduate students and the general Seminary admission requirements. Applicants must hold a baccalaureate degree or its equivalent, preferably with a major in religion or theology with a minimum undergraduate GPA of 3.00 or above.

In addition to the General and Seminary Admission requirements specified above, applicants must meet the following:

Prerequisites. Applicants must provide a transcript showing that they have taken the following courses at the undergraduate level with a GPA of 3.00 or better (on a 4.00 system). Prerequisites do not count as part of the 38 credits required for the MA (Religion) degree.

Prerequisites may be taken at any accredited educational institution. Students needing to take prerequisite courses, after applying to the MA Religion program, may submit courses by providing an official transcript showing that the course(s) taken meet the Transfer Credit Policy (see below) and the MA Religion prerequisite requirements to fulfill the course or language prerequisites.

Church History - 2 credits
New Testament Studies - 2 credits
Old Testament Studies - 2 credits
Theological Studies - 2 credits
E.G. White Writings - 2 credits
Adventist Studies - 2 credits
Total prerequisite credits - 12

Language Requirements:
The applicant must demonstrate proficiency, in languages other than English, or show a plan for acquiring language proficiency as determined by the selected area of concentration. Proficiency is defined as the reading knowledge of a language at the intermediate level. Examinations are generally required to demonstrate proficiency. Language proficiency courses do not apply toward the 38 credits of the MA degree requirements.

Applicant must demonstrate Biblical Greek and Hebrew proficiency at the intermediate level. Students who have already taken Greek or Hebrew at the undergrad level must take the placement exam and show that they have an intermediate level of competency in both languages. If the appropriate score(s) are not earned, the student will have to retake the language courses at Andrews. Biblical language proficiency must be demonstrated before registration of exegesis courses.

Registering Greek and Hebrew Placement Exams:
If a student passes the Hebrew or Greek placement exam, they must register for the zero credit section of the course in order that their academic transcript to show a grade of "P" for passing, which is the designation for Challenge by Examination. No entry shall be made on the transcript if the student fails the examination. However, the student will be required to take the prerequisite course for credit, if they fail the examination. Placement exams must be taken the first year of starting your program and can only be taken once.
Students will register for placement exam(s) as follow:
NTST 551 - Beginner Greek Placement Exam, 0 credits, must receive a score of 45% or higher to pass.
NTST 552 - Intermediate Greek Placement Exam, 0 credits, must receive a score of 60% or higher to pass.
OTST 551 - Beginner Hebrew Placement Exam, 0 credits, must receive a score of 45% or higher to pass.
OTST 552 - Intermediate Hebrew Placement Exam, 0 credits, must receive a score of 65% or higher to pass.

Students who choose to demonstrate proficiency in Hebrew and/or Greek by taking the courses at Andrews, may use the credits to fulfill course Prerequisite Elective requirements.

A modern language of French or German must generally be completed by examination and/or course work (FREN 505, GRMN 505). Exceptions to this rule are listed below under Areas of Concentration. This is in addition to the minimum 38 program credits. Other modern research languages may be considered by the program director if the language is relevant to the topic of the thesis/project. Modern language deficiencies must be completed before registering for the MA thesis/project.

Sixteen Personality Factor (16PF) Questionnaire must be completed and submitted as directed on the online application.

Transfer Credits. A maximum of 6 masters level semester hours of coursework, with a B (3.00) or above, may be transferred from an approved seminary or university if applicable to the student’s program. Transfer courses must have been completed within the six-year time limit.

Time Limits. A student must complete the requirements for the MA (Religion) degree and graduate within six years of first enrolling in the program regardless of admission classification.

Degree Requirements
In addition to the scholarship standards in the Graduate Programs Academic Information section of this bulletin, students must fulfill the following requirements:
- 38 semester credits with a cumulative GPA of 3.00 or above. [Only 3 credit courses may be used to meet these requirements.]
- Core classes (15 credits):
  - GSEM 620 - Research Methods (3 credits); to be taken the first time the course is offered after enrolling in the program.
  - OTST XXX Old Testament Exegesis Course (3 credits)
  - NTST XXX New Testament Exegesis Course (3 credits)
  - THST 619 - Principles and Methods of Theology (3 credits)
  - CHIS 674 - Development of Seventh-day Adventist Theology (3 credits)
- The area of concentration with 18 credits in consultation with the Department.
- GSEM 697 Thesis for MA Degree (5 credits)

Concentrations. Students must select their area of concentration within the first semester of starting courses. Concentration options for the MA Religion are listed below:
- Archaeology and History of Antiquity
- Biblical and Cognate Languages
- Church History
- Intertestamental (Jewish) Studies
- Jewish and Muslim Faiths
- Mission Studies
- New Testament Studies
- Old Testament
- Theological Studies

Archaeology and History of Antiquity Concentration
Archaeology and History of Antiquity

Required Courses
ANE 510 - Archaeology and the Bible Credits: 2,3
ANE 604 - History of the Ancient Near East Credits: 2,3
ANE 614 - Archaeology of Palestine Credits: 2,3
NTST615 may be substituted for ANEA614 if, ANEA614 is not available during the semesters a student is completing their coursework.

Remaining courses must be chosen from:

GSEM 670 - Guided Study Tour of the Bible Lands Credits: 1–4
NTST 615 - New Testament Archaeology Credits: 2,3
NTST 635 - Intertestamental Literature Credits: 2,3
NTST 680 - Greco-Roman World Credits: 2,3
NTST 684 - Judaism and the New Testament Credits: 2,3
NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3
NTST 690 - Independent Study Credits: 1–4
NTST 695 - Topics in New Testament Backgrounds Credits: 2,3
ANE 514 - Bible Lands and Their Explorations Credits: 2,3
ANE 605 - Seminar in Old Testament History Credits: 2,3
ANE 615 - Seminar in Archaeology and History of Antiquity Credits: 2–3
ANE 630 - Archaeological Field Work Credits: 1–8
ANE 635 - History of Israel Credits: 2,3
ANE 690 - Independent Study Credits: 1–3
ANE 695 - Directed Studies Credits: 3
A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits each.

Course substitutions must be approved by Program Director before the class is taken.

Biblical and Cognate Languages Concentration
Biblical and Cognate Languages

Required Courses
OTST 625 - Biblical Hebrew III Credits: 3
and one of the following:
NTST 608 - Advanced Greek Grammar and Syntax Credits: 2,3
NTST 678 - Seminar in Greek Exegesis Credits: 2,3
NTST 696 - Seminar in Hellenistic Greek Credits: 2,3

Remaining courses must be chosen from:
NTST 606 - New Testament Textual Criticism and Canon Formation Credits: 2,3
NTST 618 - Syriac Credits: 2,3
NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
NTST 646 - Topics in New Testament Exegesis Credits: 2,3
NTST 665 - Coptic Credits: 2,3
NTST 678 - Seminar in Greek Exegesis Credits: 2,3
NTST 690 - Independent Study Credits: 1–4
NTST 696 - Seminar in Hellenistic Greek Credits: 2,3
OTST 545 - Daniel Credits: 2,3
OTST 555 - Prophets Credits: 3
OTST 558 - Writings Credits: 2
OTST 565 - Pentateuch Credits: 3
ANE 612 - Ancient Near Eastern Languages Credits: 3
OTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
OTST 654 - Biblical Aramaic Credits: 2,3
OTST 658 - Seminar in Ancient Near Eastern Languages Credits: 3
OTST 659 - Studies in Old Testament Issues Credits: 2,3
OTST 660 - Readings in the Septuagint Credits: 2,3
OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3
OTST 685 - Principles of Hermeneutics Credits: 2,3
OTST 690 - Independent Study Credits: 1–3
OTST 695 - Directed Studies Credits: 3
A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits each.

Course substitutions must be approved by Program Director before courses are taken.

Church History Concentration
In completing the CH concentration students will gain insight of SDA theological perspective and the organization’s contribution to church history as a whole.

Church History -18

Required Courses
CHIS 612 - Introduction to Ecclesiastical Latin Credits: 3
CHIS 614 - Readings in Ecclesiastical Latin Credits: 3
and additional CHIS courses
3 credits may be selected from one of the following:
Intertestamental (Jewish) Studies Concentration
Intertestamental (Jewish) Studies

Required Courses

NTST 525 - Revelation Credits: 2
NTST 635 - Intertestamental Literature Credits: 2,3

NTST 684 - Judaism and the New Testament Credits: 2,3 or
NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3

Remaining courses must be chosen from:
NTST 615 - New Testament Archaeology Credits: 2,3
NTST 618 - Syriac Credits: 2,3
NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
NTST 680 - Greco-Roman World Credits: 2,3
NTST 690 - Independent Study Credits: 1–4
NTST 696 - Seminar in Hellenistic Greek Credits: 2,3
ANE A 614 - Archaeology of Palestine Credits: 2,3
OTST 625 - Biblical Hebrew III Credits: 3
OTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
OTST 627 - Jewish Life and Thought Credits: 2,3
OTST 654 - Biblical Aramaic Credits: 2,3
OTST 659 - Studies in Old Testament Issues Credits: 2,3
OTST 690 - Independent Study Credits: 1–3
OTST 695 - Directed Studies Credits: 3

A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits.

Course substitutions must be approved by Program Director before course is taken.

Jewish and Muslim Faiths Concentration

Jewish and Muslim Faiths

Required Courses

OTST 627 - Jewish Life and Thought Credits: 2,3

A course is to be chosen from each of the following groups:
Apologetics/comparative religion
MSSN 650 - Introduction to a World Religion Credits: 2,3
MSSN 652 - Biblical and Qur'anic Studies Credits: 2,3
MSSN 653 - Islamic Culture and Society Credits: 3
MSSN 660 - Witnessing to People of Another Religion Credits: 2,3
CHMN 587 - Apologetics in Evangelism Credits: 2,3
History
ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East Credits: 3
CHIS 630 - History of Jewish Experience Credits: 2,3
Language/Literature
OTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
OTST 654 - Biblical Aramaic Credits: 2,3
OTST 658 - Seminar in Ancient Near Eastern Languages Credits: 3
NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
Theology/Ethics
OTST 620 - Seminar in Old Testament Theology Credits: 2,3
THST 644 - Theological Ethics Credits: 2,3

A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits.

Course substitutions must be approved by Program Director before course is taken.

Mission Studies Concentration

Mission Studies

Required Courses

MSSN 546 - Mission in Cultural and Religious Context Credits: 3
MSSN 561 - Christian Witness and World Religions Credits: 3

Choose one of the following courses:
MSSN 610 - Theology of Mission Credits: 3
Or MSSN 676 - History of Christian Mission Credits: 2,3

Remaining courses must be chosen from MSSN
A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits.

Course substitutions must be approved by Program Director before courses are taken.

New Testament Studies Concentration

New Testament Studies

Required Courses

An advanced course in language chosen from among
NTST 608 - Advanced Greek Grammar and Syntax Credits: 2,3
NTST 678 - Seminar in Greek Exegesis Credits: 2,3
NTST 696 - Seminar in Hellenistic Greek Credits: 2,3
a course in New Testament theology
a course in New Testament exegesis
(in addition to NTST 678 if that course is taken to satisfy the language requirement)
a course in New Testament backgrounds to be selected from among
NTST 615 - New Testament Archaeology Credits: 2,3
NTST 635 - Intertestamental Literature Credits: 2,3
NTST 654 - Second Century Christianity Credits: 2,3
NTST 680 - Greco-Roman World Credits: 2,3
NTST 684 - Judaism and the New Testament Credits: 2,3
NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3

Remaining courses must be chosen from
NTST courses or
GSEM 530 - Doctrine of the Sanctuary Credits: 2,3
GSEM 670 - Guided Study Tour of the Bible Lands Credits: 1–4

Course substitutions must be approved by Program Director before courses are taken.

Old Testament Concentration

Old Testament Studies

Required Courses

OTST 625 - Biblical Hebrew III Credits: 3
two courses in Exegesis
a course in Archaeology and History of Antiquity

Remaining courses must be chosen from:
OTST courses or
GSEM 670 - Guided Study Tour of the Bible Lands Credits: 1–4 or
GSEM 530 - Doctrine of the Sanctuary Credits: 2,3

A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits.

Course substitutions must be approved by Program Director before course is taken.

Theological Studies Concentration

Theological Studies

Regardless of which sub-section of theological studies is selected for emphasis—
Systematic Theology, Historical Theology, or Philosophy and Ethics—the following courses are required:

THST 550 - Principles of Christian Ethics Credits: 2,3
THST 619 - Principles and Methods of Theology Credits: 2.3

THST 624 - Protestant Theological Heritage Credits: 2.3 or
THST 628 - Contemporary Theology Credits: 2.3

Course substitutions must be approved by Program Director before course is taken.

Remaining courses must be chosen from:
GSEM 530 - Doctrine of the Sanctuary Credits: 2.3

Required Concentration Courses: In the event that a required course in the area of concentration is not offered during any given term, another course in the same area can be substituted for the required course in consultation with the chair of the department.

Research Requirements. An MA thesis with a total of 5 credits must be completed and defended. It cannot be started until all language requirements are completed. A student who has registered the required 5 thesis course credits but has not finished the thesis must register for GSEM 688-Master Degree Continuation, 0 credits, until the thesis has been approved/completed.

Academic Advisement. The director of the MA in Religion program, in cooperation with department chairs, assigns academic advisers in the student's area of specialization.

Certification for Teaching. Students who plan to teach religion in a Seventh-day Adventist academy or in a secondary school are urged to consult as early in the program as possible with the director of the MA program and the School of Education regarding qualifying for SDA teaching credentials.

Distance Courses. On-line courses must be approved by the MA Religion director before the course begins. These courses must cover appropriate content with sufficient rigor to meet the academic expectations of the MA Religion degree.

MA Religion Interdisciplinary International Track
The MA (Religion) Interdisciplinary Track offered online and at that international sites listed below, provides a survey knowledge of various theological disciplines in order to prepare students to act as secondary teachers and church workers in a variety of areas. The program requires a thesis/project and may reflect context-sensitive needs in its curriculum.

Hong Kong Site: Language of instruction is English
Hong Kong Adventist College
111 Clear Water Bay Road, Sai Kung, New Territories, Hong Kong

Lebanon Site: Language of instruction is English
Middle East University
Ferdous St., Sabtieh, Bauchrieh, Lebanon

Poland Site: Language of instruction is Polish
Polish Senior College of Theology & Humanities
U1. Jana Pawla II39, 05-807 Podkowa Lesna, Poland

Romania Site: Language of instruction is English
Institutul Teologic Adventist
Şos. Decebal, nr. 11-13, Comuna Cernica, 077035, Judeţul Ilfov, România

Russian Site: Language of instruction - Russian
Zaoeksky Adventist University
Tula , Russia

Taiwan Site: Language of instruction is Chinese
Taiwan Adventist College (TAC)
39 Chung Wen Lang Yu Chih, Nantou County, Taiwan 55542
Republic of China

Ukraine Site: Language of instruction is Russian
Ukrainian Adventist Center of Higher Education
14 Instytutiska, 08292 Bucha, Kyiv Region, Ukraine

Online Delivery: Language of instruction is English. This program is also offered in an interactive online format (see School of Distance Education and International Partnerships Definitions). The interactive online degree does not require any on-campus time.

Admission Requirements
Admission to the MA (Religion) International program is based on the general admission requirements for all graduate students and the general Seminary admission requirements. Applicant must hold a baccalaureate degree or its equivalent, preferably with a major in religion or theology with a minimum undergraduate GPA of 3.00 or above.

Prerequisites. Applicants must provide a transcript showing that they have taken the following courses at the undergraduate level with a GPA of 3.00 or better (on a 4.00 system). Prerequisites do not count as part of the 38 credits required for the MA (Religion) degree.

Prerequisites may be taken at any accredited educational institution. Students needing to take prerequisite courses, after applying to the MA Religion program, may submit courses by providing an official transcript showing that the course(s) taken meet the Transfer Credit Policy (see below) and the MA Religion prerequisite requirements to fulfill the course or language prerequisites.

Church History 2 credits
New Testament Studies 2 credits
Old Testament Studies 2 credits
Theological Studies 2 credits
Ellen G. White Writings 2 credits
Adventist History 2 credits

Total prerequisite credits - 12

Language Requirements. The applicant must meet the English proficiency requirements of the School of Graduate Studies and Research, if the program will be completed online or if the language of instruction is English.

Transfer Credits: A maximum of 6 semester hours of credit with a B (3.00) or above may be transferred from an approved seminary or university if applicable to the student's program. Transfer courses must have been completed within the six-year time limit.

Time Limits. A student must complete the requirements for the MA (Religion) degree and graduate within six years of first enrolling in the program regardless of admission classification.

Preparation for the Andrews' PhD Religion program. Students completing the MA Religion International Interdisciplinary Track will need to do additional coursework in an area of specialization before they can be accepted into Andrews' PhD Religion program. They will also have to show proficiency at the intermediate level in Greek, Hebrew, and a modern research language. Additional languages may be required depending on the area of specialization chosen for the PhD dissertation.

Degree Requirements
In addition to the scholarship standards in the Graduate Programs Academic Information section of this bulletin, students must fulfill the following requirements for both the research and the general academic orientation options:

38 semester credits with a cumulative GPA of 3.00 or above. (Only 2 credit courses can be used to meet these requirements.)

Core classes (24 credits):
GSEM 520 - Methods in Biblical & Theological Research (2 credits)
GSEM 530 - Doctrine of the Sanctuary (2 credits)
CHIS 624 Issues in Ellen G. White Studies (2 credits)
NTST 536 - Studies in the Gospels (2 credits)
NTST 539 - Studies in Revelation (2 credits)
OTST 566 - Studies in the Pentateuch (English) (2 credits)
OTST 546 - Studies in Daniel (English) (2 credits)
CHIS 574 History of Seventh-day Adventist Theology (2 credits)

One of the following:
OTST 556 Studies in Prophets (English) (2 credits) OR
ANEA 510 Archaeology and the Bible (2 credits)

One of the following:
NTST 535 - Studies in the Pauline Writings (2 credits)
OR
NTST 538 - Studies in Hebrews (2 credits) OR
NTST 537 Studies in Acts and General Epistles (2 credits)

One of the following:
THST 615 - Doctrine of the Church OR
THST 616 - Doctrine of God (2 credits)

One of the following:
THST 618 - The Works of Christ OR
THST 540 - Doctrine of Salvation (2 credits)

A concentration with 8-14 credits chosen by the extension site in consultation with the Program Director.

553
Concentrations. Students must select their area of concentration within the first semester of starting courses. Concentration options unique to the MA Religion Interdisciplinary Track are listed below:
- Christian Leadership
- Mediterranean Studies

Independent Study. Independent study credits are not accepted as part of the MA (Religion) degree offered at international sites.

Online courses may be taken by off-campus students with the Program Director’s approval. Tuition and fees for online courses will be charged in accordance to the online program fees of the current bulletin.

Research Requirements. An MA thesis/project with a total of 6 credits is to be completed and defended. A student who has registered the required course work (6 thesis credits) but has not finished the thesis/project, must register for GSEM 688 Master’s Degree Continuation, 0 Credits until the thesis/project has been approved.

Interdisciplinary Track Online

Delivery: The MA (Religion) Interdisciplinary Track is also offered in an interactive online format (see School of Distance Education Definitions). The interactive online degree does not require any on-campus time. However, students are welcome to attend events, and are especially encouraged to attend graduation.

To allow for peer cohorts and good progression, students taking the MA (Religion) online will complete these requirements in the following order: 38 semester credits with a cumulative GPA of 3.00 or above [GP1].

Core classes (24 credits):
- 8-14 credits in the area of Christian Ministry
- GSEM 697 Thesis for MA Degree (6 credits)/GSEM 695 Research Project (6 credits)/GSEM 680 Masters Comprehensive Exam (0 credits).
- GSEM 520 Methods in Biblical & Theological Research (2 credits)
- NTST 538 Studies in Hebrews (2 credits)
- THST 616 Doctrine of God (2 credits)
- Concentration Elective (2 credits - CHMN, DSRE, or MSSN prefix)

GSEM 530 Doctrine of the Sanctuary (2 credits)
OTST 546 Studies in Daniel (English) (2 credits)
THST 540 Doctrine of Salvation
GSEM 697 MA Thesis (2 Credits) OR Concentration Elective (2 credits - CHMN, DSRE, or MSSN prefix)

CHIS 574 History of SDA Theology (2 credits)
CHIS 624 Issues in Ellen G. White Studies (2 credits)
NTST 539 Studies in Revelation (2 credits)
Concentration Elective (2 credits CHMN, DSRE, or MSSN prefix)

One of the following:
- OTST 556 Studies in Prophets (English) (2 credits) OR ANEA 510 Archaeology and the Bible (2 credits)
- Concentration Elective (2 credits - CHMN, DSRE, or MSSN prefix)
- GSEM 697 MA Thesis (2 Credits) OR Concentration Elective (2 credits - CHMN, DSRE, or MSSN prefix)
- NTST 536 Studies in the Gospels (2 credits)
- Concentration Elective (2 credits - CHMN, DSRE, or MSSN prefix)
- GSEM 697 MA Thesis (2 credits) OR Concentration Elective (2 credits - CHMN, DSRE, or MSSN prefix)

Religious Education MA

The MA (Religious Education) offers the following focus areas
- Family Life Education,
- Campus Spiritual Leadership, and
- Customized options for students in consultation with an advisor.

John V. G. Matthews, Director

The Master of Arts (Religious Education) is an interdisciplinary academic program that prepares individuals for leadership roles as scholars and specialists in discipleship in settings where religious, moral and spiritual nurture and growth are primary concerns. The curriculum is designed with core courses, electives and a selected area of emphasis. The master’s program generally requires attendance during the regular academic year, but many classes are taught over the summers as intensives with post-campus academic and fieldwork assignments.

Program Outcomes
1. As a Christian Apologist - Articulates a philosophy of religious education.
2. As a Pastor-Teacher - Uses appropriate methodologies to disciple.
3. As a Servant-Leader - Applies the principles of servant leadership.
4. As an Evaluator/Researcher - Understands basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives.
5. As a Maturing Christian - Engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life.
6. As a Lifelong Learner - Pursues personal and professional development.
7. As an Area Expert - Demonstrates the ability to apply all relevant core competencies to the area of emphasis.

Admission Requirements

Admission to the MA (Religious Education) program is based on the student's meeting the general admission requirements for all graduate students as outlined in the School of Graduate Studies & Research, and the general Seminary admission requirements Seventh-day Adventist Theological Seminary. In addition, students must have earned a baccalaureate degree or equivalent and have a minimum GPA of 2.75. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years should be submitted to the Office of Graduate Admission Management. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

English Language Requirement

For those applicants whose native language is not English, the following is required:
- MELAB - score of 81 (must achieve a passing score on each section: written, verbal and comprehension)
- TOEFL - score of 565 (paper based) or score of 85 (computer based with a minimum of 20 on each section: written, verbal and comprehension) and

A personal interview with the program director or designee

Applicants who fail to meet any of the above may be admitted only after departmental consideration of the specific circumstances. Additional coursework in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Advanced Standing

Advanced standing may be obtained for up to 10 credits of religion and up to 5 credits of education or religious education for a combined maximum total of 12 credits. These credits are dependent upon a background of advanced theological or educational study or prior extensive undergraduate studies in religion, religious education, or education as well as the particular MA (Religious Education) emphasis area chosen. Advanced standing is calculated at the time of admission as follows:

15 or more credits of undergraduate religion or theology credit may qualify for advanced standing of up to 10 credits in appropriate areas of the course plan. Advanced standing based on less than 15 credits of prior undergraduate studies is prorated at a two-thirds ratio.

8 or more credits of undergraduate education or religious education may qualify for advanced standing of up to 5 credits in appropriate areas of the course plan. Advanced standing based on less than 8 credits of prior undergraduate studies is prorated at a two-thirds ratio.

Prior graduate study in religion, theology, education, or religious education appropriate to the chosen emphasis area may be applied as advanced standing without proration.

Degree Requirements

The MA (Religious Education) is an academic degree awarded upon successful completion of 48 credits of interdisciplinary study in the Seminary and School of Education. Candidates with advanced theological or educational study or with prior
extensive undergraduate studies in religion, religious education, or education may submit a petition requesting advanced standing for a combined total of up to 12 credits. Advanced standing is determined at the time of admission. Evaluation of advanced standing is dependent upon the particular MA (Religious Education) emphasis area chosen, and the level and appropriateness of prior learning to the chosen emphasis.

Transfer credits for graduate studies other than through advanced standing are permitted under the regular graduate transfer policies based on a 48-credit curriculum, but only to the extent that the combined credits for advanced standing and graduate transfers do not exceed 16 credits. A minimum of 32 credits must be from Andrews University Religious Education degree program courses.

To remain in regular standing, students must maintain a minimum GPA of 3.00. Courses with a grade below B- do not count toward the degree.

Advancement to Candidacy. In the semester that students will complete 50 percent of their course work, they must apply for advancement to candidacy. See p. 60 of the Graduate Programs Academic Information section of this bulletin.

Degree Completion. Candidates for the MA degree may exercise one of the following two options to complete their degree:

- Comprehensive Examinations: Must pass comprehensive examinations given at the published times. The one-day exams entail a three-hour morning session and a two-hour afternoon session.
- Thesis: Do a thesis (minimum 3 credits). A two-member faculty committee guides the student in developing the project and evaluates the defense. Students who complete a thesis are exempt from writing comprehensive examinations but are required to make a portfolio presentation.

Time Limits. A student must complete the requirements for the MA (Religious Education) and graduate within six years of first enrolling in the program regardless of admission classification.

Family Life Education Focus - 48 credits

This focus will allow the student to obtain the NCFR certification. If student is not seeking NCFR certification, more credits toward the degree can be from Advanced Standing when applicable (up to a maximum of 12 or only, as specified in the degree requirements section)

Students planning to enter the PhD (Religious Education) should also take EDRM 611 Applied Statistical Methods I (3). Depending on how the distributed courses are configured, taking EDRM 611 may increase the total credits required for the MA degree.

Prerequisite - 3 credits
An undergraduate or graduate course in Human Development.

Core Courses - 21 credits
- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- 3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3
- 3 Credits of a religion or theology elective
- 3 Credits of DSRE 610 - Teaching for Discipleship Credits: 2,3
- 3 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discipling Credits: 2,3
- 1 credit of DSRE 680 - Field Practicum: ________ Credits: 1–6 (Religious Education in Leadership Study or Practicum appropriate to focus area)
- DSRE 655 - Families in Society Credits: 3
- DSRE 620 - Scholarly and Professional Development Credits: 0
- EDRM 505 - Research Methods Credits: 3
- GSEM 680 - Master's Comprehensive Exam Credits: 0 Or MA Thesis*

Focus Courses - 27 credits
- 3 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
- 3 Credits of DSRE 635 - Christian Perspectives on Professional Ethics Credits: 2,3
- 3 Credits of DSRE 651 - Foundations of Biblical Counseling Credits: 2,3
- DSRE 657 - Social Policy Credits: 2,3
- Or SOWK 550 - Social Policy Credits: 2,3
- DSRE 658 - Internal Dynamics of Families Credits: 3
- DSRE 659 - Human Sexuality Credits: 3
- DSRE 679 - Parenting Education and Guidance Credits: 3
- 3 Credits of DSRE 680 - Field Practicum: ________ Credits: 1–6

3 Credits of CHMN 575 - Principles of Stewardship Credits: 2,3

Thesis (Optional)
*Adds 3 credits to total program requirements.
3 Credits of GSEM 697 - Thesis for MA Degree Credits: 1–9

Additional Information on Certification

Denominational Certification for Teaching Religion/Bible on the Secondary Level SDA Basic Certificate

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position. Requirements for this certificate may be completed by taking additional courses along with the MA in Religious Education. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

Certification on Family Life Education

While completion of the MA (Religious Education) with an emphasis in Family Life Education does not, of itself, qualify an individual as a Certified Family Life Educator (CFLE) through NCFR, the courses offered meet all of the requirements to apply for the CFLE. Application must be made directly to NCFR, documenting that approved courses have been successfully completed in each of the 10 NCFR content areas, and that a practicum has also been completed. The NCFR content areas, and corresponding program course acronyms are:

- DSRE 680 - Field Practicum: ________ (3 credits)
- Families and Individuals in Societal Contexts (DSRE 655 - Families in Society)
- Internal Dynamics of Families (DSRE 658 - Internal Dynamics of Families)
- Human Growth/Development across Life Span (GDCP 614 Human Development or equivalent)
- Human Sexuality (DSRE 659 - Human Sexuality)
- Interpersonal Relationships (DSRE 503 - Marriage, Family, and Interpersonal Relationships)
- Family Resource Management (CHMN 575 - Principles of Stewardship)
- Parent Education and Guidance (DSRE 679 - Parenting Education and Guidance)
- Family Law and Public Policy (DSRE 657 - Social Policy)
- Professional Ethics and Practice (DSRE 635 - Christian Perspectives on Professional Ethics)
- Family Life Education Methodology (DSRE 610 - Teaching for Discipleship)

Campus Spiritual Leadership Focus - 48 credits

Students planning to enter the PhD (Religious Education) should also take EDRM 611 Applied Statistical Methods I (3). Depending on how the distributed courses are configured, taking EDRM 611 may increase the total credits required for the MA degree.

Prerequisite - 2-3 credits
An undergraduate or graduate course in psychology.

Core Courses - 20 credits
- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- 3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3
- 3 Credits of a religion or theology elective
- 3 Credits of DSRE 610 - Teaching for Discipleship Credits: 2,3
- 3 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discipling Credits: 2,3
- 1 Credit of DSRE 680 - Field Practicum: ________ Credits: 1–6 (Religious Education in Leadership Study or Practicum appropriate to emphasis area)
- DSRE 655 - Families in Society Credits: 3
- DSRE 620 - Scholarly and Professional Development Credits: 0
- EDRM 505 - Research Methods Credits: 3
- GSEM 680 - Master's Comprehensive Exam Credits: 0 Or MA Thesis*

Focus Courses - 16 credits
- 3 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
- 3 Credits of DSRE 635 - Christian Perspectives on Professional Ethics Credits: 2,3
- 3 Credits of DSRE 651 - Foundations of Biblical Counseling Credits: 2,3
- 1 Credit of DSRE 680 - Field Practicum: ________ Credits: 1–6 (Religious Education in Leadership Study or Practicum appropriate to emphasis area)
- DSRE 655 - Families in Society Credits: 3
- DSRE 620 - Scholarly and Professional Development Credits: 0
- EDRM 505 - Research Methods Credits: 3
- GSEM 680 - Master's Comprehensive Exam Credits: 0 Or MA Thesis*

Focus Courses - 12 credits
- 3 Credits of DSRE 635 - Christian Perspectives on Professional Ethics Credits: 2,3
- 3 Credits of DSRE 651 - Foundations of Biblical Counseling Credits: 2,3
- DSRE 664 - Advanced Campus Ministry Credits: 3
- Or 3 Credits of DSRE 680 - Field Practicum: ________ Credits: 1–6
- 3 Credits of DSRE 669 - Reaching the Secular Mind Credits: 2,3
- 4 Credits of electives under advisement

Advanced Standing Courses - 0-12 credits
Advanced standing may be obtained for up to 10 credits of religion and up to 5 credits of education or religious education for a maximum total of 12 credits. These credits are dependent upon a background of advanced theological or educational study or prior extensive undergraduate studies in religion, religious education, or education as well as the particular MA (Religious Education) focus area chosen. Advanced standing is calculated at the time of admission as follows: 15 or more credits of undergraduate religion or theology credit may qualify for advanced standing of up to 10 credits in appropriate areas of the course plan. Advanced standing based on less than 15 credits of prior undergraduate studies is prorated at a two-thirds ratio. 8 or more credits of undergraduate education or religious education may qualify for advanced standing of up to 5 credits in appropriate areas of the course plan. Advanced standing based on less than 8 credits of prior undergraduate studies is prorated at a two-thirds ratio. Prior graduate study in religion, theology, education, or religious education appropriate to the chosen focus area may be applied as advanced standing without proration.

Thesis (Optional)
*Adds 3 credits to total program requirements
3 Credits of  GSEM 697 - Thesis for MA Degree  Credits: 1–9

Customized Focus - 48 credits
This emphasis will have the same prerequisite and core credits as the Campus Spiritual Leadership Concentration. The customization will be reflected in the emphasis credits (16 credits) and the advance standing courses (0-12 credits). The customization option is to be planned in consultation with an advisor.

Youth and Young Adult Ministry MAYYAM

MA in Youth & Young Adult Ministry offers the following concentration:
Campus Chaplaincy (See concentration requirements below)

MA in Youth and Young Adult Ministry

David Sedlacek, Director

The MA in Youth and Young Adult Ministry (MAYYAM) provides study in theology, church history, world mission, and the specialized field of youth and young adult ministry. The graduate of the MAYYAM will be competent to serve in a variety of vocations such as youth pastor, university/college/academy chaplain, dormitory dean, local church youth leader, conference youth director, and guidance counselor.

Program Outcomes
Christian Apologist - Articulates effectively a theology and philosophy of youth ministry.
Pastor-Teacher - Uses appropriate methodologies to disciple youth and young adults.
Servant Leader - Understands youth and young adult culture relevant to its application in the biblical discipleship process.
Maturing Christian - Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life.
Youth and Young Adult Specialist:
Develops youth ministry for the broader church.
Advocates for youth and young adults and for effective ministry to them.

Students who seek to serve in general pastoral or church leadership positions should consider, as an alternative, the Master of Divinity program as stipulated by North American Division policy (L 05 05 and L 05 15).

Admission Requirements
Applicants to the MA in Youth and Young Adult Ministry program should read the general admission requirements of the Seventh-day Adventist Theological Seminary. Applicants to the MAYYAM program must also meet the qualifications listed below:

Hold a baccalaureate degree
Have a minimum GPA of 2.5
Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church, and show promise of usefulness for ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
Submit an autobiographical history and statement of purpose reflecting the applicant’s family, religious development, sense of calling to ministry, experience in church work, and future goals in relationship to the MAYYAM program.
Interview with a representative of the MAYYAM program, if required, either by personal contact, telephone, or e-mail.
Pass the Biblical Literacy Entrance Test with a score of 80% or take the course GSEM 525 and pass with a grade of C+ or better.
Complete and return the Sixteen Personality Factor Questionnaire as directed.

Graduates of the MAYYAM program receive calls for ministry. However, completion of the program does not guarantee employment in Adventist ministry or any other church employment.

English Language Requirement
For those applicants whose native language is not English, the following is required:
MELAB - score of 81 (must achieve a passing score on each section: written, verbal and comprehension) or
TOEFL - score of 565 (paper based) or score of 85 (computer based with a minimum of 20 on each section: written, verbal and comprehension) and
A personal interview with the program director or designee

Applicants who fail to meet any of the above may be admitted only after departmental consideration of the specific circumstances. Additional coursework in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Degree Requirements
The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

Transfer Credits
A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

Youth and Young Adult Ministry - 48 credits

Prerequisite
The student needs to pass the Biblical Literacy Exam with an 80%
Or  GSEM 525 - The Bible and Biblical History  Credits: 0,1

Core Courses - 18 credits
2 Credits of  DSRE 541 - Foundations of Biblical Spirituality  Credits: 2,3
Two courses in Old Testament and/or New Testament (4 cr req)
Two courses in Theology (4 cr req)
CHIS 574 - History of Seventh-day Adventist Theology  Credits: 2
2 Credits of  CHMN 523 - Worship: Word and Music  Credits: 2,3
One course in Conflict Management or Church Leadership (2 cr req)
One course in World Mission (2 cr req)

Degree Courses - 18 credits
2 Credits of  DSRE 534 - Ministry to Youth and Young Adults  Credits: 2,3
2 Credits of  DSRE 564 - Advanced Youth and Young Adult Ministry Leadership  Credits: 2,3
2 Credits of  DSRE 610 - Teaching for Discipleship  Credits: 2,3
2 Credits of  DSRE 608 - Youth and Young Adults in Contemporary Culture  Credits: 2,3
2 Credits of  DSRE 656 - Counseling Youth and Young Adults  Credits: 2,3
Choose 6 credits from the following courses:

**General Electives - 6 credits**
- It is recommended that students who have no religion or theology in their undergraduate degree use 6–8 credits of their electives in Biblical studies and/or theology.

**Campus Chaplaincy Concentration - 48 credits**

**Prerequisite**
- Pass the Biblical Literacy Entrance Exam with a score of 80%
- Or GSEM 525 - The Bible and Biblical History Credits: 0,1

**Core Courses - 18 credits**
- 2 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3
- Two courses in Old Testament and/or New Testament (4 cr req)
- Two courses in Theology, one ethics course recommended (4 cr req)
- CHIS 574 - History of Seventh-day Adventist Theology Credits: 2
- 2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3
- One course in Conflict Management or Church Leadership (2 cr req)

**Concentration Courses - 28 credits**
- 2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3
- 2 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership Credits: 2,3
- 2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture Credits: 2,3
- 2 Credits of DSRE 610 - Teaching for Discipleship Credits: 2,3
- DSRE 620 - Scholarly and Professional Development Credits: 0
- 2 Credits of DSRE 636 - Seminar in Youth Ministry Credits: 2,3
- 3 Credits of DSRE 656 - Counseling Youth and Young Adults Credits: 2,3
- DSRE 664 - Advanced Campus Ministry Credits: 3
- 2 Credits of DSRE 669 - Reaching the Secular Mind Credits: 2,3
- 2 Credits of CHMN 632 - Contextualized Preaching: Credits: 2,3
- DSRE 507 - Introduction to Chaplaincy Ministry Credits: 3
- 3 Credits of DSRE 660 - Field Practicum: Youth and Young Adult Ministry Credits: 1-6 **Registration is normally allowed only after the student has earned 24 credits or more**
- 2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

**Electives - 2 credits**
- Choose 2 credits from the following courses:
  - DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
  - DSRE 546 - Marriage and Family Credits: 2,3
  - DSRE 626 - Ministry to At-Risk Youth Credits: 2,3
  - DSRE 636 - Seminar in Youth Ministry Credits: 2,3 (Adolescents or Young Adults)
  - DSRE 651 - Foundations of Biblical Counseling Credits: 2,3

**Degree Electives - 6 credits**

**Additional Information**

**CPE Unit**
In addition to completing the 48-credit professional MA YYAM with an emphasis in Campus Chaplaincy, an individual wishing to be employed as a campus chaplain should complete 1 unit of Clinical Pastoral Education (CPE) - Community Based Option (8 months). In international settings where CPE units are not available, supervised internship in campus ministry must be arranged in accordance with established curricula guidelines and with qualified mentoring.

**Elective Courses**
Students in the MA in Youth and Young Adult Ministry program can utilize their elective credits to tailor a program to their specific ministry needs. They can take up to 6 credits in DSRE 690 - Independent Study: _______________.

**Credit Through Learning in Professional Experience**
In place of DSRE 660 - Field Practicum: Youth and Young Adult Ministry, some students may be eligible to receive up to six credits for professional experience when approved by the dean, using the following criteria:
- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50.
- The applicant must submit a Professional Experience Portfolio, including (1) an up-to-date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.
- The applicant must submit the completed Professional Experience Portfolio to the program director and the Department of Discipleship and Religious Education no later than the semester prior to graduation. For details, contact the director of the MA in Youth and Young Adult Ministry program.

**Denominational Certification for Teaching Religion/Bible on the Secondary Level SDA Basic Certificate**
The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

**MA in Youth and Young Adult Ministry Intensive Curriculum Option**
The MA in Youth and Young Adult Ministry offers an intensive format for those who are unable to study in residence. It is completed over three years by attending five weeks of intensives on campus each year. The course is completed through distance learning and a field practicum.

**Masters Dual Degrees**

**Master of Arts, Religious Education, Family Life Education Focus/Master of Social Work Dual Degree MA/MSW**
Dual Degree Program Description
The Dual Degree Program in Family Life and Masters in Social Work allows the student to complete two degrees in 3 years, with a tuition reduction of 33% for the MSW credits. For seminary credits, the student may apply for the MA (Religious Education) tuition discount.

To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. Specifically, the Social Work department will reduce the required number of credits from 56 to 46 by allowing students to take their required electives in the Seminary. Sixteen credits will be shared between the two programs.

The MA (Religious Education) is a 48 credit degree, but it will share 16 credits with the MSW program and accept 3 MSW credits as electives thereby reducing the MA (Religious Education) credits to 45.

Total Credits: 80

MA (Religious Education) Degree Requirements

Prerequisite
An undergraduate or graduate level course in psychology (SOWK 531 meets prerequisite requirement).

MA (Religious Education) Core Courses - 18 credits

- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- 4 Credits of a religion or theology elective
- 3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3
- 3 Credits of DSRE 605 - Contemporary Topics in Religious Education and Disciplining Credits: 2,3
- 3 Credits of DSRE 610 - Teaching for Discipleship Credits: 2,3
- DSRE 655 - Families in Society Credits: 3
- GSEM 680 - Master's Comprehensive Exam Credits: 0

Family Life Education Concentration Courses - 12 credits

- 3 Credits of CHMN 575 - Principles of Stewardship Credits: 2,3
- 3 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
- DSRE 658 - Internal Dynamics of Families Credits: 3
- DSRE 679 - Parenting Education and Guidance Credits: 3

Certification on Family Life Education
While completion of the MA (Religious Education) with an emphasis in Family Life Education does not, of itself, qualify an individual as a Certified Family Life Educator (CFLE) through NCFR, the courses meet all of the requirements to apply for CFLE. Application must be made directly to NCFR, documenting that approved courses have been successfully completed in each of the 10 NCFR content areas, and that a practicum has also been completed. For those who wish to pursue the CLFE, these additional courses are required:

- DSRE 635 - Christian Perspectives on Professional Ethics Credits: 2,3
- DSRE 657 - Social Policy Credits: 2,3
- DSRE 659 - Human Sexuality Credits: 3
- 3 Credits of DSRE 680 - Field Practicum:__________ Credits: 1–6

MSW Degree Requirements

SOWK 501 - Foundations of Practice I Credits: 4
SOWK 502 - Foundations of Practice II Credits: 4
SOWK 510 - Generalist Field Seminar Credits: 5
SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
SOWK 531 - Human Behavior and the Social Environment I Credits: 2
SOWK 532 - Human Behavior and the Social Environment II Credits: 2
SOWK 535 - Generalist Field Experience Credits: 1–4
SOWK 550 - Social Policy Credits: 2,3
SOWK 561 - Social Work Research I Credits: 2
SOWK 562 - Social Work Research II Credits: 2
SOWK 601 - Advanced Practice I Credits: 3
SOWK 602 - Advanced Practice II Credits: 2
SOWK 605 - Advanced Clinical Assessment Credits: 3
SOWK 610 - Advanced Field Seminar Credits: 5
SOWK 630 - Policy for Social Change Credits: 3
SOWK 635 - Advanced Field Experience Credits: 1–5

SOWK 659 - Human Sexuality Credits: 3
SOWK 660 - Advanced Practice Evaluation Credits: 3
SOWK 689 - Advanced Professional Seminar Credits: 5

Shared Credits

SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
Or DSRE 635 - Christian Perspectives on Professional Ethics Credits: 2,3
SOWK 535 - General Field Experience Credits: 1–4
And SOWK 635 - Advanced Field Experience Credits: 1–5
Replaces DSRE 680 - Field Practicum:__________ Credits: 1–6 and includes one credit Leadership requirement.

SOWK 550 - Social Policy Credits: 2,3
Or DSRE 657 - Social Policy Credits: 2,3
SOWK 659 - Human Sexuality Credits: 3
Or DSRE 659 - Human Sexuality Credits: 3
SOWK 561 - Social Work Research I Credits: 2
And SOWK 562 - Social Work Research II Credits: 2
Or EDRM 505 - Research Methods Credits: 3
SOWK 689 - Advanced Professional Seminar Credits: 5
Replaces DSRE 620 - Scholarly and Professional Development Credits: 0

MSW Program Information

Admission Requirements

English Language Requirement
For those applicants whose native language is not English, the following is required:
1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
   - TOEFL ITP (paper-based) - A minimum score of 550
   - TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
   - MELAB - 80 with a minimum of 80 on each section
   - IELTS (Academic version) - 6.5
   - PTE (Academic version) - 54
2. Nelson Denny - score of 13 and
3. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)
Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

<table>
<thead>
<tr>
<th>GRE Score</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>50% tuition reduction</td>
</tr>
<tr>
<td>310</td>
<td>25% tuition reduction</td>
</tr>
<tr>
<td>300</td>
<td>10% tuition reduction</td>
</tr>
</tbody>
</table>

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Resources

Student Handbook
The MSW Student Handbook has been designed as the social work student’s aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.
Master of Divinity/Master of Arts, Communication Dual Degree

Andrews University has chosen to establish a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Communication in the College of Arts and Sciences. Students can potentially complete the two degrees in less than 3½ years; 2 years in the Theological Seminary and 1 to 1½ years in the Department of Communication. It will also prepare MDiv students for service in occupations where Communication—and in particular, media-related Communication—intersects with the pastoral mission of the church. Pastors today are challenged to minister and serve in ever-widening fields and increasingly diverse audience groups, and being able to do so effectively through a variety of mediums is becoming more important than ever before. Likewise, there are benefits to understanding the how and why of communication and what it takes to be an effective communicator on all levels outside of the pulpit. Furthermore, this collaboration allows for widened employment opportunities including television and radio, public relations, corporate communications, advertising, management, healthcare communications, and more.

General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Visual Arts, Communication and Design in the College of Arts and Sciences. Students can potentially complete the two degrees in less than 3½ years; 2 years in the Theological Seminary and 1 to 1½ years in the Communication Program.

This dual degree program will also prepare students for service in occupations where Communication—and in particular, media-related Communication—intersects with the pastoral mission of the church. Pastors today are challenged to minister and serve in ever-widening fields and increasingly diverse audience groups, and being able to do so effectively through a variety of mediums is becoming more important than ever before. Likewise, there are benefits to understanding the how and why of communication and what it takes to be an effective communicator on all levels outside of the pulpit. Furthermore, this collaboration allows for widened employment opportunities including television and radio, public relations, corporate communications, advertising, management, healthcare communications, and more.

Since both the MA Communications and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-the dual degree program, the cognate requirements for the other degree will be met.

Total Credits: 100

Credits for Each Program

MDiv: Graduation requirements consist of the satisfactory completion of 100 semester credits with an overall grade point average of 2.75 or better. 67 credits are MDiv credits, and 33 credits are Communication credits.

11 of these credits are shared between the MDiv and Communication programs:

- CHMN 543 Christian Leadership in a Changing World (2 Cr) is used as a Communications core course

THST 605 Principles of Christian Ethics (3 Cr) is used as a Communications core course

6 MDiv elective credits are used for the Communications Interdisciplinary Concentration

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

1 Credit of  GSEM 525 - The Bible and Biblical History Credits: 0,1

OR  Biblical Literary Exam 80% - August

All entering students must take the Biblical Literary Entrance Exam in the first August they are in the program. Those who do not pass the exam at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their first year in the MDiv program.

2 Credits of  CHMN 552 - Foundations of Pastoral Ministry Credits: 0,2

OR  Church Policy Exam 80% - August, September

Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their first year in the MDiv program.

2 Credits of  CHMN 505 - Biblical Preaching Credits: 2

2 Credits of  CHMN 536 - Personal Evangelistic Ministry Credits: 2,3

3 Credits of  CHIS 504 - Adventist Heritage Credits: 0,3

OR Adventist Heritage Placement Exam 80% Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their first year in the MDiv program.

2 Credits of  CHIS 506 - Church History to 1500 Credits: 2,3

2 Credits of  CHIS 507 - Church History 1500 to Present Credits: 2,3

2 Credits of  NTST 520 - Introduction to the New Testament Credits: 2

2 Credits of  NTST 530 - Introduction to Revelation Credits: 2

2 Credits of  NTST 551 - Beginning Greek Credits: 0,2 (C- or higher)

OR Greek Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of  NTST 552 - Intermediate Greek Credits: 0,2,3 (C or higher)

OR Greek Placement Exam 60% or higher - May, August

2 Credits of  OTST 500 - Survey of the Old Testament Credits: 2,3

2 Credits of  OTST 565 - Pentateuch Credits: 3

3 Credits of  OTST 551 - Biblical Hebrew I Credits: 0,3 (C- or higher)

OR Hebrew Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of  OTST 552 - Biblical Hebrew II Credits: 0,2,3 (C or higher)

OR Hebrew Placement Exam 65% or higher - May, August

3 Credits of  THST 521 - Christian Theology I Credits: 2,3

3 Credits of  THST 522 - Christian Theology II Credits: 2,3

MDiv Degree Requirements: 67 (plus 5-12 additional MDiv credits shared with Comm)

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation Credits: 0

Divinity Core
Great Controversy, Covenant, Law, Sabbath Course Requirement
Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia
Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.
On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.
Colloquia requirements for transfer students or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: ____________ Credits: 0

Christian Ministry Credits: 17
CHMN 539 - Church Growth and the Equipping Pastor: ____________ Credits: 3
2 Credits of CHMN 555 - Pastoral Counseling Credits: 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):
Note: Chaplaincy and Youth & Young Adult core electives can only be taken by students in the corresponding concentration.
CHMN 562 - Field Evangelism Credits: 2-6
CHMN 644 - Field Evangelism: Chaplaincy Credits: 3
CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3-6
2 Credits of CHMN 560 - Theological Field Education Credits: 1,2

TFE Exemption: Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.
If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.
If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

1 Credit of CHMN 567 - Health Ministry Credits: 1–3
2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

Choose one 2 credit (600-level) CHMN Advanced Preaching Core Elective (CHMN List):
CHMN 600 - Preaching from the New Testament Credits: 2,3
CHMN 607 - Preaching from the Old Testament Credits: 2,3
CHMN 609 - Media Ministry Credits: 2,3
CHMN 614 - Preaching from Daniel or Revelation Credits: 2,3
CHMN 627 - Black Preaching Credits: 2,3
CHMN 632 - Contextualized Preaching: ____________ Credits: 2,3
CHMN 633 - Preaching the Literary Forms of the Bible Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one 2 credit NADEI Core Elective (NADEI List 2):
CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2–8
CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2,3
CHMN 606 - Mission-Shaped Church Planting Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
CHMN 641 - Practicum in Military Chaplaincy Credits: 2-8
CHMN 656 - Evangelistic Small Groups Credits: 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9
3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 (Must be taken 1st Fall Semester in Program.)
2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

Church History Credits: 7
2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3
2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):
CHIS 600 - The Early Church to A.D. 604 Credits: 2,3
CHIS 609 - The Church in the Middle Ages Credits: 2,3
CHIS 620 - Seminar in Christian Biography Credits: 2,3
CHIS 625 - Seminar in Church-State Thought Credits: 2,3
CHIS 629 - History of Christian Spirituality Credits: 2,3
CHIS 630 - History of Jewish Experience Credits: 2,3
CHIS 634 - Reformation Theology Credits: 2,3
CHIS 635 - History of the African American Churches Credits: 2,3
CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3
CHIS 640 - Reformation: ____________ Credits: 2,3
CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3
CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3
CHIS 655 - Wesley and Methodism Credits: 2,3
CHIS 657 - Seminar in Reformation Theology Credits: 3
CHIS 659 - Seminar in the History of Selected Christian Doctrines Credits: 3
CHIS 660 - History of Religion in America Credits: 2,3
CHIS 664 - History of American Religious Thought Credits: 2,3
CHIS 665 - Modern Church History Credits: 2,3
CHIS 668 - History of Religious Liberty Credits: 2,3
CHIS 670 - Seminar in History of the Seventh-day Adventist Church Credits: 2,3
CHIS 673 - Development of Seventh-day Adventist Lifestyle Credits: 2,3
CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2,3
CHIS 680 - History of Sabbath and Sunday Credits: 2,3
CHIS 682 - Seminar in Church History Credits: 3
CHIS 683 - The Pastor, Church and Civil Law Credits: 3
CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3
CHIS 685 - Studies in Church History Credits: 2,3
CHIS 686 - Development of Prophetic Interpretation Credits: 2,3
CHIS 687 - Seminar in Development of Prophetic Interpretation Credits: 2,3
CHIS 688 - Contemporary Trends Credits: 2,3
CHIS 689 - History of Worship and Liturgy Credits: 3
CHIS 690 - Independent Study Credits: 1-3

World Missions Credits: 6
MSSN 546 - Mission in Cultural and Religious Context Credits: 3
MSSN 561 - Christian Witness and World Religions Credits: 3

Theology Credits: 13
2 Credits of THST 635 - Issues in Origins Credits: 2,3
3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 3

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):
THST 608 - The Great Controversy, Covenant, Law, Sabbath Credits: 2,3
THST 615 - Doctrine of the Church Credits: 2,3
THST 616 - Doctrine of God Credits: 2,3
THST 617 - The Works of God Credits: 2,3
THST 618 - The Works of Christ Credits: 2,3
THST 619 - Principles and Methods of Theology Credits: 2,3
THST 630 - Doctrine of Christ Credits: 2,3
THST 637 - Biblical Eschatology Credits: 2,3
THST 639 - Doctrine of the Holy Spirit Credits: 2,3
THST 640 - Doctrine of Salvation Credits: 2,3
THST 647 - Human Nature and Destiny Credits: 2,3
THST 649 - Seminar in Theological Issues: ____________ Credits: 2,3
THST 678 - Science and Religion Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):
THST 623 - Contemporary Adventist Theological Issues Credits: 2,3
THST 624 - Protestant Theological Heritage Credits: 2,3
THST 625 - Early Christian Theology Credits: 2,3
THST 626 - Modern Christian Theology Credits: 2,3
THST 627 - Roman Catholic Life & Thought Credits: 2,3
THST 628 - Contemporary Theology Credits: 2,3
THST 629 - History and Theology of Ecumenism Credits: 2,3
THST 656 - Seminar in Historical Theology: ____________________________ Credits: 2,3
THST 667 - Postmodernism and the Church Credits: 2,3
THST 676 - History of Philosophy Credits: 2,3
3 Credits of THST 605 - Principles of Christian Ethics Credits: 2,3
Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):
THST 600 - Christian Personal Ethics Credits: 2,3
THST 634 - Christian Social Ethics Credits: 2,3
THST 643 - Christian Professional Ethics Credits: 2,3
THST 644 - Theological Ethics Credits: 2,3
THST 659 - Seminar in Philosophy, Theology, and Ethics: ____________________________ Credits: 2,3
THST 660 - Church and Society Credits: 2,3
CHMN 549 - Philosophy & Ethics of Chaplaincy Credits: 2

New Testament Credits: 8
Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:
NTST 648 - Revelation Credits: 2,3 (as New Testament Exegesis)
OR NTST 647 - Eschatology Credits: 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective
- Intermediate Greek proficiency required. (NTST List A):
NTST 645 - Hebrews Credits: 2,3
NTST 646 - Topics in New Testament Exegesis Credits: 2,3
NTST 648 - Revelation Credits: 2,3
NTST 653 - Advanced Studies in the General Epistles Credits: 2,3
NTST 655 - Advanced Studies in the Gospels Credits: 2,3
NTST 658 - Advanced Studies in the Pauline Writings Credits: 2,3
NTST 678 - Seminar in Greek Exegesis Credits: 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective
- Intermediate Greek proficiency required. (NTST List B):
NTST 613 - Love, Marriage and Divorce Credits: 2,3
NTST 614 - Suffering, Death and Resurrection Credits: 2,3
NTST 616 - Theology of Luke-Acts Credits: 2,3
NTST 623 - New Testament Theology of Prayer Credits: 2,3
NTST 627 - New Testament Theology of Salvation Credits: 2,3
NTST 628 - The Holy Spirit in the New Testament Credits: 2,3
NTST 629 - New Testament Ecclesiology Credits: 2,3
NTST 630 - Theology of the Synoptic Gospels Credits: 2,3
NTST 633 - Social Issues in the New Testament Credits: 2,3
NTST 634 - Theology of the Pauline Epistles Credits: 2,3
NTST 641 - Theology of the Johannine Writings Credits: 2,3
NTST 647 - Eschatology Credits: 2,3
NTST 667 - Topics in New Testament Theology Credits: 2,3
NTST 668 - New Testament Ethics Credits: 2,3
NTST 676 - Jesus in Recent Scholarship Credits: 2,3
NTST 679 - Seminar in New Testament Theology and Ethics Credits: 2,3
NTST 650 - Great Controversy, Covenant, Law and Sabbath Credits: 2,3

Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):
NTST 606 - New Testament Textual Criticism and Canon Formation Credits: 2,3
NTST 615 - New Testament Archaeology Credits: 2,3
NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
NTST 635 - Intertestamental Literature Credits: 2,3
NTST 636 - Jerusalem in the Time of Jesus Credits: 2,3
NTST 654 - Second Century Christianity Credits: 2,3
NTST 680 - Greco-Roman World Credits: 2,3
NTST 684 - Judaism and the New Testament Credits: 2,3
NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3
NTST 695 - Topics in New Testament Backgrounds Credits: 2,3

Old Testament Credits: 8
Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.
2 Credits of OTST 674 - Daniel Credits: 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective
- Intermediate Hebrew proficiency required (OTST List A):
OTST 628 - Methods of OT Exegesis Credits: 2,3
OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
OTST 664 - Pentateuch Credits: 3
OTST 666 - Historical Books Credits: 3
OTST 668 - Psalms/Wisdom Literature Credits: 3
OTST 675 - Minor Prophets Credits: 3
OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3
OTST 686 - Major Prophets Credits: 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective
- Intermediate Hebrew proficiency required (OTST List B):
OTST 619 - Theology of the Old Testament Credits: 2,3
OTST 620 - Seminar in Old Testament Theology Credits: 2,3
OTST 627 - Jewish Life and Thought Credits: 2,3
OTST 685 - Principles of Hermeneutics Credits: 2,3

2 Credits of OTST 510 - Archaeology and the Bible Credits: 2,3
Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required OTST510 Archaeology & the Bible.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):
NTST 615 - New Testament Archaeology Credits: 2,3
OTST 514 - Bible Lands and Their Explorations Credits: 2,3
OTST 604 - History of the Ancient Near East Credits: 2,3
OTST 635 - History of Israel Credits: 2,3

Communication Degree Requirements: 33

Degree Core: 12
COMM 500 - Graduate Colloquium Credits: 3
COMM 510 - Communication Theory Credits: 3
3 Credits of THST 634 - Christian Social Ethics Credits: 2,3
OR any other (3) credit ethics course (THST Ethics List)
COMM 520 - Communication Research I Credits: 3
COMM 650 - Communication Research II Credits: 3

Concentration: 12

Media Ministry
Six hours chosen from Communication Media or Visual Arts courses.
Six hours from ministry (M. Div.) elective credits.

Interdisciplinary
Six Master of Divinity (non-media) electives
Six Communication credits
Plus competency in 2 of 3 areas: writing, speaking, and visual communication

Program Electives: 6
Choose a total of 6 credits of electives from the following classes. Must take CHMN543 Christian Leadership in a Changing World (2 Cr) then choose 4 credits from the list below.
2 Credits of CHMN 543 - Christian Leadership in a Changing World Credits: 2,3

Choose 4 credits from the following list:
ART 530 - Graphic Design Concepts Credits: 2,3
COMM 536 - Issues in Intercultural Communication Credits: 2,3
COMM 570 - Gender, Race, and Class Credits: 3
COMM 574 - Family Communication Credits: 3
COMM 580 - Interpersonal Communication Credits: 2–3
COMM 585 - Organizational Communication Credits: 2,3
COMM 587 - Producing Practicum Credits: 2,3
COMM 589 - Internship/Practicum in Communication Credits: 1–4
COMM 600 - Leadership Communication Credits: 2,3
COMM 610 - Advanced Persuasion Credits: 2,3
COMM 615 - Media Law Credits: 2,3
COMM 635 - Crisis Communications Credits: 2,3
COMM 653 - Communication Pedagogy Credits: 3
COMM 690 - Independent Study in Communication Credits: 1–3

Culminating Experience: 3
COMM 670 - Comprehensive Examination Credits: 0
Admission Requirements

Master of Divinity
All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

- Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Minimum of 2.5 Undergraduate GPA
- Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply)
- Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant’s family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.
- If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner’s aspirations for future ministry.
- Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.
- An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.
- Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations
  - Church board where the applicant is a member
  - Church administrator, pastor, or elder
  - General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements
Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- MELAB - 81
- IELTS - 6.5
- PTE - 58

Exceptions to these requirements may be granted by the Department of Visual Art, Communication Design on an individual basis.

Program Outcomes

To enable students to integrate both theological and communication-savvy approaches to reaching expanded audiences with increased levels of effectiveness and efficiency, thereby enhancing their usefulness as instruments of the Holy Spirit.

- To study students for various forms of ministry in which communication (in particular, media) skills/experience and theology are needed.
- To sensitize students to nontraditional ministry opportunities by exposing them to theoretical knowledge and practical skills that will increase their options for spreading the gospel.

Master of Divinity/Master of Science in Community and International Development
MDiv/MSCID

To provide a Dual degree option for seminary students who are interested in pursuing a career in providing humanitarian or development services either as missionaries or as development practitioners.

Distinctive Features:
Students will receive practical training in:

- Finding Innovative approaches to improving quality of life in church and community members
- Addressing Urban Issues that affect the church: poverty, economic crisis, unemployment, etc.
- Assessing the needs of the community they will serve
- Fundraising and Grant writing
- Program Management
- Managing Humanitarian Crisis and Programs
- Program Design, Monitoring & Evaluations
- Analyze, evaluate and design and execute Policy that affect constituents and local community.

Advocacy
Research (design, analysis and recommendations)

Students will receive 6 months of Field experience. This increases their job readiness and marketability. CID/Seminary based Dual degree students will have two options:

- A six-month supervised internship abroad or in a local community full time.
- Utilizing knowledge and skills from both degrees. This is the regular standard for the HDS degree.

Work 6 months in the church and community selected for TFE assignment.

The knowledge and skills provided will allow students to more confidently address issues in their church and community. Student will be able to use both biblical and research/professional based answers to respond to social and economic issues in their community. An understanding of the humanitarian field and its expectations...
will increase the legitimacy of programs they implement and chances of receiving funding.

A CID degree will allow students to be more marketable to other fields outside of the church and improve their chances for employment. CID degree holders have a wide range of potential career paths in which the spiritual and physical contributions could be greatly beneficial. These roles generally fall into the following categories (not including exclusively pastoral roles):

- **Practitioner**: project management and implementation in the field
- **Policy/Advisory**: research, evaluation, lessons learned and developing policy recommendations to use within the organization and to advocate outside of the organization
- **Advocacy & Outreach**: ministry, campaigning, lobbying, fundraising, media, communications
- **Support**: human resources, finance, logistics, IT, etc.

### General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Community and International Development Program in the College of Arts & Sciences. Students can potentially complete the two degrees in 3 years; 2 years in the Theological Seminary and 1 year in the Community and International Development Program.

The objectives of this program are to prepare students to better follow Christ’s model for ministry by Equipping Pastors, Evangelists and missionaries with important tools, skills and knowledge in order to address the socio and economic needs of their churches and community.

Students who receive this degree will have a more holistic view of the Church’s mission and their community. They will receive practical training in:
- Finding innovative approaches to improving quality of life of church and community members
- Addressing Urban Issues that affect the church: poverty, economic crisis, unemployment, etc.
- Assessing the needs of the community they will serve
- Fundraising and Grant writing, Program Management
- Managing Humanitarian Crisis and Programs
- Program Design, Monitoring & Evaluations
- Analyze, evaluate and design and execute Policy that affect constituents and local community.

### Advocacy

Research (design, analysis and recommendations)

Since both the MSCID and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of each degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

### Total Credits: 95

Graduation requirements consist of the satisfactory completion of 95 semester credits with an overall grade point average of 3.0 GPA for the MA CIDS program. 2.75 or higher for the MDiv program. 65 credits are MDiv credits, and 30 credits are Master of Community and International Development credits.

13 MDiv credits are used to fulfill equivalent MSCID requirements:
- **MSSN 546**: Mission in Cultural and Religious Context (3 Cr)
- **CHMN 543**: Christian Leadership in a Changing World (2 Cr)
- **CHMN 560**: Theological Field Education (2 Cr)
- **1 Credits of Electives with consultation of advisors**

### Master of Divinity (MDiv)

**MDiv General Information**

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

**MDiv Degree Prerequisites**

1 Credit of  
- **GSEM 525**: The Bible and Biblical History

**OR** Biblical Literacy Exam 80% - August

All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass at 80% or higher must take **GSEM525**: The Bible and Biblical History during the Fall or Spring of their first year in the MDiv program.

2 Credits of  
- **CHMN 552**: Foundations of Pastoral Ministry

**Credits:** 0,2  
**OR** Church Policy Exam 80% - August, September

Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their first year in the MDiv program.

2 Credits of  
- **CHMN 505**: Biblical Preaching

**Credits:** 2

2 Credits of  
- **CHMN 536**: Personal Evangelistic Ministry

**Credits:** 2,3

3 Credits of  
- **CHIS 504**: Adventist Heritage

**Credits:** 0,3  
**OR** Adventist Heritage Placement Exam 80%

Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their first year in the MDiv program.

2 Credits of  
- **CHIS 506**: Church History to 1500

**Credits:** 2,3

2 Credits of  
- **CHIS 507**: Church History 1500 to Present

**Credits:** 2

2 Credits of  
- **NTST 520**: Introduction to the New Testament

**Credits:** 2

2 Credits of  
- **NTST 530**: Introduction to Revelation

**Credits:** 2

2 Credits of  
- **NTST 551**: Beginning Greek

**Credits:** 0,2 (C- or higher)  
**OR** Greek Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of  
- **NTST 552**: Intermediate Greek

**Credits:** 0,2,3 (C or higher)  
**OR** Greek Placement Exam 60% or higher - May, August

2 Credits of  
- **OTST 500**: Survey of the Old Testament

**Credits:** 2,3

2 Credits of  
- **OTST 565**: Pentateuch

**Credits:** 3

3 Credits of  
- **OTST 551**: Biblical Hebrew

**Credits:** 0,3 (C- or higher)  
**OR** Hebrew Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of  
- **OTST 552**: Biblical Hebrew II

**Credits:** 0,2,3 (C or higher)  
**OR** Hebrew Placement Exam 65% or higher - May, August

4 Credits of  
- **THST 521**: Christian Theology I

**Credits:** 2,3

3 Credits of  
- **THST 522**: Christian Theology II

**Credits:** 2,3

### Divinity Core

**Interdisciplinary Credits:** 2  
**2 Credits of**  
- **GSEM 530**: Doctrine of the Sanctuary

**Credits:** 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a “Great Controversy, Covenant, Law, Sabbath” course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquium on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for transfer students or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

**GSEM 501**: New Student Orientation  
**Credits:** 0

### Christian Ministry Credits: 15

- **CHMN 539**: Church Growth and the Equipping Pastor  
  **Credits:** 3

- **2 Credits of**  
  - **CHMN 555**: Pastoral Counseling
  
  **Credits:** 2,3
Discipleship and Religious Education Credits: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN 562 - Field Evangelism</td>
<td>2</td>
</tr>
<tr>
<td>CHIS 644 - Field Evangelism: Chaplaincy</td>
<td>3</td>
</tr>
<tr>
<td>CHMN 617 - Field Evangelism: Youth &amp; Young Adult Ministry</td>
<td>3–6</td>
</tr>
</tbody>
</table>

1 Credit of CHMN 567 - Health Ministry Credits: 1–3
2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

CHIS 683 - The Pastor, Church and Civil Law Credits: 3
CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3
CHIS 685 - Studies in Church History Credits: 2,3

Choose one 3 credit (600-level) Advanced Preaching Core Elective (CHMN List):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN 600 - Preaching from the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>CHMN 607 - Preaching from the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>CHMN 609 - Media Ministry Credits:</td>
<td>3</td>
</tr>
<tr>
<td>CHMN 614 - Preaching from Daniel or Revelation</td>
<td>3</td>
</tr>
<tr>
<td>CHMN 627 - Black Preaching</td>
<td>2,3</td>
</tr>
<tr>
<td>CHMN 632 - Contextualized Preaching</td>
<td>2,3</td>
</tr>
</tbody>
</table>

Choose one 2 credit NADEI Core Elective (NADEI List 2):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN 557 - Practicum in Clinical Pastoral Education</td>
<td>2–8</td>
</tr>
<tr>
<td>CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>CHMN 606 - Mission-Shaped Church Planting</td>
<td>2,3</td>
</tr>
<tr>
<td>CHMN 634 - Field Evangelistic Preaching &amp; Practicum</td>
<td>2,3</td>
</tr>
<tr>
<td>CHMN 641 - Practicum in Military Chaplaincy</td>
<td>2–8</td>
</tr>
<tr>
<td>CHMN 656 - Evangelistic Small Groups</td>
<td>2,3</td>
</tr>
</tbody>
</table>

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective only by students in the Chaplany Concentration.

Church History Credits: 7
2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3
2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIS 600 - The Early Church to A.D. 604</td>
<td>3</td>
</tr>
<tr>
<td>CHIS 609 - The Church in the Middle Ages</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 620 - Seminar in Christian Biography</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 625 - Seminar in Church-State Thought</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 629 - History of Christian Spirituality</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 630 - History of Jewish Experience</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 634 - Reformation Theology</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 635 - History of the African American Churches Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>CHIS 640 - Reformation:_____________________</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3</td>
<td></td>
</tr>
<tr>
<td>CHIS 655 - Wesley and Methodism</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 657 - Seminar in Reformation Theology</td>
<td>3</td>
</tr>
<tr>
<td>CHIS 659 - Seminar in the History of Selected Christian Doctrines</td>
<td>3</td>
</tr>
<tr>
<td>CHIS 660 - History of Religion in America</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 664 - History of American Religious Thought Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>CHIS 665 - Modern Church History</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 668 - History of Religious Liberty</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 670 - Seminar in History of the Seventh-day Adventist Church Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>CHIS 673 - Development of Seventh-day Adventist Lifestyle Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>CHIS 680 - History of Sabbath and Sunday</td>
<td>2,3</td>
</tr>
<tr>
<td>CHIS 682 - Seminar in Church History</td>
<td>3</td>
</tr>
<tr>
<td>CHIS 683 - The Pastor, Church and Civil Law</td>
<td>3</td>
</tr>
<tr>
<td>CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3</td>
<td></td>
</tr>
</tbody>
</table>

New Testament Credits: 8
Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:

- NTST 648 - Revelation Credits: 2,3 (as New Testament Exegesis)
- OR NTST 647 - Eschatology Credits: 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective
- Intermediate Greek proficiency required. (NTST List A):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTST 645 - Hebrews</td>
<td>2,3</td>
</tr>
<tr>
<td>NTST 646 - Topics in New Testament Exegesis</td>
<td>2,3</td>
</tr>
<tr>
<td>NTST 648 - Revelation</td>
<td>2,3</td>
</tr>
<tr>
<td>NTST 653 - Advanced Studies in the General Epistles Credits: 2,3</td>
<td></td>
</tr>
<tr>
<td>NTST 655 - Advanced Studies in the Gospels</td>
<td>2,3</td>
</tr>
<tr>
<td>NTST 658 - Advanced Studies in the Pauline Writings Credits: 2,3</td>
<td></td>
</tr>
</tbody>
</table>
Hebrew Language and/or other course prerequisites.

Before registering for Old Testament courses, check the course description for

**Old Testament Credits: 8**

(NTST 613) Credits: 3

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel Credits: 3

**Choose one 2 credit (600 Level) New Testament Theology Core Elective (NTST List C):**

- NTST 606 - New Testament Textual Criticism and Canon Formation Credits: 2,3
- NTST 615 - New Testament Archaeology Credits: 2,3
- NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
- NTST 635 - Intertestamental Literature Credits: 2,3
- NTST 636 - Jerusalem in the Time of Jesus Credits: 2,3
- NTST 654 - Second Century Christianity Credits: 2,3
- NTST 680 - Greco-Roman World Credits: 2,3
- NTST 684 - Judaism and the New Testament Credits: 2,3
- NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3
- NTST 695 - Topics in New Testament Backgrounds Credits: 2,3

**Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):**

- NTST 606 - New Testament Textual Criticism and Canon Formation Credits: 2,3
- NTST 615 - New Testament Archaeology Credits: 2,3
- NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
- NTST 635 - Intertestamental Literature Credits: 2,3
- NTST 636 - Jerusalem in the Time of Jesus Credits: 2,3
- NTST 654 - Second Century Christianity Credits: 2,3
- NTST 680 - Greco-Roman World Credits: 2,3
- NTST 684 - Judaism and the New Testament Credits: 2,3
- NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3
- NTST 695 - Topics in New Testament Backgrounds Credits: 2,3

**Choose one 2 credit (600 Level) New Testament Exegesis Core Elective (NTST List A):**

- OTST 628 - Methods of OT Exegesis Credits: 2,3
- OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
- OTST 664 - Pentateuch Credits: 3
- OTST 666 - Historical Books Credits: 3
- OTST 668 - Psalms/Wisdom Literature Credits: 3
- OTST 675 - Minor Prophets Credits: 3
- OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3
- OTST 686 - Major Prophets Credits: 3

**Choose one 2 credit (600 Level) Old Testament Archaeology Core Elective (Intermediate Hebrew proficiency required):**

- OTST 619 - Theology of the Old Testament Credits: 2,3
- OTST 620 - Seminar in Old Testament Theology Credits: 2,3
- OTST 627 - Jewish Life and Thought Credits: 2,3
- OTST 685 - Principles of Hermeneutics Credits: 2,3

2 Credits of OTST 510 - Archaeology and the Bible Credits: 2,3

OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required OTST 510 Archaeology & the Bible.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (**NTST List C**):

- NTST 615 - New Testament Archaeology Credits: 2,3
- NTST 514 - Bible Lands and Their Explorations Credits: 2,3
- NTST 604 - History of the Ancient Near East Credits: 2,3
- NTST 635 - History of Israel Credits: 2,3

**MSCID Degree Prerequisites**

Students must complete the following prerequisite courses or their equivalent.

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- And
- SOCI 432 - Research Methods II: Introduction Credits: 3
- OR
- SOCI 532 - Research Methods II: Introduction Credits: 2

**Community and International Development Core**

**Foundation Courses Credits: 12**

- CIDS 520 - Development Theory and Practice Credits: 3
- CIDS 524 - Humanitarian Studies: Theory and Practice Credits: 3
- CIDS 555 - Development Policy and Analysis Credits: 3
- MSSN 546 - Mission in Cultural and Religious Context Credits: 3

**Skills Courses Credits: 11**

- CIDS 535 - Budgeting, Fundraising & Grantmanship Credits: 2
- CIDS 573 - Project Cycle Management Credits: 3
- ACCT 565 - Survey of Accounting for Decision Making and Control Credits: 2
- OR
- CIDS 575 - Topics: Credits: 1–6
- SOCI 508 - Emergency Preparedness Credits: 2
- OR
- CHMN 543 - Christian Leadership in a Changing World Credits: 2,3

**Research Options Credits: 3-4**

Student should choose either the Qualitative or Quantitative Research Option.

**Qualitative Research Option Credits: 3-4**

- EDRM 655 - Qualitative Research Methods in Education and Psychology Credits: 3
- OR
- CHMN 560 - Theological Field Education Credits: 1,2

**Quantitative Research Option Credits: 3**

- EDRM 611 - Applied Statistical Methods I Credits: 3

**Experience Capstone Credits: 4-10**

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- OR
- CHMN 560 - Theological Field Education Credits: 1,2

**TFE Exemption:** Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

OR

- CIDS 680 - Field Practicum Credits: 1,2
- CIDS 698 - Research Project Credits: 2,3
- CIDS 670 - Comprehensive Exam Credits: 0

**Admissions Requirements**

**Master of Divinity**

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.

Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.
Recommended for those planning on graduate work.

566

Recommended:
PTE - IELTS
MELAB
TOEFL

following tests and minimum scores:

Students whose language of education is not English must submit one of the

English Language Requirements

Students whose language of education is not English must submit one of the

following tests and minimum scores:

TOEFL Paper-based - 565
TOEFL Internet-based - 85
MELAB - 81
IELTS - 6.5
PTE - 58

Application Deadline

Given that applying and obtaining pertinent documents for admission can be a

long endeavor, the student must start the application process at least 4-6 months

before the desired starting term. See University deadlines for individual

semesters here.

Master of Science in Community and International Development

Applicants to the Dual degree program must meet the following criteria, in

addition to other general admission requirements of the Andrews University

School of Graduate Studies & Research:

A bachelor’s degree from an accredited college or university;

An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of

previously taken undergraduate courses graded A-F. Students may be

admitted provisionally with a GPA of 2.6 or higher. Such students must

maintain a GPA of 3.0 or higher during their first 12 graduate credits to

continue in the program;

Completed Graduate Application packet.

Completed coursework in Accounting, Statistics and Research II. Provisional

acceptance may be granted without these courses, and the student

would be expected to take them during the first year of enrollment.

Credits for prerequisites do not apply toward the MSCID.

The director of the program may request a personal interview or a third reference

and/or other information.

Students who apply for admission to the MSCID program have two options related to

the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

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

Master of Divinity/Master of Social Work Dual Degree
MDiv/MSW

General Information

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect.

The objectives of this program are to prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed; to enable students to integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students an integrated approach to both theology and social work. Students can choose either a dual degree or an emphasis in either Social Work or Christian Ministry.

Since both the MSW and MDiv programs share certain core courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 111

MDiv: Graduation requirements consist of the satisfactory completion of 111 semester credits with an overall grade point average of 2.75 or better. 65 credits are MDiv credits, and 46 credits are social work credits.

11.5 credits of MSW core courses replace 9 credits of equivalent MDiv core courses. In addition the 6 credits of electives for each program are merged.

SOWK 501 Foundations of Practice I (4 credits) replaces DSRE 503 Marriage, Family, and Interpersonal Relationships (2 credits)
SOWK 510/535 Generalist Field Experience/Seminar) 2.5 credits replaces CHMN 560 Theological Field Education (2 credits)
SOWK 601 Advanced Practice I (3 credits) replaces CHMN 555 Pastoral Counseling (2 credits)
SOWK 515 Christian Perspectives on Professional Ethics (2 credits) replaces THST 643 Christian Professional Ethics (3 credits)

MSW: MDiv students are required to complete 46 core credit hours of the two-year regular MSW program. Due to the strict requirements of the Council on Social Work Education’s accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. However, these courses could be co-taught with faculty from the seminary. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

1 Credit of GSEM 525 - The Bible and Biblical History Credits: 0,1
OR Biblical Literacy Exam 80% - August
Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: ___________ Credits: ___________  

Christian Ministry Credits: 17

CHMN 539 - Church Growth and the Equipping Pastor: ___________ Credits: 3  
2 Credits of CHMN 543 - Christian Leadership in a Changing World: 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):  
Note: Chaplaincy and Youth & Young Adult core electives can only be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism: Credits: 2–6  
CHMN 644 - Field Evangelism: Chaplaincy Credits: 3  
CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3–6  
2 Credits of CHMN 560 - Theological Field Education Credits: 1,2

TFE Exemption: Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit of SOWK 510.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN 560 TFE.

1 Credit of CHMN 567 - Health Ministry Credits: 1–3  
2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

Choose one 2 credit (600-level) Advanced Preaching Elective (CHMN List):  

CHMN 600 - Preaching from the New Testament Credits: 2,3  
CHMN 607 - Preaching from the Old Testament Credits: 2,3  
CHMN 609 - Media Ministry Credits: 2,3  
CHMN 614 - Preaching from Daniel or Revelation Credits: 2,3  
CHMN 627 - Black Preaching Credits: 2,3  
CHMN 632 - Contextualized Preaching: Credits: 2–3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can only be used in fulfillment of this core elective by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 7

3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 (Must be taken in entry semester (Fall or Spring) of MDiv Program)  
2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3  
2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3  
2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose at least 3 credits (600 Level) from Church History Core Elective (CHIS List):  

CHIS 600 - The Early Church to A.D. 604 Credits: 2,3  
CHIS 609 - The Church in the Middle Ages Credits: 2,3  
CHIS 620 - Seminar in Christian Biography Credits: 2,3  
CHIS 625 - Seminar in Church-State Thought Credits: 2,3  
CHIS 629 - History of Christian Spirituality Credits: 2,3  
CHIS 630 - History of Jewish Experience Credits: 2,3  
CHIS 634 - Reformation Theology Credits: 2,3  
CHIS 635 - History of the African American Churches Credits: 2,3  
CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3  
CHIS 640 - Reformation: Credits: 2,3  
CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3  
CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3  
CHIS 655 - Wesley and Methodism Credits: 2,3

MDiv Degree Requirements: 65

Seminary New Student Orientation
Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation Credits: 0

Divinity Core

Interdisciplinary Credits: 2

2 Credits of GSEM 530 - Doctrine of the Sanctuary Credits: 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement
Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia
Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for transfer students or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the MDiv program. Students must either pass the exam at 80% or higher or take GSEM 525 - The Biblical and Biblical History during the Fall or Spring of their first year in the MDiv program.
World Mission Credits: 6
MSSN 546 - Mission in Cultural and Religious Context Credits: 3
MSSN 561 - Christian Witness and World Religions Credits: 3

Theology Credits: 10
2 Credits of THST 635 - Issues in Origins Credits: 2,3
2 Credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 3

Choose one 3 credit (600 Level) Systematic Theology course (THST List A):
THST 608 - The Great Controversy, Covenant, Law, Sabbath Credits: 2,3
THST 615 - Doctrine of the Church Credits: 2,3
THST 616 - Doctrine of God Credits: 2,3
THST 617 - The Works of God Credits: 2,3
THST 618 - The Works of Christ Credits: 2,3
THST 619 - Principles and Methods of Theology Credits: 2,3
THST 630 - Doctrine of Christ Credits: 2,3
THST 637 - Biblical Eschatology Credits: 2,3
THST 639 - Doctrine of the Holy Spirit Credits: 2,3
THST 640 - Doctrine of Salvation Credits: 2,3
THST 647 - Human Nature and Destiny Credits: 2,3
THST 649 - Seminar in Theological Issues: Credits: 2,3
THST 678 - Science and Religion Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology course (THST List B):
THST 623 - Contemporary Adventist Theological Issues Credits: 2,3
THST 624 - Protestant Theological Heritage Credits: 2,3
THST 625 - Early Christian Theology Credits: 2,3
THST 626 - Modern Christian Theology Credits: 2,3
THST 627 - Roman Catholic Life & Thought Credits: 2,3
THST 628 - Contemporary Theology Credits: 2,3
THST 629 - History and Theology of Ecumenism Credits: 2,3
THST 656 - Seminar in Historical Theology: Credits: 2,3
THST 667 - Postmodernism and the Church Credits: 2,3
THST 676 - History of Philosophy Credits: 2,3

New Testament Credits: 8
Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective
NTST 648 - Revelation Credits: 2,3 (as New Testament Exegesis)
OR NTST 647 - Eschatology Credits: 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Greek proficiency required. (NTST List A):
NTST 645 - Hebrews Credits: 2,3
NTST 646 - Topics in New Testament Exegesis Credits: 2,3
NTST 648 - Revelation Credits: 2,3
NTST 653 - Advanced Studies in the General Epistles Credits: 2,3
NTST 655 - Advanced Studies in the Gospels Credits: 2,3
NTST 658 - Advanced Studies in the Pauline Writings Credits: 2,3
NTST 678 - Seminar in Greek Exegesis Credits: 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective
- Intermediate Greek proficiency required. (NTST List B):
NTST 613 - Love, Marriage and Divorce Credits: 2,3
NTST 614 - Suffering, Death and Resurrection Credits: 2,3
NTST 616 - Theology of Luke-Acts Credits: 2,3
NTST 623 - New Testament Theology of Prayer Credits: 2,3
NTST 627 - New Testament Theology of Salvation Credits: 2,3
NTST 628 - The Holy Spirit in the New Testament Credits: 2,3
NTST 629 - New Testament Ecclesiology Credits: 2,3
NTST 630 - Theology of the Synoptic Gospels Credits: 2,3
NTST 633 - Social Issues in the New Testament Credits: 2,3
NTST 634 - Theology of the Pauline Epistles Credits: 2,3
NTST 641 - Theology of the Johannine Writings Credits: 2,3
NTST 647 - Eschatology Credits: 2,3
NTST 667 - Topics in New Testament Theology Credits: 2,3
NTST 668 - New Testament Ethics Credits: 2,3
NTST 676 - Jesus in Recent Scholarship Credits: 2,3
NTST 679 - Seminar in New Testament Theology and Ethics Credits: 2,3
NTST 650 - Great Controversy, Covenant, Law and Sabbath Credits: 2,3

Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):
NTST 606 - New Testament Textual Criticism and Canon Formation Credits: 2,3
NTST 615 - New Testament Archaeology Credits: 2,3
NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
NTST 635 - Intertestamental Literature Credits: 2,3
NTST 636 - Jerusalem in the Time of Jesus Credits: 2,3
NTST 654 - Second Century Christianity Credits: 2,3
NTST 680 - Greco-Roman World Credits: 2,3
NTST 684 - Judaism and the New Testament Credits: 2,3
NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3
NTST 695 - Topics in New Testament Backgrounds Credits: 2,3

Old Testament Credits: 8
Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel Credits: 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective - Intermediate Hebrew proficiency required (OTST List A):
OTST 628 - Methods of OT Exegesis Credits: 2,3
OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
OTST 664 - Pentateuch Credits: 3
OTST 666 - Historical Books Credits: 3
OTST 668 - Psalms/Wisdom Literature Credits: 3
OTST 675 - Minor Prophets Credits: 3
OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3
OTST 686 - Major Prophets Credits: 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - Intermediate Hebrew proficiency required (OTST List B):
OTST 619 - Theology of the Old Testament Credits: 2,3
OTST 620 - Seminar in Old Testament Theology Credits: 2,3
OTST 627 - Jewish Life and Thought Credits: 2,3
OTST 685 - Principles of Hermeneutics Credits: 2,3
2 Credits of OTST 510 - Archaeology and the Bible Credits: 2,3
OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required OTST510 Archaeology & the Bible.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):
OTST 615 - New Testament Archaeology Credits: 2,3
OTST 514 - Bible Lands and Their Explorations Credits: 2,3
OTST 604 - History of the Ancient Near East Credits: 2,3
OTST 635 - History of Israel Credits: 2,3

Master of Social Work Degree Requirements: 46 Credits

Core MSW Courses
SOWK 501 - Foundations of Practice I Credits: 4
SOWK 502 - Foundations of Practice II Credits: 4
IELTS  MELAB  TOEFL  TOEFL
Students whose language of education is not English must submit one of the following tests and minimum scores:

- English Language Requirement MDIV
  1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
  2. No grade of D or F (or U) may count toward the MSW degree.

- English Language Requirement MSW
  For those applicants whose native language is not English, the following is required:
  1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
  2. Nelson Denny - score of 13 and above.
  3. Personal interview with MSW program director or designee.

Admissions Requirements

Master of Divinity
All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

English Language Requirements
Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- MELAB - 81
- IELTS - 6.5
- PTE - 58

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)

Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant’s family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.

If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner’s aspirations for future ministry.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.

An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.

Complete and return the Sixteen Personality Factor Questionnaire as directed.

Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Recommendations
- Church board where the applicant is a member
- Church administrator, pastor, or elder
- General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

Master of Social Work
Applicants for the MDiv/MSW dual degree program typically will have received a bachelor’s degree (BA, BS, BSW) from a four-year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Seventh-day Adventist Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:

Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv program. Students who have already completed an MDiv degree can receive the tuition reduction upon admission into the MSW program.

MSW:

1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
2. No grade of D or F (or U) may count toward the MSW degree.

- English Language Requirement MDiv
  For those applicants whose native language is not English, the following is required:
  - MELAB—score of 81 (must achieve passing score on each section) or
  - TOEFL (paper based)—score of 565 or (iBT Internet based)—score of 85. Minimum score of 20 in each section (reading, listening, speaking, writing).
  - IELTS (Academic Version)—score of 6.5
  - PTE - (Academic Version)score of 58

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

- English Language Requirement MSW
  For those applicants whose native language is not English, the following is required:
  1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
  2. TOEFL ITP (paper based) - A Minimum score of 550
  3. TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
  4. MELAB - 80 with a minimum of 80 on each section
  5. IELTS (Academic version) - 6.5
  6. PTE (Academic version) - 54

- 2. Nelson Denny - score of 13 and
- 3. Personal interview with MSW program director or designee.

Applicants who fail to meet any of the above may be admitted only after time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.
Master of Divinity/ Master of Public Health Dual Degree

MDiv/MPH

Andrews University has established a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Public Health, Nutrition, & Wellness in the School of Health Professions. Students are able to complete two degrees in 4 years; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition & Wellness. The MDiv is available on campus while the MPH courses are in an online format. Completion of the dual degree requires strict adherence to course sequence and curriculum design as students will travel as a cohort through each program.

If in the United States, International Students need to take courses concurrently with MDiv courses to maintain their Student Visa status.

General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Public Health, Nutrition and Wellness in the School of Health Professions. Students can potentially complete the two degrees (MDiv/MPH) in 4 years or less; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition and Wellness.

This dual degree is designed to prepare students for various forms of ministry in which public health skills and theology are needed. Likewise, it will also enable students to nontraditional ministry opportunities by exposing them to theories and practice skills into a multifaceted approach to Christian service, thereby enhancing their behaviors.

Since the MDiv and MPH programs share certain cognate courses to achieve a more streamlined and efficient program, The MDiv degree must be conferred simultaneously with the MPH in order to fulfill the requirements of both degrees. In the event that the MPH was completed prior to enrollment in the MDiv, the cognate requirements for the MDiv will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 113

Graduation requirements consist of the satisfactory completion of 113 semester credits with an overall grade point average of 2.75 or better in the MDiv and 3.0 or better in the MPH. 71 credits are MDiv credits, and 42 credits are Master of Public Health credits. 7 of those credits are shared between the MDiv and the MPH programs:

- FDNT 520 Vegetarian Nutrition and Disease Prevention (3 Cr) replaces CHMN 567 Health Ministry (1 Cr)
- 6 credits of MDiv electives are 6 MPH concentration credits

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

1 Credit of

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSEM 525 - The Bible and Biblical History</td>
<td>0.1</td>
</tr>
<tr>
<td>OR Biblical Literacy Exam</td>
<td>80% - August</td>
</tr>
</tbody>
</table>

All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their first year in the MDiv program.

2 Credits of

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN 552 - Foundations of Pastoral Ministry</td>
<td>0.2</td>
</tr>
<tr>
<td>OR Church Policy Exam</td>
<td>80% - August, September</td>
</tr>
</tbody>
</table>

Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their first year in the MDiv program.

2 Credits of

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN 505 - Biblical Preaching</td>
<td>2</td>
</tr>
<tr>
<td>CHMN 536 - Personal Evangelistic Ministry</td>
<td>2.3</td>
</tr>
<tr>
<td>CHIS 504 - Adventist Heritage</td>
<td>0.3</td>
</tr>
<tr>
<td>OR Adventist Heritage Placement Exam</td>
<td>80%</td>
</tr>
</tbody>
</table>

Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their first year in the MDiv program.

2 Credits of

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIS 506 - Church History</td>
<td>1500</td>
</tr>
<tr>
<td>CHIS 507 - Church History</td>
<td>1500</td>
</tr>
<tr>
<td>NTST 520 - Introduction to the New Testament</td>
<td>2</td>
</tr>
<tr>
<td>NTST 530 - Introduction to Revelation</td>
<td>2</td>
</tr>
<tr>
<td>NTST 551 - Beginning Greek</td>
<td>0.2 (C- or higher)</td>
</tr>
<tr>
<td>OR Greek Placement Exam</td>
<td>45% or higher - May, August</td>
</tr>
</tbody>
</table>

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTST 552 - Intermediate Greek</td>
<td>0.2, 0.3 (C or higher)</td>
</tr>
<tr>
<td>OR Greek Placement Exam</td>
<td>60% or higher - May, August</td>
</tr>
<tr>
<td>OR OTST 500 - Survey of the Old Testament</td>
<td>2,3</td>
</tr>
<tr>
<td>OR OTST 565 - Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>OR OTST 551 - Biblical Hebrew I</td>
<td>0.3 (C- or higher)</td>
</tr>
<tr>
<td>OR Hebrew Placement Exam</td>
<td>45% or higher - May, August</td>
</tr>
</tbody>
</table>

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTST 552 - Biblical Hebrew II</td>
<td>0.2, 0.3 (C- or higher)</td>
</tr>
<tr>
<td>OR Hebrew Placement Exam</td>
<td>65% or higher - May, August</td>
</tr>
<tr>
<td>OR THST 521 - Christian Theology I</td>
<td>2,3</td>
</tr>
<tr>
<td>OR THST 522 - Christian Theology II</td>
<td>2,3</td>
</tr>
</tbody>
</table>

MDiv Degree Requirements: 69

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation Credits: 0

Divinity Core

Interdisciplinary Credits: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSEM 530 - Doctrine of the Sanctuary</td>
<td>2,3</td>
</tr>
</tbody>
</table>

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a "Great Controversy, Covenant, Law & Sabbath" from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for transfer students or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.
Students from previous bulletins who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: __________________________ Credits: 0

Christian Ministry Credits: 18

CHMN 539 - Church Growth and the Equipping Pastor: ____________ Credits: 3
2 Credits of CHMN 543 - Christian Leadership in a Changing World Credits: 2,3
2 Credits of CHMN 555 - Pastoral Counseling Credits: 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):
Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism Credits: 2–6
CHMN 644 - Field Evangelism: Chaplaincy Credits: 3
CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3–6

2 Credits of CHMN 560 - Theological Field Education Credits: 1,2

TFE Exemption: Pastors who can present a letter from their Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN 560.

2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

Choose one 2 credit (600-level) Advanced Preaching Core Elective (CHMN List):
CHMN 600 - Preaching from the New Testament Credits: 2,3
CHMN 607 - Preaching from the Old Testament Credits: 2,3
CHMN 609 - Media Ministry Credits: 2,3
CHMN 614 - Preaching from Daniel or Revelation Credits: 2,3
CHMN 627 - Black Preaching Credits: 2,3
CHMN 632 - Contextualized Preaching: ____________ Credits: 2,3
CHMN 633 - Preaching the Literary Forms of the Bible Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one 2 credit Core Elective (NADEI List 2):
CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2–8
CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2,3
CHMN 606 - Mission-Shaped Church Planting Credits: 2,3
CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
CHMN 641 - Practicum in Military Chaplaincy Credits: 2–8
CHMN 656 - Evangelistic Small Groups Credits: 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9

3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 Must be taken in entry semester (Fall or Spring) of MDiv Program
2 Credits of DSRE 503 - Marriage, Family, and Intercultural Relationships Credits: 2,3
2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3
2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3
2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):
CHIS 600 - The Early Church to A.D. 604 Credits: 2,3
CHIS 609 - The Church in the Middle Ages Credits: 2,3
CHIS 620 - Seminar in Christian Biography Credits: 2,3
CHIS 625 - Seminar in Church-State Thought Credits: 2,3
CHIS 629 - History of Christian Spirituality Credits: 2,3
CHIS 630 - History of Jewish Experience Credits: 2,3
CHIS 634 - Reformation Theology Credits: 2,3

CHIS 635 - History of the African American Churches Credits: 2,3
CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3
CHIS 640 - Reformation: __________________ Credits: 2,3
CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3
CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3
CHIS 655 - Wesley and Methodism Credits: 2,3
CHIS 657 - Seminar in Reformation Theology Credits: 3
CHIS 659 - Seminar in the History of Selected Christian Doctrines Credits: 3
CHIS 660 - History of Religion in America Credits: 2,3
CHIS 664 - History of American Religious Thought Credits: 2,3
CHIS 665 - Modern Church History Credits: 2,3
CHIS 668 - History of Religious Liberty Credits: 2,3
CHIS 670 - Seminar in History of the Seventh-day Adventist Church Credits: 2,3
CHIS 673 - Development of Seventh-day Adventist Lifestyle Credits: 2,3
CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2,3

CHIS 680 - History of Sabbath and Sunday Credits: 2,3
CHIS 682 - Seminar in Church History Credits: 3
CHIS 683 - The Pastor, Church and Civil Law Credits: 3
CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3
CHIS 685 - Studies in Church History Credits: 2,3
CHIS 686 - Development of Prophetic Interpretation Credits: 2,3
CHIS 687 - Seminar in Development of Prophetic Interpretation Credits: 2,3
CHIS 688 - Contemporary Trends Credits: 2,3
CHIS 689 - History of Worship and Liturgy Credits: 3
CHIS 690 - Independent Study Credits: 1–3

World Mission Credits: 6

MSSN 546 - Mission in Cultural and Religious Context Credits: 3
MSSN 561 - Christian Witness and World Religions Credits: 3

Theology Credits: 13

2 Credits of THST 635 - Issues in Origins Credits: 2,3
3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 3

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):
THST 608 - The Great Controversy, Covenant, Law, Sabbath Credits: 2,3
THST 615 - Doctrine of the Church Credits: 2,3
THST 616 - Doctrine of God Credits: 2,3
THST 617 - The Works of God Credits: 2,3
THST 618 - The Works of Christ Credits: 2,3
THST 619 - Principles and Methods of Theology Credits: 2,3
THST 630 - Doctrine of Christ Credits: 2,3
THST 637 - Biblical Eschatology Credits: 2,3
THST 639 - Doctrine of the Holy Spirit Credits: 2,3
THST 640 - Doctrine of Salvation Credits: 2,3
THST 647 - Human Nature and Destiny Credits: 2,3
THST 649 - Seminar in Theological Issues: __________________ Credits: 2,3

THST 678 - Science and Religion Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):
THST 623 - Contemporary Adventist Theological Issues Credits: 2,3
THST 624 - Protestant Theological Heritage Credits: 2,3
THST 625 - Early Christian Theology Credits: 2,3
THST 626 - Modern Christian Theology Credits: 2,3
THST 627 - Roman Catholic Life & Thought Credits: 2,3
THST 628 - Contemporary Theology Credits: 2,3
THST 629 - History and Theology of Ecumenism Credits: 2,3
THST 656 - Seminar in Historical Theology: __________________________ Credits: 2,3

THST 667 - Postmodernism and the Church Credits: 2,3
THST 676 - History of Philosophy Credits: 2,3

3 Credits of THST 605 - Principles of Christian Ethics Credits: 2,3

OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST 605 Principles of Christian Ethics.

For the advanced Ethics course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):
THST 600 - Christian Personal Ethics Credits: 2,3
THST 634 - Christian Social Ethics Credits: 2,3
THST 643 - Christian Professional Ethics Credits: 2,3
THST 644 - Theological Ethics Credits: 2,3
New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:

- NTST 648 - Revelation Credits: 2,3 (as New Testament Exegesis)
- OR NTST 647 - Eschatology Credits: 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective
- Intermediate Hebrew proficiency required. (NTST List A):
  - OTST 645 - Hebrews Credits: 2,3
  - OTST 646 - Topics in New Testament Exegesis Credits: 2,3
  - OTST 648 - Revelation Credits: 2,3
  - OTST 653 - Advanced Studies in the General Epistles Credits: 2,3
  - OTST 655 - Advanced Studies in the Gospels Credits: 2,3
  - OTST 658 - Advanced Studies in the Pauline Writings Credits: 2,3
  - OTST 678 - Seminar in Greek Exegesis Credits: 2,3

Choose one 3 credit (600 level) New Testament Theology Core Elective
- Intermediate Greek proficiency required. (NTST List B):
  - NTST 613 - Love, Marriage and Divorce Credits: 2,3
  - NTST 614 - Suffering, Death and Resurrection Credits: 2,3
  - NTST 616 - Theology of Luke-Acts Credits: 2,3
  - NTST 623 - New Testament Theology of Prayer Credits: 2,3
  - NTST 627 - New Testament Theology of Salvation Credits: 2,3
  - NTST 628 - The Holy Spirit in the New Testament Credits: 2,3
  - NTST 629 - New Testament Ecclesiology Credits: 2,3
  - NTST 630 - Theology of the Synoptic Gospels Credits: 2,3
  - NTST 633 - Social Issues in the New Testament Credits: 2,3
  - NTST 634 - Theology of the Pauline Epistles Credits: 2,3
  - NTST 641 - Theology of the Johannine Writings Credits: 2,3
  - NTST 647 - Eschatology Credits: 2,3
  - NTST 667 - Topics in New Testament Theology Credits: 2,3
  - NTST 668 - New Testament Ethics Credits: 2,3
  - NTST 676 - Jesus in Recent Scholarship Credits: 2,3
  - NTST 679 - Seminar in New Testament Theology and Ethics Credits: 2,3
  - NTST 650 - Great Controversy, Covenant, Law and Sabbath Credits: 2,3

Choose one 2 credit (600 level) New Testament Backgrounds Core Elective
  - NTST 606 - New Testament Textual Criticism and Canon Formation Credits: 2,3
  - NTST 615 - New Testament Archaeology Credits: 2,3
  - NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
  - NTST 635 - Intertestamental Literature Credits: 2,3
  - NTST 636 - Jerusalem in the Time of Jesus Credits: 2,3
  - NTST 654 - Second Century Christianity Credits: 2,3
  - NTST 680 - Greco-Roman World Credits: 2,3
  - NTST 684 - Judaism and the New Testament Credits: 2,3
  - NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3
  - NTST 695 - Topics in New Testament Backgrounds Credits: 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Greek Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel Credits: 3

Choose one 2 credit (600 level) Old Testament Exegesis Core Elective
- Intermediate Hebrew proficiency required
  - OTST 628 - Methods of OT Exegesis Credits: 2,3
  - OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
  - OTST 664 - Pentateuch Credits: 3
  - OTST 666 - Historical Books Credits: 3
  - OTST 668 - Psalms/Wisdom Literature Credits: 3
  - OTST 675 - Minor Prophets Credits: 3
  - OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3
  - OTST 686 - Major Prophets Credits: 3

Choose one 2 credit (600 level) Old Testament Theology/Hermeneutics Core Elective
- Intermediate Hebrew proficiency required
  - OTST 619 - Theology of the Old Testament Credits: 2,3
  - OTST 620 - Seminar in Old Testament Theology Credits: 2,3

Master of Public Health (MPH) Requirements

Credits: 42

MPH Core Requirements Credits: 17
- PBHL 500 - Introduction to Public Health Credits: 2
- PBHL 511 - Biostatistics Credits: 3
- PBHL 521 - Principles of Epidemiology Credits: 3
- PBHL 525 - Principles of Environmental Health Credits: 3
- PBHL 531 - Principles of Health Behavior Credits: 3
- PBHL 535 - Principles of Health Administration Credits: 3

Research Credits: 4
- FDNT 560 - Health Research Methods Credits: 3
- FDNT 680 - Research Seminar Credits: 1

Concentration Credits: 15
- FDNT 520 - Vegetarian Nutrition and Disease Prevention Credits: 3
- FDNT 565 - Current Issues in Nutrition and Wellness Credits: 3
- FTES 510 - Fitness and Health Promotion Credits: 2
- PBHL 540 - Grant Writing Credits: 2
- PBHL 545 - Program Planning and Evaluation Credits: 3
- 2 Credits of PBHL 646 - Integration of Spirituality in Health Care Credits: 2

Practicum Credits: 6
2 Credits of PBHL 580 - Field Practicum Credits: 2
4 Credits of PBHL 698 - Capstone Research Project Credits: 1–3

Certification

The curriculum for the MPH is designed to help prepare students to take the Certified Health Education Specialist Exam (CHES) administered by the National Commission for Health Education Credentialing (NCHEC).

Students will be expected to meet the Seven Areas of Responsibility of a Health Education Specialist.
- Assessing individual and community needs for health education.
- Planning effective health education programs.
- Implementing health education programs.
- Evaluating effectiveness of health education programs.
- Coordinating provision for health education services.
- Acting as a resource person in health education.
- Communicating health and education needs, concerns and resources.

Admissions Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements. Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the
Master of Youth & Young Adult Ministry/Master of Social Work Dual Degree MAYYAM/MSW

MA in Youth & Young Adult Ministry Requirements

Prerequisite - 1 credit
The student needs to pass the Biblical Literacy Exam with an 80%
Or GSEM 525 - The Bible and Biblical History Credits: 0.1

MA YYAM Core Courses - 18 credits
DSRE 541 - Foundations of Biblical Spirituality Credits: 2.3 (2 cr req)
CHMN 523 - Worship: Word and Music Credits: 2.3 (2 cr req)
Two courses in Old Testament/New Testament (4 cr req)
Two courses in Theology (4 cr req)
One course in World Mission (2 cr req)
CHIS 574 - History of Seventh-day Adventist Theology Credits: 2
One course in Conflict Management or Church Leadership (2 cr req)

MAYYAM Emphasis Courses - 14 Credits
2 credits of DSRE 615 - Collaborative Ministry: School, Church, Community
2 credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2.3
2 credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership Credits: 2.3
2 credits of DSRE 608 - Youth and Young Adults in Contemporary Culture Credits: 2,3
2 credits of DSRE 610 - Teaching for Discipleship Credits: 2.3
2 credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2.3
2 credits of DSRE 656 - Counseling Youth and Young Adults Credits: 2,3

Master of Social Work Degree Requirements

Basic Courses - 56 Credits
SOWK 501 - Foundations of Practice I Credits: 4
SOWK 502 - Foundations of Practice II Credits: 4
SOWK 515 - Christian Perspectives on Professional Ethics Credits: 2
SOWK 531 - Human Behavior and the Social Environment I Credits: 2
SOWK 532 - Human Behavior and the Social Environment II Credits: 2
SOWK 550 - Social Policy Credits: 2,3
SOWK 561 - Social Work Research I Credits: 2
SOWK 562 - Social Work Research II Credits: 2
SOWK 601 - Advanced Practice I Credits: 3
SOWK 602 - Advanced Practice II Credits: 2
SOWK 605 - Advanced Clinical Assessment Credits: 3
SOWK 630 - Policy for Social Change Credits: 3
SOWK 660 - Advanced Practice Evaluation Credits: 3
SOWK 689 - Advanced Professional Seminar Credits: .5

Field Experience
SOWK 535 - Generalist Field Experience Credits: 1–4 (4 credits required for this degree. (4) = 400 hours)
SOWK 510 - Generalist Field Seminar Credits: .5
SOWK 635 - Advanced Field Experience Credits: 1–5 (5 credits required for this degree. (5) = 500 hours)
SOWK 610 - Advanced Field Seminar Credits: .5

MAYYAM/MSW Dual Degree
Andrews University has formed a collaborative between the Department of Discipleship and Religious Education in the Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for youth and young adult ministry and social work. Students choosing this program would receive both a master’s in Youth and Young Adult Ministry and a master’s in Social Work. The objectives of this program are to equip students for various forms of ministry in
The dual degree will consist of 78 credits.

The student will need to be accepted into both programs.

There will be shared electives between the two programs:
- Eight credits for the MA in Youth & Young Adult Ministry; and
- Ten credits for the Master of Social Work.

Fieldwork will also be a shared experience, being cross-listed as SOWK 535 - Generalist Field Experience and DSRE 660 - Field Practicum: Youth and Young Adult Ministry. Four credit hours will be required for a total of 400 clock hours of field during this course. A total of nine credit hours or 900 clock hours will be required for the program.

One course will be cross-listed and be taken in the Department of Social Work:
- SOWK 501 - Foundations of Practice I will fulfill the requirements for DSRE 503 - Marriage, Family, and Interpersonal Relationships.
- GSEM 525 - The Bible and Biblical History will be considered a prerequisite course. If the student passes the Biblical Literacy Exam, that will satisfy the prerequisite. If the student does not pass the exam, they will need to take the one-credit GSEM 525 in addition to the 78 credits for the dual degree.

Since both, the MSW and MAYYAM programs, reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

MAYYAM/MSW with Campus Chaplaincy Emphasis

For those pursuing the MAYYAM/MSW with an emphasis in Campus Chaplaincy, please note the following differences:

The following course is not required for those pursuing the Campus Chaplaincy Emphasis:
- DSRE 656 - Counseling Youth and Young Adults Credits: 2,3

The following courses are required for those pursuing the Campus Chaplaincy Emphasis:
- DSRE 636 - Seminar in Youth Ministry Credits: 2,3
- * In either DSRE564 or DSRE636, the student registers for a third credit requiring completion of a research/action research project
- DSRE 664 - Advanced Campus Ministry Credits: 3
- DSRE 669 - Reaching the Secular Mind Credits: 2,3

MAYYAM Denominational Certification

The MAYYAM program is a 48-credit degree but it will share (use) six elective credits with the CIDP program thereby reducing MAYYAM credits to 42.

The CIDP program will reduce the required number of credits from 39 to 30 by removing the concentration requirement. In addition, up to two CIDP elective credits can be fulfilled through MAYYAM courses reducing the CIDP credits to 28. Finally, CIDP's 1-credit Practicum requirement will be fulfilled through MAYYAM's required practicum. Reducing the CIDP credits to 27.

Since both the CIDP and MAYYAM programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

Combined Total Credits - 69

MAYYAM Total Credits - 42

MAYYAM Program Requirements - 48

Core Requirements - 18
- 2 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3
- CHIS 574 - History of Seventh-day Adventist Theology Credits: 2
- Two courses in Old Testament and/or New Testament (4 cr req)
- Two courses in Theology. One ethics course recommended. (4 cr req)
- 2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3
- One course in Conflict Resolution or Church Leadership from Christian Ministry (2 cr req)
- One course in World Missions (2 cr req)

Youth Ministry Emphasis - 12
- 2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3
- 2 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership Credits: 2,3
- 2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture Credits: 2,3
- 2 Credits of DSRE 656 - Counseling Youth and Young Adults Credits: 2,3
- 2 Credits of CHMN 632 - Contextualized Preaching Credits: 2,3
- 2 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discipling Credits: 2,3
- Or 2 Credits of DSRE 610 - Teaching for Discipleship Credits: 2,3

Youth Ministry Electives - 6
- DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3
- DSRE 619 - Religious Experience in Adolescence Credits: 2,3
- DSRE 626 - Ministry to At-Risk Youth Credits: 2,3
- DSRE 636 - Seminar in Youth Ministry Credits: 2,3 (Choose no more than two topics from Campus Chaplaincy, Children’s Ministry, Adolescent Ministry, Young Adult Ministry, Youth Evangelism, Visionary Leadership, African-American Youth Ministry, Hispanic Youth Ministry)
- DSRE 678 - Spiritual Nurture of Children Credits: 2,3
- CHMN 553 - The Church and Social Issues Credits: 2,3
- CHMN 555 - Pastoral Counseling Credits: 2,3
- CHMN 574 - Perspectives in Church Marketing Credits: 2,3
- CHMN 616 - Spirituality in Ministry Credits: 2,3
- CHMN 623 - Innovative Evangelism Credits: 2,3
- CHMN 656 - Evangelistic Small Groups Credits: 2,3

Practicum - 6
- 6 Credits of DSRE 660 - Field Practicum: Youth and Young Adult Ministry Credits: 1–6

*Registration is normally allowed only after the student has earned 24 credits or more.

Electives - 6
- These electives are fulfilled through the CIDP course requirements.
The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

MAYYAM Graduation Requirements
The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

MAYYAM Additional Information
Transfer Credits
A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

CIDP Total Credits - 27

CIDP Program Requirements - 30

Core Requirements - 10
CIDS 520 - Development Theory and Practice Credits: 3
CIDS 555 - Development Policy and Analysis Credits: 3
SOCl 508 - Emergency Preparedness Credits: 2
ANTH 517 - Cultural and Developmental Anthropology Credits: 2

Development Management - 11
CIDS 530 - Community Assessment & Planning Credits: 3
CIDS 535 - Budgeting, Fundraising & Grantsmanship Credits: 2
CIDS 536 - Project Design, Implementation & Evaluation Credits: 3

Choose one of the following courses:
CIDS 515 - Organization and Human Resources Credits: 3
Or BSAD 530 - Leadership & Management of Not-for-Profit Organizations Credits: 3

Research - 6
SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey Credits: 2
SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2
CIDS 670 - Comprehensive Exam Credits: 0

Choose one of the following courses:
CIDS 698 - Research Project Credits: 2,3
Or CIDS 699 - Master’s Thesis Credits: 3,4

Practicum - 1
This course is fulfilled through the MAYYAM degree practicum course DSRE 660

Electives - 2
These electives are fulfilled through MAYYAM degree courses.

CIDP Admission Requirements

Acceptance Criteria
Applicants to the regular two-year standing program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research.

A bachelor’s degree from an accredited college or university.

An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;

Completed Graduate Application packet.
Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student would be expected to take them during the first year of enrollment.

Credits for prerequisites do not apply toward the MSCP.

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

GRE
Students who apply for admission to the MSCP program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

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

CIDP Additional Information

Assistantships
Students have the opportunity to apply for graduate assistantships - administrative, teaching or research.

Post-Masters

Biblical and Ancient Near Eastern Archaeology PhD

Randall W. Younker, Director

The Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology is an academic program that prepares students for teaching positions and/or research in institutions of higher education.

Program Outcomes

Knows the history, methods and theories of archaeology.
Knows the material culture and history of the Biblical and ancient Near Eastern and Mediterranean world.
Applies knowledge of the material remains to an understanding of Biblical and ancient Near Eastern contexts.
Demonstrates the skills to conduct all phases of field work, including follow-up analyses and presentation and publication of findings.

Areas of Concentration

When students apply to this PhD program they may select one of two areas of concentration: Biblical Archaeology or Ancient Near Eastern Archaeology. The areas of specialized study for these concentrations are listed below:

Ancient Near Eastern Archaeology
ANE History
ANE Archaeology
ANE Languages
Fieldwork, Method and Theory

Biblical Archaeology
Biblical History
Biblical Archaeology
ANE Languages
Fieldwork, Method and Theory

Each area of study is to be supplemented with one of the cognate areas listed below:

Old Testament
Admission Requirements
All applicants must meet the Graduate Programs Admission requirements. Admission to the PhD in Biblical and Ancient Near Eastern Archaeology program is granted to applicants who:

- Hold an MA (or its equivalent) from an accredited institution in an appropriate field (Ancient Near Eastern history and/or archaeology, biblical history, anthropology).
- Show high promise of future usefulness to church and/or society.
- Read proficiently required ancient and modern languages as noted in the Language Requirements below.
- Minimum GRE score of 288.
- Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:
  - Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based TOEFL exam score of 575) for regular admission to the PhD program.
  - Applicants who have received a bachelor’s or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.
- All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.
- Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).
- For an iBT TOEFL score between 80 and 89 (equivalent to a paper based TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit course in the PhD program. This is counted as full time student status.
- For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.
- For further details regarding the Bridge program and its policies see the ESL website.

Have 15 prerequisite credits in the chosen area of concentration.

Have a graduate course in Research Methods (e.g. ANEA 640 - Research, Method and Theory in Archaeology).

Admission to Advanced Standing. Advanced standing for the PhD in Biblical and Ancient Near Eastern Archaeology program may be granted for students who have post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of each student’s first enrollment in the program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the program determines the appropriateness and relevance of the work considered for advanced standing and authorizes such standing. The minimum residence requirement cannot be reduced.

Time to Apply. Students who desire to enter the program in the fall semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions, usually by January 15. Some students may be allowed to enter the program in the summer, in which case the application materials must be at the Office of Graduate Admissions by November 30. The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the program must also submit:

- A 600-word personal statement including their philosophical perspective and the relationship of their values to their responsibilities as a teacher-scholar and leader; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis). This paper should show the applicant’s ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Core Language Requirements. Applicants must demonstrate proficiency in specified ancient and modern foreign languages either by passing language proficiency examinations or by taking specified graduate-level language courses and earning a grade of B or above. The foreign language requirements are listed below:

- Biblical Archaeology. An ancient language appropriate to the student’s research goals—typically Biblical Hebrew, Greek, or Latin at the Intermediate Level. Two modern languages relevant to research goals such as French, German, Italian, modern Hebrew, modern Arabic, modern Greek.
- Ancient Near Eastern Archaeology. An ancient language appropriate to the student’s research goals - typically Biblical Hebrew, Greek, or Latin at the Intermediate Level. Two modern languages relevant to research goals such as French, German, Italian, modern Hebrew, modern Arabic, modern Greek, or computer database skills.

Upon approval by the program committee, the Program Director may require additional ancient languages as required by the area of emphasis students choose.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, students may be required to take a reduced load in order to meet these prerequisites.

Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule cannot take any further regular courses until all the language prerequisites are met.

Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the program committee may require applicants to clear all the language prerequisites prior to admission.

Residence and Course Requirements
In order to fulfill the requirements for the PhD degree, students must:

- Complete 64 credits; at least 48 credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation.

Area of Concentration 33

**Biblical Archaeology Concentration-12 Credits**

Choose 4 of the Following 6 Courses (minimum of 3 credits per course)

- OTST 605 - Seminar in Old Testament History Credits: 2,3
- ANEA 613 - Paleo-Christan Archaeology Credits: 2–3
- OTST 614 - Archaeology of Palestine Credits: 2,3
- OTST 690 - Independent Study Credits: 1–3 in a Biblical Archaeology Topic
- OTST 695 - Directed Studies Credits: 3 in a Biblical Archaeology Topic
- OTST 890 - Directed Reading in History and Archaeology Studies Credits: 1–6 in Biblical Archaeology

**Ancient Near Eastern Archaeology Concentration-12 Credits**

Choose 4 of the Following 6 Courses (minimum of 3 credits per course)

- ANEA 604 - History of the Ancient Near East Credits: 2,3
- ANEA 612 - Ancient Near Eastern Languages Credits: 3
- ANEA 690 - Independent Study Credits: 1–3 in an ANE Archaeology Topic
- ANEA 695 - Directed Studies Credits: 3 in an ANE Archaeology Topic
- ANEA 810 - Near Eastern Archaeology Credits: 3
- ANEA 890 - Directed Reading in History and Archaeology Studies Credits: 1–6 in an ANE Archaeology Topic

**Required for Both Concentrations-12 Credits of Fieldwork**

ANEAS 630 - Archaeological Field Work Credits: 1–8
Additional Courses-9 Credits
Choose 9 credits appropriate to the archaeological concentration selected in consultation with your advisor.

Area of Cognate 9
Choose 9 credits from your cognate area in consultation with your advisor and/or the relevant department.

Additional Required Courses 6
GSEM 854 - PhD-ThD Dissertation Proposal Seminar Credits: 3
DSRE 860 - Teaching Religion in College Credits: 3
(Students with recognized teaching experience at the college/graduate level may substitute a course in either the emphasis or cognate area for DSRE 860 - Teaching Religion in College.)

Dissertation 16
GSEM 995 - PhD-ThD Dissertation Credits: 1–12 (must take 16 credits)

Additional Information:
Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student’s doctoral committee in consultation with the director of the program.
Take a minimum of 24 credits on the 800- and 900-levels.
Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence (residence includes field work if taken from Andrews University).
Attend doctoral colloquia, Horn Archaeology Lecture Series, worships and assemblies.
Achieve grades of B (3.00) or better and/or S. Only such grades are counted toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If students fall below this minimum GPA, they are placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of students with grades below B may be terminated after review by the program committee. Students who accumulate more than three grades of C or below (2.00 or below) are not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 888 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Time Limits. Students are required to finish all regular course work and take the comprehensive exams within five years of the initial registration in the program, and to complete all degree requirements within ten years of initial registration. Also, students must complete the dissertation including a formal defense and subsequent revisions in five years or less from the time the comprehensive examinations are passed. The two five-year time limits apply independently, so that shortening one does not lengthen the other.

Dissertation Advisory Committee
By the time that students register for GSEM 854 - PhD-ThD Dissertation Proposal Seminar, they, in consultation with the program director, should select a tentative dissertation topic and a dissertation advisory committee. The program director appoints as the chair of each student dissertation advisory committee, a faculty member in agreement with the tentative topic. During the same semester, students and their committee chairs should select two additional faculty members to complete the student dissertation advisory committee, so that, where possible, all three members may contribute to the development of the dissertation proposal. All three members of each student dissertation advisory committee must approve the proposal before it is presented to the program committee.

At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the external examiner, is normally a scholar from another graduate institution.

Comprehensive Examinations
Students are required to pass four comprehensive examinations within a three-week period scheduled by the program office. Three of these examinations are set in the principal area of study and one in the cognate area. At least two of these examinations must be in the regular written format, each lasting between four and six hours, up to two of the four examinations may be given in the oral and/or take-home formats at the discretion of the examiner.

The course requirements of 48 credits must be completed before students can take comprehensive examinations.

The comprehensive examinations determine students’ proficiencies in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.

Students’ applications to take the comprehensive examinations are also an application for advancement to candidacy, which is granted subject to passing all comprehensive examinations.

Dissertation Proposal
The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 844 (non-credit) until the proposal is approved.

Dissertation
After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1–16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

The dissertation prepared by the PhD candidate must
Make an original contribution to scholarship,
Demonstrate the candidate's competence to do independent research,
Reveal the candidate's familiarity with and proficiency in handling the pertinent literature, and
Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions and implications of the study.

The chair of each student dissertation advisory committee guides students in the research in consultation with other members of the committee. As a rule, a calendar year or more is needed for dissertation preparation.

The dissertation is normally written in BASOR style and is typically between 250 and 300 pages in length.

Once the dissertation is completed and approved by each student dissertation advisory committee, a date is set for an oral defense.

Consult the doctoral student handbook for more details regarding the various steps to be taken by students during this program.

Ministry DMin

Kleber Gonçalves, Director

Purpose
Prompted by the promise of Christ’s soon return, the Doctor of Ministry program at Andrews University is designed to develop spiritually mature and responsible professionals in ministry for worldwide church leadership.

Program Description
The Doctor of Ministry program offers a professional doctoral degree for people who seek advanced competencies in ministry. The program enables people to grow in these areas within the framework of a biblical model of leadership. The program is normally offered to professionals who are in active ministry.

Course modules include intensives at various North American and international sites. Concentrations are offered in Chaplaincy, Discipleship (English/Spanish),
Family Ministry, Global Mission Leadership, Intergenerational Church, Leadership (English/Spanish), Leading Growth and Church Multiplication, Millennial Church, Missional Church, Multiethnic/Multicultural Mission and Ministry, Organizational Leadership, Preaching, and Urban Ministry.

Doctor of Ministry modules, including the intensive sessions, are taught by faculty teams of seminary professors with appropriate academic expertise and professionals from the field with experience in evangelism, ministry, and mission. Teaching methodology combines appropriate methods and technology with collegial dialogue to encourage a creative learning environment. Faculty aim to facilitate balanced spiritual, professional, and theological formation that affects the individual, the family, and the ministry group. Participants develop a deeper understanding of ministry, which leads to a strengthening of their family life as well as a greater commitment to ministry. They learn to evaluate ministerial practices through theological reflection, which helps them establish a biblical model of servant leadership. Graduates from the program will be able to use appropriate tools to analyze the needs of their churches and communities and develop and implement appropriate and effective ministries.

Program Learning Outcomes and Educational Objectives
The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are learning outcomes and educational objectives we expect for all students.

DMin Program Learning Outcomes
- Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
- Conduct research and implement an intervention in response to ministry challenges and trends in a glocal context, related to the primary field of service.
- Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

Primary Educational Objectives

Being
- Seek deeper Christ-like biblical spirituality.
- Experience enrichment of personal and family life.
- Intensify commitment to ministry.
- Develop an Adventist perspective of discipleship, evangelism, mission, and ministry.

Knowing
- Acquire exceptional theoretical knowledge that contributes to advanced ministry.
- Foster a holistic view of society and its needs.
- Articulate theological and theoretical understandings that advance global ministry.
- Understand the biblical model of servant leadership.

Doing
- Enhance the ability to evaluate ministerial practices through theological reflection.
- Use appropriate tools to analyze the needs of churches and communities.
- Refine skills that facilitate more effective ministry.
- Reinforce habits of study that contribute to lifelong learning.

Admission Requirements
To be considered for admission to the Doctor of Ministry program, applicants must meet the following requirements:
- Hold the Master of Divinity degree or its equivalent.
- Have a GPA of at least 3.25.
- Demonstrate high professional and personal potential for the gospel ministry.
- Have an equivalent of at least three years of experience in ministry subsequent to the first graduate theological degree.
- Supply satisfactory recommendations.
- Submit a 1500–2500 word double-spaced paper that discusses their personal spiritual journey and sets forth their purpose for seeking the Doctor of Ministry degree. The paper should manifest theological reflection and a familiarity with current literature in pastoral ministry.
- Applicants from other faiths may be accepted into the program, provided they meet admission requirements and represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the ideals of the Seventh-day Adventist Church.

Admission Procedure. Applicants must submit those items specified in the Graduate Academic Policies and in the Admission and Evaluation Policies for Seminary admission requirements.

Degree Requirements
In addition to the requirements listed in Academic Policies Applying to all Programs, students must fulfill the following requirements for the DMin degree:

Total Credits: 32

General Requirements - 18 Credits
- 6 Credits of GSEM 790 - DMin Project Credits: 2–6
- 8 Credits of GSEM 706 - Spiritual and Theological Foundations for Ministry Credits: 6–8
- GSEM 778 - DMin Project Continuation Credits: 0
- GSEM 779 - DMin Program Continuation Credits: 0
- GSEM 790 - DMin Project Seminar Credits: 4

Other modules - 14 Credits
In one of the following Concentrations.
- Chaplaincy
- Discipleship (English/Spanish)
- Family Ministry
- Global Mission Leadership
- Intergenerational Church
- Leadership (English/Spanish)
- Leading for Growth & Church Multiplication
- Millennial Church
- Missional Church
- Multiethnic/Multicultural Mission and Ministry
- Organizational Leadership
- Preaching
- Urban Ministry

Additional Information:

Financial Plans
Financial plans are available to assist NAD employees, international students, cohort groups, and others. See the DMin website (http://www.andrews.edu/sem/dmin/about/costs/) or contact the DMin office for further information.

Modes of Delivery
In order to make the program accessible to ministry professionals, the professor contact portions of course modules are offered as intensives on-campus and at off-campus locations. For information on where courses are offered, see the Program Planner. Cohorts with less than 12 course credits delivered in residency are offered as an approved exception to the Association of Theological Schools' larger residency expectation stated in Standard E, section E.3.1.1. Project Requirements
Students take GSEM 790 in preparation for their project. A statement explaining the philosophy of a Doctor of Ministry project, including guidelines for its development and preparation, is provided when GSEM 790 is taken. A project proposal must be submitted and accepted.

The project, which should address a problem or issue directly relevant to the ministry context of the participant, is developed and implemented in an in-ministry situation. The approach of the project is normally developmental with formative evaluation. The project should be developed in consultation with the student’s adviser. Regulations governing the style and format of project documents are found in the Doctor of Ministry Writing Manual, https://www.andrews.edu/sem/dmin/project/writing_assistance/writing-manual.pdf
During the third and fourth years of the curricular program, students must register for GSEM 796. If the project is still in progress after this time, the student must register for GSEM 788 DMin Project Continuation (0 cr).

When students are unable to demonstrate adequate writing abilities they will be required to hire an editor at their expense.

Students must pass an oral project assessment designed to test the candidate's ability to integrate learning and the practice of ministry. The project assessment must be successfully completed no later than four weeks prior to graduation.

**Time Limits.** DMin students must complete all courses and modules and pass an oral assessment of the project within six years from the time they begin course work. In special circumstances and upon written request, an extension may be granted for one year. There is a minimum threshold of project work that must be completed before a request for an extension will be considered. A higher tuition amount will be charged per semester in an extension year; see http://www.andrews.edu/sem/dmin/about/costs/#fees for the current rates.

**Transferred and Earned Credit Term Limits:** All course credits applied towards degree requirements should be earned within 10 years of the awarding of the degree.

**Project Process.** For a detailed outline of the DMin project process, students should see the Guidelines for the DMin Project published on the Doctor of Ministry website, http://www.andrews.edu/sem/dmin/project/.

**Academic Supervision.** The director of the DMin program acts as curriculum supervisor. The project adviser and a second reader are chosen by the student in consultation with the project coach. Students should work closely with these persons and the DMin project coach to complete the project.

### Ministry DMin Concentrations

#### Chaplaincy Concentration

**Required Modules**
- CHMN 773 - Health Care Leadership Credits: 5
- CHMN 786 - Clinical Issues in Care and Counseling Credits: 5
- CHMN 787 - Theory and Research in Health Care Chaplaincy Credits: 5
- CHMN 788 - Professional Practice in Chaplaincy Credits: 4

#### Discipleship Concentration (English/Spanish)

This concentration is available at US and International off-campus locations.

**Required Modules**
- DSRE 705 - Theological and Historical Perspectives on Discipleship Credits: 4
- DSRE 708 - Mentoring and Coaching for Discipleship Credits: 5
- DSRE 709 - Constructs of Corporate Ministry for Discipleship Credits: 5

#### Family Ministry Concentration

**Required Modules**
- DSRE 747 - Ministry to Families in Context Credits: 4,5
- DSRE 748 - Family Dynamics and Sexuality Credits: 5
- DSRE 749 - Family as a Center for Discipleship Credits: 5

#### Global Mission Leadership Concentration

**Required Modules**
- MSSN 731 - Cultural and Religious Analysis – I Credits: 4
- MSSN 732 - Cultural and Religious Analysis – II Credits: 4
- MSSN 741 - Mission Strategy Development Credits: 4
- MSSN 742 - Mission Strategy Development Credits: 4

#### Intergenerational Church Concentration

The Intergenerational Church concentration intends to provide a significant and terminal professional doctoral experience for those who lead churches to include all ages and to give purposeful attention to the similarities among and differences between different generations. This includes the expected seasons of life each generation experiences as well as unique changes when new generations emerge. The focus for the Intergenerational Church concentration will be on local church mission and ministry.

This concentration is available at main campus and US off-campus locations.

**Required Modules**
- CHMN 707 - The Church in Intergenerational Contexts Credits: 4
- CHMN 762 - The Challenge of 2nd and 3rd Generations Credits: 5
- CHMN 783 - Hearing and Responding to God Throughout Life Credits: 5

#### Leadership Concentration (English/Spanish)

**Required Modules**
- CHMN 747 - Christian Leadership Credits: 4,5
- CHMN 760 - Advanced Leadership Competencies Credits: 5
- CHMN 780 - Leading and Managing the Church Organization Credits: 5

**Languages**
This concentration is now also taught in Spanish.

#### Leading for Growth and Church Multiplication Concentration

**Required Modules**
- CHMN 742 - Church Multiplication Credits: 5
- CHMN 763 - Effective Strategic Growth Credits: 4
- CHMN 779 - Leading Growth Credits: 5

#### Millennial Church Concentration

**Required Modules**
- CHMN 709 - The Changing Church Credits: 4
- CHMN 713 - Transformational Leadership and Organic Systems Thinking Credits: 5
- CHMN 752 - Discipling Congregational Leaders Credits: 5

#### Missional Church Concentration

This concentration is available at US and International off-campus locations.

**Required Modules**
- CHMN 704 - Missional Church in Western Culture Credits: 4
- CHMN 713 - Transformational Leadership and Organic Systems Thinking Credits: 5
- CHMN 714 - Discipling Leaders for Mission Credits: 5

#### Multiethnic/Multicultural Mission and Ministry Concentration

**Required Modules**
- CHMN 712 - Transformational Leadership Credits: 5
- CHMN 723 - Theological & Social Science Foundations for ME/MC Mission & Ministry Credits: 4
Program Requirements

Core Requirements

The DMiss program is cohort-based. Each cohort will consist of a specific course schedule during 4 annual modules. All cohort members will take the 42 credits of those specific modules and their listed courses. A dissertation of 6 credits will also be completed. Evidence of ability to read and speak in a language other than English may be required for certain concentrations or research topics.

MSSN 840 - Research Methods in Mission and Ministry Credits: 2
MSSN 854 - Research Design in Mission Credits: 3
MSSN 795 - Topics in ____________ (Emphasis) Credits: 1–4
MSSN 805 - Current Issues in Mission Credits: 3,4
MSSN 810 - Seminar in ____________ (Emphasis) Credits: 1–6

Missiology DMiss

Program Description

Bruce L. Bauer, Director

The Doctor of Missiology (DMiss) program equips practitioners, leaders, and trainers who minister in cross-cultural mission situations through focused study and research in theological and social-science fields of study. For more detailed guidelines and program structures see the DMiss Handbook. A copy may be accessed online at: www.andrews.edu/sem/dmiss/handbook

Program Design

The DMiss degree is pursued while engaged in ministry. The curriculum is cohort-based and designed to be completed in four modules. Modules will include 1) pre-session reading, field research, application activities, and online discussions with the cohort group, 2) a residential period of at least 4 weeks on the campus of Andrews University, or one of its off-campus locations, and 3) post-session projects and/or paper. Cohorts will have emphases such as world religions, urban mission, cross-cultural leadership, ministry in animistic settings, and relief, development, and social issues. All credits given will adhere strictly to the minimum total study time of 60 hours (in class and out of class) for each credit as outlined in Andrews academic policies.

Total Credits - 48

Possible Emphases

Ministry in Anistic Settings
Mission Leadership
Relief, Development, and Social Issues
Urban Mission
World Religions

Maintaining Academic Standing

Time Limits

Since the program is cohort-based, the student is expected to finish all modules as scheduled for the cohort. All degree requirements, including the dissertation must be finished within ten years of initial registration.

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission and in the Seminary Admission Requirements.
(http://bulletin.andrews.edu). Admission to the DMiss program is granted by the DMiss Committee to applicants who:

- Hold the MDiv degree or its educational equivalent, or other advanced master's-level degrees in the related cognate discipline with a GPA of at least 3.3 on a 4-point scale.
- Have a minimum of 15 semester credits of mission-related course work.
- Pass the TOEFL test for English proficiency with a minimum TOEFL score of 85 (iBT) or 565 (paper based) if Secondary and Undergraduate schooling was not in English or if requested by the DMiss Program Committee.
- Have significant work experience (typically three years or more) in a cross-cultural ministry context.
- Show high promise of future usefulness in the mission of the church.
- Have completed GSEM620 Research Methods or equivalent.
- Have recommendations, which include at least one church leader from a cross-cultural/mission setting.

**Application Process**

Application for the DMiss program should be submitted at least 9 months before the start date for Module 1 of the cohort being applied for.

In addition to submitting the items required of all graduate students, applicants to the DMiss program must also submit:

A 1000-word personal statement which includes:
- The applicant’s philosophy of mission—including religious, cultural, and ethical considerations in doing mission.
- Personal aspirations for future ministry and how this degree program will contribute to that mission.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant’s ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should be in an area related to mission if possible.
- Detailed description of applicant’s cross-cultural ministry work experience.

**Advanced Standing**

The DMiss program is cohort-based. Therefore, it is expected that all students will complete all activities as a cohort. Only in cases where a student has completed extensive mission studies beyond a master’s degree would an exception be considered.

**Program Objectives**

**Purpose**

The purpose of the DMiss program is to advance theologically competent mission leadership for the global church. Although graduates may be asked to teach missions, this degree is not primarily a teaching degree but a professional one. The emphasis of the degree is on knowledge, skills, and mission research, which result in practical applications for effective mission. This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate advanced knowledge in missiological themes and the ability to integrate theology and social science research into actual mission leadership and ministry.

**Program Outcomes**

Graduates will (1) grow in spiritual disciplines; (2) develop theological and biblical foundations for their ministries and mission practice; (3) conduct research on mission challenges of the church which results in recommended solutions; (4) implement mission strategies which are biblically faithful and culturally appropriate; and (5) demonstrate ability to train others for cross-cultural ministry.

**Religion, Adventist Studies**

**Concentration PhD**

Thomas Shepherd, Director

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

**Areas of Specialization**

- Development of Adventist lifestyle
- Development of Adventist theology
- General Adventist history

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology

Area selected from approved graduate-level studies

**PhD: Religion**

The PhD: Religion program builds on expertise and training developed in approved master’s programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

**Total Credits - 64**

In order to fulfill the requirements for the PhD degree, students must register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation.

**Concentration - 33**

- CHIS 628 - Historical Research and Historiography Credits: 3
- 30 other credits in Adventist Studies

**Area of Cognate - 9**

Requirements for cognates may be obtained from the PhD/ThD office.

**Degree Core**

Core Requirements - 6

- GSEM 915 - Biblical and Theological Hermeneutics Credits: 3
- GSEM 860 - Teaching Religion in College Credits: 3
- GSEM 810 - PhD-ThD Colloquium Credits: 0

Research - 3

**Dissertation Proposal:**

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to
be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student’s dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborative process the PhD/ThD committee appoints the student’s dissertation committee.

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 the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student’s comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations Credits: 0

During the semester in which the student takes the Comprehensive exams the student registers for:

GSEM 885 - PhD-ThD Comprehensive Exams

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

<table>
<thead>
<tr>
<th>Table of Dates for Comprehensive Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Comps</strong></td>
</tr>
<tr>
<td>Complete Coursework</td>
</tr>
<tr>
<td>Turn in Schedule &amp; Contracts</td>
</tr>
<tr>
<td>Clear DG’s</td>
</tr>
<tr>
<td>Take Exams</td>
</tr>
</tbody>
</table>

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Dissertation - 16

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired. The dissertation prepared by the student must:

- Produce a comprehensive analysis and synthesis of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

oral Defense of Dissertation

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

- Acceptance of the dissertation as presented
- Acceptance of the dissertation subject to minor revisions
- Acceptance of the dissertation subject to major revisions
- Rejection of the dissertation

Normally, rejection of a dissertation terminates the student’s doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense:

The student makes all corrections. The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy by be accessed on-line at: http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf

Maintaining Academic Standing

Residency:

Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

Coursework Levels:

Take all course work at the Seminary on the 800, & 900 levels; some non-seminary graduate courses may be approved by the student’s doctoral committee in consultation with the director of the PhD/ThD program.

Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:

Attend seminary worships.

Grade Point Average:

Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below the minimum GPA of 3.0, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD/ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load:

The full-time load for regular course work is 6 to 12 credits per semester. International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM
Transfer of Credits:  
Transfer of credits may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:  
The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams.

Admission Requirements
All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites. Additional coursework may be required to make up deficiencies.

Show high promise of future usefulness to church and society.
Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
Minimum GRE score of 288
Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:
Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.
Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.
All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit course in the PhD program. This is counted as full time student status.
For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.
For further details regarding the Bridge program and its policies see the ESL website.
Complete and return the Sixteen Personality Factor Questionnaire.
Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program. Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit
A 300-word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
A significant research paper (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:
A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature
A clear thesis is stated
The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature
Conclusions are presented clearly and convincingly
The paper is in good English prose without grammatical, syntactical or spelling errors.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.
Prerequisite: Intermediate OT Hebrew, Intermediate NT Greek, and a relevant modern language other than English (approved by the student’s advisor and by the director of the PhD program).

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student’s program, a language substitution may be made with the approval of the student’s advisor and the director of the PhD Program.

Program Outcomes
Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
Religion, Church History PhD

Thomas Shepherd, Director

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization
- Early Christianity and the Middle Ages
- Reformation
- Modern Church, American Church, and Adventist Studies
- History of Theological and Prophetic Studies
- Church and State

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and one in the cognate area. One who holds a PhD in Religion will possess the following competencies:
- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

Total Credits - 64

In order to fulfill the requirements for the PhD degree, students must
- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation

Concentration - 33

CHIS 628 - Historical Research and Historiography Credits: 3
CHIS 614 - Readings in Ecclesiastical Latin Credits: 3
Other languages as needed for research and/or dissertation, such as: Biblical Hebrew, Advanced Greek, Syriac, Coptic, etc.

Area of Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office.

Degree Core

Core Requirements - 6

- GSEM 915 - Biblical and Theological Hermeneutics Credits: 3
- GSEM 860 - Teaching Religion in College Credits: 3
- GSEM 810 - PhD-ThD Colloquium Credits: 0

Research - 3

Dissertation Proposal:

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subtitle sections, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborative process the PhD/ThD committee appoints the student's dissertation committee.

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 the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:
- GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations Credits: 0
- During the semester in which the student takes the Comprehensive exams the student registers for:
- GSEM 885 - PhD-ThD Comprehensive Exams

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.
Take all course work at the Seminary on the 800, & 900 levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD/ThD program. Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:
Attend seminary worship.

Grade Point Average:
Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below the minimum GPA of 3.0, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD/ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load:
The full-time load for regular course work is 6 to 12 credits per semester. International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:
Transfer of credits may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:
The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams.

Admission Requirements
All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who:
Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites. Additional coursework may be required to make up deficiencies.
Show high promise of future usefulness to church and society.
Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
Minimum GRE score of 288.
Demonstrate the ability to handle doctoral-level work in English, according to the following guidelines:
Applications for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for IBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.
Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based iTP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one credit course in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for iTP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit

A 300-word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.

A significant research paper (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

- A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature
- A clear thesis is stated
- The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature
- Conclusions are presented clearly and convincingly
- The paper is in good English prose without grammatical, syntactical or spelling errors

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Prerequisite: Intermediate NT Greek, French and German.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Program Outcomes

Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

Write scholarly research, make a professional presentation and submit for publication.

Display teaching ability appropriate for college and university settings.

Religion, Mission and Ministry Concentration PhD

Thomas Shepherd, Director

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization

- Analysis of the biblical, theological, and theoretical basis for mission
- Evangelization of unreached people groups and urban population clusters
- Cross-cultural leadership development for effective church growth, ministry, and evangelistic strategies
- Study of world religions, secularism, and post-modernism as a missionary challenge

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology

Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.
This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

**Total Credits - 64**

In order to fulfill the requirements for the PhD degree, students must:

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation

**Concentration - 33**

Requirements for cognates may be obtained from the PhD/ThD office.

**Degree Core**

**Core Requirements - 6**

- GSEM 915 - Biblical and Theological Hermeneutics Credits: 3
- GSEM 860 - Teaching Religion in College Credits: 3
- GSEM 810 - PhD-ThD Colloquium Credits: 0

**Research - 3**

**Dissertation Proposal:**

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborative process the PhD/ThD committee appoints the student's dissertation committee.

**Comprehensive Examinations**

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

- All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.
- The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:

- GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations Credits: 0
- GSEM 885 - PhD-ThD Colloquium Credits: 0

First exam and comprehensive exams offer to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

**Table of Dates for Comprehensive Exams**

<table>
<thead>
<tr>
<th>freshman semester</th>
<th>sophomore semester</th>
<th>junior semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Fall Semester</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>July</td>
<td>August</td>
<td>September</td>
</tr>
<tr>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
<tr>
<td>January</td>
<td>February</td>
<td>March</td>
</tr>
<tr>
<td>July</td>
<td>August</td>
<td>September</td>
</tr>
</tbody>
</table>
| *Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

**Dissertation - 16**

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

The dissertation prepared by the student must:

- Make an original contribution to scholarship.
- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

**Oral Defense of Dissertation**

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

- Acceptance of the dissertation subject to major revisions
- Acceptance of the dissertation subject to minor revisions
- Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

**After the defense:**

- The student makes all corrections
The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy by be accessed on-line at: http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf

Maintaining Academic Standing

Residency:
Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

Coursework Levels:
Take all course work at the Seminary on the 800, 900 levels; some non-seminary graduate courses may be approved by the student’s doctoral committee in consultation with the director of the PhD/ThD program.

Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:
Attend seminary worship.

Grade Point Average:
Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below the minimum GPA of 3.0, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD/ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load:
The full-time load for regular course work is 6 to 12 credits per semester. International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:
Transfer of credits may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students’ first enrollment in the PhD/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:
The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams.

Admission Requirements
All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who

Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant’s transcript(s) will be reviewed by the PhD/ThD office for applicability to the program’s prerequisites. Additional coursework may be required to make up deficiencies.

Show high promise of future usefulness to church and society.

Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

Minimum GRE score of 288.

Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.

Applicants who have received a bachelor’s or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit course in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire.
Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant’s academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, Summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit

A 300-word personal statement including their philosophical and ethical stances as to their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.

A significant research paper (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:
A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature. A clear thesis is stated. The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature. Conclusions are presented clearly and convincingly. The paper is in good English prose without grammatical, syntactical or spelling errors.

**Dual Enrollment.** Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

**Language Requirements.** Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

- Prerequisite: Intermediate OT Hebrew, Intermediate NT Greek, and a relevant modern language other than English (approved by the student's advisor and by the director of the PhD program).

**Schedule of Meeting Language Proficiency Requirements.** All language prerequisites must be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

**Program Outcomes**

- Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- Write scholarly research, make a professional presentation and submit for publication.
- Display teaching ability appropriate for college and university settings.

**Religion, New Testament Concentration PhD**

Thomas Shepherd, Director

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

**Areas of Specialization**

- Development of the Christian community in the first and second centuries
- History and praxis of New Testament exegesis and theology
- Intertextual and New Testament backgrounds, both Jewish and Graeco-Roman
- Language and literature: text, canon, critical introduction, and cognate literature

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology

Area selected from approved graduate-level studies

**PhD: Religion**

The PhD Religion program builds on expertise and training developed in approved master’s programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

**Total Credits - 64**

In order to fulfill the requirements for the PhD degree, students must register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation.

**Concentration - 33**

- NTST 608 - Advanced Greek Grammar and Syntax Credits: 2,3
- NTST 696 - Seminar in Hellenistic Greek Credits: 2,3
- Note: the courses listed above must be taken for 3 credits
- 30 other credits in New Testament Studies

**Area of Cognate - 9**

Requirements for cognates may be obtained from the PhD/ThD office.

**Degree Core**

Core Requirements - 6

- GSEM 915 - Biblical and Theological Hermeneutics Credits: 3
- GSEM 860 - Teaching Religion in College Credits: 3
- GSEM 810 - PhD-ThD Colloquium Credits: 0

Research - 3

**Dissertation Proposal:**

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.
If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student’s dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborate process the PhD/ThD committee appoints the student’s dissertation committee.

Comprehensive Examinations

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams. The student’s comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations Credits: 0
   During the semester in which the student takes the Comprehensive exams
GSEM 885 - PhD-ThD Comprehensive Exams
   Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

<table>
<thead>
<tr>
<th>Table of Dates for Comprehensive Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Complete Coursework</td>
</tr>
<tr>
<td>Fall Comps</td>
</tr>
<tr>
<td>April</td>
</tr>
<tr>
<td>Turn in Schedule &amp; Contracts</td>
</tr>
<tr>
<td>April</td>
</tr>
<tr>
<td>Clear DG’s</td>
</tr>
<tr>
<td>June</td>
</tr>
<tr>
<td>Take Exams</td>
</tr>
<tr>
<td>October/November</td>
</tr>
</tbody>
</table>

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Dissertation - 16

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

The dissertation prepared by the student must:

- Make an original contribution to scholarship.
- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways: Acceptance of the dissertation as presented Acceptance of the dissertation subject to minor revisions Acceptance of the dissertation subject to major revisions Rejection of the dissertation

Normally, rejection of a dissertation terminates the student’s doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense:

- The student makes all corrections
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy be accessed on-line at: http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf

Maintaining Academic Standing

Residency:

Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

Coursework Levels:

Take all course work at the Seminary on the 800, & 900 levels; some non-seminary graduate courses may be approved by the student’s doctoral committee in consultation with the director of the PhD/ThD program.

Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:

Attend seminary worships.

Grade Point Average:

Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below the minimum GPA of 3.0, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD/ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load:

The full-time load for regular course work is 6 to 12 credits per semester. International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.
Transfer of Credits:
Transfer of credits may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students’ first enrollment in the PhD/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:
The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams.

Admission Requirements
All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission requirements. Admission to the PhD/ThD program is granted by the PhD/ThD Committee to applicants who:

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant’s transcript(s) will be reviewed by the PhD/ThD office for applicability to the program’s prerequisites. Additional coursework may be required to make up for deficiencies.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Minimum GRE score of 288
- Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:
  - Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based iTP TOEFL exam score of 575) for regular admission to the PhD/ThD program.
  - Applicants who have received a bachelor’s or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD/ThD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, and/or writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based iTP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit courses with ESL and one or two 3 credit courses in the PhD program. This is counted as full time student status.

For an iBT TOEFL score below 80 the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the sixteen personality factor questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant’s academic background, the PhD/ThD committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply: Students who desire to enter the program in the autumn semester (the normal entry point), or Summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the proceeding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the proceeding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit: In addition to submitting the items required of all graduate students, applicants to the PhD/ThD programs must also submit the following:

- A 300 word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:
  - A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature
  - A clear thesis is stated
  - The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature
  - Conclusions are presented clearly and convincingly
  - The paper is in good English prose without grammatical, syntactical or spelling errors.

Dual Enrollment: Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD/ThD Program.

Language Requirements: Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisites must be passed by examination or course work before the student is accepted into Regular Status.

Prerequisite Language Requirements include the following: Intermediate Hebrew, Intermediate New Testament Greek, German and French

Schedule of Meeting Language Proficiency Requirements: All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD/ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student’s program, a language substitution may be made with the approval of the student’s advisor and the director of the PhD/ThD Program.

Program Outcomes
Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

Write scholarly research, make a professional presentation and submit for publication.

Display teaching ability appropriate for college and university settings.
Religion, Old Testament Concentration PhD

Thomas Shepherd, Director

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization
- Archaeology (periods, sites, methodology, and field work) and history of antiquity (Israel and the Ancient Near Eastern languages)
- Exegesis and theology (Pentateuch, Former Prophets, Latter Prophets, and Writings)
- Language and literature (Biblical Hebrew and Aramaic, other Ancient Near Eastern languages); LXX and other ancient versions; and Old Testament textual criticism

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.
- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master’s programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:
- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

Total Credits - 64

In order to fulfill the requirements for the PhD degree, students must
- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation

Concentration - 33

OTST 654 - Biblical Aramaic Credits: 2,3
OTST 660 - Readings in the Septuagint Credits: 2,3
Note: the courses listed above must be taken for 3 credits
27 other credits in Old Testament Studies

Area of Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office.

Degree Core

Core Requirements - 6
- GSEM 915 - Biblical and Theological Hermeneutics Credits: 3
- GSEM 860 - Teaching Religion in College Credits: 3
- GSEM 810 - PhD-ThD Colloquium Credits: 0

Research - 3

Dissertation Proposal:
- The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student’s dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborate process the PhD/ThD committee appoints the student’s dissertation committee.

Comprehensive Examinations

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student’s comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During seminars of preparation for comprehensive exams the student registers for:
- GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations Credits: 0
  During the semester in which the student takes the Comprehensive exams the student registers for:
- GSEM 885 - PhD-ThD Comprehensive Exams

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

<table>
<thead>
<tr>
<th>Table of Dates for Comprehensive Exams</th>
<th>Fall Comp</th>
<th>Spring Comp</th>
<th>Summer Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Coursework</td>
<td>April</td>
<td>July</td>
<td>December</td>
</tr>
<tr>
<td>Turn in Schedule &amp; Contracts</td>
<td>April</td>
<td>July</td>
<td>December</td>
</tr>
<tr>
<td>Clear DG’s</td>
<td>June</td>
<td>September</td>
<td>March</td>
</tr>
<tr>
<td>Take Exams</td>
<td>October/November</td>
<td>January/February</td>
<td>July/August</td>
</tr>
</tbody>
</table>
Coursework Levels:

Oral Defense of Dissertation
advertised by the director of the PhD/ThD programs.

The date is set and

the doctoral committee. One of those persons, the "external examiner", is

consultation with the dean of the Seminary, appoints two additional members to

the dissertation defense committee and is held

normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held

no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at

least four of the five examiners. The committee votes in one of the following ways:

Acceptance of the dissertation as presented
Acceptance of the dissertation subject to minor revisions
Acceptance of the dissertation subject to major revisions
Rejection of the dissertation

Oral Defense of Dissertation
The oral defense of the dissertation normally cannot be made earlier than 12

months after passing the comprehensive examinations. The date is set and

advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in

consultation with the dean of the Seminary, appoints two additional members to

the doctoral committee. One of those persons, the "external examiner", is

normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held

no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at

least four of the five examiners. The committee votes in one of the following ways:

Acceptance of the dissertation as presented
Acceptance of the dissertation subject to minor revisions
Acceptance of the dissertation subject to major revisions
Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy,

but the PhD-ThD Committee may consider whether to allow him/her to prepare

and submit another dissertation and what specific requirements would apply
(including possible further course work and additional comprehensive
examinations).

After the defense:
The student makes all corrections
The deadline for dissertations to be submitted to the Dissertation Secretary
with the signed approved page is no later than Wednesday, 10 days
before graduation.
Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A
copy be accessed on-line at: http://www.andrews.edu/sem/programs-
degrees/phd/phd-handbook.pdf

Maintaining Academic Standing
Residency:
Take at least two semesters of formal full-time study consecutively and in
residence, registering each semester for no fewer than 6 credits. At
least 33 credits (of the minimum 48 course work credits) must be taken
in residence.

Coursework Levels:
Take all course work at the Seminary on the 800, & 900 levels; some non-
seminary graduate courses may be approved by the student's doctoral
committee in consultation with the director of the PhD/ThD program.
Up to 9 Transfer credits at the 600 level may be approved if the work is done
at the doctoral level, the credits do not apply to another degree, and a
grade of B minimum is achieved.

Seminary Worship:
Attend seminary worships.

Grade Point Average:
Achieve grades of B (3.00) or better and/or S. Only such grades are credited
toward the degree requirements. No more than 15 credits in courses
with an S grade may be applied to the program requirements. If the
student falls below the minimum GPA of 3.0, he/she is placed on
probation and can regain regular standing only after having again
reached the B (3.00) level. The matriculation of a student with grades
below B may be terminated after review by the PhD/ThD Committee. A
student who accumulates more than three grades of C or below (2.00
or below) is not allowed to continue in the doctoral program.

Full Course Load:
The full-time load for regular course work is 6 to 12 credits per semester.
International students must take a minimum of 8 credits per semester
for two semesters per year in order to be considered full time.
Students with full-sponsorship are expected to take a full load of 12
credits per semester. On-campus students who are registered
for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses)
are counted as full-time students. Students who register for GSEM
995 are also counted as full-time students if the work is done on
and campus they register for 16 credits in a maximum of six semesters.

Transfer of Credits:
Transfer of credits may be considered for students having done post-MA or
post-MDiv work in an approved institution if the work is appropriate to
the program, carries grades of B or above, and was taken within six
years of the students’ first enrollment in the PhD/ThD program. Credits
earned toward the MA and MDiv degrees are not considered for
transfer. The director of the PhD/ThD program determines the
appropriateness, relevance, and currency of the work considered for
the transfer of credits and authorizes such transfers. In no case is the
minimum residence requirement reduced.

Time Limits:
The maximum time limit for completion of the PhD/ThD is ten years from
first enrollment. Regular course work and the comprehensive exams
must be completed within five years of first enrollment. The
dissertation must be completed within five years of passing the
comprehensive exams

Admission Requirements
All applicants must meet the Graduate Programs Admission requirements, and
the Seminary Admission Requirements. Admission to the PhD: Religion program is
granted by the PhD-ThD Committee to applicants who
Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its
equivalent) from an approved seminary or university. The applicant’s
transcript(s) will be reviewed by the PhD/ThD office for applicability to
the program’s prerequisites. Additional coursework may be required to
make up deficiencies.
Show high promise of future usefulness to church and society.
Read proficiently in ancient and/or modern languages as noted in the
Language Requirements.
Minimum GRE score of 288.
Demonstrate the ability to handle doctoral-level work in English according to
the following guidelines:
Applicants for whom English is not a primary language of
communication are required to take the TOEFL exam and
must achieve the entry level score of 90 for IBT TOEFL
exam (equivalent to a paper based ITP TOEFL exam score of
575) for regular admission to the PhD program.
Applicants who have received a bachelor’s or higher degree in
the past 5 years from an institution where English is the
medium of instruction are exempt from the requirement to
take the TOEFL exam.
All international students applying to the PhD programs are
required to have a language evaluation interview with the
program director whether or not they are required to take
the TOEFL exam. The content of this interview may include
reading and listening comprehension components and
writing and speaking components. The interview can be in
person or via Skype if the applicant is not in the Berrien
Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one or two 3 credit courses in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit:

A 300-word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.

A significant research paper (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

- A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature
- A clear thesis is stated
- The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature
- Conclusions are presented clearly and convincingly
- The paper is in good English prose without grammatical, syntactical or spelling errors

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status.

Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

Prerequisite: Intermediate Hebrew, OTST 625 Biblical Hebrew III, Intermediate New Testament Greek, and two of the following languages: German, French and Modern Hebrew.

Required: OTST 654 - Biblical Aramaic and OTST 660 - Readings in the Septuagint, for all specialties other than Archaeology.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student’s advisor and the director of the PhD Program.

OTST 625 - Biblical Hebrew III Credits: 3

Program Outcomes

Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

Write scholarly research, make a professional presentation and submit for publication.

Display teaching ability appropriate for college and university settings.

Religion, Theological Studies

Concentration PhD

Thomas Shepherd, Director

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization

- Christian ethics, comprising ethical theory and professional, personal, and social ethics
- Historical theology, examining the origin and development of theological concepts and trends
- Philosophical theology
- Systematic theology, embracing the biblical and doctrinal aspects of theological thought

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology

Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in
Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

**Total Credits - 64**

In order to fulfill the requirements for the PhD degree, students must register for 64 credits by completing 48 or more credits of formal coursework in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation.

**Concentration - 33**

Requirements for cognates may be obtained from the PhD/ThD office.

**Area of Cognate - 9**

Degree Core

Core Requirements - 6
- GSEM 915 - Biblical and Theological Hermeneutics Credits: 3
- GSEM 860 - Teaching Religion in College Credits: 3
- GSEM 810 - PhD-ThD Colloquium Credits: 0

Research - 3

**Dissertation Proposal:**
The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborative process the PhD/ThD committee appoints the student's dissertation committee.

Comprehensive Examinations

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student’s comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:
- GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations Credits: 0
- GSEM 885 - PhD-ThD Comprehensive Exams

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

<table>
<thead>
<tr>
<th>Table of Dates for Comprehensive Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Dates for Comprehensive Exams</td>
</tr>
<tr>
<td>Complete Coursework</td>
</tr>
<tr>
<td>Turn in Schedule &amp; Contracts</td>
</tr>
<tr>
<td>Clear DG's</td>
</tr>
<tr>
<td>Take Exams</td>
</tr>
</tbody>
</table>

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

**Dissertation - 16**

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

The dissertation prepared by the student must:

- Make an original contribution to scholarship.
- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

**Oral Defense of Dissertation**

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

- Acceptance of the dissertation as presented
- Acceptance of the dissertation subject to minor revisions
- Rejection of the dissertation

Normally, rejection of a dissertation terminates the student’s doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

**After the defense:**

- The student makes all corrections
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

595
Maintaining Academic Standing

Residency:
Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

Coursework Levels:
Take all course work at the Seminary on the 800, & 900 levels; some non-seminary graduate courses may be approved by the student’s doctoral committee in consultation with the director of the PhD/ThD program.
Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:
Attend seminary worship.

Grade Point Average:
Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with a grade of S may be applied to the program requirements. If the student fails below the minimum GPA of 3.0, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD/ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load:
The full-time load for regular course work is 6 to 12 credits per semester.
International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time.
Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:
Transfer of credits may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students’ first enrollment in the PhD/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:
The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams.

Admission Requirements
All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission requirements. Admission to the PhD/ThD program is granted by the PhD/ThD Committee to applicants who:

Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant’s transcript(s) will be reviewed by the PhD/ThD office for applicability to the program’s prerequisites. Additional coursework may be required to make up for deficiencies.

Show high promise of future usefulness to church and society.
Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

Minimum GRE score of 288

Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD/ThD program.

Applicants who have received a bachelor’s or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD/ThD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, and/or writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit courses with ESL and one or two 3 credit courses in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the sixteen personality factor questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant’s academic background, the PhD/ThD committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply: Students who desire to enter the program in the autumn semester (the normal entry point), or Summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the proceeding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the proceeding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit: In addition to submitting the items required of all graduate students, applicants to the PhD/ThD programs must also submit the following:

A 300 word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.

A significant research paper (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature.

A clear thesis is stated.

The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature.
Conclusions are presented clearly and convincingly. The paper is in good English prose without grammatical, syntactical or spelling errors.

Dual Enrollment: Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD/ThD Program.

Language Requirements: Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisites must be passed by examination or course work before the student is accepted into Regular Status.

Prerequisite Language Requirements include the following: Intermediate Hebrew, Intermediate New Testament Greek, German and French.

Schedule of Meeting Language Proficiency Requirements: All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD/ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD/ThD Program.

Program Outcomes
- Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- Write scholarly research, make a professional presentation and submit for publication.
- Display teaching ability appropriate for college and university settings.

Religious Education PhD

The PhD (Religious Education) offers the following focus areas:

- Christian Formation and Discipleship
- Theological Curriculum and Instruction
- Customized

Religious Education, PhD

John V. G. Matthews, Director

The PhD (Religious Education) prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university. All candidates further develop the core competencies of a religious educator and select an area of specialization for intense study and research, generally using research methodologies of the social sciences.

Graduates with a PhD (Religious Education) are prepared to serve in teaching and leadership of ministries focused on the family, the church, or the school/university, and to investigate contemporary religious education issues, using social sciences research methodologies.

They demonstrate competency in six major roles and a focus area:

- Religious Educator Roles
  - A Christian Apologist who develops and articulates effectively a philosophy of religious education.
  - A Servant-Leader who teaches and discipled.
The beginning of the semester preceding the semester the student intends to take the comprehensive examination should be made by the student in consultation with his/her advisor. The advisor selects a tentative dissertation topic.

Options for the customized course of study may include such areas as family life, worship, spiritual nurture of children, or spiritual nurture of youth and young adults.

Students may design an individualized course of study if three conditions are met.

1. The program director, in consultation with the student and advisor, appoints a faculty member knowledgeable about the topic to chair the student’s dissertation committee.
2. The dissertation director, the program director, and the doctoral committee chair collaborate in the selection of two other members to complete the student’s dissertation committee. All three members of this dissertation committee must approve the proposal before it is presented to the Proposal Review Committee and the PhD/ThD committee.
3. The appointment of the dissertation committee is subject to approval by the PhD/ThD committee as well as any changes to the committee.

At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner.

Dissertation Proposal. No later than the last semester of course work, students must submit to the PhD/ThD Committee a final proposal that is approved by their dissertation committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:

- A 10–15 page overview of the major elements of the dissertation. The first three chapters in tentative form.
- Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must:

- Make an original contribution to scholarship
- Demonstrate the candidate’s competence for independent research
- Reveal the candidate’s familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

See the Religious Education Doctoral Handbook for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters.

See the Religious Education Doctoral Handbook for more information on the oral defense of the dissertation.

Comprehensive Examination Guidelines

Course Plan. Upon acceptance into the program, the student is assigned an advisor by the director of the program. Normally within the first 16 credits of study the student and advisor prepare a course plan for completing the degree requirements. This course plan must be approved by the Religious Education Office.

Comprehensive Examination. Early in their program, students should obtain a copy of the Comprehensive Examination Guidelines from the Religious Education office.

All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination. The comprehensive examination consists of five sections, one of which may be given in a take-home format, one of which is a portfolio presentation, and three of which must be written in a supervised environment. Examination dates are arranged through the administrative assistant for the Discipleship and Religious Education Department.

Formal application to take the comprehensive examination should be made by the beginning of the semester preceding the semester the student intends to take the examination.

For more detailed information regarding the comprehensive examination, see the Religious Education Doctoral Handbook.

Adancement to Candidacy. Students should apply for advancement to degree candidacy when they apply to take comprehensive examinations and after they have:

- completed all prerequisites;
- removed any English language deficiency;
- completed all course requirements or are registered for them;
- removed all deferred grades, except in DSRE 878 - Advanced Scholarly and Professional Development and DSRE 950 - Synthesis in Religious Education and credits related to the dissertation sequence.

The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Committee. Before the student registers for EDRM 880 - Dissertation Proposal Development or GSEM 854 - PhD/ThD Dissertation Proposal Seminar, the student in consultation with his/her advisor selects a tentative dissertation topic.

The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student’s dissertation committee. The student, the program director, and the doctoral committee chair collaborate in the selection of two other members to complete the student’s dissertation committee. All three members of this dissertation committee must approve the proposal before it is presented to the Proposal Review Committee and the PhD/ThD committee.

Comprehensive Examination. Early in their program, students should obtain a copy of the Comprehensive Examination Guidelines from the Religious Education Program Faculty.

All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination. The comprehensive examination consists of five sections, one of which may be given in a take-home format, one of which is a portfolio presentation, and three of which must be written in a supervised environment. Examination dates are arranged through the administrative assistant for the Discipleship and Religious Education Department.

Formal application to take the comprehensive examination should be made by the beginning of the semester preceding the semester the student intends to take the examination.

For more detailed information regarding the comprehensive examination, see the Religious Education Doctoral Handbook.
Advanced to Candidacy. Students should apply for advancement to degree candidacy when they apply to take comprehensive examinations and after they have completed all prerequisites; removed any English language deficiency; completed all course requirements or are registered for them; removed all deferred grades, except in DSRE 878 - Advanced Scholarly and Professional Development and DSRE 950 - Synthesis in Religious Education and credits related to the dissertation sequence. The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Sequence

Dissertation Committee. Before the student registers for EDRM 880 - Dissertation Proposal Development or GSEM 854 - PhD-ThD Dissertation Proposal Seminar, the student in consultation with his/her advisor selects a tentative dissertation topic. The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student’s dissertation committee. The student, the program director, and the doctoral committee chair collaborate in the selection of two other members to complete the student’s dissertation committee. All three members of this dissertation committee must approve the proposal before it is presented to the Proposal Review Committee and the PhD/ThD committee. The appointment of the dissertation committee is subject to approval by the PhD/ThD committee, as are any changes to the committee.

Dissertation Proposal. No later than the last semester of course work, students must submit a proposal for review and approval to the Seminary Proposal Review Committee and the PhD/ThD Committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:
- The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must
- Make an original contribution to scholarship
- Demonstrate the candidate's competence for independent research
- Reveal the candidate's familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

See the Religious Education Doctoral Handbook for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters. See the Religious Education Doctoral Handbook for more information on the oral defense of the dissertation.

Admission Requirements

In addition to meeting the general admission requirements listed in the Graduate Programs Admission section and in the Seminary Admission Requirements, applicants must:
- Hold an MA (Religious Education); an MDiv; an MA (Religion); or an MA degree in education or related area plus have 28 credits in religion (16 of which may be on the undergraduate level).
- Have 16 undergraduate or graduate credits in education or religious education.
- Prerequisites will be evaluated for a coverage and balance of different areas of theology and education.
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral-level work in English. A TOEFL score of 90 is required of all PhD (Religion) program applicants whose native language is other than English, and who have not completed a bachelor's or master's degree in an English based program.

Time to Apply. While early applications are recommended, the deadlines for application to the PhD (Religious Education) program are as follows:
- For North American students: three months prior to the anticipated starting date.
- For non-North American students: six months prior to the anticipated starting date.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD (Religious Education) must also submit:
- A 600-word statement of purpose, which includes their mission statement, a description of the journey that created a desire to pursue doctoral studies, and a vision of the professional accomplishments they foresee.
- A 200-300 word description of their area of interest for dissertation research and an explanation of this choice.
- A significant research paper (term paper, thesis, or research report), normally written during the master's level studies. This paper should give evidence of the applicant's ability to carry out research and to present the results and conclusions of such work in standard English and in an acceptable style.

General Requirements
- All course work taken at the Seminary should be at the 600-, 800-, or 900-levels; course work taken at the School of Education should be appropriate for doctoral level study.
- At least 51% of the student's course work should be designed specifically for doctoral students.
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University.
- Students must earn a 3.00 cumulative GPA for all course work in the degree program.
- Students must establish residency by taking a full-time load (8 credits) for two of three consecutive terms (semester or summer).
- Students must pass the comprehensive examination.
- Students must write and defend a dissertation.

Time Limits. All degree requirements must be completed within ten years of first registration for Andrews University doctoral course work. All course work and the comprehensive examination must be completed within six years of first registration. The dissertation must be completed within five years after passing the comprehensive examination. (The student who takes six years to complete course work and pass the comprehensive exam will be allowed four years to complete the dissertation.)

Full-time Status. For students who have not completed all courses for the degree, full-time status requires one of the following options:
- Registering for 8 or more credits of course work and/or internship.
- Registering for 1 or more credits of dissertation.

Boards for the degree except the dissertation, full-time status requires all of the following:
- Registering for one or more credits of dissertation or dissertation continuation;
- Doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year and confirmation of same by the dissertation chair.
- All course work is campus-based and supported by online resources.

Theology ThD
Program Description
Thomas Shepherd, Director

The Doctor of Theology (ThD) program prepares teacher-scholars in interdisciplinary theological fields, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

The ThD program builds on expertise and training developed in approved master’s programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The ThD is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area.

Degree Concentrations:
There are seven degree concentrations which include:

- Biblical Studies
- Historical/Biblical Studies
- Historical/Missiological Studies
- Missiological/Biblical Studies
- Theological/Biblical Studies
- Theological/Historical Studies
- Theological/Historical Studies

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy

Area selected from approved graduate-level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Total Credits: 64

In order to fulfill the requirements for the ThD degree, students must:
- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminar, directed-study, and reading courses, and 16 credits for the dissertation.

Degree Core
Field of Study: 33

A field of study links two departments in the Seminary. Coursework is divided between the two departments with a minimum of 12 hours in any one of the two.

- Certain fields of study include additional languages as part of the coursework requirements set by the two departments.
- Students who include the area of Church History in their field of study must take CHIS 628 - Historical Research and Historiography.
- GSEM 860 - Teaching Religion in College Credits: 3
- GSEM 915 - Biblical and Theological Hermeneutics Credits: 3

Concentration
There are seven unique concentrations within the Doctor of Theology degree, including:

- Biblical Studies:
  - In this concentration you will focus on one of these areas of specialization:
    - Archaeology and History
    - Exegesis and Theology
    - Languages and Literature
- Historical/Biblical Studies:
  - In this concentration you will focus on one of these areas of specialization:
    - Adventist Studies and Old Testament
    - Adventist Studies and New Testament
    - Church History and Old Testament
    - Church History and New Testament
- Historical/Missiological Studies:
  - In this concentration you will focus on one of these areas of specialization:
    - Mission and New Testament
- Missiological/Biblical Studies:
  - In this concentration you will focus on one of these areas of specialization:
    - Mission, Ethics and Philosophy
    - Mission and Historical Theology
    - Mission and Systematic Theology
- Theological/Biblical Studies:
  - In this concentration you will focus on one of these areas of specialization:
    - Ethics, Philosophy and New Testament
    - Historical Theology and New Testament
    - Systematic Theology and New Testament
    - Ethics, Philosophy and Old Testament
    - Historical Theology and Old Testament
    - Systematic Theology and Old Testament
- Theological/Historical Studies:
  - In this concentration you will focus on one of these areas of specialization:
    - Ethics, Philosophy and Adventist Studies
    - Systematic Theology and Adventist Studies
    - Historical Theology and Adventist Studies
    - Ethics, Philosophy and Church History
    - Systematic Theology and Church History
    - Historical Theology and Church History

Cognates - 9
Requirements for cognates may be obtained from the PhD/ThD office.

Dissertation Committee and Defense

The student’s dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD Student Handbook.

At the conclusion of the collaborative process the PhD/ThD committee appoints the student’s dissertation committee.

Dissertation Proposal:

The student may prepare his/her dissertation proposal by taking GSEM854 PhD-ThD Dissertation Proposal Seminar or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD-ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 844 - PhD-ThD Dissertation Proposal Preparation (non-credit) until the proposal is approved.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 - PhD-ThD Dissertation for 1–16 dissertation credits (1-13 credits if GSEM854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 - PhD-ThD Dissertation Continuation every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.
Dissertation Preparation:
The dissertation prepared by the ThD candidate must
Make an original contribution to scholarship.
Demonstrate the candidate's competence to do independent research.
Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation:
The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the ThD program.

At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the “external examiner”, is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:
Acceptance of the dissertation as presented
Acceptance of the dissertation subject to minor revisions
Acceptance of the dissertation subject to major revisions
Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the Defense:
The student makes all corrections.
The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation. Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD Student Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

GSEM 995 - PhD-ThD Dissertation Credits: 1–12

Additional Requirements

Coursework Levels
Take all coursework at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the ThD Program.

Take a minimum of 24 credits on the 800- and 900-levels.

Colloquia and Seminary Worship
Attend doctoral colloquia and Seminary worship.

Residency
Take at least two semesters of full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48 coursework credits) must be taken in residence.

Comprehensive Examination
The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student’s comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

Maintaining Academic Standing
Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with a grade of C or below may be applied to the program requirements. If the student falls below the minimum GPA of 3.00, he/she is placed on probation and may regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD/ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the ThD program is granted by the PhD-ThD Committee to applicants who

Hold an MDiv degree (or its equivalent), from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites.

Advanced standing may be considered for students having done post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the ThD Program. Credits earned toward the MDiv degree are not considered for advanced standing. The director of the ThD Program determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The maximum time limit for completion of the ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams.

Table of Dates for Comprehensive Exams

<table>
<thead>
<tr>
<th>Fall Comps.</th>
<th>Spring Comps.</th>
<th>Summer Comps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Coursework</td>
<td>April</td>
<td>July</td>
</tr>
<tr>
<td>Turn in Schedule &amp; Contracts</td>
<td>April</td>
<td>July</td>
</tr>
<tr>
<td>Clear DG's</td>
<td>June</td>
<td>September</td>
</tr>
<tr>
<td>Take Exams</td>
<td>October/November</td>
<td>January/February</td>
</tr>
</tbody>
</table>

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Additional Information

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the ThD Program. Credits earned toward the MDiv degree are not considered for advanced standing. The director of the ThD Program determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Language Requirements.

Minimum GRE score of 288.

Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and
must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the ThD program. Applicants who have received a bachelor’s or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the ThD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one or two 3 credit courses in the ThD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire. Depending upon the applicant’s academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

**Time to Apply.** Students who desire to enter the program in the autumn semester (the normal entry point), or, summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

**Items to Submit.** In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit

- A 300-word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (30-40 pages in length), normally written during MDIV studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:
  - A problem in the area of research is described that engages the debate in the secondary literature
  - A clear thesis is stated
  - The case for the thesis is argued succinctly and logically, taking into account the discussion in the secondary literature
  - Conclusions are presented clearly and convincingly
  - The paper is in good English prose without grammatical, syntactical or spelling errors

**Dual Enrollment.** Dual enrollment in undergraduate or other graduate degree programs is not allowed in the ThD program.

**Language Requirements.** Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. The language requirements for the ThD degree are advanced Hebrew and advanced Greek and reading knowledge of French and German.

When warranted by the student’s program, language substitutions may be made with the approval of the student’s advisor and the director of the ThD program. Some departments allow up to 6 hours of language requirements to count toward the field of study.

**Schedule of Meeting Language Requirements.** All language requirements should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these requirements. Language requirements must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language requirements are met. Because of the amount of study and the length of time usually required in developing skill in languages, the PhD-ThD Committee may require applicants to clear all the language requirements prior to admission.

**Program Objectives**

**Competencies**

One who holds a ThD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

**Outcomes**

- Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- Provide evidence of an integrated understanding of two major content areas and competency within the area of the minor discipline.
- Demonstrate ability to propose a delimited topic of original research that integrates the knowledge base of two major content areas, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- Write scholarly research, make a professional presentation and submit for publication.
- Display teaching ability appropriate for college and university settings.

**Certificates**

**Fellowship Post-Doctoral Certificate**

**Program Description**

Wagner Kuhn, Director

The postdoctoral studies will be research based. The fellowship will last one to two years. If needed, an extension for one additional year may be granted with the approval of the faculty of the mentoring Department, the Program Director, and the Seminary Dean.

Each postdoctoral fellow will be assigned his/her mentor who will be appointed by the Program Director, Department Chair, and Seminary Dean.

Each semester the postdoctoral fellow is in residence, he/she must register and participate in GSEM 990 Postdoctoral Seminar (3 credits) and GSEM 898 Postdoctoral Research Project (noncredit research class).

At the end of the fellowship, the postdoctoral fellow will be required to present a publishable study in the form of article(s), monograph, or book approved by the faculty of the mentoring Department, Program Director and Seminary Dean.

The postdoctoral fellow may be invited to participate in faculty meetings or doctoral club activities.

The fellow will be encouraged to audit classes in their field of expertise. Each department will be limited to mentoring two fellow participants at a time.

The mentor must agree to the additional mentoring load.
Purpose of Fellowship
This fellowship is available to individuals who have completed their Ph.D. or Th.D. degree or their equivalent. It is especially offered for those who would like to experience participating in a Seventh-day Adventist academic community based on Seventh-day Adventist educational values.

Application to the Program
An application to the Postdoctoral Fellowship Program must contain the following items:
- Official transcript of doctoral studies.
- Copy of the diploma granted (if the doctorate is not finished at the time of application, it must be submitted before the fellowship will start).
- Current curriculum vitae.
- Description of the area of concentration with a proposed research project.
- Three letters of recommendation: (a) one from the members of the fellow’s doctoral committee, (b) one from his/her teachers, and (c) one from the sponsoring organization.
- The applicant may also include a signed statement from a SDA Theological Seminary faculty member indicating his/her willingness to mentor the fellow and guide his/her research project.

Acceptance into the Program
The fellowship appointment will begin in either January or August of each academic year.

The fellow will be accepted into the program after the approval of the application by the faculty of the mentoring Department, the Program Director, and the Seminary Dean.

Upon acceptance into the program, the fellow will receive an Andrews University identification card and will have full access to the James White Library.

Financial Responsibilities
A mentoring fee of $1,000 per semester will be charged.

The fellow will be charged doctoral-rate tuition for the doctoral seminar credits taken each semester.

The SDA Theological Seminary has no financial obligations toward the postdoctoral fellow and appointment does not imply any actual employment or working relationship.

The postdoctoral fellow must be able to pay for his/her expenses or have a sponsoring organization (Division, Union, University, or College) to cover his/her costs.

The fellow will be required to either purchase Andrews University health insurance or provide evidence of health insurance coverage viable within the United States.

Certification of Completion
A valid Andrews University certificate will be issued upon the successful completion of the postdoctoral program.

Research Areas Available
Adventist Studies
Apocryphal and Pseudepigraphical Literature
Biblical and Ancient Languages
Biblical Archaeology
Biblical Spirituality
Christian Ethics
Christian Philosophy
Church History
Doctrines and Theology
Historical Theology
Judaism and Rabbinic Studies
Leadership
Literary Criticism
Mission
New Testament Studies
New Testament Backgrounds
Old Testament Studies

Course Requirements
GSEM 501 - New Student Orientation
Credits: 0
Required for all incoming MDiv students. This course introduces students to the MDiv program and covers topics such as degree requirements, how to succeed in the program, Seminary code of conduct, and campus resources. Information on the date of the Orientation is sent out to students once accepted.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent, Seminar
College Code: SEM

GSEM 505 - Colloquium: ________________
Credits: 0
Colloquia on a variety of topics offered every semester for MDiv students. (On-campus MDiv students are required to participate in five colloquia before graduation.)

Grade Mode: Satisfactory w/o ‘I’ (S,U,W)
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SEM

GSEM 511 - Daniel and Revelation
Credits: 3
Survey of Daniel and Revelation, laying basic exegetical and hermeneutical foundations for proper use of these books in preaching and evangelism. Must have met the beginning level Greek and Hebrew requirements.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 551 or equivalent
Prerequisite/Corequisite: Must have passed NTST 551 either by passing the placement exam or the course or be enrolled in NTST 551.
Schedule Type: Lecture, Interactive Online
College Code: SEM

GSEM 520 - Methods in Biblical & Theological Research
Credits: 2
An exploration of the methods, principles, and tools for studying Scripture through biblical exegesis and through studies in biblical and systematic theology. Includes attention to library research and research writing.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Corequisite(s): An NTST, OTST or THST course.
Schedule Type: Lecture, Interactive Online
College Code: SEM

GSEM 525 - The Bible and Biblical History
Credits: 0.1
Surveys the Bible’s content and history as reflected in the requirements for the Bible Knowledge Entrance Test and equips the student to improve the biblical literacy of the local parish.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Independent
College Code: SEM

GSEM 528 - Nutrition and Health Promotion
Credits: 2,3
Health promotion and Adventist lifestyle, with primary focus on the influence of diet on the development of chronic diseases such as heart disease, hypertension, diabetes, and cancer.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
GSEM 530 - Doctrine of the Sanctuary
Credits: 2,3
A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews and Revelation. Team taught by members of various departments.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

GSEM 588 - MA (Pastoral Ministry) Program Continuation
Credits: 0
Allows off-campus MAPM students during their coursework phase to maintain active status and to have access to the James White library electronic resources. This course qualifies for half-time status, requiring a minimum of 240 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 620 - Research Methods
Credits: 2,3
An introduction to research techniques and tools. A research paper is required.

Lecture/Lab: Computer lab required
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass Essential Computer Skills Test.
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

GSEM 625 - Religious Liberty Issues and Advocacy
Credits: 3,4
A survey of religious liberty principles and cases from an Adventist perspective with an emphasis on the contemporary U.S. setting, including a review of major historical developments and a look at trends shaping the future.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

GSEM 627 - Issues in Daniel and Revelation
Credits: 3
Hermeneutics and exegesis of Daniel and Revelation in the original languages, focusing on issues pertaining to use of these books in evangelistic preaching. Daniel 7-9 and Revelation 10-14 receive particular attention. Must have met the intermediate level Greek and Hebrew requirements.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or equivalent
Prerequisite/Corequisite: Must have passed NTST 551 either by passing the placement exam or the course or be enrolled in NTST 551.
Schedule Type: Lecture
College Code: SEM

GSEM 648 - Workshop
Credits: 1–4
Grade Mode: Normal w/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Workshop
College Code: SEM

GSEM 660 - Portfolio
Credits: 0
Using the approved guidelines, students document personal development; the integration of theory and practice; engagement in ministry within a local congregation; participation in evangelistic outreach; and community involvement.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SEM

GSEM 670 - Guided Study Tour of the Bible Lands
Credits: 1–4
The principal sites of historical and archaeological interest in the countries of the Bible surrounding the eastern Mediterranean, including Egypt, Sinai, Lebanon, Syria, Iraq, and Jordan. Weekly: 2 or 3 lectures.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SEM

GSEM 675 - Study Tour:
Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SEM

GSEM 678 - Church History Study Tour
Credits: 1–8
Provides a variety of guided study tours to places of interest in general Christian and denominational history.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable with different sites or eras
Schedule Type: Blended Learning
College Code: SEM

GSEM 680 - Master's Comprehensive Exam
Credits: 0
Note: This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SEM

GSEM 688 - Master's Degree Continuation
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 695 - Research Project
Credits: 2,3
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 697 - Thesis for MA Degree
Credits: 1–9
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 698 - Thesis for Master of Divinity Degree
Credits: 2–8
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 699 - Thesis for Master of Theology Degree
Credits: 2–8
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM
GSEM 700 - DMin Program Orientation
Credits: 0
Registration for accepted students preparing for their first module intensive. This course qualifies for half-time status, requiring a minimum of 240 hours of work per semester of registration.

GSEM 706 - Spiritual and Theological Foundations for Ministry
Credits: 6–8
This is a foundational module required of all DMin students. The module builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self reflection and examination of life and belief.

GSEM 788 - DMin Project Continuation
Credits: 0
Persons who have completed all registrations of module and project credits required for the DMin degree maintain their enrollment status by registration for DMin Project Continuation each subsequent semester until completing or leaving the program. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

GSEM 789 - DMin Program Continuation
Credits: 0
Program participants register in semesters between module intensives for DMin Program Continuation to maintain current student status in all semesters. This course qualifies for half-time status, requiring a minimum of 240 hours of work per semester of registration.

GSEM 790 - DMin Project Seminar
Credits: 4
Forming the project proposal and issues related to completing the project successfully. Areas of focus include literature review, theological reflection, critical thinking, experiential learning, reflective observation, research design and techniques, reading and evaluating research, academic writing, an effective work plan for completion of the project, and other project-related topics.

GSEM 796 - DMin Project
Credits: 2–6
A DMin project is a professional project that integrates theological reflection, scholarly research and practical ministry. The project contributes to the enhancement of ministry in the church and to the growth and development of the ministry professional. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

GSEM 797 - Independent Study
Credits: 1–8
Available to students by permission of the program committee. A minimum of one meeting per month with the supervising professor is generally required.

GSEM 810 - PhD-ThD Colloquium
Credits: 0
Attendance at PhD-ThD scholarly colloquia to enhance understanding of the SDA theology, identity, and philosophy of scholarship, promote interdisciplinary knowledge and foster the PhD-ThD learning community. Four semesters of 3 credit required.

GSEM 844 - PhD-ThD Dissertation Proposal Seminar
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

GSEM 850 - Research Seminar
Credits: 2
An introduction to research methods and tools.

GSEM 854 - PhD-ThD Dissertation Proposal Preparation
Credits: 3
Advanced research techniques and tools, with preparation of a tentative proposal, or pre-proposal, for a dissertation in the field of religion.

GSEM 860 - Teaching Religion in College
Credits: 3
Furnishes PhD and ThD students with insights into the practice of using basic techniques, tools and procedures for meaningful instruction in the field of religion.

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal w/S/SDG (A-F,I,S,U,SDG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal Sem (A-F,I,SDG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SEM

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal w/S/SDG (A-F,I,S,U,SDG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal w/S/SDG (A-F,I,S,U,SDG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Seminar
Term Offering: Fall, Spring
College Code: SEM

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal Sem (A-F,I,SDG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SEM

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal Sem (A-F,I,SDG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SEM

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal w/S/SDG (A-F,I,S,U,SDG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Normal w/S/SDG (A-F,I,S,U,SDG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM
GSEM 885 - PhD-ThD Comprehensive Exams
Credits: 0
Taken in the semester comprehensive exams are taken. May be repeated one time only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory (S,U,I,W)
Prerequisite(s): GSEM 880 Preparation for PhD-ThD Comprehensive Exam
Repeatable: Repeatable one time
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: SEM

GSEM 888 - PhD-ThD Dissertation Continuation
Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 898 - Postdoctoral Research Project
Credits: 5
Research project for a postdoctoral fellow in the area of his/her expertise. This research is guided by the assigned mentor. Qualifies for 5 credits.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 915 - Biblical and Theological Hermeneutics
Credits: 3
Examination and critique of hermeneutical systems, their presuppositions, principles, and methodologies with the goal of developing sound principles of biblical and theological interpretation from a high view of Scripture. Application to selected biblical texts and theological issues.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Seminar
College Code: SEM

GSEM 990 - Postdoctoral Seminar
Credits: 3
A postdoctoral seminar in the area of the fellow’s expertise.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

GSEM 995 - PhD-ThD Dissertation
Credits: 1–12
May take 1-12 credits to qualify for full-time status requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 16 credits
Schedule Type: Independent
College Code: SEM
Christian Ministry

Seminary S220
269-471-6371

Faculty
Willie Hucks II, Chair
O.M. (Skip) Bell
Kenley Hall
S. Joseph Kidder
Errol McLean
Ricardo Norton
Stanley Patterson
David Penno
Eduard E. Schmidt
Anthony WagenerSmith
Johnnathan Ward
David Williams
Hyveth Williams

Christian Ministry

CHMN 505 - Biblical Preaching
Credits: 2
A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of effective biblical/expository sermons. Opportunity for students to do supervised preaching in class and receive constructive feedback. Required for students with no previous formal training in preaching.

Course Attribute: Preaching
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeateable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 507 - Introduction to Chaplaincy Ministry
Credits: 2
Describes various contexts of chaplaincy and how they mold the chaplain's role as a spiritual care provider. Explores ethical and diversity issues within chaplaincy and envisions the future of chaplaincy within the Adventist Church.

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 508 - Tools for the Pastor's Spouse
Credits: 2,3
This course is designed to equip the pastor's spouse for life in the pastorate. Some of the areas explored are: components needed for success, devotional life, enhancing marriage, hospitality, preacher's kids, discovering mission, team ministry, challenges in the parsonage, women's/men's ministry, and available resources.

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 514 - Public Evangelism (Hispanic)
Credits: 2,3
Evangelistic leadership. A study of basic principles underlying public evangelistic endeavor, and basic evangelistic procedures focused on the Hispanic-American population.

Course Attribute: Hispanic Ministries
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 516 - Death & Grief in Contemporary Society
Credits: 2
Designed to help the student understand cultural and societal perspectives on death as well as develop an increased awareness and sensitivity to the personal and interpersonal dynamics of death, dying, and loss. The student's and guest presenters' personal loss experiences provides additional topics for class discussion. The student will understand grief related to both death and loss.

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 517 - Topics in Ministry
Credits: 2,3
This course introduces students to selected church ministry areas such as finances, church planting, teaching, Christian education, chaplaincy, urban ministry and health evangelism.

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 523 - Worship: Word and Music
Credits: 2,3
Explores the theology of worship and the interrelatedness of preaching, music, worship environment and other elements of corporate worship. Various worship styles and practices are considered and principles are presented that guide worship within local contexts.

Course Attribute: Sacred Music and Worship
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Workshop, Interactive Online
College Code: SEM

CHMN 524 - Stewardship, Church and Personal Resources
Credits: 3
Explores the foundations for stewardship and wise resource management as Christian principles. The course focuses on the financial structure of the Seventh-day Adventist Church and the personal finance of the minister in the broader stewardship context of the Divine/human relationship.

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 525 - Hispanic-American Culture and Challenges
Credits: 2,3
Studies into the nature of the multifaceted North American Hispanic culture and challenges.

Course Attribute: Hispanic Ministries
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 526 - Conflict Management
Credits: 2,3
This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation. A variety of instructional methods, including lectures, case studies, role-plays, media, and personal style instruments are employed.

Course Attribute: Church Leadership
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 527 - Church Leadership and Administration
Credits: 2,3
Students will examine models of leadership within a theological understanding of the church. Character formation of the leader is emphasized. The course seeks to develop non-profit leadership competencies, understanding of leadership in a pluralistic and multi-cultural world, as well as the important administrative skills one needs to lead effectively.

Course Attribute: Church Leadership
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
CHMN 529 - Church and Personal Finance
Credits: 2,3
Financial structure of the Seventh-day Adventist Church. Also personal finance of the minister.

Course Attribute: Church Leadership
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 535 - Issues in Urban Church Leadership
Credits: 2,3
This course allows for consideration of the application of leadership principles in urban pastoral settings as they relate to worship, preaching, social engagement, and race relations both within the Adventist denomination and in the larger society.

Course Attribute: Church Leadership
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 536 - Personal Evangelistic Ministry
Credits: 2,3
Creating and conducting Bible studies that effectively facilitate conversion. Students will reflect on the discipleship process. Practical instruction will be given for doing visitation, initiating spiritual conversations, applying coaching skills, leading people to life transformation, and helping individuals remove faith barriers for sustained decision-making and assimilation.

Course Attribute: Evangelism
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 537 - Hymnology and Sacred Music
Credits: 2,3
The understanding and appreciation of the heritage and development of Christian hymn singing and church music repertoire, in their respective liturgical and theological contexts.

Course Attribute: Sacred Music and Worship
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 538 - Bilingual Ministry
Credits: 2,3
A study of the contextual needs of Hispanics born in the U.S., with emphasis on principles for retaining church members and reaching those not in the church.

Course Attribute: Hispanic Ministries
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 539 - Church Growth and the Equipping Pastor:
Credits: 3
An examination of church growth research, principles, and practices, with a special focus on the role of the pastor as an equiffer. Sections of this course will include content addressing the particular needs of different concentrations.

Course Attribute: Evangelism
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Pre requisite(s): A prerequisite for all NADEI courses. 3 credits required for the MDiv program.
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 540 - Church and Urban Community
Credits: 2,3
Analysis of essential characteristics of urban life—diversity, secularity, anonymity, mobility. Study of specific urban issues such as racial conflict, inner-city poverty, middle-class alienation, and changing family patterns.

Course Attribute: Pastoral Care
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 543 - Christian Leadership in a Changing World
Credits: 2,3
Explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking applicable to the church. Seeks to instill in students servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management. Track II students first take CHMN 552.

Course Attribute: Church Leadership
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 546 - Marriage and Family
Credits: 2,3
Examination and development of pastoral tools for pre-marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family.

Course Attribute: Pastoral Care
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 547 - The Ministry of Healing
Credits: 2,3
An interdisciplinary study of the nature and function of ministry and medicine as they relate to the integration of the work of the healing agencies of the church and community with the traditional forms of pastoral ministry.

Course Attribute: Pastoral Care
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 548 - Religion and the Black Experience
Credits: 2,3
This course explores psychological and sociological foundations of the Black religious experience, emerging patterns of change, and a consideration of models and strategies for responding to that change.

Course Attribute: Pastoral Care
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 549 - Philosophy & Ethics of Chaplaincy
Credits: 2
This course provides an introduction to the role of the chaplain in healthcare philosophy and ethics. It aims at increasing familiarity with the concepts, theories, and distinctions of healthcare ethics as well as fostering moral decision-making and justification. The course addresses a wide variety of ethics topics in healthcare and in other institutional chaplaincy environments.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 550 - Pastoral Psychology
Credits: 2,3
A specialized study of the psychological realm of human nature as portrayed by science and Divine revelation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule Type</th>
<th>Repeatable</th>
<th>Grade Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN 552</td>
<td>Foundations of Pastoral Ministry</td>
<td>0.2</td>
<td>Lecture</td>
<td></td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
</tr>
<tr>
<td>CHMN 553</td>
<td>The Church and Social Issues</td>
<td>2,3</td>
<td>Lecture</td>
<td></td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
</tr>
<tr>
<td>CHMN 555</td>
<td>Pastoral Counseling</td>
<td>2,3</td>
<td>Lecture</td>
<td></td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
</tr>
<tr>
<td>CHMN 557</td>
<td>Practicum in Clinical Pastoral Education</td>
<td>2–8</td>
<td>CPE</td>
<td>Repeatable</td>
<td>Normal with DG (A-F,I,W,DG,DN)</td>
</tr>
<tr>
<td>CHMN 560</td>
<td>Theological Field Education</td>
<td>1–2</td>
<td>Blended Learning</td>
<td>Repeatable</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
</tr>
<tr>
<td>CHMN 562</td>
<td>Field Evangelism</td>
<td>2–6</td>
<td>Lecture</td>
<td></td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
</tr>
<tr>
<td>CHMN 566</td>
<td>Mobilizing Laity for the Ministry of Evangelism</td>
<td>2,3</td>
<td>Lecture</td>
<td></td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
</tr>
<tr>
<td>CHMN 568</td>
<td>Learning in Professional Experience</td>
<td>1–8</td>
<td>Lecture</td>
<td>Repeatable</td>
<td>Normal with DG (A-F,I,W,DG,DN)</td>
</tr>
<tr>
<td>CHMN 569</td>
<td>Chaplaincy Formation</td>
<td>2,3</td>
<td>Lecture</td>
<td></td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
</tr>
<tr>
<td>CHMN 574</td>
<td>Perspectives in Church Marketing</td>
<td>2,3</td>
<td>Lecture</td>
<td></td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
</tr>
</tbody>
</table>

**Course Attribute**

- Pastoral Care
- Evangelism
- Communication
- Church Leadership
- Normal Sem (A-F,I,DG,DN,W)
- Lecture
- Blended Learning, Lecture/Lab
- Independent
- Repeatable
- DG, DN
- DG
- DG, DN
CHMN 575 - Principles of Stewardship
Credits: 2, 3
Explores the foundations for stewardship as a Christian lifestyle and the principles which are needed in a stewardship ministry for the local church.

Course Attribute: Church Finance and Stewardship

Grade Mode: Normal (A-F,I,DN)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 578 - Voice and Hymn Singing
Credits: 0.5, 1
Fundamental understanding of the voice as it relates to singing—includes breathing, tone quality, placement, and aspects of keeping the voice healthy. Seminar chorus participation required. Maximum 3 credits.

Course Attribute: Sacred Music and Worship

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 3 credits
Schedule Type: Music Organization
College Code: SEM

CHMN 585 - Cross-Cultural Communication
Credits: 2, 3
A study of the impact of culture on communication and the ways cultures influence values and perceptions. Attention given to developing sensitivity when communicating with people of other cultures.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 586 - Specialized Approaches to Evangelism
Credits: 1–3
A study of one or more particular evangelistic strategies, such as small-group evangelism, felt-need ministries, youth and university-campus evangelism, church planting, Natural Church Development, and community engagement evangelism.

Course Attribute: Evangelism

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 587 - Apologetics in Evangelism
Credits: 2, 3
Designed to enhance one's skill in defending the claims of the Christian faith as it relates to various world religions and other systems of beliefs and philosophies including giving reasons for one's faith in order to persuade others to accept Christ.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 588 - Seminary Chorus
Credits: 0.5, 1
Choral studies and participation as a demonstration of evangelistic and church music values. Membership open to the public by the consent of the instructor. Maximum 3 credits.

Course Attribute: Sacred Music and Worship

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Music Organization
College Code: SEM

CHMN 590 - Ministry of Music
Credits: 2, 3
Selected topics in music ministry include church-music practicum: the administration and planning of a church music program, the creation of liturgies, working with choirs, conducting, leading congregational singing; hymnology: the study of the historical, theological, and musical background and development of the Christian hymn.

Course Attribute: Sacred Music and Worship

Grade Mode: Normal (A-F,I,DG,DN)
Schedule Type: Lecture
College Code: SEM

CHMN 600 - Preaching from the New Testament
Credits: 2, 3
An advanced preaching course focusing on how to work with the various types of New Testament literature, including gospel narrative, parable, and epistle.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN)
Schedule Type: Lecture
College Code: SEM

CHMN 604 - Mobilizing for Evangelistic Ministry
Credits: 2, 3
Examination of how the equipping pastor mobilizes the church for evangelistic ministry. Different models of ministry approaches are reviewed within a strategic framework taking into account community needs and members' giftedness in creating a missional strategy. Builds on the foundation laid in the prerequisite course, CHMN539.

Grade Mode: Normal Sem (A-F,I,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 605 - Theology and Preaching
Credits: 2, 3
An advanced course that examines the interrelationship of preaching and theology, with emphasis on the theology of preaching.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN)
Schedule Type: Lecture
College Code: SEM

CHMN 606 - Mission-Shaped Church Planting
Credits: 2, 3
Develops an understanding of the significance of church planting for Adventist pastors and leaders. Through laying a mission-shaped theology, recognizing its role in Adventist history, exploring current models, and instilling passion, students will gain competency for both the planting and facilitating of new churches.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 607 - Preaching from the Old Testament
Credits: 2, 3
An advanced preaching course focusing on the analysis of the various types of Old Testament literature and special themes found in selected passages. Identical to OTST 607.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN)
Schedule Type: Lecture
College Code: SEM

CHMN 609 - Media Ministry
Credits: 2, 3
A dynamic interactive class that equips learners to prepare and produce audio/visual programs. Applies biblical and homiletical principles, uses media technologies, and develops strategies for branding and outreach. Includes involvement in audio-production for radio programming and production experience in various electronic communications ministries.

Grade Mode: Normal Sem (A-F,I,DG,DN)
Schedule Type: Lecture/Lab
College Code: SEM
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule Type</th>
<th>Grade Mode</th>
<th>Course Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN 612</td>
<td>Urban Mission</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>Pastoral Care</td>
</tr>
<tr>
<td>CHMN 614</td>
<td>Preaching from Daniel or Revelation</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>Preaching</td>
</tr>
<tr>
<td>CHMN 616</td>
<td>Spirituality in Ministry</td>
<td>2,3</td>
<td>Practicum</td>
<td>Repeatable</td>
<td>Pastoral Care</td>
</tr>
<tr>
<td>CHMN 617</td>
<td>Field Evangelism: Youth &amp; Young Adult Ministry</td>
<td>3-6</td>
<td>Lecture</td>
<td>Normal with DG (A-F,I,W,DG,DN)</td>
<td></td>
</tr>
<tr>
<td>CHMN 618</td>
<td>The Practice of Spirituality</td>
<td>1</td>
<td>Lecture</td>
<td>Satisfactory w/DG (S,U,I,W,DG)</td>
<td></td>
</tr>
<tr>
<td>CHMN 620</td>
<td>Supervision in Ministry</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>Pastoral Care</td>
</tr>
<tr>
<td>CHMN 622</td>
<td>Seminar in Personal Evangelism</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td></td>
</tr>
<tr>
<td>CHMN 623</td>
<td>Innovative Evangelism</td>
<td>2,3</td>
<td>Lecture, Blended Learning</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td></td>
</tr>
<tr>
<td>CHMN 625</td>
<td>Demographics and Urban Studies</td>
<td>2,3</td>
<td>Seminar</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td></td>
</tr>
<tr>
<td>CHMN 627</td>
<td>Black Preaching</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td></td>
</tr>
<tr>
<td>CHMN 630</td>
<td>Leadership Development</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td></td>
</tr>
<tr>
<td>CHMN 632</td>
<td>Contextualized Preaching</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td></td>
</tr>
</tbody>
</table>
distinctive homiletical, rhetorical, and cultural qualities required for the effective proclamation of the Gospel to each group.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 633 - Preaching the Literary Forms of the Bible
Credits: 2,3

An advanced preaching course that presents a methodology for taking the literary form of biblical texts into account in the text-to-sermon process. The methodology is then applied to preaching on narratives, wisdom and apocalyptic literature, parables, and epistles.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 634 - Field Evangelistic Preaching & Practicum
Credits: 2,3

This course equips students to prepare Christ-centered, Bible-based, doctrinally sound sermons and Bible Studies for an evangelistic series to obtain decisions for Christ, His teachings and His church. The course will also help students with field preparation and organizational planning for evangelistic series and preaching event.

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 637 - Seminar in Preaching
Credits: 2,3

An advanced preaching course emphasizing such topics as homiletical theory, history of preaching, persuasion, current preaching trends and models, and experimental preaching techniques.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SEM

CHMN 638 - Seminar in Leadership
Credits: 2,3

Emphases from topics such as social psychology of leadership, theological foundations of leadership and pastoral care, management and leadership, leadership styles, conflict management, and church polity and finance.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHMN 639 - Seminar in Evangelism
Credits: 2,3

Emphases from topics such as theology and history of evangelism and church growth, theory and research in church growth and member retention, evangelism and social alternative strategies for evangelism.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHMN 640 - Seminar in Pastoral Counseling
Credits: 2,3

Application of principles and techniques to specific problem areas in pastoral care.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,J,DG,DN,W)

CHMN 641 - Practicum in Military Chaplaincy
Credits: 2-8

Air Force, Army, or Navy Chaplain School courses, such as the Chaplain Candidate Course or Basic Chaplain Course and subsequent Seminary approved military chaplaincy training events.

Course Attribute: Pastoral Care

Grade Mode: By examination (P)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SEM

CHMN 643 - Trauma & Advanced Crisis Intervention
Credits: 2

This course is designed to enhance understanding of the nature and impact of a trauma. This course considers how traumatic experiences may influence the person’s life. Focus on the impact of trauma provides a foundation for assessment, crisis intervention, and ministry. Such ministry provides effective services reflecting the unique needs of the individual.

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Lecture, Practicum
College Code: SEM

CHMN 644 - Field Evangelism: Chaplaincy
Credits: 3

In collaboration between the NAD Evangelism Institute and CHMN Chaplaincy, the student will be guided through classroom interaction and engagement in the community for appropriate evangelistic field ministry. The various methods for sharing Seventh-day Adventist faith in a diverse community context will be the focus of training and field settings. Consideration will be given to the ethical challenge of ministry in a non-proselytizing context.

Course/Lab Fee: Yes
Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Prerequisite(s): CHMN 539 Church Growth and the Equipping Pastor
Repeatable: Repeatable
Schedule Type: Lecture, Practicum
College Code: SEM

CHMN 645 - Seminar in Marriage and Family Problems
Credits: 2,3

Open to advanced students in pastoral care. Individual research for seminar presentations and analysis of more complex and difficult problems faced by the pastor in the family context. A consideration of special techniques and counseling strategies in handling such problems in the pastoral role.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Schedule Type: Seminar
College Code: SEM

CHMN 646 - Seminar in Specialized Ministries
Credits: 2,3

Principles of ministering to people in particular circumstances, such as aging, physical disability, single parenting, delinquency, adoption, substance abuse, and dependency.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHMN 647 - Christian Education in the African-American Church
Credits: 2,3

Explores the way African-Americans historically have conducted the task of grounding themselves and growing in the Word of God. The critical role church schools have played in the African-American community is examined.
Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,J,OG,WN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 648 - The Chaplain as Institutional Leader
Credits: 3
This course explores the role of the chaplain as an institutional leader. It covers current theory and practice of Christian leadership, knowledge of skill sets regarding religion, spiritual concerns, and moral and ethical issues. Students develop, understand, and implement basic diplomatic skill sets that allow them to function as a Christian leader and advisor to superiors in their institutional setting.

Grade Mode: Normal Sem (A-F,J,OG,WN)
Prerequisite(s): CHMN 543
Schedule Type: Lecture
College Code: SEM

CHMN 651 - Foundations of Biblical Counseling
Credits: 2,3
Eqwips students to apply biblical principles of counseling concepts and psychological insights to human challenges in the emotional, spiritual, cognitive, and behavioral aspects of life. Cross-listed with DSRE651.

Grade Mode: Normal Sem (A-F,J,OG,WN)
Schedule Type: Lecture
College Code: SEM

CHMN 654 - History and Theology in Adventist Worship
Credits: 2,3
A study of Adventist corporate worship in terms of the theological and historical issues that inform it. Principles for designing and leading Adventist worship are emphasized.

Course Attribute: Sacred Music and Worship

Grade Mode: Normal Sem (A-F,J,OG,WN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 655 - Dynamic Group Strategies
Credits: 2,3
An examination of group-leadership interventions and techniques for specialized ministry in grief support, divorce support, smoking cessation, stress management, and other support groups within church, community, and campus settings.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,J,OG,WN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 656 - Evangelistic Small Groups
Credits: 2,3
Examination of outward-focused small group models as a context for sharing the Adventist message. Students will develop competencies for creating Bible lessons that facilitate conversion, receiving practical instruction for initiating spiritual conversations, applying coaching skills, doing visitation and leading people to life transformation.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,J,OG,WN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 659 - Practicum in Pastoral Care and Counseling
Credits: 1–4
A skills course in techniques of pastoral visitation, counseling, and appraisal. Opportunity given for students to have direct counseling experience, with preparation and supervised examination of case reports and studies. Supervised experience at an approved Pastoral Care Residency site.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,J,OG,WN)
Prerequisite(s): CHMN 555.
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SEM

CHMN 660 - Field Practicum
Credits: 1–6
Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available.

Grade Mode: Satisfactory w/DG (S,U,J,W,OG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SEM

CHMN 665 - Advanced Pastoral Counseling
Credits: 2,3
An intensive study of potential contributions of counseling to some of the more disturbing problems brought by members of a congregation to their pastors. Designed to enlarge the pastor's acquaintance with the therapeutic approaches of various referral agencies.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,J,OG,WN)
Prerequisite(s): CHMN 555 or its equivalent, or permission of instructor.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 667 - Health Evangelism
Credits: 2,3
The use of health and temperance programming in outreach to meet people's felt needs; to arouse interest in the broader physical, mental, and spiritual aspects of better living; and to assist those pursuing Adventist ideology to make appropriate lifestyle adjustments.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,J,OG,WN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 669 - Advanced Holistic Small Groups
Credits: 2,3
Examines church planting with small groups and how a church transitions into becoming a church of small groups by using time-line management/story-boarding techniques. Explores the establishment of youth and college groups as well as the development of group coaches.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,J,OG,WN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 680 - Preaching from Selected Books of the Bible
Credits: 2,3
An advanced preaching course emphasizing the preaching challenges and opportunities of working with targeted books of scripture.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,J,OG,WN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 683 - The Pastor, Church, and Civil Law
Credits: 3
An introduction to legal issues affecting the pastor and the church, including an overview of the history of religious liberty in America, as well as matters relating to church operations, employment, and minimizing exposure to legal liability.

Grade Mode: Normal Sem (A-F,J,OG,WN)
Development theory are investigated in the context of missional leadership. The module also pursues further development and application of missional lifestyle modeling. Practical focus on incarnational mission skills is initiated.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
Term Offering: Spring
College Code: SEM

CHMN 707 - The Church in Intergenerational Contexts
Credits: 4
CHMN 707 The Church in Intergenerational Contexts Articulate a wholistic model that includes similarities and differences of individuals and groups in different age categories. Develop clarity in theological foundations for ecclesiology and missiology for those who join, are born into, and/or those who leave church involvement.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
Term Offering: Fall
College Code: SEM

CHMN 709 - The Changing Church
Credits: 4
CHMN 709 - The Changing Church Includes biblical theology of the church and ecclesiology. Why churches change, or resist change, theory and practices in managing change. Defining discipleship. Preparing church leaders who desire to gain an understanding of the implications of intergenerational congregations in secular cultures. Includes characteristics and worldviews of millennials.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
Term Offering: Spring
College Code: SEM

CHMN 712 - Transformational Leadership
Credits: 5
CHMN 712 - Transformational Leadership Personal and theological reflection will be integrated with principles for leading change. Systems thinking, transformation of organizational culture, and human development theory are investigated in the context of multiethnic/multicultural lifestyle modeling.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
Term Offering: Spring
College Code: SEM

CHMN 713 - Transformational Leadership and Organic Systems Thinking
Credits: 5
CHMN 713 - 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.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 714 - Discipling Leaders for Mission
Credits: 5
CHMN 714 - 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.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 723 - Theological & Social Science Foundations for ME/MC Mission & Ministry
Credits: 4
CHMN 723 - Theological & Social Science Foundations for ME/MC Mission & Ministry This module will focus on a systematic study of Old Testament and New Testament principles for multiethnic and multicultural mission and ministry. It will explore the history of immigration and changing demographic trends around the world, and address issues of cross-cultural communication. A sociological foundation for understanding the various ethnic and cultural groups that make up the rich American tapestry will be explored along with issues of racism, prejudice, and racial reconciliation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
College Code: SEM

CHMN 724 - Recovering the Life and Growth of the New Testament Church
Credits: 4
CHMN 724 - Recovering the Life and Growth of the New Testament Church This module will examine best practices in multiethnic/multicultural mission and ministry. Special emphasis will be given to models of multiethnic/multicultural mission and ministry. The module will include site visits to successful multiethnic/multicultural churches and discussions with these top practitioners.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 731 - Essential Principles and Practices in ME/MC Mission and Ministry
Credits: 5
CHMN 731 - Essential Principles and Practices in ME/MC Mission and Ministry This module will examine best practices in multiethnic/multicultural mission and ministry. Special emphasis will be given to models of multiethnic/multicultural mission and ministry. The module will include site visits to successful multiethnic/multicultural churches and discussions with these top practitioners.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
College Code: SEM

CHMN 742 - Church Multiplication
Credits: 5
CHMN 742 - Church Multiplication The Seventh-day Adventist church has defined itself as a movement. In order to be a movement, there must be momentum. This module will primarily focus on the multiplication of small groups/grow groups, house churches, and church plants. In order for these systems to multiply, there must be an intentional and continual discipling of new leaders. The goal is to experience exponential growth of God’s kingdom.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended learning
Term Offering: Spring
College Code: SEM

CHMN 743 - Prophetic Preaching in the Worship Context
Credits: 4
CHMN 743 - 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.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 744 - A History of Preaching
Credits: 5
CHMN 744 - A History of Preaching This module explores the history of preaching, its process of personalities and trends. Participants investigate and define the beliefs, practices and identity of four preaching styles that have dominated preachers and schools of preaching.
CHMN 747 - Christian Leadership
Credits: 4.5
This module investigates principles, challenges, and practices of Christian leadership, emphasizing issues that make leadership in the context of church, education and non-profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry.

CHMN 748 - Preaching the Literary Forms of the Bible
Credits: 5
Examination of biblical literature, including historical narrative, NT epistles, and apocalyptic passages for preaching. The skill of storytelling and how stories are processed by the human mind. Reflection on the challenges and opportunities within epistolary and apocalyptic biblical texts. Includes rhetorical and oral performance techniques to bring the sermon to life.

CHMN 752 - Discipling Congregational Leaders
Credits: 5
Developing disciplets according to the biblical model for an apostolic movement. Congregational leaders become mature in Christ and thus a mission oriented movement is multiplied. Includes cross-cultural leadership. Coaching and mentoring skills are taught so that the congregational leader can develop people who practice mature repentance and forgiveness in Christ.

CHMN 760 - Advanced Leadership Competencies
Credits: 5
Participants continue personal and theological reflection with integration of leadership principles. Systems thinking, organizational culture, human development theory, and ecclesiology are investigated in the context of the church and leadership. The module also pursues further development and application of essential leadership practices. Practical focus on administrative skills is initiated.

CHMN 762 - The Challenge of 2nd and 3rd Generations
Credits: 5
Explore cultural realities that challenge stability and growth for individuals and churches across generations. Identify steps for transmitting faith and motivating young people for mission, including how immigration, language, and culture play a vital role in this process.

CHMN 763 - Effective Strategic Growth
Credits: 4
Provides an overview of the latest and most effective methods for growing Adventist churches as a basis for developing an effective growth strategy. Engagement with a variety of best practices and practitioners will be provided to further guide the participant in the development of their methodology.

CHMN 767 - Formation of Evangelistic Strategy
Credits: 5
Provides reflection and experience in contemporary personal, public, media and social networking methodologies as a basis for developing an effective evangelistic strategy. Biblical and practical foundations for empowering and involving people in ministry as well as factors and strategies for multiplying disciples are experienced.

CHMN 773 - Health Care Leadership
Credits: 5
Students pursuing a health care emphasis take this module instead of CHMN 786 in the fourth year. Prerequisite: three completed CPE units recognized and or validated by the Adventist Chaplaincy Institute. Examines chaplaincy leadership roles within an institutional setting. Conflict management, effective communication, decision-making skills, and team supervision are investigated using current leadership principles. Analyzes best practices to navigate complex medical institution governance and management operational systems. Participants will design a Pastoral Care Department with multiple pastoral care delivery systems.

CHMN 774 - The Church in the City
Credits: 4
This module is an in-depth study of key biblical, theological and contemporary insights into the church in the city. A compassionate vision for the city is fostered. Issues in urban life and corresponding systems are explored. It includes an emphasis on strategic planning that leads to economic and community development.

CHMN 775 - Foundations of Chaplaincy Ministry
Credits: 4
Examines theoretical and practical implications of biblical, theological and religious foundations for chaplaincy. Explores the history and development of chaplaincy as a pastoral calling, along with the role and function of chaplaincy in the church and community. Discusses ethics, professional practice, and the personal spiritual formation of the chaplain.

CHMN 776 - Urban Church Leadership and Management
Credits: 5
This module investigates principles, challenges and practices of Christian leadership in the urban context. It includes a theology of leadership, leading and managing specific ministries, how to engage in community organizing, working with the systems effecting life in the city, empowering people, managing change, and managing conflict effectively.

CHMN 778 - Church Growth and Discipleship in the Urban Church
Credits: 5
An examination of principles for expanding the kingdom of God in the urban context. The course aspires to help students develop and assess church growth and disciple-making strategies for the urban church from a biblical perspective. A study of effective historical and contemporary models is included.
Theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of spiritual care within the clinical context.
Church History

CHIS 504 - Adventist Heritage
Credits: 3
History of the Seventh-day Adventist Church and the life and ministry of Ellen G. White. Intended for students without equivalent undergraduate course(s).
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Prerequisite to GSEM 534 and CHIS 674.
Schedule Type: Lecture, Blended Learning, Independent
College Code: SEM

CHIS 505 - Survey of Church History
Credits: 3
Early Church, rise of the Papacy, Great Schism, Eastern Orthodoxy, Crusades, Medieval Church, Continental Reformation and Counter Reformation, English Reformation, English Puritanism, Enlightenment, Pietism, Methodism, American denominationalism, and recent developments. Does not apply toward the CHIS requirements for the MDiv program.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHIS 506 - Church History to 1500
Credits: 2,3
Early Church; rise of the Papacy; Great Schism; Crusades; Medieval Church; and pre-Reformation to 1500. Intended for students without a college course in church history. CHIS 506 and CHIS 507 should be taken sequentially.
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SEM

CHIS 507 - Church History 1500 to Present
Credits: 2,3
Continental Reformation and Counter Reformation; English Reformation; Elizabethan Settlement; English Puritanism; Enlightenment; Pietism; Methodism; American denominationalism; Eastern Orthodoxy; and recent developments. Intended for students without a college course in church history. CHIS 506 and CHIS 507 should be taken sequentially.
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SEM

CHIS 567 - Hispanic-American Church History
Credits: 2,3
The Christian Church in Hispanic North America, in the wider context of Spanish and Latin American church history since the 16th century.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHIS 570 - History of the Seventh-day Adventist Church
Credits: 2
A topical approach with emphasis on source documents. Intended for students who did not take a college course in denominational history. For MA (Rel) does not apply to MDiv requirement.

CHIS 574 - History of Seventh-day Adventist Theology
Credits: 2
Origin and subsequent development of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuaries, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Interactive Online
College Code: SEM

CHIS 600 - The Early Church to A.D. 604
Credits: 2,3
The message and mission of the church; experiences, attitudes, and practices of early Christians, selected for their usefulness to a modern pastor.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHIS 609 - The Church in the Middle Ages
Credits: 2,3
Rise of the papacy; the evangelization of Europe; the great schism, investiture controversy, crusades, and conciliarism; religious authority, predestination, justification, church and state, church and sacrament, faith and reason.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 612 - Introduction to Ecclesiastical Latin
Credits: 3
Grammar, syntax and working vocabulary of Ecclesiastical Latin.
Course Attribute: Language and Literature
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 614 - Readings in Ecclesiastical Latin
Credits: 3
Study of advanced Latin syntax, vocabulary and grammar, as well as reading and analysis of primary sources in Ecclesiastical Latin, selected for their significance to the history of theology.
Course Attribute: Language and Literature
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): CHIS 612 or equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHIS 620 - Seminar in Christian Biography
Credits: 2,3
A study of the lives and contributions of selected preachers and other church leaders from ancient times to the present.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor’s permission.
Schedule Type: Seminar
College Code: SEM

CHIS 624 - Issues in Ellen G. White Studies
Credits: 2
Methods of research and interpretation of issues in the writings of E.G. White. Based on personal research in her published and unpublished works. A core requirement.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): CHIS 504 or equivalent.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Schedule Type</th>
<th>Grade Mode</th>
<th>Course Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIS 625</td>
<td>Seminar in Church-State Thought</td>
<td>2,3</td>
<td>Lecture, Blended Learning, Interactive Online</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 628</td>
<td>Historical Research and Historiography</td>
<td>3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 630</td>
<td>History of Jewish Experience</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 634</td>
<td>Reformation Theology</td>
<td>2,3</td>
<td>Lecture, Blended Learning</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 635</td>
<td>History of the African American Churches</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 640</td>
<td>Reformation: _________</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 650</td>
<td>English Reformation and Rise of Puritanism</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 654</td>
<td>Seminar in English Reformation and Puritan Theology</td>
<td>3</td>
<td>Seminar</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 655</td>
<td>Wesley and Methodism</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 657</td>
<td>Seminar in Reformation Theology</td>
<td>3</td>
<td>Seminar</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 659</td>
<td>Seminar in the History of Selected Christian Doctrines</td>
<td>3</td>
<td>Seminar</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 660</td>
<td>History of Religion in America</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
<tr>
<td>CHIS 664</td>
<td>History of American Religious Thought</td>
<td>2,3</td>
<td>Lecture</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>SEM</td>
</tr>
</tbody>
</table>
modernist controversy. Intellectual developments that influenced the
development of Seventh-day Adventism are emphasized.

**CHIS 665 - Modern Church History**

**Credits:** 2,3

The Pietistic movement, evangelical awakenings, the Enlightenment, the rise of the modern missionary impulse, the Oxford Movement, the Vatican Councils, and related phenomena, in the context of their times. Factors that influenced the rise of Seventh-day Adventism are emphasized.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture
**College Code:** SEM

**CHIS 668 - History of Religious Liberty**

**Credits:** 2,3

Religious oppression and freedom in the history of Western civilization with special attention to developments in British Colonial America and the United States; Sunday closing laws and labor unionism as threats to religious freedom; government aid to education; current developments as they occur.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture, Blended Learning
**College Code:** SEM

**CHIS 670 - Seminar in History of the Seventh-day Adventist Church**

**Credits:** 2,3

Research into specific areas of denominational history employing source materials in the Adventist Heritage Center and Ellen G. White Research Center.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Prerequisite(s):** CHIS 504, or CHIS 674. Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor’s permission.
**Repeatable:** Repeatable
**Schedule Type:** Seminar
**College Code:** SEM

**CHIS 673 - Development of Seventh-day Adventist Lifestyle**

**Credits:** 2,3

The historical development of Seventh-day Adventist practice and attitude in such areas as healthful living, military service, Sabbath observance, literature evangelism, labor unions, recreation, dress, political activity, marriage, minorities, and education.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Repeatable:** Repeatable
**Schedule Type:** Lecture, Blended Learning
**College Code:** SEM

**CHIS 674 - Development of Seventh-day Adventist Theology**

**Credits:** 2,3

Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith.

**Course Attribute:** Theology

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Prerequisite(s):** CHIS 504, or equivalent.
**Schedule Type:** Lecture, Blended Learning, Interactive Online
**College Code:** SEM

**CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle**

**Credits:** 2,3

The historical development of Seventh-day Adventist practices and attitudes in relation to such matters as healthful living, military service, Sabbath observance, worship, labor unions, recreation, amusement, entertainment, sports, dress and adornment, music, theater, drama, marriage, divorce, minorities, education, reform, and the nearness of the second advent.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)

**Prerequisite(s):** Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor’s permission.
**Repeatable:** Repeatable
**Schedule Type:** Seminar
**College Code:** SEM

**CHIS 680 - History of Sabbath and Sunday**

**Credits:** 2,3

A historical and theological study of the extensive primary sources and issues concerning Sabbath and Sunday, with due attention to related matters.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture, Blended Learning
**College Code:** SEM

**CHIS 682 - Seminar in Church History**

**Credits:** 3

Research into special topics in Christian history from the Early Church period through post-Reformation times.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Prerequisite/Corequisite:** Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor’s permission.
**Repeatable:** Repeatable with different topics
**Schedule Type:** Blended Learning, Seminar
**College Code:** SEM

**CHIS 683 - The Pastor, Church and Civil Law**

**Credits:** 3

An introduction to legal issues affecting the pastor and the church, including an overview of the history of religious liberty in America, as well as matters relating to church operations, employment, and minimizing exposure to legal liability.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture
**College Code:** SEM

**CHIS 684 - Seminar in History of Sabbath and Sunday**

**Credits:** 3

Analysis of documents and issues not covered in CHIS 680.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Repeatable:** Repeatable
**Schedule Type:** Seminar
**College Code:** SEM

**CHIS 685 - Studies in Church History**

**Credits:** 2,3

Topics announced in advance.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Repeatable:** Repeatable with different topics
**Schedule Type:** Lecture, Blended Learning
**College Code:** SEM

**CHIS 686 - Development of Prophetic Interpretation**

**Credits:** 2,3

The historical development of the understanding of apocalyptic prophecies in Daniel, Revelation, the Gospels, and the Epistles, since the first century. The origin, development and impact of historicism, preterism, futurism, dispensationalism, and millennialism.

**Course Attribute:** Theology

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture
**College Code:** SEM

**CHIS 687 - Seminar in Development of Prophetic Interpretation**

**Credits:** 2,3

A study of topics in the history of prophetic interpretation, with attention to aspects which have influenced Seventh-day Adventists.

**Course Attribute:** Theology
CHIS 688 - Contemporary Trends
Credits: 2,3
Selected topics involving recent developments in such areas as church and state relations, tensions between science and religion, challenge and opportunity in a technological society, the appeal of non-Christian religions, dialogue and debate in the ecumenical movement, and Christian versus non-Christian secularism.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SEM

CHIS 689 - History of Worship and Liturgy
Credits: 3
From an Adventist perspective, investigate the development of Christian worship and liturgy in the early church, middle ages, Reformation, post-Reformation, and contemporary movements.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 690 - Independent Study
Credits: 1–3
Restricted to advanced students. Selected problems in the field of church history. See general guidelines under Academic Policies Applying to All Programs.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

CHIS 695 - Topics in Church History
Credits: 2,3
Selected themes. Can be used only by preapproval from the student's program director and the teacher.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

CHIS 880 - Topics in Church History:
Credits: 1–3
Classroom setting research dealing with selected problems in the field of Church History.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 885 - Topics in Adventist Studies:
Credits: 1–6
Guided readings in selected literature.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

CHIS 890 - Directed Reading in Church History
Credits: 1–6
Guided readings in selected literature.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

CHIS 891 - Independent Study Church History:
Credits: 1–3
Research on an individual basis dealing with selected problems in the field of Church History.
Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

CHIS 892 - Independent Study Adventist Studies:
Credits: 1–3
Research on an individual basis dealing with selected problems in the field of Adventist Studies.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 894 - Seminar in Adventist Studies:
Credits: 3
Selected issues in Adventist Studies.
Course Attribute: Theology
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHIS 944 - Seminar in Adventist Studies:
Credits: 3
Selected issues in Adventist Studies.
Course Attribute: Theology
Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHIS 974 - Seminar in Development of Seventh-day Adventist Doctrines
Credits: 3
The development of such doctrines as the Sabbath, sanctuary, atonement, righteousness by faith, conditionalism, and premillennialism within the Seventh-day Adventist Church.
Course Attribute: Theology
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM
DSRE 503 - Marriage, Family, and Interpersonal Relationships  
**Credits:** 2,3  
Current issues in marriage and family are discussed, and available resources are explored. The dynamics of interpersonal relationships are examined and students are challenged to emulate Christ’s example as they interact with persons from all segments of society.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM  

DSRE 507 - Introduction to Chaplaincy Ministry  
**Credits:** 3  
Describes various models of chaplaincy and how they mold the chaplain’s roles as spiritual care providers in institutions to inform and/or expand their own chaplaincy style. Explores ethical and diversity issues within chaplaincy. Envisions the place of chaplaincy within the Adventist Church in the future. Challenges students to grow in biblical spirituality.  
**Course Attribute:** Chaplaincy  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM  

DSRE 534 - Ministry to Youth and Young Adults  
**Credits:** 2,3  
Designed to acquaint students with the opportunities for ministry to and with young people in the church, school and home. The biblical principles of youth ministry leadership, within the context of the church community, are given primary emphasis.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM  

DSRE 541 - Foundations of Biblical Spirituality  
**Credits:** 2,3  
Study and practice of Biblical spirituality designed to lead students to growth in their personal spiritual lives.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Blended Learning, Interactive Online  
**College Code:** SEM  

DSRE 542 - Advanced Foundations of Biblical Spirituality  
**Credits:** 2,3  
In-depth study and practice of specific issues and activities of the spiritual life.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  

---

**Prerequisite(s):** DSRE 541.  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM  

**DSRE 543 - Assessment and Treatment of Victims of Violence**  
**Credits:** 2  
Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long-term therapy options including specific techniques are explored. Prerequisites: SOWK401 and 402 or SOWK501 or permission of instructor.  
**Grade Mode:** Normal (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**College Code:** SEM  

**DSRE 546 - Marriage and Family**  
**Credits:** 2,3  
Examination and development of pastoral tools for pre-marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**College Code:** SEM  

**DSRE 564 - Advanced Youth and Young Adult Ministry Leadership**  
**Credits:** 2,3  
Application of biblical principles of youth ministry leadership to the concrete issues and settings of contemporary youth ministry. Treats topics such as: small groups for youth; sexuality and dating; music; programming.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Prerequisite(s):** DSRE 534.  
**Schedule Type:** Lecture  
**College Code:** SEM  

**DSRE 568 - Treatment of Substance Abuse**  
**Credits:** 2  
An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**College Code:** SEM  

**DSRE 605 - Contemporary Topics in Religious Education and Discipling**  
**Credits:** 2,3  
Focuses on current and historical theoretical approaches to religious education and discipling. An introduction to procedures needed to implement, maintain, and evaluate religious/spiritual learning in the church and school.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**College Code:** SEM  

**DSRE 606 - Philosophical Foundations for Professionals**  
**Credits:** 2,3  
Examines philosophical and theological bases of major worldviews and critiques the impact of naturalism and post-modernism on religion, education, religious education, and psychology from a Christian perspective. Preferably taken in the first year of any Religious Education program.  
**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**College Code:** SEM  

**DSRE 608 - Youth and Young Adults in Contemporary Culture**  
**Credits:** 2,3  
A study of current developments in youth culture and the influence of youth culture on young people both in the church and the community. Students formulate a strategic response relevant to Seventh-day Adventist ministry to youth.
youth.

**DSRE 610 - Teaching for Discipleship**

**Credits:** 2,3

Educational strategies based on current research in learning theory and human development, enhancing skills in planning learning events for church, community, and school. Instruction and assessment focused on transformation of behavior and values, taking into account the teaching and discipling mandate of the Gospel Commission. Meets three hours per week.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

**DSRE 615 - Collaborative Ministry: School, Church, Community**

**Credits:** 2,3

Participation of the pastor in the development, promotion and support of Adventist education and schools as creative centers for community life and learning. Fostering discipleship as a catalyst for community engagement with secular society.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

**DSRE 619 - Religious Experience in Adolescence**

**Credits:** 2,3

A survey of the literature on the tasks of adolescence with particular emphasis on how this developmental stage impacts acceptance of or alienation from religion. An investigation into how adolescents develop and experience faith and the various influences—such as parents, peers, church, school and media.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

**DSRE 620 - Scholarly and Professional Development**

**Credits:** 0

Students develop sustainable habits of scholarship including attendance at planned seminars and professional conference, reading scholarly journals, and maintaining a vibrant spiritual life. DG will be given until portfolio is presented as part of comprehensive examination (or thesis defense).

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

**DSRE 626 - Ministry to At-Risk Youth**

**Credits:** 2,3

This course addresses the theory, practice and application of helping skills to at-risk youth. Emphasis is placed on biblical solutions to real life secular problems. Students will experience and develop effective social skills to work with at-risk youth, focusing on prevention, redirection and restoration skills.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

**DSRE 630 - Fostering Spiritual Growth**

**Credits:** 2,3

Explores spiritual growth from both a theological and social science perspective. Evaluates models for answering, What is spiritual growth? and What is involved in facilitating it? Explores the role of all church ministries in fostering spiritual growth.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

**DSRE 635 - Christian Perspectives on Professional Ethics**

**Credits:** 2,3

Students will examine their personal beliefs and values in relation to ethical and diversity issues. Students will also apply professional Codes of Ethics to practice dilemmas they may face in the fields of social work and family life using a Christian theological framework.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

**DSRE 636 - Seminar in Youth Ministry**

**Credits:** 2,3

Formulation of a comprehensive ministry for a specific age group, culture, situation or approach (e.g. campus chaplaincy, childhood, adolescence, young adult, African American, Hispanic, youth evangelism, visionary leadership).

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Prerequisite(s):** DSRE 534 or permission of professor.  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar, Interactive Online  
**College Code:** SEM

**DSRE 648 - Workshop:** ____________

**Credits:** 1–3

Examination and application of principles and strategies in Religious Education.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Workshop  
**College Code:** SEM

**DSRE 651 - Foundations of Biblical Counseling**

**Credits:** 2,3

Equips students to apply biblical principles of counseling concepts and psychological insights to human challenges in the emotional, spiritual, cognitive, and behavioral aspects of life.

**Course Attribute:** Pastoral Care

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

**DSRE 655 - Families in Society**

**Credits:** 3

An introduction to family life education, and the mission and methods of family ministry within a leadership perspective.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

**DSRE 656 - Counseling Youth and Young Adults**

**Credits:** 2,3

Application of counseling theories and techniques to counselees in their teens and twenties. Students engage in actual counseling experiences and submit reports for self and instructor critiques.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Prerequisite(s):** CHMN 550 recommended for MDiv students.  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

**DSRE 657 - Social Policy**

**Credits:** 2,3

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and social service practice, particularly with families.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** SEM

**DSRE 658 - Internal Dynamics of Families**

**Credits:** 3

A study of family systems theory and its application to key issues in internal family dynamics.
with Adventist resources are emphasized. Breakout sessions focus on public and leadership. Group strategies, relationship building and networking, and working through an understanding of organizational behavior, and mobilization of student

Examines the changing roles and responsibilities of parents; child-rearing practices, of parents and teachers in the church and day school. Practicum activity required.

Examines the vision, goals and implementation strategies for campus ministry to this God-given gift.

An understanding of the development and main tenets of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional, and social aspects of sexual development and the Christian’s response to this God-given gift.

DSRE 660 - Field Practicum: Youth and Young Adult Ministry
Credits: 1–6
Can only be done after the student has completed 24 credits in the MAYYAM program. Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available.

DSRE 664 - Advanced Campus Ministry
Credits: 3
Examines the vision, goals and implementation strategies for campus ministry through an understanding of organizational behavior, and mobilization of student leadership. Group strategies, relationship building and networking, and working with Adventist resources are emphasized. Breakout sessions focus on public and Christian campuses to meet needs of professionals in both settings.

DSRE 669 - Field Practicum: ________
Credits: 1–6
Supervised religious education experience in a chosen area of specialty, such as family life, children’s ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required.

DSRE 688 - MA (Religious Education) Program Continuation
Credits: 0
Allows off-campus master’s students during their coursework phase to maintain active status and to have access to the James White Library electronic resources.

DSRE 690 - Independent Study: ____________
Credits: 1–3
Master’s thesis.

DSRE 699 - Thesis
Credits: 1–3

DSRE 690 - Independent Study: ____________
Credits: 1–3

DSRE 705 - Theological and Historical Perspectives on Discipleship
Credits: 4
Examines the biblical and theological basis for discipleship, spiritual life, and Christian experience as well as how this theology has been understood and experienced in the history of the church and the lives of believers. Critiques contemporary forms of spirituality to enable students to discern truth from counterfeit.

DSRE 707 - The Personal Practice of Discipleship and Biblical Spirituality
Credits: 8
Covers a historical view of those devotional practices outlined in Scripture, Ellen White and significant devotional writers that lead to Christian formation. Provides a praxis model of reflection upon and engagement with those spiritual practices and patterns of life that define who we are as disciples of Jesus.

DSRE 708 - Mentoring and Coaching for Discipleship
Credits: 5
This course will equip participants for assisting in the Christian formation and
discipling of others through spiritual mentoring and coaching. It will develop an understanding of how the age, temperament, and developmental stage of a mentoree helps to determine the most effective model for discipling.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Blended Learning
**Term Offering:** Spring
**College Code:** SEM

**DSRE 709 - Constructs of Corporate Ministry for Discipleship**

**Credits:** 5
Explores constructs of corporate ministry that will enhance growth in Christian formation and discipleship within the context of the church and wider community. A corporate life of mission and ministry to others through loving and maturing relationships will be developed.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Blended Learning
**Term Offering:** Spring
**College Code:** SEM

**DSRE 710 - Current Issues in Youth and Young Adult Ministry**

**Credits:** 4
Students study selected issues in youth and young adult ministry, including adolescent development, inter-generational relationships, and the challenges of popular culture. They learn how to build specialized approaches in youth ministry. Selected issues in youth and young adult ministry, including adolescent development, inter-generational relationships, loss and reclamation of youth and young adults, Adventist education, popular culture, emergent church, and the call and mission of young people for God's kingdom and the church. Building specialized approaches in youth and young adult ministry.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture
**College Code:** SEM

**DSRE 720 - Professional Development**

**Credits:** 1,2
Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until experiences are documented in the portfolio.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Prerequisite(s):** GDPC 614 Human Development or equivalent.
**Schedule Type:** Lecture
**College Code:** SEM

**DSRE 721 - Perspectives on Youth and Young Adult Ministry**

**Leadership Strategies**

**Credits:** 5
This module will explore the various leadership roles and functions involved in youth and young adult ministry. It includes: youth and young adult ministry leadership principles, planning and leading major events, implementing change, leadership in youth evangelism, developing people helping skills, life cycle of a youth and young adult ministry.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture
**College Code:** SEM

**DSRE 747 - Ministry to Families in Context**

**Credits:** 4,5
Provides an introduction to family ministry and the challenges of ministry to contemporary families based on an understanding of their religious, social, educational, occupational, and governmental/legal contexts. Marriage as the core social institution of the family will be emphasized as will current family and public policy.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture, Blended Learning
**Term Offering:** Summer
**College Code:** SEM

**DSRE 748 - Family Dynamics and Sexuality**

**Credits:** 5
This module addresses ministry to families based on an understanding of family systems, the family life cycle, human relationship processes, and human sexuality.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture, Blended Learning
**Term Offering:** Summer
**College Code:** SEM

**DSRE 749 - Family as a Center for Discipleship**

**Credits:** 5
Considers the mission of the home to foster discipleship—with the marriage relationship and in the parenting of children, with the wider family circle of relatives, and with friends and neighbors in the community. Special emphasis will be placed on the dynamics of parent-child relationships and parenting responsibilities with a particular emphasis on transmitting a heritage of faith to the next generation.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture, Blended Learning
**Term Offering:** Summer
**College Code:** SEM

**DSRE 755 - Families in Society**

**Credits:** 2
An exploration of issues germane to family life education, and the mission and methods of family ministry within a leadership perspective.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Prerequisite(s):** GDPC 614 Human Development or equivalent.
**Schedule Type:** Lecture
**Term Offering:** Summer
**College Code:** SEM

**DSRE 757 - Family Law and Public Policy**

**Credits:** 3
An exploration of issues which identify social problems affecting families and how family law and public policies relate to social services for children and families.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture, Blended Learning
**College Code:** SEM

**DSRE 758 - Internal Dynamics of Families**

**Credits:** 2–5
A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture
**College Code:** SEM

**DSRE 759 - Human Sexuality**

**Credits:** 2,3
An understanding of, and skill development in, interpersonal relationships and a study of human social conduct with emphasis on congregational life. Also studies the physiological, psychological, emotional, and social aspects of human sexuality and the Christian response to this God-given gift. Examines measures for preventing clergy sexual misconduct.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Prerequisite(s):** GDPC 614 Human Development or equivalent.
**Schedule Type:** Lecture
**Term Offering:** Summer
**College Code:** SEM

**DSRE 765 - Advanced Youth and Young Adult Ministry**

**Credits:** 5
Builds on knowledge of youth and young adult ministry and advances to a greater depth in such areas as: understanding youth culture, youth evangelism, small groups in youth and young adult ministry, sexuality, music, camping, short-term missions, risk management, contemporary worship, and youth as the present and future of the church.

**Grade Mode:** Normal Sem (A-F,I,DG,DN,W)
**Schedule Type:** Lecture
**College Code:** SEM

**DSRE 779 - Parenting Education and Guidance**
are documented in the portfolio.

Experiences. DG will be given until requirements are completed and experiences

DSRE 830 - Advanced Fostering Spiritual Growth
Credits: 3
Examines the contributions of theology and the social sciences to a theoretical understanding of how the spiritual life is formed in the individual and considers strategies to foster spiritual growth.

Grade Mode: Normal Sem (A-F,I,OG,DN,W)
Repeatable: Repeateable
Schedule Type: Lecture
College Code: SEM

DSRE 840 - Nonformal Learning
Credits: 3
A philosophical and practical approach toward teaching strategies in diverse cultural, non-formal settings, with consideration given to literacy issues in the developing world.

Grade Mode: Normal Sem (A-F,I,OG,DN,W)
Repeatable: Repeateable
Schedule Type: Lecture
College Code: SEM

DSRE 850 - Theological Foundations of Christian Teaching
Credits: 3
Theistic assumptions and biblical models that identify the goals of Christian education and undergird a theology of Christian teaching applicable to discipling and teaching ministries.

Grade Mode: Normal Sem (A-F,I,OG,DN,W)
Repeatable: Repeateable
Schedule Type: Lecture
College Code: SEM

DSRE 860 - Teaching Religion in College
Credits: 3
Furnishes PhD in Religious Education students with insights into the practice of using basic techniques, tools and procedures for meaningful religious education.

Grade Mode: Normal Sem (A-F,I,OG,DN,W)
Repeatable: Repeateable
Schedule Type: Lecture
College Code: SEM

DSRE 870 - Advanced Studies: ____________
Credits: 1–4
Individual or group studies in a specific area of Religious Education designed to meet program competencies.

Grade Mode: Normal Sem (A-F,I,OG,DN,W)
Repeatable: Repeateable
Schedule Type: Independent
Special Approval: Advisor or instructor permission required.

College Code: SEM

DSRE 873 - Directed Research
Credits: 1–6
A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative research study leading to joint publication.

Project to support competency for dissertation research.

Grade Mode: Normal Sem (A-F,I,OG,DN,W)
Repeatable: Repeateable
Schedule Type: Independent
College Code: SEM

DSRE 875 - Seminar: ____________
Credits: 3
Group study in specified areas of Religious Education.

Grade Mode: Normal Sem (A-F,I,OG,DN,W)
Repeatable: Repeateable
Schedule Type: Seminar
Special Approval: Advisor or instructor permission required.

College Code: SEM

DSRE 900 - Synthesis in Religious Education
Credits: 3
A capstone course in which students synthesize their learning experiences by examining the structure of the discipline, discussing its major issues, and reviewing its basic literature. Students make portfolio presentations to demonstrate program competencies. Preferably taken in the last semester of course work.

Grade Mode: Normal Sem (A-F,I,OG,DN,W)
Repeatable: Repeateable
Schedule Type: Lecture
College Code: SEM

DSRE 905 - Doctoral Dissertation
Credits: 1–14
Dissertation credits should be registered for while working on the dissertation. Doctoral candidates may not register for a cumulative total of more than 4 dissertation credits until they have successfully completed EDRM 880 or GSEM 854, and their dissertation proposal has been approved. One credit qualifies as a full-time status. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeateable up to 13 or 14 credits
Schedule Type: Independent
College Code: SEM
New Testament Studies

NTST 509 - Intro to Exegesis and Theology 3: Pauline Writings
Credits: 3
Interpretation and theology of the writings of the Apostle Paul, with detailed exegesis of selected passages.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

NTST 510 - Intro to Exegesis and Theology 1: Gospels
Credits: 3
Interpretation and theology of the four Gospels, with detailed exegesis of selected passages.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite/Corequisite: Must have passed NTST 551 either by passing the placement exam or be enrolled in NTST 551.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 515 - New Testament Backgrounds
Credits: 2,3
The political, cultural, and religious situation in the New Testament world, with an introduction to the major primary sources.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 520 - Introduction to the New Testament
Credits: 2
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 525 - Revelation
Credits: 2
An exegetical approach to the book of Revelation, with special emphasis on selected passages.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite/Corequisite: Must have met the beginning Greek requirement or be enrolled in NTST 551.
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

NTST 530 - Introduction to Revelation
Credits: 2
Grade Mode: Normal Sem (A-F,I,DG,DN,W)

NTST 535 - Studies in the Pauline Writings
Credits: 2,3
Study of selected letters of Paul. Greek not required. Not applicable to MDiv credit.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 536 - Studies in the Gospels
Credits: 2, 3
Study of a selected book or books of the Gospels. Greek not required. Not applicable to MDiv credit.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

NTST 537 - Studies in Acts and General Epistles
Credits: 2,3
Study of a selected book or books from either Acts or the General Epistles. Greek not required. Not applicable to MDiv credit.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

NTST 538 - Studies in Hebrews
Credits: 2,3
Study of Hebrews. Greek not required. Not applicable to MDiv credit.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

NTST 539 - Studies in Revelation
Credits: 2,3
Study of Revelation. Greek not required. Not applicable to MDiv credit.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Interactive Online
College Code: SEM

NTST 543 - Intro to Exegesis and Theology 2: Acts and General Epistles
Credits: 2
Interpretation of the book of Acts and the General Epistles, with detailed exegesis of selected passages.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite/Corequisite: Must have passed NTST 552 either by passing the placement exam or by earning at least a C in the course or be enrolled in NTST 552.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 551 - Beginning Greek
Credits: 0,2
An introduction to the grammar and syntax of New Testament Greek for students without a working knowledge of the language. Students taking this course during the summer may not take other classes during the same session.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Independent, Interactive Online
College Code: SEM

NTST 552 - Intermediate Greek
Credits: 0,2,3
Completes the coverage of grammar and syntax and includes extensive reading in the Greek New Testament. Students taking this course during the summer may not take other classes during the same session.

Credits: 2,3
Study of selected NT topics. The subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must have passed NTST 551 either by passing the placement exam or the course
Repeatable: Repeatable
Schedule Type: Lecture, Independent, Interactive Online
College Code: SEM

NTST 567 - Theology of the New Testament (English)
Credits: 2,3
Study of selected NT topics. The subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 607 - Historical-grammatical Study of the New Testament
Credits: 2,3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

Credits: 2,3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 617 - New Testament Theology of Law
Credits: 2,3
In-depth historical-grammatical study of the New Testament law, death and resurrection in the teachings of Jesus and the apostles.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 628 - The Holy Spirit in the New Testament
Credits: 2,3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 629 - New Testament Ecclesiology
Credits: 2,3
A comprehensive study of the nature, structure, ministry and activities of the church in New Testament times.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 630 - Theology of the Synoptic Gospels
Credits: 2,3
In-depth study of selected themes in the synoptic gospels.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Credits: 2,3
In-depth study of selected New Testament passages regarding the involvement of individual believers and the church in addressing human need.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 634 - Theology of the Pauline Epistles
Credits: 2,3
In-depth study of selected themes in the Pauline Epistles.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 635 - Intertestamental Literature
Credits: 2,3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

NTST 636 - Jerusalem in the Time of Jesus
Credits: 2,3
A study of the geography, history, culture and archaeology of the city of Jerusalem focused particularly on the time of Jesus and the events surrounding his crucifixion.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

NTST 641 - Theology of the Johannine Writings
Credits: 2,3
In-depth study of selected themes in the Johannine Writings.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 644 - Readings in the Septuagint
Credits: 2,3
Readings of selected passages in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint. Identical to OTST 660 - Readings in the Septuagint.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 - Intermediate Greek either by passing the placement exam or by earning at least a C in the course. Must pass OTST 552 - Biblical Hebrew II either by passing the placement exam or by earning at least a C+ in the course.
Schedule Type: Lecture
College Code: SEM

NTST 645 - Hebrews
Credits: 2,3
In-depth study of Hebrews.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

NTST 646 - Topics in New Testament Exegesis
Credits: 2,3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

NTST 647 - Eschatology
Credits: 2,3
A study of nature and method of NT eschatology with a Christ-centered emphasis, an overview of the eschatology of the OT and Intertestamental period as the primary backgrounds to NT eschatology, and an intensive study of the key NT texts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture
College Code: SEM

NTST 648 - Revelation
Credits: 2,3
In-depth study of selected key chapters of Revelation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): GSEM 511 or GSEM 627. Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 650 - Great Controversy, Covenant, Law and Sabbath
Credits: 2,3
Study of key New Testament passages on the Great Controversy, covenant law and Sabbath in their canonical and theological contexts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

NTST 653 - Advanced Studies in the General Epistles
Credits: 2,3
The epistle(s) chosen from among James, 1 Peter, 2 Peter, Jude, and 13 John announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

NTST 654 - Second Century Christianity
Credits: 2,3
A study of the line of development from the writings and communities of the New Testament to the literature and movements of the post-apostolic period.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 655 - Advanced Studies in the Gospels
Credits: 2,3
The Gospel(s) to be studied are announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Grade Mode</th>
<th>Repeatable</th>
<th>Prerequisite(s)</th>
<th>Special Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTST 658</td>
<td>Advanced Studies in the Pauline Writings</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,DG,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 665</td>
<td>Coptic</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 666</td>
<td>Topics in New Testament Theology</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 667</td>
<td>New Testament Ethics</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 668</td>
<td>Jesus in Recent Scholarship</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 669</td>
<td>Seminar in New Testament Issues</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 670</td>
<td>Greco-Roman World</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 671</td>
<td>Judaism and the New Testament</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 672</td>
<td>Seminar in New Testament Backgrounds</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 673</td>
<td>Independent Study</td>
<td>1–4</td>
<td>Normal w S/DG (A-F,I,S,U,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 674</td>
<td>Topics in New Testament Backgrounds</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 675</td>
<td>Seminar in Hellenistic Greek</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
<tr>
<td>NTST 676</td>
<td>Seminar in Greek Exegesis</td>
<td>2,3</td>
<td>Normal Sem (A-F,I,OG,DO,DN,W)</td>
<td>Repeatable</td>
<td>Must pass NTST 552 by passing the placement exam or by earning at least a C in the course</td>
<td></td>
</tr>
</tbody>
</table>

**College Code**: SEM

**NTST 658** - Advanced Studies in the Pauline Writings
Credits: 2,3
The letter(s) of Paul to be studied are announced in advance.

**NTST 665** - Coptic
Credits: 2,3
Basic elements of Coptic grammar and syntax, readings in the Coptic New Testament and other Coptic literature.

**NTST 666** - Topics in New Testament Theology
Credits: 2,3

**NTST 667** - New Testament Ethics
Credits: 2,3

**NTST 668** - Jesus in Recent Scholarship
Credits: 2,3
Advanced studies in the person and proclamation of Jesus and the ways Jesus has been understood in various, significant 'lives' of Jesus, including current Jewish assessments. Seeks to give a biblical answer to Jesus' question, "Who do you say that I am?"

**NTST 669** - Seminar in New Testament Issues
Credits: 2,3
Topics announced in the Class Schedule.

**NTST 670** - Seminar in Greek Exegesis
Credits: 2,3
Particular books or passages to be exegeted are announced in advance.
Repeatable: Repeatable
Schedule Type: Seminar
Special Approval: Admission for non-doctoral students by permission of professor.

College Code: SEM

NTST 885 - Topics in New Testament
Credits: 1–3
Classroom setting research dealing with selected problems in the field of New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 890 - Directed Reading in New Testament Studies
Credits: 1–8
Guided readings in selected literature.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SEM

NTST 897 - Independent Study:
Credits: 1–3
Research on an individual basis dealing with selected problems in the field of New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 920 - Seminar in New Testament Backgrounds
Credits: 2,3
Particular topics announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Seminar
College Code: SEM

NTST 940 - Seminar in New Testament Exegesis and Hermeneutics:
Credits: 3
Exegesis in New Testament books or passages and/or studies in particular topics such as the history of New Testament exegesis and hermeneutics.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a B in the course
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar
College Code: SEM

NTST 945 - Seminar in Biblical Theology
Credits: 2,3
Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the testaments, and biblical authority. Identical to OTST 945.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a B in the course
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar
College Code: SEM
Old Testament

Seminary N111
269-471-2861

Faculty
Paul Z. Gregor, Chair
Richard M. Davidson
Jacques B. Doukhan
Constance E. C. Gane
Roy E. Gane
Oliver Glanz
Gerald A. Klingbeil
Paul J. Ray, Jr.
Randall W. Younker

Old Testament Studies

ANEA 510 - Archaeology and the Bible
Credits: 2,3
The assembling of archaeological and ancient textual material which, interpreted from the philosophical viewpoint of the Bible, emphasizes the accuracy and authenticity of the Scriptures. A study of cultures, customs, languages, and rituals that throw light on the statements of God's Word.

Course Attribute: History and Archaeology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

ANEA 514 - Bible Lands and Their Explorations
Credits: 2,3
Countries of the Bible and archaeological explorations carried out in them during the past 150 years; the geographical setting of the Bible history; the background, rise, and progress of biblical archaeology; methods employed by archaeologists in using material excavated and found in the Near East.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

ANEA 604 - History of the Ancient Near East
Credits: 2,3
An introduction to the history of the Ancient Near East up to the time of Alexander the Great. Topics alternate between the history of Egypt and the history of Mesopotamia. Emphasis on the intersection with biblical history. Students may take each topic once.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

ANEA 605 - Seminar in Old Testament History
Credits: 2,3
Individual research on specific problems for advanced students in Old Testament history.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): ANEA 635 or ANEA 604 or equivalent.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

ANEA 612 - Ancient Near Eastern Languages
Credits: 3
Basic elements of grammar and syntax, with a practical vocabulary, for one of the following languages: Sumerian, Akkadian, Egyptian, Ugaritic, Hittite, Syriac, and Coptic. Language announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 and NTST552 or their equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

ANEA 613 - Paleo-Christian Archaeology
Credits: 2–3
A study of the archaeological evidence that contributes to a better understanding of the cultural, political, and religious context from the beginnings of early Christianity into the Byzantine period.

Grade Mode: Normal Sem (A-F,J,JDG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

ANEA 614 - Archaeology of Palestine
Credits: 2,3
An introduction to the principles, methods, and results of archaeological research in Palestine, especially in how they impact biblical studies.

Grade Mode: Normal Sem (A-F,J,JDG,DN,W)
College Code: SEM

ANEA 615 - Seminar in Archaeology and History of Antiquity
Credits: 2–3
The archaeology and historical discoveries and problems related to the Old Testament.

Grade Mode: Normal Sem (A-F,J,JDG,DN,W)
Prerequisite(s): ANEA 510 or ANEA 514 or equivalent and ANEA 614 or equivalent, or permission of instructor.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

ANEA 630 - Archaeological Field Work
Credits: 1–8
In connection with the Andrews-sponsored archaeological expeditions, qualified students obtain practical training in archaeological field work by assisting in the supervising of excavations, drawing, registering, reading of pottery, and kindred work.

Grade Mode: Normal Sem (A-F,J,JDG,DN,W)
Repeatable: Repeatable up to 12 credits
Schedule Type: Lecture
College Code: SEM

ANEA 635 - History of Israel
Credits: 2,3
An introduction to the history of Israel in the pre-monarchial, monarchial, and post-monarchial periods.

Grade Mode: Normal Sem (A-F,J,JDG,DN,W)
College Code: SEM

ANEA 638 - Archaeology in Evangelism
Credits: 2,3
An introduction to the use of archaeology in evangelistic settings. Field projects are observed and presented by students.

Grade Mode: Normal Sem (A-F,J,JDG,DN,W)
Prerequisite(s): ANEA 510 or equivalent.
Schedule Type: Lecture
College Code: SEM

ANEA 640 - Research, Method and Theory in Archaeology
Credits: 2–3
An introduction to research techniques and tools in the discipline of archaeology. Distinctive concepts and selected topics in archaeological methodology and theory.

Grade Mode: Normal Sem (A-F,J,JDG,DN,W)
Schedule Type: Lecture
College Code: SEM

ANEA 690 - Independent Study
Credits: 1–3
Individual research work on specific problems for students who have completed basic courses in Archaeology. See general guidelines under Academic information.

Grade Mode: Normal w 5/DG (A-F,J,LJ,JDG,DN,W)
Repeatable: Repeatable
AND PROGRESS OF BIBLICAL ARCHAEOLOGY: METHODS EMPLOYED BY ARCHAEOLOGISTS IN USING THE PAST 150 YEARS; THE GEOGRAPHICAL SETTING OF BIBLE HISTORY; THE BACKGROUND, RISE, COUNTRIES OF THE BIBLE AND ARCHAEOLOGICAL EXPLORATIONS CARRIED OUT IN THEM DURING

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.

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.

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.

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.

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.

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.
with reference to the Hebrew/Aramaic original. Typically offered to students who have not yet taken OTST551 or OTST552. Not applicable for MDiv credit.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

OTST 558 - Writings
Credits: 2
Interpretation of the Ketubim (Writings) and exegetical study in selected portions of its books.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): Must have met the intermediate Hebrew requirement or be enrolled in OTST 552.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 565 - Pentateuch
Credits: 3
Interpretation of the Torah (Pentateuch) and exegetical study in selected portions of its books (Genesis, Exodus, Leviticus, Numbers, or Deuteronomy).

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): Must have met the beginning Hebrew requirement or be enrolled in OTST 551.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 566 - Studies in the Pentateuch (English)
Credits: 2, 3
This course covers selected books of the Pentateuch based primarily on the English text with reference to the Hebrew/Aramaic original. Typically offered to students who have not yet taken OTST551 or OTST552. Not applicable for MDiv credit.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Schedule Type: Lecture
College Code: SEM

OTST 570 - Readings in the Old Testament (English)
Credits: 2, 3
Covers selected books/passage of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min students and others who have not taken Hebrew. Not applicable for MDiv credit.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 604 - History of the Ancient Near East
Credits: 2, 3
An introduction to the history of the Ancient Near East up to the time of Alexander the Great. Topics alternate between the history of Egypt and the history of Mesopotamia. Emphasis on the intersection with biblical history. Students may take each topic once.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Schedule Type: Lecture
College Code: SEM

OTST 605 - Seminar in Old Testament History
Credits: 2, 3
Individual research on specific problems for advanced students in Old Testament history.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): OTST 635 or OTST 604
Schedule Type: Seminar
College Code: SEM

OTST 607 - Preaching from the Old Testament
Credits: 2, 3
An advanced preaching course focusing on the analysis of the types of Old Testament literature and special themes found in selected passages. Identical to CHMN 607.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 612 - Ancient Near Eastern Languages
Credits: 3
Basic elements of grammar and syntax, with a practical vocabulary, for one of the following languages: Sumerian, Akkadian, Egyptian, Ugaritic, Hittite, Syriac, and Coptic. Language announced in advance.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): OTST 552 and NTST 552 or their equivalent.
Schedule Type: Lecture
College Code: SEM

OTST 614 - Archaeology of Palestine
Credits: 2, 3
An introduction to the principles, methods, and results of archaeological research in Palestine, especially in how they impact biblical studies.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Schedule Type: Lecture
College Code: SEM

OTST 615 - Seminar in Archaeology and History of Antiquity
Credits: 2, 3
The archaeology and historical discoveries and problems related to the Old Testament.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): OTST 510 or OTST 514 or equivalent and OTST 614 or equivalent, or permission of instructor
Schedule Type: Seminar
College Code: SEM

OTST 619 - Theology of the Old Testament
Credits: 2, 3
Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): OTST 552 or its equivalent.
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 620 - Seminar in Old Testament Theology
Credits: 2, 3
Selected aspects of Old Testament theology, such as the nature and function of Old Testament theology, the method of Old Testament theology, and the development of major theological themes.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SEM

OTST 625 - Biblical Hebrew III
Credits: 3
The reading of substantial portions of various types of prose and poetry in the Hebrew Bible, with attention to matters of syntax.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): Grade of B+ or higher in OTST 552 or a Hebrew Placement Exam score of 75% or higher.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 626 - Seminar in Classical Jewish Literature
Credits: 2, 3
Readings in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and Medieval texts. Identical to NTST 626.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Prerequisite(s): Required languages vary according to the subject matter.
Repeatable: Repeatable
OTST 552 or its equivalent.
Repeatable: Repeatable up to 12 credits
Schedule Type: Lecture
College Code: SEM

OTST 628 - Methods of OT Exegesis
Credits: 2,3
Introduction to the Masoretic text (Masora, accents, apparatus) and to the various methods and tools of exegesis; provides basic training in applying the exegetical work to selected passages of the Hebrew Bible.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 630 - Archaeological Field Work
Credits: 1–8
In connection with the Andrews-sponsored archaeological expeditions, qualified students obtain practical training in archaeological field work by assisting in the supervising of excavations, drawing, registering, reading of pottery, and kindred work.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable up to 12 credits
Schedule Type: Lecture
College Code: SEM

OTST 633 - Social Issues in the Old Testament (Exegesis)
Credits: 3
Interpretation and theology of the Old Testament regarding the involvement of individual believers and the covenant community of faith in addressing human need.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 634 - Intertestamental Literature
Credits: 2,3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 635 - History of Israel
Credits: 2,3
An introduction to the history of Israel in the pre-monarchial, monarchial, and post-monarchial periods.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 639 - Studies in Old Testament Exegesis
Credits: 2,3
Exegetical studies in selected sections or themes of the Old Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 640 - The Old Testament and Its Translations
Credits: 2,3
A non-technical survey of the text transmission from antiquity to the present. The terminology and particularities of recent Hebrew Bible editions. Examination in various modern translations of Old Testament passages of textual and theological interest.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 654 - Biblical Aramaic
Credits: 2,3
Study of the essentials of grammar and syntax (with some reference to biblical Hebrew) coordinated with reading and analysis of a substantial part of the Aramaic portions of the Bible.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 658 - Seminar in Ancient Near Eastern Languages
Credits: 3
A study of Ancient Near Eastern languages and/or texts not offered in other courses.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

OTST 659 - Studies in Old Testament Issues
Credits: 2,3
A study of selected issues such as the formation of the Old Testament canon, questions of introduction, historicity of Genesis 1-11, Messianism, and Old Testament eschatology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 660 - Readings in the Septuagint
Credits: 2,3
Reading of selected texts in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): NTST 552 and OTST 552 or their equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 664 - Pentateuch
Credits: 3
Exegetical study in selected portions of Genesis, Exodus, Leviticus, Numbers or Deuteronomy.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 666 - Historical Books
Credits: 3
Exegetical study in selected portions of Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah or Esther.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM
OTST 668 - Psalms/Wisdom Literature
Credits: 3
Exegetical study in selected portions of Job, Psalms, Proverbs, Qoheleth or Song of Songs.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 674 - Daniel
Credits: 3
Exegetical study in selected portions of Daniel.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent. Recommended prerequisite: OTST 654.
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

OTST 675 - Minor Prophets
Credits: 3
Exegetical study in selected portions of the Book of the Twelve ("Minor Prophets"). Content announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 680 - Seminar in Old Testament Exegesis
Credits: 2,3
Exegesis of selected passages in the Old Testament. Content announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 625 and at least one Hebrew exegesis course with a grade of A.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

OTST 685 - Principles of Hermeneutics
Credits: 2,3
An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation with application to selected texts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 686 - Major Prophets
Credits: 3
Exegetical study in selected portions of Isaiah, Jeremiah or Ezekiel.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 690 - Independent Study
Credits: 1–3
Individual research work on specific problems for students who have completed basic courses in Old Testament. See general guidelines under Independent Study Courses.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

OTST 695 - Directed Studies
Credits: 3
Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SEM

OTST 810 - Near Eastern Archaeology
Credits: 3
Covers such periods of antiquity as the Bronze Age, Iron Age, Early Christian period, and Byzantine times. A study of ancient artifacts, architecture, and other mainly non-written materials.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 614 or equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 820 - Textual Criticism
Credits: 3
Detailed comparative textual examination of challenging Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 654, OTST 660, additional languages as needed. Admission by permission of instructor.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 835 - Theology of the Hebrew Scriptures
Credits: 3
The theology of an individual book or block of books in 1 of the 3 divisions of the Hebrew canon: Torah (Pentateuch), Prophets, and Writings. Content announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 845 - Methodology in Biblical Theology
Credits: 3
The development of biblical theology from the Reformation to the present with special attention to current methodologies.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 885 - Topics in: ________________
Credits: 1–3
Classroom setting research dealing with selected topics in the field of Old Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

OTST 890 - Directed Reading in History and Archaeology Studies
Credits: 1–6
Topics in the area of History and Archaeology Studies.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

OTST 890 - Directed Reading in Old Testament Studies
Credits: 1–6
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM
OTST 895 - Independent Study: _________
Credits: 1–3
Research on an individual basis dealing with selected topics in the field of Old Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

OTST 940 - Seminar in Advanced Old Testament Exegesis
Credits: 3
Advanced work on selected passages of the Old Testament; building on the other exegesis courses in Old Testament. Content announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 625.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

OTST 945 - Seminar in Biblical Theology
Credits: 3
Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the Testaments, and Biblical authority. Identical to NTST 945.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM
Theology & Christian Philosophy

Seminary N311
269-471-3607
thst@andrews.edu

Faculty
Darius Jankiewicz, Chair
Jo Ann Davidson
Denis Fortin
Martin Hanna
Ante Jeroncic
John Peckham

THST 510 - Understanding the Christian World
Credits: 2,3
Reaching Roman Catholic, Protestant, Ecumenical, and post-denominational minds. Addressing the post-modern worldview, as well as other challenges to the task of theology in general, and to the Seventh-day Adventist faith in particular. For students without a prior degree in Theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

THST 521 - Christian Theology I
Credits: 2,3
Study of the interdisciplinary nature, sources, and methods of theology; the doctrines of God (the Trinity, foreknowledge, predestination), His works (creation, providence, the covenant, law and Sabbath), the Holy Spirit, and human beings (nature, image of God, and sin). For students without a prior degree in Theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 522 - Christian Theology II
Credits: 2,3
Study of the doctrines of Christ (nature and works of atonement), salvation, the church (marks, ministry, and mission) and eschatology (Adventist, Christ-centered exploration of end-time prophecies and events). For students without a prior degree in Theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 540 - Doctrine of Salvation
Credits: 2,3
A broad study of the Christine doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

THST 550 - Principles of Christian Ethics
Credits: 2,3
Study of the basic moral guidelines and ethical principles contained in the Bible. Application of these guidelines and principles to contemporary moral issues of special interest for Seventh-day Adventists.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 600 - Christian Personal Ethics
Credits: 2,3
An application of Christian moral teachings to various personal issues and dilemmas with special emphasis on the moral habits and Christian character.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 605 - Principles of Christian Ethics
Credits: 2,3
Study of the basic moral guidelines and ethical principles contained in the Bible. Application of these guidelines and principles to contemporary moral issues of special interest for Seventh-day Adventists.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 608 - The Great Controversy, Covenant, Law, Sabbath
Credits: 2,3
Significance of the Seventh-day rest in the Old Testament, in the teachings of Christ and the apostles, and in Christian theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 611 - Revelation, Inspiration and Hermeneutics
Credits: 3
An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

THST 615 - Doctrine of the Church
Credits: 2,3
The nature, attributes, marks, and government of the Christian Church. Its relation to Christ, to the Scriptures, and to the Holy Spirit. The ordinances and the ministry.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 616 - Doctrine of God
Credits: 2,3
A study of the nature and attributes of God and His relation to the world. Consideration of divine foreknowledge, predestination, and providence; the Trinity; God as person.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

THST 617 - The Works of God
Credits: 2,3
An in-depth study of such doctrines as creation, law and covenant, and Sabbath.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 618 - The Works of Christ
Credits: 2,3
An in-depth study of such doctrines as atonement, salvation, and righteousness by faith.
THST 619 - Principles and Methods of Theology
Credits: 2, 3

THST 623 - Contemporary Adventist Theological Issues
Credits: 2, 3
Study of contemporary theological issues and their impact on the message, life and mission of the Seventh-day Adventist Church. The content of the course may vary from year to year.

THST 624 - Protestant Theological Heritage
Credits: 2, 3
An in-depth study of the most important positions of the great shapers of the Protestant tradition from the earliest times to the end of the Magisterial Reformation.

THST 625 - Early Christian Theology
Credits: 2, 3
Study of the doctrinal development of the Church from the close of the apostolic age to Augustine in such themes as heresy, ethics, salvation, authority, and ecclesiology.

THST 626 - Modern Christian Theology
Credits: 2, 3
Study of the major doctrinal trends of the Church from the post-Reformation era to the Enlightenment. Particular attention is given to such themes as salvation, ecclesiology, and Scripture and Tradition.

THST 627 - Roman Catholic Life & Thought
Credits: 2, 3
An introduction to Roman Catholic theology. Attention given to major doctrinal formulations, dogmas, and practices from the patristic period to the present in dialogue with Scripture.

THST 628 - Contemporary Theology
Credits: 2, 3
Study of major trends in 19th- and 20th-century theology, including liberalism and neo-orthodoxy, and such shapers of religious thought as Schleiermacher, Barth, and Bultmann viewed over the rise and development of Adventist theology.

THST 629 - History and Theology of Ecumenism
Credits: 2, 3
Study of the history, structures, and theological implications of the ecumenical movement; including evaluation and response from a Seventh-day Adventist perspective.

THST 630 - Doctrine of Christ
Credits: 2, 3
Systematic and historical study of the unique person of Christ: His pre-existence, divinity, and incarnation. The incarnate relation of His divinity and humanity. The meaning and implications of His death.

THST 633 - Issues in Origins
Credits: 2, 3
A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientistic foundations; and theological implications.

THST 634 - Christian Social Ethics
Credits: 2, 3
An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.

THST 635 - Doctrine of the Holy Spirit
Credits: 2, 3
An 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.

THST 636 - Biblical Eschatology
Credits: 2, 3
Adventist approach to a Christ-centered interpretation of the end-time prophecies regarding the judgment, the second coming of Christ, the kingdom of God, and the millennium in the Old and New Testaments on the basis of biblical principles of interpretation.

THST 637 - Christian Social Ethics
Credits: 2, 3
An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.

THST 638 - Christian Social Ethics
Credits: 2, 3
A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientistic foundations; and theological implications.

THST 639 - Issues in Origins
Credits: 2, 3
A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientistic foundations; and theological implications.

THST 640 - Doctrine of Salvation
Credits: 2, 3
A broad study of the Christo-centric 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.
THST 643 - Christian Professional Ethics
Credits: 2,3
An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the various aspects of pastoral ministry and other caring professions.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 644 - Theological Ethics
Credits: 2,3
Discussion and application of biblical teachings and normative models to decision making and standards of Christian behavior in the context of praxis of ministry. THST 550 strongly recommended (expected for MDiv students) prior to this course.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 647 - Human Nature and Destiny
Credits: 2,3
Origin of humanity, the fall, and sin—its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 649 - Seminar in Theological Issues:
Credits: 2,3
Study of issues such as Christology, anthropology, ecclesiology, contemporary theology, and Christian ethics. Available for PhD/ThD, MA, and select MDiv students.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 656 - Seminar in Historical Theology:
Credits: 2,3
Development of theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Available for PhD/ThD, MA, and select MDiv students.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SEM

THST 659 - Seminar in Philosophy, Theology, and Ethics:
Credits: 2,3
The interrelation between philosophical, theological, and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

THST 660 - Church and Society
Credits: 2,3
Interdisciplinary analysis of the interrelatedness of church, its theology and task with the society as potential recipient of the Gospel; examination of structures and dynamics in church and society from biblical, theological, ethical, and sociological perspectives; formulation of a biblical world view vis-a-vis modern philosophies and ideologies.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 667 - Postmodernism and the Church
Credits: 2,3
A critical study of the nature and ideological origins of the postmodern mind as it relates to both the theology and the mission of the Seventh-day Adventist Church.
Course Attribute: Historical Theology
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 676 - History of Philosophy
Credits: 2,3
An overview of classical, medieval, modern, and contemporary philosophy: an introduction to key figures such as Plato, Aristotle, Augustine, Thomas Aquinas, Descartes, Hume, and Kant; and a survey of recent developments such as process, existentialist, and analytical philosophy. For advanced students.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 678 - Science and Religion
Credits: 2,3
The relation of scientific information and theory to Christian doctrines; theories of origin, geologic time, uniformity, and organic evolution as developed in the fields of historical geology and biology.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 690 - Independent Study:
Credits: 1–3
Restricted to advanced students. Selected problems in the field of theology. See general guidelines under Academic Information.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

THST 695 - Topics
Credits: 2,3
Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 809 - The Theology of Ellen G. White
Credits: 3
Analytical study of major theological themes in the writings of E. G. White and their influence on Adventist theology.
Grade Mode: Normal Sem (A-F,J,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 814 - Seminar in Philosophy, Theology and Ethics:
Credits: 3
The interrelation between philosophical, theological and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD,
MA, and select MDiv students.

**THST 830 - Methods in Historical Theology**
Credits: 3
An orientation of a theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought.

**THST 885 - Topics in ____________**
Credits: 1–3
Classroom setting research dealing with selected problems in the field of Theology.

**THST 890 - Directed Reading in Systematic Theology**
Credits: 1–6
Grade Mode: Normal w S/DG (A-F, I, S, U, DG, W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

**THST 895 - Directed Reading in Historical Theology**
Credits: 1–6
Grade Mode: Satisfactory w/DG (S, U, I, W, DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

**THST 896 - Directed Reading in Christian Ethics**
Credits: 1–6
Grade Mode: Satisfactory w/DG (S, U, I, W, DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

**THST 897 - Independent Study:**
Credits: 1–3
Research on an individual basis dealing with selected problems in the field of Theology.

**THST 935 - Seminar in Philosophical Theology:**
Credits: 3
Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

**THST 940 - Seminar in Systematic Theology:**
Credits: 3
Selected issues in systematic theology.

**THST 964 - Seminar in Historical Theology:**
Credits: 3
Study of selected doctrinal and historical issues and systems.
World Mission

MSSN 505 - Christian Responses to Human Needs
Credits: 2,3
Explores biblical models, historical examples, and development paradigms for Christian involvement in incarnational ministries.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 525 - Mission to the World
Credits: 2,3
A broad introduction to Christian world missions. Includes aspects of mission history, the theological foundations of mission, intercultural perspectives of mission service, contemporary theoretical thought about missions, and basic relationships to other faiths.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

MSSN 546 - Mission in Cultural and Religious Context
Credits: 3
Explores missiological principles with an emphasis on the cultural and religious context, and the development of cultural sensitivity and cross-cultural communication skills for Christian witness. Required of all MDiv students.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

MSSN 561 - Christian Witness and World Religions
Credits: 3
Study of the history, writings, beliefs and practices in world religions such as Islam, Hinduism and Buddhism and the development of effective strategies for Christian witness. Required of all MDiv students.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

MSSN 584 - Preparation for Cross-Cultural Workers
Credits: 2–4
An orientation for cross-cultural workers that aims to (1) create an awareness of the actual context of mission today; (2) prepare missionaries to meet this situation; and (3) shape attitudes that are indispensable for fruitful cross-cultural mission service.
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 610 - Theology of Mission
Credits: 3
The biblical foundation of mission, its essence, goals, motives, and the role of the church in mission.

MSSN 615 - Anthropology for Mission and Ministry
Credits: 2,3
The fundamentals of culture, worldview, social structure, group organization, and social change studied as a basis for intercultural understanding and communication. Attention given to issues which constitute challenges and opportunities to cross-cultural workers.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 618 - Mission to the Cities
Credits: 3
Examines some of the most pressing elements and topics involved in urban mission: history and issues in urbanization, reasons for urban growth, understanding and navigating the urban context, biblical and theological foundations for urban mission, incarnational ministries, investigation of urban missions, Ellen G. White and mission to the cities.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 630 - Cross-Cultural Leadership Development
Credits: 2,3
A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to CHMN630.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 635 - Contemporary Issues in Mission
Credits: 2,3
Current issues in mission and the way they affect the church’s outreach in the world.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 640 - Advanced Mission Studies
Credits: 3
Study of advanced missiological principles and their application.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 650 - Introduction to a World Religion
Credits: 2,3
An introduction to the history, beliefs, writings, personalities and current developments in religions such as Islam, Judaism, Hinduism and Buddhism.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 652 - Biblical and Qur’anic Studies
Credits: 2,3
The study of the Bible and the Qur’an and other Adventist and Muslim sources of faith such as the Spirit of Prophecy, the Hadith, and Islamic tafsir, with a view to leading a Muslim to faith in Islamic contexts.
MSSN 653 - Islamic Culture and Society
Credits: 3
The study of Islamic social systems and practices and their implications for mission. Topics include morals and ideals, family life, festivals, religious life and practice, sharia law, and female spirituality.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 660 - Witnessing to People of Another Religion
Credits: 2,3
Development and evaluation of various forms of Christian witness among the peoples of other religions such as Muslims, Jews, Hindus, and Buddhists.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Prerequisite for MDiv students: MSSN 546 and MSSN 561.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 676 - History of Christian Mission
Credits: 2,3
History of the expansion of the Christian church, from the first century until the present. At the discretion of the Department of Church History, this course may fulfill a Church History elective requirement.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): MSSN 546 and MSSN 561.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 685 - Strategies for World Mission
Credits: 2,3
A concentrated study of mission theory and strategy, cultural perspectives of mission service, and basic principles of church growth.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 690 - Independent Study
Credits: 1–3
Individual research on a selected problem in the theory, history, or practice of mission. See general guidelines under Academic Information.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

MSSN 695 - Topics __________
Credits: 1–6
On themes by preapproval from the student’s program director and the teacher.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 731 - Cultural and Religious Analysis—I
Credits: 4
Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 732 - Cultural and Religious Analysis—II
Credits: 4
Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 741 - Mission Strategy Development
Credits: 4
Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): MSSN 731, MSSN 732.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 742 - Mission Strategy Development
Credits: 4
Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): MSSN 731, MSSN 732.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 795 - Topics in _________ (Emphasis)
Credits: 1–4
Topics courses that address specific areas of knowledge, skills, and research needed for an advanced professional in mission in the cohort’s specific concentration. Topics will include foundational concepts needed for the cohort’s concentration, such as historical and contemporary mission, cultural studies, and worldviews. Research applicable to the people group or mission concentration will be included.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

MSSN 805 - Current Issues in Mission
Credits: 3,4
A study of contemporary issues in mission and the way they affect the church’s outreach in the world.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 806 - Biblical, Theological, & Spiritual Foundations of Mission
Credits: 5,6
A foundational course that seeks to deepen self-understanding of the attributes one brings to mission and strengthen the biblical spirituality essential for mission. The biblical and theological foundations of mission are explored, including the theology of culture and religions.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 810 - Seminar in _________ (Emphasis)
Credits: 1–6
This seminar will address specific issues beyond the core mission courses that are appropriate to the cohort concentration, allowing students to apply biblical, theology, and missiological concepts to issues in mission from their context. Research applicable to the people group or mission emphasis will be included.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
MSSN 820 - The Church and Social Issues
Credits: 3
This course not only looks at social issues but also helps students learn the skills needed to investigate, understand, and develop a Christian response to a particular social issue.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 826 - Seminar in Theology of Mission
Credits: 3
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 827 - Seminar in History of Mission
Credits: 3
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 828 - Seminar in Social Sciences and Mission
Credits: 3
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 829 - Seminar in Other Religions
Credits: 3
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 830 - Seminar in Strategies and Development in Mission
Credits: 3
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 834 - Mission Leadership
Credits: 3
This course explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking with a particular focus on mission leadership. Additionally, the course emphasizes the character formation of the Christian leader and the interplay between mission, leadership, context, and strategy development. The course seeks to develop non-profit leadership competencies, an understanding of Christian mission leadership in a pluralistic and multi-cultural world, as well as some important administrative skills one needs to lead effectively.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 835 - Urban Contexts for Mission and Ministry
Credits: 3
Explores urban dynamics tracing the development of urban anthropology in assisting students on how to exegate and relate to urban contexts. Provides the tools to develop a theological framework and mission strategy to reach particular urban cultures or subgroups.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 837 - History & Strategy of Mission
Credits: 3
A missiological study of the history of the church worldwide and the application of the insights which emerge to present strategies of mission. The course focuses on the dynamics of the expansion of the Christian movement, with special attention to the means of renewal, structures of mission, and the relationship between the two.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 838 - Mission & the Social Sciences
Credits: 5,6
A social science course that provides a prism through which those involved in the study and practice of mission can see and understand people and their worldviews in a more comprehensive and integrated manner.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 840 - Research Methods in Mission and Ministry
Credits: 2,3
Research methods and procedures as applied to the field of mission and ministry with an emphasis on field-based qualitative research, participant observation and ethnographic interviews.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 854 - Research Design in Mission
Credits: 3
Advanced missiological research methods with preparation of a tentative proposal for a field research dissertation.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 870 - Discipleship & Worldview Transformation
Credits: 3,4
A course that explores the interaction of context, methodology, attitude, and approach in fostering a biblically-based Christian worldview. Discipling strategies and missionary methods responsive to cultural, religious, and socio-historical contexts will be studied and applications developed for specific groups.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 880 - Mission Education & Training
Credits: 3,4
A survey of educational approaches and training methodologies for teaching mission and missionaries. Adult education and discovery learning models will be practiced and critiqued.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 885 - Topics in:
Credits: 1–3
Classroom setting research dealing with selected problems in the field of missiology.
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SEM

MSSN 888 - Doctor of Missiology Dissertation Continuation
Credits: 0
Doctor of Missiology Dissertation Continuation. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.
Grade Mode: Satisfactory w/o ‘I’ (S,U,W)
Schedule Type: Independent
College Code: SEM
MSSN 890 - Directed Reading in Mission Studies
Credits: 2–12
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

MSSN 897 - Independent Study:
Credits: 1–3
Research on an individual basis dealing with selected problems in the field of missiology.
Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: SEM

MSSN 899 - Doctor of Missiology Dissertation
Credits: 1–6
Doctor of Missiology Dissertation
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SEM
University Personnel

University Personnel

Presidents, 1874–Present

Battle Creek College, 1874–1901
Sidney Brownsberger, 1874–1881
Alexander McLearn, 1881–1882
Wilcott H. Littlejohn, 1883–1885
William W. Prescott, 1885–1894
George W. Caviness, 1894–1897
Edward A. Sutherland, 1897–1901

Emmanuel Missionary College, 1901–1959
Edward A. Sutherland, 1901–1904
Nelson W. Kauble, 1904–1908
Otto J. Graf, 1908–1917
Clement L. Benson, 1917–1918
Frederick Griggs, 1918–1924
Guy F. Wolfkill, 1924–1930
Lynn H. Wood, 1930–1934
Thomas W. Steen, 1934–1937
Henry J. Klooster, 1937–1943
Alvin W. Johnson, 1943–1950
Floyd O. Rittenhouse, 1955–1960

Advanced Bible School, 1934–1937
Milton E. Kern, Dean 1934–1937

Seventh-day Adventist Theological Seminary, 1937–1957
Milton E. Kern, 1937–1943
Denton E. Rebok, 1943–1951
V. E. Hendershot, 1951–1952
Ernest D. Dick, 1952–1957

Potomac University, 1957–1960
Ernest D. Dick, 1957–1959
Floyd O. Rittenhouse, 1959–1960

Andrews University, 1960–
Floyd O. Rittenhouse, 1960–1963
Richard Hammill, 1963–1976
Andrea Luxton, 2016–

Members of the Andrews University Board of Trustees
(As of July 1, 2016)
Artur Stele, Chair
Maurice R. Valentine II, Vice-chair
Andrea Luxton, Secretary
Advisors: Larry Blackmer, Jonathan Duffy, G. Thomas Evans, Ricardo Graham, Mark A. Johnson, G. Earl Knight, Thomas Lynn, Larry R. Moore, Ella Simmons

President’s Council
(As of November 6, 2017)

University Administration
(As of August 1, 2017)
Andrea Luxton, PhD, President; Secretary of the Board of Trustees

Christian Arthur, PhD, Provost
Larry Schalk, MBA, Senior Vice President for Financial Administration
David A. Faehnert, PhD, Vice President for University Advancement
Frances Faehnert, PhD, Vice President for Campus & Student Life
Stephne Payne, BA, Vice President for Integrated Marketing & Communication
Randy K. Graves, MS, Vice President for Enrollment Management
Michael Nixon, JD, Vice President for Diversity & Inclusion
Daniel Agnetta, MA, Director of Human Resources
Elynda Bedney, MSA, Assistant Vice President for Student Financial Services
Lorena L. Bidwell, MBA, Chief Information Officer
Audrey V. Castelbuono, MA, Associate Vice President for Development
Aimee Vitangcol-Rosgo, MBA, Registrar
Lynn Merklin, PhD, Assistant Provost for Institutional Effectiveness
Donald L. May, MA, Assistant Provost for Undergraduate Initiatives & Andrews Core Experience
Steve Yeagley, MDIV, Assistant Vice President for Student Life
Gwendolyn Powell Braswell, JD, General Counsel
Glenn A. Meekma, BS, CPA, Controller
Dawn Mutz, MA, Associate Registrar for Graduate and Undergraduate Programs
Beth Baxter, BS, Assistant Registrar

Academic Deans and Directors
Robert Bates, PhD, Assistant Director of Archaeological Publications
Bruce L. Bauer, DMiss, Director, Doctor of Missiology
Robert Benjamin, MDIV, MBA, Director, International Student Services & Programs
Gary Burdick, PhD, Dean of Research
Merlin D. Burt, PhD, Director, Center for Adventist Research
Emily Carlson, MA, Director, Undergraduate Leadership Development
Carey Carscaken, MArch, Dean, School of Architecture & Interior Design
Petr Cinzala, PhD, Director, Institute of Church Ministry
Felix Cortez, PhD, Director, MA (Religion) and Seminary Affiliations and Extensions
Paula Dronen, JD, Associate Dean, School of Architecture & Interior Design
Vacant, Director, Institute of Jewish-Christian Studies
La Ronda Forsey, MS, Associate Dean, School of Distance Education; K–12 Principal, Griggs International Academy
Constance Gane, PhD, Curator, Horn Archaeological Museum; Associate Director, Institute of Archaeology
Carolina Gomez-Jones, MA, Director, Off-Campus Programs
Kleber Gonçalves, PhD, Director, Doctor of Ministry Program; Director, Global Mission Center for Secular and Postmodern Studies
Helena R. Gregor, PhD, Director, Seminary Online Learning Center
Paul Z. Gregor, PhD, Associate Director, Institute of Archaeology
Esther Knott, MA, Director, MA in Pastoral Ministry, English Track; Director, InMinistry Center
Ronald A. Knott, MAPM, Director, Andrews University Press
Wagner Kuhn, PhD, Director, Postdoctoral Fellowship
Öystein S. LaBianca, PhD, Associate Director for Research, Institute of Archaeology
Jeanne Leitermann, MA, Principal, Andrews Academy
Janine Lim, PhD, Associate Dean of Online Higher Education, School of Distance Education
Robson Marinho, PhD, Dean, School of Education
John Matthews, PhD, Director, MA (Religious Education); Director, PhD (Religious Education)
Keith E. Mattingly, PhD, Dean, College of Arts & Sciences
Jasel McCoy, MS, Director of Fitness & Exercise Studies
Errol McLean, DMin, Associate Director, North American Division Evangelism Institute
Nicholas P. Miller, JD, PhD, Director, International Religious Liberty Institute
Aaron Moushon, BA, Director, Academic and Career Exploration
Jill Moskala, ThD, PhD, Dean, Seventh-day Adventist Theological Seminary
Ricardo Norton, DMin, PhD, Director, MA in Pastoral Ministry, Hispanic Track; Director, Institute of Hispanic Ministry
Lawrence W. Onsager, MLS, Dean of Libraries
L. Fernando Ortiz, DMin, Director, Master of Divinity
Stanley E. Patterson, PhD, Director, Christian Leadership Center
FACULTY FROM AFFILIATED SCHOOLS

Recipients of Andrews University Faculty Awards for Excellence in Research and Creative Activity

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
1997–98 — Paul Brantley, Russell Burrill, Larry Richards
1999–00 — Shirley A. Freed, Mickey D. Kutzner, Janet A. Mulcare, Jon K. Paulien, Carla L. Trynchuk
2001–02 — no awards given these years

Recipients of the Siegfried H. Horn Excellence in Research and Creative Scholarship Award

2010–11 — Karen A. Allen (Professional Programs), Larry D. Burton (Arts & Humanities), Richard M. Davidson (Religion & Theology), Shandelle M. Henson (Pure & Applied Sciences)
2011–12 — Steve Hansen (Arts & Humanities), Duane McBride (Pure & Applied Sciences) Jiri Moskala (Religion & Theology), Curtis VanderWaal (Professional Programs)
2012–13 — Fernando L. Canale (Religion & Theology), Winston J. Craig (Professional Programs), Tsveni E. Grajaleras Guerra (Arts, Humanities & Education), Øystein S. LaBianca (Pure & Applied Sciences)
2013–14 — Gary W. Burdick (Pure & Applied Sciences), Gregory J. Constantine (Arts, Humanities & Education), Roy E. Gane (Religion & Theology), Marcia A. Kisby (Professional Programs)
2014–15 — James L. Hayward (Pure & Applied Sciences), Wagner Kuhn (Religion & Theology), Carla L. Trynchuk (Arts, Humanities & Education), Andrew C. von Maur (Professional Programs)
2015–16 — Karl G.D. Bailey (Pure & Applied Sciences), Richard Choi (Religion & Theology), Annette Gibson (Professional Programs), Stephen Zork (Arts, Humanities & Education)
2016–17 — Tiffany Summerscales (Pure and Applied Sciences), Denis Fortin (Religion and Theology), Kathleen Densky (Professional Programs), Herb Helm (Arts, Humanities and Education)

Faculty

(as of November 2017)

College of Arts & Sciences
Department of Architecture & Interior Design
School of Business Administration
School of Distance Education & International Partnerships
School of Education
School of Health Professions
Seventh-day Adventist Theological Seminary

FACULTY FROM AFFILIATED SCHOOLS

Undergraduate

Hong Kong Adventist College

Bervinda Siu Yung Chan, MA, MS - Instructor of Health & Fitness
Jonathan Siu Kuen Chan, MA - Instructor of Information Technology
Samuel Man-Jim Chiu, THD - Acting Department Chair of Theology, Associate Professor of Religion
Barbara Kit-Chun Choi, DrPH - Chair of Health, Professor of Health & Fitness
Charlene Chow-Pak, MPH - Assistant Professor of Health
Simon Shian Wei Chua, MA - Assistant Professor of English & Communication

Daniel Gim-Teng Chuaah, PhD - Dean of Students, Associate Professor of Religion
Samuel Kim Liang Chuaah, PhD - Professor of Business & Economics
Steven Koon Yin Cheung, MA - Instructor of Health & Fitness
Jon Arthur Cole, PhD - Academic Dean, Professor of Environmental Sciences
Luis Alberto Comparada, MA - Instructor of Mathematics
Jonathan Ah Meng Foo, PhD - Professor of Religion
Gloria Chung Ning Ho, MA - Instructor of English
Charles Chung Leun Lau, PhD - Instructor of Health & Fitness
Twinky Chuen-Chuen Lau, MA - Instructor of Religion
Kelvin Man-Him Ng, MA, MPhil - Instructor of Psychology
Yu-Yan Pang, PhD - Instructor of Psychology
Nancy T. Recalde, MA - Instructor of Psychology
Vincente S. Rodriguez, PhD - Instructor of Psychology
Arlene B. Siagian, MMus - Assistant Professor of Music
Cindy Pui-Yee Sing, MA - Instructor of Accounting
Lee Sia Tay, MA - Instructor of English
Keith Kin Lung Wong, PhD - Instructor of Health & Fitness, and Psychology
Philip Kar Keung Wong, PhD - Instructor of Chinese History & Culture
Priscilla Chung-Chi Wong, MA - Assistant Professor of Psychology & History
Henry Ya'ang, MBA - Assistant Professor of Business
Hoesa Pak-Nin Yeung, MBA, CGA - Business Manager, Assistant Professor of Business & Accounting

Newbold College-Bracknell, Berkshire, England

Robin Anthony, MLITT - Lecturer in English, History & Media Arts
Radisa Antic, PhD - Senior Lecturer in Biblical Studies & Church History
John Baildam, PhD - Director of Academic Affairs and Principal Lecturer
Jan Barna, PhD - Lecturer in Systematic Theology
Andreas Bochmaan, PhD - Senior Lecturer in Pastoral Counseling
Manuela Casti, MA - Lecturer in Pastoral Studies
Henrik Jorgensen, MA - Head of Student Services, Assistant Lecturer in Religion,
Uulikki Nahkola, DPhil - Principal Lecturer in Old Testament
Michael Pearson, DPhil - Principal Lecturer in Philosophy
Hazel Rennalis, MA - Lecturer in English
Gifford Rahmie, MA - Lecturer in Pastoral Studies
Sandra Rigby-Barrett, PhD - University Year Team Leader and Senior Lecturer in Music
Laurence Turner, PhD - Head of Department of Theological Studies, Principal - Lecturer in Old Testament
Jean-Claude Verrecchia, Dr es sciences religieuses - Principal Lecturer in New Testament and Statistics
Cedric Vine, MA - Course Director Undergraduate Theology, Lecturer in New Testament

University of Southern Caribbean-Port-of-Spain, Trinidad

Lennox Alcock, MS - Instructor in Mathematics
Phyllis Andrews, MAT, MBA - Associate Professor of Business Education
Imo R. Bakari, MA - Behavioral Sciences
Franklyn Baldeo, MS - 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
Nequeupa Dalrymple, MS - Family and Consumer Sciences
Ronald Daniel, MDiv - Associate Professor of Theology
Damaris DeMatas, BA - Instructor of Music
Carlton Dreapul, 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 Isiwele, PhD - Business
Lancashia Joseph, MA - Education
Boxter Kharbeng, 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
Santaranayana 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

647
Graduate-Education

Spicer Memorial College - Pune, India
Sheela Chacko, PhD - Associate Professor of Education
Samir 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
Vishrantiti Uman 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 Injeti, DMin - Dean, School of Religion; Professor of Theology
Mohannaraj Wilson Israel, DMin - Associate Professor of Theology
Sharath Babu Naka, DMin - Associate Professor of Theology
Chawngdinpui Thau, PhD - Assistant Professor of Theology

College of Arts & Sciences

Emeriti Faculty and Research Title
Sallie J. Alger, MS - Associate Professor of Library Science, Emerita
Luanne J. Bauer, PhD - Professor of Communication, Emerita
Stanley Beikmann, BS - Assistant Professor of Horticulture, Emeritus
Thomas N. Chittick, EdD - Professor of Agriculture, Emeritus
William Chobotar, PhD - Professor of Biology, Emeritus
Gregory J. Constantine, MFA - Research Professor of Art, Emeritus
Wilma S. Darby, MSW - Associate Professor of Social Work, Emerita
Delmer I. Davis, PhD - Professor of English, Emeritus
Lilianne Doukhan, PhD - Professor of Music, Emerita
Carlos Flores, PhD - Professor of Music, Emeritus
Dwain L. Ford, PhD - Professor of Chemistry, Emeritus
Kenneth L. Franz, MA - Associate Professor of Developmental and General Mathematics, Emeritus
F. Estella Greig, PhD - Professor of English, Emerita
A. Josef Greig, PhD - Professor of Philosophy, Emeritus
Paul E. Hamel, DMusEd - Professor of Music, Emeritus
Theodore R. Hatcher, PhD - Professor of Mathematics, Emeritus
James L. Hayward, PhD - Research Professor of Biology, Emeritus
Glenn E. Johnson, MEngSc - Associate Professor of Engineering Technology, Emeritus
Douglass A. Jones, PhD - Professor of English, Emeritus
Robert E. Kingman, PhD - Professor of Physics, Emeritus
Wolfgang F. P. Kunze, PhD - Professor of German, Emeritus
Harold H. Lang, PhD - Professor of Engineering, Emeritus
Robert R. Ludeman, PhD - Professor of Engineering Technology, Emeritus
Linda Mack - Associate Professor of Library Science, Emerita
Lionel N. A. Matthews, PhD - Professor of Sociology, Emeritus
Robert C. Moore, EdD - Professor of Mathematics, Emeritus
Susan E. Murray - Professor of Psychology, Emerita
G. William Mitch, PhD - Professor of Chemistry, Emeritus
Eduardo Ocampo, PhD - Professor of Spanish, Emeritus
Merline A. Ogden, PhD - Dean & Professor of English, Emerita
Shelly Perry, MSW - Associate Professor of Social Work, Emerita
Derrick Proctor, PhD - Professor of Psychology, Emeritus
Donald H. Rhoads, PhD - Associate Professor of Mathematics, Emeritus
William E. Richardson - Dean, College of Arts & Sciences, and Professor of Religion, Emeritus
S. Clark Rowland, PhD - Professor of Physics, Emeritus
David A. Steen, PhD - Professor of Biology, Emeritus
Delsye Steyn, PhD - Professor of Communication, Emeritus
John F. Stout, PhD Research - Professor of Biology, Emeritus
Brian E. Strayer, PhD, Professor of History, Emeritus
S. Douglas Waterhouse, PhD - Professor of Religion, Emeritus
Woodrow Whidden, PhD - Professor of Religion, Emeritus
Robert A. Wilkins, PhD - Professor of Chemistry, Emeritus
Peter Wong, PhD - Professor of Chemistry, Emeritus
Dennis W. Wooland, PhD - Professor of Botany, Emeritus
Janice F. Wrenn, MSW, Professor of Social Work, Emerita

Regular Faculty

Figures at the right margin below indicate beginning date of employment.
Lisa A. Ahlberg, Associate Professor of Chemistry - 2011
BS, Andrews University;
PhD, University of California, Davis
Sonia R. Badenas, Assistant Professor of French - 2008
BA, University of Geneva, Switzerland;
MA, University of Geneva, Switzerland;
MA, University of Grenoble, France
Karl G. D. Bailey, Associate Professor of Psychology - 2004
BSc, Andrews University;
MA, Michigan State University;
PhD, Michigan State University
Alina Baltazar, Assistant Professor of Social Work - 2013
BA, Andrews University;
MA, University of Michigan
Janet Blackwood, Assistant Professor of English - 2012
BA, Walla Walla University;
MS, Indiana University;
MA, Portland State University
Anthony Bosman, Assistant Professor of Mathematics - 2017
BS, Andrews University;
MS, Rice University;
PhD, Andrews University
Wayne Buckhanan, Associate Professor of Engineering - 2017
BS, Andrews University;
MSEE, The University of Notre Dame;
PhD, The University of Notre Dame
Gary W. Burdick, Professor of Physics - 1999
BS, Southern Adventist University;
PhD, The University of Texas at Austin
Harvey Burnett, Assistant Professor of Psychology - 2010
BA, University of Michigan;
MDiv, Andrews University;
PhD, Andrews University
T. Lynn Caldwell, Associate Professor of Public Relations - 1985-1995, 2017
BS, Andrews University;
MA, Western Michigan University;
PhD, Virginia Polytechnic Institute and State University (in progress)
Stephanie Carpenter, Associate Professor of History and Political Science - 2014
BA, University of Vermont;
MA, Iowa State University;
PhD, Iowa State University
Bruce A. Closser, Associate Professor of English - 1978
BS, Southern Adventist University;
MA, Andrews University;
PhD, University of Pennsylvania
Krista Cooper, Assistant Professor of Social Work - 2012
BA, Oakwood College;
MSW, University of Michigan;
PhD, University of Alabama
Vanessa Corredera, Assistant Professor of English - 2012
BA, Andrews University;
MA, Northwestern University;
PhD, Northwestern University
G. Brendan Cross, Assistant Professor of Physics - 2010
BS, Andrews University;
MS, University of Notre Dame
Heather Day, Assistant Professor of Communication - 2017
BA, Andrews University;
MA, Andrews University
Desiree E. Davis, Associate Professor of Social Work - 2011
BSW, Oakwood University;
MSW, Ohio State University
D. Ivan Davis, Associate Professor of English - 1997
BA, Atlantic Union College;
BS, Atlantic Union College;
MA, Andrews University;
PhD, Ball State University
Kathleen M. Demsky, Associate Professor of Library Science - 1995
BA, Indiana University at Bloomington;
MLS, Indiana University at Bloomington
(Holds joint appointment in School of Architecture & Interior Design)
Daniel J. Draven, Assistant Professor of Library Science - 1992
BA, Andrews University;
MA, Andrews University;
MLS, Rosemary College
Dawn I. Duhon, Assistant Professor of International Development - 2001
BN, Monash University, Melbourne;
MA, Andrews University
Stefanie P. Elkins, Associate Professor of Art History - 2005
BA, Brooklyn College;  
MA, Andrews University;  
PhD, Howard University
Roy Villafane, Associate Professor of Computer Science - 2004
BS, University of Central Florida;  
MS, University of Central Florida;  
PhD, University of Central Florida
Lynelle M. Weldon, Associate Professor of Mathematics - 1997
BS, Pacific Union College;  
MA, University of California, Davis;  
PhD, University of California, Davis
Everett Wiles, Assistant Professor of Broadcast Journalism - 2017
BA, New York Institute of Technology;  
MA, New York Institute of Technology
Alice Williams, University Archivist - 1983-1988, 1993
BA, Andrews University;
MS, Loma Linda University;  
PhD, Western Michigan University (in progress)
William D. Wolfer, Assistant Professor of Computer Science - 1990, 1995, 1999
PhD, Western Michigan University (in progress)
MA, Andrews University;
BS, Andrews University;
BT, Andrews University;
MA, Andrews University
Xiaoming Xu, Instructor of Library Science - 2008
BA, Shanghai Foreign Language Institute;
MBA, Andrews University;
MLS, Indiana University
Chi Yong Yun, Assistant Professor of Piano - 2008
BM, Indiana University, Bloomington;
MM, Indiana University, Bloomington
Robert E. Zdor, Professor of Biology - 1991
BS, Pacific Union College;
MS, Walla Walla University;
PhD, University of Missouri
Stephen P. Zork, Associate Professor of Music - 1991
BMus, Atlantic Union College;
MMus, Pacific Lutheran University
Susan P. Zork, Assistant Professor of Religion - 2001
BA, Atlantic Union College;
MA, Andrews University

Adjunct Professors
Terry W. Anderson, MS - Engineering
Gordon Atkins, PhD - Biology
Enrique Baez Garcia, PhD - Religion
Jessica Balsis, DVM - Animal Science
Alina Baltazar, MSW - Behavioral Sciences, Social Work
Robert Bates, PhD - Behavioral Sciences, History/Political Science
Marsha Beal, MA - Communication
Stephanie Beaulieu, PhD - Religion
Stanley H. Beikmann, BS - Horticulture/Landscape Design
Daniel Bidwell, PhD - Computer Science
Dayle Birney, BS - Agronomy
Jolene Birney, DVM - Animal Science
Katrina Blue, MAICS, MAT – Religion
Guilherme Borda, MA – Religion
Phillip Brantley, JD - History/Political Science
Frank Brenda, MSA - Behavioral Sciences, IDP
Lisa Bubar, BM - Music
Karla Rivera, MMus - Music
Lael O. Caesar, PhD - Religion
Bari Courts, PhD - Business
Winston Craig, PhD - Behavioral Sciences
Lilianne U. Doukhan, PhD - International Languages
Arlyn Drew, MD – Religion
Martha Duah, PhD – Religion
Adam Fenner, PhD - History
Jimmie Flores, PhD - Information Systems and Technology
Joe Francisco, MSW - Social Work
Christina Gibson, MA - Music
Stephanie Goddard, MS - Nutrition
Jason Gresl, MMus - Music
Lloyd Hamilton, MSW - Social Work
Janisa Henry, MA - Mathematics
Abner Hernandez, PhD - Religion
Edwin I. Hernandez, PhD - Behavioral Sciences
Cleran Hollancid, PhD - Sociology
Gary L. Hopkins, MD, MPH, DrPH, CHES - Behavioral Sciences
Jeffrey Hudon - Behavioral Sciences
Ronald Hull, BS, MusEd - Music
Debra Inglefield, MMus - Music
Harold James, PhD - Behavioral Sciences
Richard James, Sr., PhD - Behavioral Sciences
Karen Johnson-McWilliams, MA - English
Ethan E. Jones, JD - English
Robert Jones, PhD - History
Ron Kelly, MDiv – Religion
Kendra Manuel Smith - English
Paul Matychuk, PhD - English
Ray McAllister, PhD - Religion
Daniel McCarthy, MA - Music
Bonnie McLean, PhD - English
Lilia Moncrieff, MA - English
Douglas Morgan, PhD - History
Lezlie Moriniere, MPH, PhD - Behavioral Sciences, IDP
Alexej Muran, MA, MMus - Music, Religion
John Nay, MA - History/Political Science
Silvia Nestares, MA - International Languages
Jane Nesbit, MA - Mathematics
Stacey Nicely, MA - Behavioral Sciences
Roddie Ortiz, MDiv – Religion
Samuel Pagan, MDiv - Religion
Lonnie Pierce, MA - Physics
Emely Poloche, MA - International Languages
Marian Prince, PhD - Mathematics
Ed Randles, MA - Music
Andrew Rice, MS - Biology
Abelardo Rivas Santini, MDiv - Religion
Ronald Rojas, DMin – Religion
John A. Rorabeck, MS - Chemistry
Matthew Rosenboom, MBA - Business
Davide Sciarra, MA – Religion
David Sedlacek, PhD - Social Work
Holly D. Shaffer, DVM - Animal Science
Denise Shaver, PhD - Education
Jan Aage Sigvartsen, PhD - Religion
Gregory P. Smith, BSET, BSEM, CEE, PE - Engineering
Susan Singer, MPH - Behavioral Sciences
Delyse Steyn, DED - Communication
Gale Sylvester-White, MSW - Social Work
Michael Taylor, MDiv - Religion
Joel Thompson Jr, MA - Communication
Cheryl L. Trine, PhD - Biology
Lara Tuner, MMus - Music
Simon Vaz, MBA - Business
Melinda Villanueva, PhD - Biology
Jill Walker Gonzalez, PhD - English
David Waller, MEd - Education
Penelope Webster, PhD - Behavioral Sciences
Cory Wetterlin, MA, MDiv - Religion
Cleon White, MA - Mathematics
Marsha Wiinamaki, PhD - Social Work
Kristen Witzel, MA - Behavioral Sciences
Laurie Wood, MA - English
Alicia Worley de Palacios, MDiv - Religion
Rebecca Wright, MA - English
Ashley Wynne, MA - English

Adventist University of France
Daniela Gelbrich (Director)
Pierre de Luca
Claire Millet
Stephanie Monet
Gosia Monnard
Perrine Quang
Curricula Coordinators

Pre-Professional Curricula
Dental Assistant - Robert Zdor
Dental Hygiene - Robert Zdor
Dentistry - Robert Zdor
Occupational Therapy - Robert Zdor
Optometry - Robert Zdor
Pharmacy - D. David Nowack
Physician Assistant - H. Thomas Goodwin, David N. Mbungu, Marlene N. Murray, D. David Nowack
Respiratory Care - Robert Zdor
Veterinary Medicine - Katherine A. Koudele

Department of Agriculture

Department of Aviation

Emeriti
Harry C. Lloyd, MA - Professor of Aeronautical Technology, Emeritus

Regular Faculty
James H. Doran, Assistant Professor of Aviation - 2005
BA, University of Maryland; MBA, Andrews University;
FAA Ratings: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL; Instrument;
Flight Instructor, ASEL, AMEL, Instrument;
Mechanic: Airframe and Powerplant
Duane E. Habenicht, Associate Professor of Aviation - 2001
BIT, MBA, Andrews University
FAA Ratings: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL;
Flight Instructor, ASEL, AMEL;
Mechanic: Airframe and Powerplant, Authorized Inspector, Designated Maintenance Examiner
Darryl V. Penney, Assistant Professor of Aviation - 2012
D.C., Palmer College of Chiropractic; AIT, Andrews University
FAA Ratings: Commercial Pilot, ASEL; AMEL; Instrument;
Flight Instructor, Single engine and Multi engine Airplane, Instrument
Mechanic: Airframe and Powerplant
Randall D. Robertson, Associate Professor of Aviation - 2011
BIT Andrews University; BS, Southern Adventist University;
MSEd, Southern Illinois University Edwardsville;
FAA Ratings: Commercial Pilot, AMEL; Instrument;
Flight Instructor, AMEL; Type Rating, DC 9;
Mechanic, Airframe and Powerplant
Caleb Sigua, Assistant Professor of Aviation - 2011
BIT, Andrews University
FAA Ratings: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL; Instrument
Flight Instructor, ASEL, AMEL, Instrument
Dina Simmons, Assistant Professor of Aviation - 2005
BT, Andrews University; FAA Ratings: Commercial Pilot, ASEL, AMEL; Instrument;
Flight Instructor, ASEL, AMEL, Instrument;
Mechanic: Airframe and Powerplant

School of Architecture & Interior Design

Emeriti
William W. Davidson, PhD Professor of Engineering, Emeritus
Llewellyn D. Seibold, MArch Professor of Architecture, Emeritus

Figures at the right margin indicate beginning date of employment.

Regular Faculty
Carey C. Carscallen, Associate Professor of Architecture - 1997
BA, Walla Walla University;
MS, BArch, MArch, University of Idaho
Kathleen M. Demsky, Associate Professor of Library Science - 1995
BA, MLS, Indiana University of Bloomington
(Holds joint appointment in College of Arts & Sciences)
Paula L. Dronen, Associate Professor of Architecture - 1994, 2008
BS, BSI, Andrews University;
JD, Michigan State University
(Holds joint appointment in College of Arts & Sciences)
Thomas B. Lowing, Associate Professor of Architecture - 1996
BS, BArch, University of Michigan;
Member: American Institute of Architects;
Licensed Architect, State of Michigan
Mark A. Moreno, Associate Professor of Architecture - 1996
BS, University of Texas at Arlington;
MArch, Harvard University
Rhonda G. Root, Professor of Art - 1995
BA, MAT, Andrews University;
MFA, University of Notre Dame
(Holds joint appointment in College of Arts & Sciences)
Martin D. Smith, Assistant Professor of Architecture - 2003
BArch, Andrews University;
Licensed Architect, State of Michigan
Ariel Solis, Assistant Professor of Architecture - 2010
BSA, MArch, Andrews University
Andrew C. von Maur, Professor of Architecture - 2003
BArch, Andrews University;
MArch, University of Notre Dame
Kristin S. von Maur, Assistant Professor of Architecture - 2003
BArch, Andrews University;
MArch, University of Notre Dame

Adjunct Professor
Jesse Hibler, MArch
Keith Ockerman, Lecturer

School of Business Administration

Emeriti
Robert E. Firth, PhD - Professor of Management, Emeritus
José R. Goris, PhD - Professor of Management, Emeritus
Robert C. Schwab, PhD - Professor of Management, Emeritus
Allen F. Stembridge, EdD - Dean & Professor of Management, Emeritus
W. Bruce Wrenn, PhD - Professor of Marketing, Emeritus

Emerita
Anetta M. Gibson, PhD - Professor of Accounting, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty
Jerry Chi, Professor of Management - 2012
BBA, BA, Taiwan Adventist College;
MBA, PhD, Andrews University;
PhD, Illinois State University
Betty L.S. Gibson, Assistant Professor of Computer Science and Information Systems - 1999
BSc, The University of the West Indies;
MS, Andrews University
William C. Greenley, Assistant Professor of Computer Information Systems - 1994
BS, Columbia Union College; MSA, Central Michigan University; DBA, Nova Southeastern University

Alan J. Kirkpatrick, Associate Professor of Finance - 2005
BA, University of South Florida; MBA, Georgia State University; DBA, University of Tennessee

Ben A. Maguad, Professor of Management - 1999
AB, University of Santo Tomas-Manila; MA, Thammasat University-Bangkok; MBA, Andrews University; PhD, University of South Australia-Hong Kong Ext.

Liz Muhlenbeck, Adventist Health System Associate Professor of Management - 2015
BBA, Andrews University; MHA, Xavier University; PhD, Regent University

Kimberly Pichot, Associate Professor of Marketing - 1991-97, 2016
BBA, BA, Pacific Union College; MBA, Middlebury Institute of International Studies at Monterey; DM, Colorado Technical University

Armand Poblete, Instructor of Information Systems - 2005
BS, University of Eastern Africa; MS, Andrews University

Lucile Sabas, Associate Professor of Economics - 2011
BA, MA, Diploma of Advanced Studies, University of the French West Indies; PhD, University La Sorbonne, Paris

Quentin Sahly, Assistant Professor of Accounting - 2014
BS, Southern Adventist University; MBA, University of Tennessee

Ralph Trecartin, Associate Professor of Finance - 1986-98, 2017
BA, Atlantic Union College; MBA, Andrews University; PhD, Michigan State University

Carmelita Troy, Associate Professor of Accounting - 2007
BS, Pacific Union College; MBA, Andrews University; PhD, University of Maryland, College Park

Jacquelyn Warwick, J.N. Andrews Professor of Marketing - 1998
BA, University of Puget Sound; MBA, PhD, Texas A&M University

Adjunct Professors
Lilian Akawobsa, MBA - Management
Bari Courts, PhD - Economics
Jennifer Daley, PhD - Economics
Jimmie Flores, PhD - Information Systems
Matthew Rosenboom, MBA, MS - Accounting
Robin Sarkar, PhD - Management/Marketing
Paul Smith, MSA, CPA - Accounting
Susan M. Taylor, JD - Management
James Temple, MBA, CPA - Accounting/Economics
Simon Vaz, MBA - Management

School of Education
Emeriti
George H. Akers, EdD - Professor of Curriculum and Instruction, Emeritus
Rudolph N. Bailey, PhD - Professor of Educational Psychology, School Psychology and Special Education, Emeritus
Shirley Freed, PhD - Professor of Leadership & Qualitative Research, Emerita
Lyndon G. Furst, EdD - Graduate Dean and Professor of Educational Administration & Supervision, Emeritus
Gary Gifford, EdD - Associate Professor of Leadership & Educational Administration, Emeritus
Sylvia Gonzalez, PhD - Professor of Leadership & Educational Administration
Donna J. Habenicht, EdD - Professor of Counseling Psychology, Emerita
James R. Jeffery, PhD - Professor of Educational Administration & Leadership, Emeritus
Frederick A. Kosinski Jr., PhD - Professor of Counselor Education, Emeritus
M. Louise Moon, PhD - Associate Professor of Education, Emerita
Roy C. Naden, EdD - Professor of Religious Education, Emeritus
Ray J. Ostrander, PhD - Professor of Teacher Education, Emeritus
Edward A. Streeter, EdD - Professor of Educational Administration & Supervision, Emeritus
Jerome D. Thayer, PhD - Professor of Research and Statistical Methodology, Emeritus
John B. Youngberg, EdD - Professor of Religious Education, Emeritus

Millie U. Youngberg, EdD - Professor of Teacher Education, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty
Shanter H. Alexander, Assistant Professor of School Psychology - 2016
BA, University of the Southern Caribbean

MA, EdS, Andrews University

Christon Arthur, Dean of School of Graduate Studies and Research - 2010
BA, Caribbean Union College:

MA, Andrews University;

PhD, Andrews University

Michelle K. Bacchiochi, Assistant Professor of Teacher Education - 2006
BS, MMT, MAT, Andrews University

 lynley R. Bartlett, Professor of Higher Education Administration - 2011
BA, Pacific Union College:

MA, Andrews University;

PhD, University of Maryland

Erich W. Baumgartner, Professor of Leadership and Intercultural Communication - 1994
Diplôme d'Evangeliste Licencié, Adventist University of France;

MDiv, Andrews University;

MA, PhD, Fuller Theological Seminary

Glynis Bradford, Associate Professor of Curriculum & Instruction - 2011
BS, University of South Africa;

MAT, UNISA, South Africa; MA, Andrews University;

PhD, University of Stellenbosch, South Africa

Jay Brand, Professor of Leadership and Higher Education - 2013
BA, Southern Missionary College;

MA, University of Louisville;

PhD, University of Louisville

Larry D. Burton, Professor of Teacher Education - 1995
BS, Andrews University;

MA, PhD, University of Maryland

Anneris Coria-Nava, Assistant Professor of Curriculum & Instruction - 2014
BS, River Plate University;

MM, Andrews University;

MA, Andrews University;

MA, Miami University;

EdD, University of Southern California

Duane M. Covrig, Professor of Leadership and Ethics - 2005
BA, Weimar College;

MA, Loma Linda University;

PhD, University of California, Riverside

Elvin S. Gabriel, Professor of Educational Psychology and Counselor Education - 1997
BS, Atlantic Union College;

MA, Andrews University;

EdS, Loma Linda University;

EdD, The George Washington University

Charity Garcia, Assistant Professor of Curriculum & Instruction - 2017
BS, Avondale College

MA, PhD, Andrews University

Luana Greulich, Associate Professor of Special Education - 2011
BA, Purdue University;

MS, Indiana University;

PhD, Florida State University

Tevni E. Grajales Guerra, Professor of Research and Statistical Methodology - 2006
BA, Colombia Adventist University;

MA, Loma Linda University;

DSed, Latina University

Gustavo Gregorutti, Professor of Leadership & Higher Education - 2014
BA, River Plate University;

MA, River Plate University;

PhD, Andrews University;

PhD, Humboldt University

Bradly K. Hinman, Associate Professor of Counselor Education - 2011
BA/BS, Central Michigan University;

MA, Andrews University;

PhD, Western Michigan University

Lori Imasiku, Assistant Professor of Teacher Education - 2014
BA, San Jose State University;  
MA, San Jose State University;  
EdD, University of San Francisco

Jimmy Kijai, Professor of Research and Statistical Methodology - 1990

BA, Spicer Memorial College;  
MED, PhD, University of South Carolina

Janet Ledesma, Professor of Leadership - 2011

BS, Atlantic Union College;  
MA, PhD, Andrews University

Janine Lim, Associate Professor of Educational Technology - 2011

BA, MAT, PhD, Andrews University

Robson Marinho, Professor of Leadership and Higher Education Administration - 2006

BA, MA, Latin-American Adventist Theological Seminary;  
MA, Andrews University;  
PhD, Indiana University

Nadia Nosworthy, Assistant Professor of Educational Psychology - 2013

BA, University of Ottawa, Ottawa;  
BED, Queen’s University, Kingston;  
MED, University of Western Ontario, London;  
PhD, University of Western Ontario, London

Renette Portecp-Prentice, Assistant Professor of School Psychology - 2017

BA, University of the Virgin Islands, St. Thomas

MA; Andrews University;  
EdS, Andrews University

Bordes Henry Saturne, Assistant Professor of Educational Leadership - 2016

BA, Haiti Adventist University

MTh, Strasbourg University

MA, Atlantic Union College

PhD, Strasbourg University

Denise Shaver, Assistant Professor of Curriculum & Instruction - 2015

BA, Oakwood College;  
MA, EdS, PhD, Andrews University

Randy Siebold, Associate Professor of Leadership - 2015

AET, Andrews University

BS, Andrews University

MA, Central Michigan University

PhD, Indiana University

Dennis Waite, Assistant Professor of Counselor Education and Counseling Psychology - 1998

BA, Andrews University

MA, EdD, Western Michigan University

Carole Woolford-Hunt, Associate Professor of Counseling Psychology - 2008

BS, Andrews University;  
MED, Northeastern University;  
PhD, Western Michigan University

Education

Michelle K Bacchicioci - Director of Student Teaching and Field Experience

Adjunct Professors

Josmar Arrais, PhD - Leadership

Mike Auferhar, PhD - Leadership

Tiago Baltazar, EdS - Graduate Psychology & Counseling

Larry Blackmer, MA - Educational Leadership

David Boshart, PhD - Leadership

Glynis Bradfield, PhD - Teacher Education

Theodore Brown, PhD - Leadership

Matthew K. Burns, PhD - Leadership

Beverly Cobb, PhD - Leadership

Lori Copsey, MA - Graduate Psychology & Counseling

Pam Cress, PhD - Leadership

Chris Currey, MS - Graduate Psychology & Counseling

Subir Dass, PhD - Leadership

R. Lee Davidson, EdD - Teacher Education

Jennifer Dowd, PhD - Leadership

Maria R. Eggers, PhD - Leadership

Troy Fitzgerald, PhD - Leadership

Cheryl Fleming, PhD - Leadership

John Frame, PhD - Graduate Psychology & Counseling

Linda Fuchs, MA - Teacher Education

Eduardo Gonzalez, EdD - Educational Leadership

Deborah Gray, PhD - Graduate Psychology & Counseling

Mickey Hay, PhD - Leadership

David L. Heise, PhD - Leadership

Elise Jackson, PhD - Leadership

Donna Jeffery, EdS - Graduate Psychology & Counseling

Loretta Johns, PhD - Leadership

Stephen Joseph, PhD - Curriculum & Instruction

Paul Kaak, PhD - Leadership

Cheryl Kisunzu, PhD - Leadership

Raquel Korniejczuk, PhD - Curriculum & Instruction

Dale J. Mancini, PhD - Leadership

Isadore Newman, PhD - Leadership

Constance C. Nwosu, PhD - Curriculum & Instruction

Silas Oliveira, PhD - Leadership

Marian Prince, MA - Teacher Education

Albert Reyes, PhD - Leadership

Bradley Sheppard, PhD - Teacher Education

Sue Smith, PhD - Leadership

Preatoria St. Juste, PhD - Curriculum & Instruction

Kristen Stehower, PhD - Leadership

James A. Tucker, PhD - Leadership

Joan Ulloeh, PhD - Leadership

David Waller, MED - Education

Eileen White, PhD - Leadership

Thom Wolf, PhD - Leadership

Adjunct Professors in Leadership Program at UNASP - Brazil

Jose Alaby, PhD

Afonso Cardoso, Doctor of Education

Francisca Costa, Doctor of Education

Martin Kuhn, Doctor of Communication

Eliseu Menegusso, Doctor of Education

Jose Iran Miguel, PhD

Everson Muckenberger, MSA

Adolfo Suarez, EdD

Elie Unglaub, PhD

School of Health Professions

Academic Advisor

Emeriti

Ruth D. Abbott, PhD - Professor of Nursing, Emerita

John Carlos, Jr., PT, PhD - Professor of Physical Therapy, Emeritus

Nancy Carter, MS, - Professor of Nursing, Emerita

Winston Craig, PhD - Professor of Nutrition, Emeritus

C. William Habenicht, MPH - Professor of Physical Therapy, Emeritus

Zerita J. Hagerman, DNSc - Professor of Nursing, Emerita

Ingrid C. Johnson, MA - Professor of Physical Education, Emerita

Marcia Kilsby, PhD - Professor of Medical Laboratory Sciences, Emerita

Martha K. Lorenz, PhD - Professor of Home Economics, Emerita

Albert Mullen, MT(ASCP), MA - Professor of Medical Laboratory Sciences, Emeritus

Patricia Mutch, PhD - Professor of Nutrition, Emerita

Wayne L. Perry, PT, MBA, PhD - Professor of Physical Therapy, Emeritus

Richard Show, MS - Professor of Medical Laboratory Sciences, Emeritus

Rilla D. Taylor, MSN - Professor of Nursing, Emerita

Constance H. Tiffany, PhD - Professor of Nursing, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Johebed Ade-Oshifogun, Associate Professor of Nursing - 2015

BS, University of Ife, Nigeria

MS, Governors State University

PhD, University of Illinois

Susan Allen, DNP Program Coordinator -2016

BS, Andrews University

MSN, Azusa Pacific University

DNP, Azusa Pacific University

Greg Almeter, Associate Professor of Physical Therapy -2008

BS, MSPT, Andrews University

DScPT Andrews University

Dixon Anjejo, Associate Professor of Public Health, Nutrition and Wellness - 2014

BS, Andrews University

MS, Moli University

DPhN, Loma Linda University

Sherine Brown-Fraser, Associate Professor of Public Health, Nutrition and Wellness

RD - 2014

BS, Oakwood University

PhD, Harvard University

Carol Burtzack, Assistant Professor of Public Health, Nutrition and Wellness - 2014

BS, Andrews University

MS, Benedictine University

Grace Chi, Associate Professor of Nursing - 2012
Emmanuel Rudatsikira, Professor of Public Health - 2012
BS, Andrews University
PhD, Texas Woman's University
D’Jaris Coles-White, Professor of Speech-Language Pathology - 2015
BS, Columbia College
MS, University of North Carolina
PhD, University of Massachusetts-Hamherst
Valerie Coolman, Director of Post-Professional Physical Therapy Program & Associate Professor of Physical Therapy - 2016
BS, MSPT Andrews University
DScPT, Andrews University
Brynja K. Davis, Assistant Professor of Speech Pathology - 2006
BS, Andrews University
MS, Loma Linda University
Heather L. Ferguson, Associate Professor of Speech-Language Pathology & Audiology - 2011
BS, Andrews University
MS, Southern Connecticut State University
PhD, Andrews University
Kimberly W. Ferreria, Associate Professor of Physical Therapy - 2006
BS, MSPT, Andrews University
PhD, Nova Southeastern University - 2015
Daniel F. M. González, Instructor of Medical Laboratory Sciences - 2014
BS, Southern Adventist University; MLS(ASCP) PT
Barbara Harrison, Clinical Associate Professor of Nursing - 2017
BS, Andrews University
MS, Wayne State University
Shawna Henry, Clinical Associate Professor of Nursing - 2017
BS, Northern Caribbean University
MS, Duke University
Sherri Isaak, Associate Clinical Professor of Public Health Nutrition and Wellness, RD - 2015
BS, Andrews University
MS, Andrews University
Suzie Katuli, Assistant Professor Physical Therapy - 2015
BS, Sokoine University of Agriculture, Tanzania
MS, Loma Linda University
DrPH, Loma Linda University
Gretchen Krivak, Assistant Professor of Public Health Nutrition and Wellness RD - 2010
BA, Bethel College
MS, Andrews University
Maximino Alfredo Mejia, Associate Professor of Public Health, Nutrition and Wellness RD - 2014
BA, Universidad de Montemorelos
MS, Loma Linda University
DrPH, Loma Linda University
Sue Mondack, Onsite Clinic Director - 2017
BS, Andrews University
MA, Michigan State University
Timothy A. Newkirk, Assistant Professor of Medical Laboratory Sciences - 2010
BS, BSMT, Andrews University
MSMLS, Andrews University; MT(ASCP)
Leila Nogueira, Assistant Professor of Nursing - 2017
ASN, Cape Cod Community College
BS, Walden University
Elizabeth T. Oakley, Associate Professor of Physical Therapy - 1994
BS, MSPT, Andrews University
DHSc, University of St. Augustine
Lee E. Olson, Associate Professor of Physical Therapy 2002
DC, Western States Chiropractic College
MPT, Andrews University
Ryan Orrison, Assistant Professor of Physical Therapy - 2014
BS, Andrews University
MS, Andrews University
Melissa Poua, Instructor of Medical Laboratory Sciences - 2015
BS, Andrews University
MS, Andrews University
Darrah J. Regal, Assistant Professor of Audiology - 2000
BS, Andrews University
MA, Ball State University
Karen A. Reiner, Associate Professor of Medical Laboratory Sciences - 2004
BS, Columbia Union College
MSCLS, Andrews University; MT(ASCP)
Emmanuel Rudatsikira, Professor of Public Health - 2012
MD, Kirshasha University
DrPH, Loma Linda University
Laura Scheidler-Smith, Assistant Professor of Speech-Language Pathology and Audiology - 2014
BS, Eastern Michigan University
MA, Eastern Michigan University
William Scott, Assistant Professor of Physical Therapy - 2013
BS, MSPT, Andrews University
Tammy Shilling, Associate Professor of Speech-Language Pathology and Audiology - 2015
BS, University of Kansas
MS, University of Kansas Medical Center
BS, Baker University - Management
Tasha Simpson, Assistant Professor of Medical Laboratory Sciences - 2014
BS, Northern Caribbean University
MSc, Northern Caribbean University; MT(ASCP), C(ASCP)
Padma Uppala, Director of Bachelor of Science in Public Health Program and Professor of Public Health - 2016
BS, Andhra University
MS, Kakatiya University
PhD, Loma Linda University
David P. Village, Professor of Physical Therapy - 1995
BS, MSPT, Andrews University
DHS, University of St. Augustine
Khonnah Welthers, Instructor of Nursing - 2013
BS, Andrews University
Alice Williams, Associate Professor of Nutrition - 1983–88, 1993
BA, Andrews University
MS, Loma Linda University
PhD, University of Tennessee, Knoxville

Adjunct Professor of Public Health, Nutrition and Wellness
Zeno Charles-Marcel, MD
Jonathan Mark Daniels, BS
Sylvia Fagal, MS
Mark Ghamsary, PhD
Stephanie Goddard, MS
Fred Hardinge, DrPH
Justine Howard, BS
Wendy Lombard, MS
Jiri Moskala, PhD
Joycelyn Peterson, DrPH, RD, LD
Ralph Peterson, DrPH
Alberto Sanchez, DrPH
Thomas Shepherd, DrPH
Susan Singer, MPH
Robin Smith, PhD
Mohammad Talafha, DrPH
Wendy Thompson, DrPH
Per de Lange, DrPH

Adjunct Clinical Professors of Dietetics
Kris Flanagan, RD, LDN - Adventist Hinsdale Hospital, Hinsdale, IL
Karen Feldmeyer, MSA, RD, LD - Atrium Medical Center, Kettering, OH
Peter Weiss, MS, RD, LDN - Florida Hospital Waterman, Tavares, FL
Gabrielle Belcastro, RD - Florida Hospital Zephyrhills, Zephyrhills, FL
Laura Walters, RD, LD, Susan Wilson MS, RD, LD - Kettering Health Network, Kettering, OH
Tracee Scheffers, MA, RD - Lakeland Healthcare, St. Joseph, MI
Jocie Antonelli, RDFood Service - IU Health Goshen, Goshen, IN
Sandi Morris, RDN, CD/Clinical
Crystal Creighton, RD - Spectrum Health, Grand Rapids, MI
Claudia Weekes, MS, RD, LD - St. Francis Hospital, Columbus, GA
Gabrielle Belcastro, RD - Florida Hospital Zephyrhills, Zephyrhills, FL
Laura Walters, RD, LD, Susan Wilson MS, RD, LD - Kettering Health Network, Kettering, OH
Gail Weismann, RD, CD - Memorial Hospital, South Bend, IN

Adjunct Clinical Instructors of Dietetics
Amita Health Adventist Medical Centers
Irene Simatic, MBA, RD, LDN, CDE
Lisa Murray, MS, RD, LDN
Yun Kung Lin, RD
Amanda Ayers, RD
Amanda Duffy, RD

Curricula Coordinators
Pre-Professional Curricula
Chiropractic - Lee E. Olson, PT, DC
Cytotechnology - Karen Reiner
Dietetics - Sherine Fraser, Gretchen Krivak
Health Information Management - Karen Reiner
Physical Therapy - Jillian Panigot

Adjunct Clinical Instructors of Dietetics
Amanda Duffy, RD
Atrium Medical Center, Franklin
Kathy Bere, RD, LD
Mary Lindfors, RD, LD, CNSD
Cynthia Santoro, RD, LD
Amber Stanton, RD

Florida Hospital Zephyrhills
Julia Damp, RD, LDN
Terry Wende, RD
Laura Donaway, RD

Florida Hospital-Waterman, Tavares
Ellen Boyer, RD
Candace Miller, RD
Jodi Robinson, RD
Vicky Wang, RD

Fresenius Dialysis
Tom Grove, MS, RD
Marlena Crow, MS, RD

Greencroft Healthcare
Lorna Troyer, RD

IU Health-Goshen, Goshen
Sherri Kram, RD, CD
Elisa McPherson, RD, CD
Justine Miller, RD, CD
Becky Overholt, RD, CD, CSO
Tiffany Swartzentuber, RD, CD

Huguley Medical Center, Fort Worth
Beverly Millison, RD, LD, CDE
Gail Sdao RD, LD, CNSC (Medical City Hospital)
Christina Strudwick, RD, LD

Kettering Medical Center, Kettering
Julia Abrams, RD, LD
Tina Banning, MS, RD, LD
Noelle Brown, RD, LD
Britnee DePriest, RD, LD
Meghan DeRoo, RD, LD
Mary Lou Ducote-Miller, RD, LD
Amanda Griffen, RD, LD
Helene Gruber, RD, LD
Heather Harp, RD, LD
Dyanne Johnson, RD, LD
Stephani Kinsley, RD, LD
Nancy Kunkel, RD, LD, CDE
Jennifer Lames, RD, LD
Cynthia Lyness, RD, LD
Carla Metzler, RD, LD
Jane Newton, RD, LD
Christy Priebe, RD, LD
Kelly Savino, RD, LD
Cheryl Shimmin, MS, RD, LD
Destiny Temple, RD, LD
Diane Tettut, RD, LD
Debra Tornes, RD, LD
Elizabeth Villanyi, MS, RD, LD

Lakeland HealthCare, St. Joseph
Jeanette Arrendondo, RD
Janelle Bennett, RD
Pamela Kurz, RD, CDE
Laura Landrey, RD
Julie Lischer, RD, CNSC
Shellie Meulemans, RD
Monique Miller, RD
Julie Panis, MS, RD, CDE
Christina Parce, RD

Beacon Health System
Carol Curtis, RD
Cecily Maes, MA, RDN
June Brandner, RD
Kaley Schwind, RD
Martha Magliola, RD
Mayelin Lora-Williams, RD
Nancy Taghon, RD
Renee Mischler, MS, RD, CD
Susan Szczewkowski, RD
Amanda Glass, RD
Lelsey Herwick, RD
Vicki Craker, RD, CSP, CD

Notre Dame University, South Bend
Jolie Antonelli, RD
Kayla Matrunic, MS, RD

Spectrum Health, Grand Rapids
Peri Bianchi, PhD, RD, CNSD
Molly Biford, BS, RD
Sandra Blackwell, BS, RD
Cathy Cimbalik, BS, RD, CNSD
Crystal Creighton, BS, RD
Kristen Cuevas, RD
Caren Dobreff, BS, RD
Jessica Doorn, BS, RD
Holly Dykstra, BS, RD
Elizabeth Faber, RD, CPN
Karen Ferguson, BS, RD, CNSD
Sarah Flessner, BS, RD
Jennifer Ford, BS, RD
Irene Franowicz, BS, RD, CDE
Krista Gast, BS, RD
Tracy Gast, BS, RD, CPN
Sue Gunnink, MS, RD, CNS, CNSD
Jane Jordan, BS, RD
Ruth Kaufman, MS, RD, CNSD
Cathy Laarman, BS, RD
Jennifer Loxterman, BS, RD
Christy McFadden, BS, RD
Stephanie Patterson, BS, RD
Megan Shelby, RD
Lindsay Shultz, RD
Kristen Stache, MS, RD
Pamela Sutton, BS, RD, CPN
Kathy Talis, MBA, RD
Theresa Tomaski, RD
Jackie Tut, MS, RD, CDE
Krista Vakertzis, MS, RD
Kateri Valdes, BS, RD, CNSP
Lori Vanderweele, BS, RD, CPN
Bobbie Warmbein, RD

WIC
Debbie Amodeo, RD, LDN
Christopher Bendekguy, MS, RD
Brenda J. Forman, RD
Sarah Last, RD
Cindy Meale, RD
Patti Meuninck, RD
Dawn Pinto, RD
Pamela Silko, MS, RD, LDN

School Lunch
Judy Sargent, RD
Meghan Gibbons, RD
Amy Klinkoski, MS
Louise Easterly, LD, RD

St. Francis Hospital
Vista-Dale Hanley, RD, LD
Choi Har Kwan, MS, RD, LD
Memorial Hospital
Martha Magliola RD
Vickie Craker RD

Adjunct Clinical Professors of Medical Laboratory Sciences

Adventist Healthcare Laboratories (Quest Diagnostics):
Shady Grove Adventist Hospital - Mayland
Stephanie Codina, MS, MT(ASCP)SH
Julie Negado
Mattie Foston
Samson Khandagale

Adventist Healthcare Laboratories (Quest Diagnostics):
Washington Adventist Hospital - Maryland
Zaneta Morrow
Neal Maskare

AMITA Health Adventist Medical Center Hinsdale - Illinois
Lily Choy, BS, MT(ASCP)
Alesia Gruener, AAS, MT (ASCP)
Virginia McCambridge, BS, MT(ASCP)SH
Gale Meyer, BS, MT(ASCP)
Hetal Patel, BS, MT(ASCP)
Janice Rosacrans, BS, MT(ASCP)
Roger Rosen, BS, MT(ASCP)SM
Zenaida Tojino, BS, MS, MT(ASCP)SC
Dino Valleria, MD
Lily Young

CHI Memorial Hospital - Tennessee
Vickie Burger, BS, MBA, MT(ASCP)
Vicki Blackburn
Beverly Griffith
Sue Hagan
Beth Davis, BS, MT(ASCP)
Kristi Parson, BS, MT(ASCP)
Lynne Williams

Florida Hospital Heartland Medical Center - Florida
Marcene Miller
Andrea Stidham
Flor delLuna

Florida Hospital Memorial Medical Center - Florida
Carmen Goco, BSMT, MBA/HCM
Birga Ekins
Brian Midkiff
Aurora Tolentino
Kathleen O'Kane

Florida Hospital Orlando - Florida
Ayleen Ayala
Bonnie Mehta
Francisco Arellano
Angela Charles
Nicole Romano
Max Marschner
Sam Shen
Christian Villegas
Shannon Harper

Altamonte
Alvin Elliott
Lauren Dickman
Jacelis Garcia-Casillas
Jose Flores
Ron Lewis
Tracy Clark

Celebration

Sonaly Pham

East Orlando
Michelle Santana-Lopez
Jessica Lange
Sheniqua Kemp
Karissa Lucas

Kissimmee
Theresa Palmer
Alicia Rodriguez-Davila

Winter Park
Bindu Patel
Joanne Donaldson
Giselle Ming
Flora Russell
Barbara Rhiner

Florida Hospital Tampa
Kurt Stonesifer, MD Medical Director
Jose Tirado, BSCLS, MCLS, MLS (ASCP)
Phyllis Lin, BS, MLS(ASCP)
Robyn Martin, BS, MLS(ASCP)
Vida Martinez, BS, MT(ASCP)

The Johns Hopkins Hospital - Maryland
Paula Mister
Lorraine N. Blagg
Barbara Detrick
Christine Hostetler
Brittney Howard

Kettering Health Network - Ohio
Glenda Glavic
Kerensa Rogers, BS, MT(ASCP)
Aimee Moreta
Alicia Barlan Lu, BS, MT(ASCP)
Amanda Dick, BS, MT(ASCP), SBB
Dianne Griffith, BS, MSA, MT(ASCP)
Sandra Parker, BSMT, H(ASCP)
Lois Rudzienia, MS, NRM (ASM)
Ranell Soriano

Indiana University Health LaPorte Hospital & Health System- Indiana
Robert Penoni
Jean Knickerbocker, MT(ASCP)
Sonali Shukla, MD
Cynthia A Whitacre, BS, MT(ASCP)
Jennifer Virien
Patricia Fieldon
Kim Michaels

Lakeland Regional Health System—Michigan
Sharon Gauthier, BS, MT, MLT(ASCP)SM
Linda Cox, BS, MT(ASCP)SBB
Eden Kittleson, BS, MT(ASCP)
Jamie Starbuck, BS, MT(ASCP)
Jane Yin, MD
Judy Bertsch
Smruti Damania

Lutheran Hospital
Sue Gloodemans
Dawn Treace
Karen Brown
Rosie Conrow
Stephanie Clemmens
Chelsey Gerg

The Medstar Washington Medical Center
Masashi Waga
Lorraine Wyne
Karen Delinger
Karen D. Gutwald

Memorial Hospital at South Bend
Angella Bollman, BS Medical Technology, MT(ASCP), Senior Technologist
Michelle Bondurant, Blood Bank Supervisor, BS Medical Technology, MT(ASCP) SBB
Amy Jann, BS Medical Technology, MLS(ASCP), Technical Supervisor
Gerald Rinon, BS Medical Technology, MT(AMT), Senior Technologist
Chimmy Sharp, AS Medical Technology Technician, MLT(ASCP), Senior Tech
Mary Youngs, BS Medical Technology, MT(ASCP), MFA Lab Manager

Gina Arsenaault

Parkridge East Hospital
Von Stacy
Deidre Suggs
Danny Stewart
Kacey Sedgwick

Centura Health - Colorado
Hilary Bennett, BS, MT(AMT)
Deb Berg, BS, MT(ASCP)
Deborah Cattani, AS, MT(ASCP)(HEW)
Robert Clark, BS, MT(ASCP)
Vicki Daugherty, BS, MLS(ASCP)
Janice Eakins, BS, MT(ASCP)
Rasha Elshieck, BS, MT, AMT
Barbara Fink, BS, MT(ASCP)
Frank Forney, MLT(ASCP)
Patricia Hammond, BS, MT(ASCP)
Ann Hawthorne, BS, MT(ASCP)
Renée Helvey, BS, MLS(ASCP)
Karen Hoggot, BS, MBA, MT(ASCP)
Kathleen Jakubowski, BS(ASCP)
Aundrea Johnson, BS
Dianne Johnston, BS, MT(ASCP)
Deanne Martin, BS, MT(ASCP)
Donna Martinez, BS, MT(ASCP)
Brittany Maude, BS, MLS(ASCP)
Rita Mayers, AA, MLS(AMT)
Heather Metzcal, BS, MT(ASCP)
Mary Metcalf, BS, MT(ASCP)
Debbie Miller, BS, MLS(ASCP)
Julie Neputi, AS, MLT(ASCP)(HHS)
Rita Oliver, BS, MT(ASCP)
Alena Ong, BS, MT(ASCP)
Marty Pack, BS, MT(ASCP)
Charmian Perez, BS, MT(ASCP)
Diane Reynolds, BS, MT(ASCP)
Elizabeth Robinson, BS, MT(ASCP)
Rachael Shaw, BS, MT(ASCP)
Lynn Simpson, BS, MLT(ASCP)
Robert Thompson, BS(ASCP)
Sarah Elizabeth Totten, BA, BS, M(ASCP) PhD
Ann Tran, AS, MLT(ASCP)
Diann Young, BS, MT(ASCP)
Jennifer Yurglich, BS, MT(ASCP)
Angiel Cook
John Bourquin
Sheryl Hoover
Gail Shannon
Judy Wendling
Carolee Bakkemo
Bonnie Carroll
Susan Mason
Martha Pitney
Linda Wiles
Norma Carlone

South Lake Hospital
Frederick (Freddy) M. Moses
Alisha Terborg
Mary Grace Estrella
Abhay Goel
Joe Melerol

Texas Health Huguley Hospital
Kamala Attaluri, BS, MT (ASCP)
Diana Forand, BS, MT (ASCP)

Itsia Gonzalez, BS, MT (ASCP)
Nikki Haberstroh, BS, MT (ASCP)
Kevin Homer, MD
Karen Martinson, BS, MT (ASCP)
Gloria Mathur, BS, MT (ASCP)(CSLT)SBB
Douglas Toler, MD
Yan-Lee Chan
Ron Kimbrow
Rick Bailey
Professional Lecturers

Physical Therapy, Andrews University
Dixon Anjejo, DrPH
Teri Anzures, PT
Lisa Babcock, DPT
Lori Bivens, MSPT
Erin Brinkley, MS
John Carlos, Jr., PT, PhD
Emily Carlson, MA
Patrick Casey, PhD
Tina Chase, PT
William Chobutar, PhD
Duane Covig, PhD
Joel Doran, DPT
John Dronen
Aristede Dukes, DPT
Rustin Dyer, MS
Tony Escotto, MSPT
Norbert Fleiss, CP
Cyndi Forrester, PT
Jenny Forrester, DPT
Carl Fried
Dana Gardiner
Dena Garnett, DPT
Anita Gonzalez
Adrienne Greene, DPT
David Grellman, MD
Kristine Horvath
Jennifer Janowski
Jeff Jasinski, PT
Ante Jerononic
Leann Jewell, PT
Kristin Kabele, PT
Brian Kanyer, PT
Shelley Kennedy
Nate Klooserman
Matthew Knowlton
John Koller, AS
Cynthia Krafft, PT
Carrie Kutchie, PT
Judy Listenberger, BS
Brian Malas, MHPEd
Danielle Marek, PTA
Alex Markovich
Brian McEwan
Sherry McCluiglin
David Newbolds, MPT
Michael O’Hea, PhD, MSPT
Teresa Petzke
Stephen Prendergast, CO
Darah Regal, PhD
Becky Rommel, OT, MMA
Todd Rose, MSPT
Donald Shelbourne, MD
Cynthia Schlipp, MSPT
Patricia Sisamis
Twyla Smith, MSW
Angel Snyder, MSPT
Tracy Tacket, DO
Susan Talley, PT, PhD
Robert Taylor, ATC, CSCS
Amanda Trail
Curt VanderWaal, PhD
Stephen Wigger
Tess Young, DPT
Kristin Zakutansky, MBA

Adjunct Professors of Physical Therapy
Frank Aerts. DScPT
Alina Baltazar, PhD
Elliott Davis, PT  
Bonny Dent, PT, MSPT  
Pat Forstad, DScPT  
Paula Fortune, MSPT  
Anita Gonzalez, LMSW  
Lisa Goolsby, MBA  
Candice Hollingsead, PhD  
Philip Jasheway, DScPT  
John Matthews, PhD  
Scott Mihalik, MMS, PA-C  
David Musnik, MD  
Scott Nolte, PT  
Keri Pawielski, DPT  
Erl Pettman, MCSP, MCPA, COMP  
Caryn Pierce, MSPT  
Glenn Russell, MDiv  
Scott Schalk, MBA  
Geoff Schneider, DScPT  
Stacy Soappman, DScPT  
Peter West, MSPT  
Susan Zork, MA

Adjunct Clinical Instructors of Physical Therapy
Heather Adaway, PT, CCCE  
Sara Alhajeri, PT, CCCE  
Lisa Allen, PT, CCCE  
Dayadnny Alvarez, CCCE  
Traci Anderson, CCCE  
Dwight Anunciado, PT, CCCE  
Teri Anzures, PT, CCCE  
Diana Arkuszewski, PT, CCCE  
Rachel Atanosian, PT, CCCE  
Lisa Babcock, PT, CCCE  
Melissa Baggenstoss, CCCE  
Alison Bertone, PT, CCCE  
Heather Blair, PT, CCCE  
Rob Boyle, PT, CCCE  
Sonja Bradburn, PT, CCCE  
Sarah Bristol, DPT, CCCE  
Matt Carbone, PT, CCCE  
Melissa Christopher, MSPT  
Aaron Coon, PT, CCCE  
Bajori Denard, PT, CBIS, CCCE  
Tresyn Despain, CCCE  
Carissa Dill, CCCE  
LeAnn Distelberg, PT, CCCE  
Julie Dwyer, PhD, MSPT, CSCS, EMT, CI  
Jordan Ford, CCCE  
Katy Fraling, PT, CCCE  
Angie Glassock, PT, CCCE  
Wayne Goffin, PT, CCCE  
David Goldenbogen, PT, CCCE  
Rebecca Graves, PT, CCCE  
Tina Hanson, PT, CCCE  
Cara Hataway, PT, CCCE  
Brock Haut, PT, CCCE  
Douglas Hensin, PT, CCCE  
Jennifer Hibler, PT, CCCE  
Kristin Holsing, PT, CCCE  
Eric Holosopple, CCCE  
Scott Hunsaker, PT, CCCE  
Lisa Hwang, PT, CCCE  
Dominic Irwin, PT, CCCE  
Phil Jasheway, PT, CCCE  
Bradley Kaya, PT, CCCE  
Nicole Kidd, PT, CCCE  
Angela Kinsner, PT, CCCE  
Erika Kissinger, CCCE  
Elizabeth Klein, CCCE  
Paul Koval, PT, CCCE  
Rhoda Kranenberg, CCCE  
Bonnie Kreiter, PT, CCCE  
Elizabeth Kresse, PT, CCCE  
Brad Krushinski, PT, CCCE  
Matt LeBlang, PT, CCCE  
David Leffler, PT, CCCE  
Mark Leonard, PT, CCCE  
Stephen Leppard, PT, CCCE  
Blaine Little, PT, CCCE  
Shannon Logsdon, PT, CCCE  
Valerie Macpherson, PT, CCCE  
Debbie Mansfield, PT, CCCE  
Howard Manuel, PT, CCCE  
Robert McFarland, PT, CCCE  
Robert Merritt, PT, CCCE  
Glen Meyer, PT, CCCE  
Ann Mika, PT, CCCE  
Denise Mitchell, CCCE  
Lora Moore, PT, CCCE  
Kristina Morton, PT, CCCE  
Anne Murray, PT, CCCE  
Tsahi Niv, PT, CCCE  
Rod Olson, PT, CCCE  
Ed Orloff, PT, CCCE  
Jonathan Paden, MSPT, CCCE  
Keri Pawielski, PT, CCCE  
Tim Phan, PT, CCCE  
Ron Radawiec, PT, CCCE  
Kirk Randall, MPT, CCCE  
Peter Randall, PT, CCCE  
Melissa Rau, PT, CCCE  
Jeremy Rauch, PT, CCCE  
Pamela Redfearn, PT, MSPT, CCCE  
Lisa Reischach, PT, CCCE  
Karen Reyhl, PT, CCCE  
Christine Robinson, PT, CCCE  
Katie Roll, PT, CCCE  
Deborah Romig, PT, CCCE  
Sunita Ruse, PT, CCCE  
Susanna Russell, PT, CCCE  
Aileen San Luis, PT, CCCE  
Isaia Santos, PT, CCCE  
Greg Schaible, PT, CCCE  
Nathan Schmunk, PT, CCCE  
Sue Simmerman, PT SC, OCS, CCCE  
Kristin Smith, CCCE  
Nicole Springer, PT, CCCE  
Malinee Swihart, PT, CCCE  
Megan Teele, PT, CCCE  
Mike Trammell, CCCE  
Kim Traub, PT, CCCE  
Renee Trombley, PT, CCCE  
Ashley VanDam, PT, CCCE  
Susan Vogt, PT, CCCE  
Heather Waldron, PT, CCCE  
David Walker, PT, OCS, CCCE  
Joan Walker, PT, CCCE  
Danny Webb, PT, CCCE  
Christie Weir, PT, CCCE  
Dennika Weller, PT, CCCE  
Chyrinne White, PT, CCCE  
Dottie Whit, PT, CCCE  
Debra Wilson, PT, CCCE  
Brenda Worden, PT, CCCE  
Sara Young, PT, CCCE  
Eva Wosiak, PT, CCCE  
Laython Young, CCCE  
Jennifer Zdobylak, PT, CCCE

Adjunct Professors of Nursing
Olawale Ade-Oshifgun, Ed.D  
Andrew Awoniyi, ND,RN-BC, CDE  
Darlene Barnhurst, MSN  
Shawn Collins, PhD, DNP  
Anneris Coria-Navia, Ed.D  
Lizzie Dias, BSN  
Dixon Anjejo DrPH, Dip GIS  
Monique Germain, Ed.Dc, MSN  
Ana Irizarry, MSN  
Jennifer Jbouri, BSN  
Tammy Jerz, MSN  
Sweet Mordi, DNP, RN, ACNS-BC  
Beverly Sedianek, DNPc, MSN, RN, CNS-BC
Seventh-day Adventist Theological Seminary

Emeriti

John T. Baldwin, PhD - Professor of Theology, Emeritus
Russell C. Burrell, DMin - Professor of Evangelism and Church Growth, Emeritus
Fernando L. Canale, PhD - Professor of Theology and Philosophy, Emeritus
Walter B.T. Douglas, PhD - Professor of Church History and History of Religion, Emeritus
Jacques B. Doukhan, Dr es Let Hébraïques, ThD - Professor of Hebrew and Old Testament Exegesis, Emeritus
Roger L. Dudley, EdD - Professor of Church Ministry, Emeritus
Attilio R. Dupupertis, ThD - Professor of Theology, Emeritus
C. Raymond Holmes, DMin - Professor of Preaching and Worship, Emeritus
Robert M. Johnston, PhD - Professor of New Testament and Christian Origins, Emeritus
George R. Knight, EdD - Professor of Church History, Emeritus
Lester P. Merklin Jr., DMin/DMiSS - Professor of World Mission, Emeritus
Jerry A. Moon, PhD - Professor of Church History, Emeritus
James J. North, Jr., DMin - Professor of Pastoral Care and Chaplaincy, Emeritus
Russell L. Staples, PhD - Professor of World Mission, Emeritus
Kenneth B. Stout, DMin, PhD - Professor of Preaching, Emeritus
O. Jane Thayer, PhD - Associate Professor of Religious Education, Emerita
H. Peter Swanson, PhD - Professor of Pastoral Care, Emeritus
O. M. "Skipp" Bell, Professor of Christian Ministry - 2000
Robert M. Johnston, PhD - Professor of New Testament and Christian Origins, Emeritus

Regular Faculty

Bruce L. Bauer, Professor of World Mission - 1989–97, 2001
BA, MA, Andrews University;
MAMiss, DMiss, Fuller Theological Seminary
O. M. "Skipp" Bell, Professor of Christian Ministry - 2000
BA, Union College; MDiv, Andrews University;
DMin, Fuller Theological Seminary
Merlin D. Burt, Professor of Church History - 2003
BA, Southwestern Adventist College;
DMin, Andrews University
P. Richard Choi, Professor of New Testament - 1991
BA, Pacific Union College; MDiv, Andrews University;
PhD, Fuller Theological Seminary
Peti Cincala, Assistant Professor of World Mission - 2013
BTh (Equiv.), Prague SDA Theological Seminary;
MDiv, Andrews University
Felix H. Cortez, Associate Professor of New Testament - 2013
Licenciado en Teologia, Universidad de Montemorelos;
Maestria en Letras Modernas, Universidad Iberoamericana;
PhD, Andrews University
Jo Ann M. Davidson, Professor of Systematic Theology - 1992
BA, Andrews University;
PhD, Trinity Evangelical Divinity School
Richard M. Davidson, J.N. Andrews Professor of Old Testament Interpretation - 1979
BA, Loma Linda University;
MDiv, Andrews University
Gorden R. Doss, Professor of World Mission – 1998
BA, MDiv, Andrews University;
PhD, Trinity Evangelical Divinity School
Denis J.H. Fortin, Professor of Historical Theology - 1994
BA, Canadian University College;
MDiv, Andrews University;
PhD, Université Laval
Constance E.C. Gane, Associate Professor of Archaeology and Old Testament - 2004
BS, Pacific Union College;
MA, PhD, University of California, Berkeley
Roy E. Gane, Professor of Hebrew Bible and Ancient Near Eastern Languages - 1994
BA, BMus, Pacific Union College;
MA, PhD, University of California, Berkeley
Oliver Glanz, Associate Professor of Old Testament - 2014
BTh, Theologisches Seminar Schloss Bogenhofen;
MTH, MA, PhD, Vrije Universiteit Amsterdam
Kleber de Oliveira Gonçalves, Associate Professor of World Mission - 2015
BTh, Latin-American Adventist Theological Seminary;
MDiv (Equiv.), MSA, PhD, Andrews University
Paul Z. Gregor, Professor of Old Testament and Biblical Archaeology - 2007
BA, MA, Newbold College;
PhD, Andrews University
Kennel Hall, Associate Professor of Christian Ministry - 2004
BA, Loma Linda University;
MDiv, DMin, Andrews University
Martin Hanna, Associate Professor of Systematic Theology - 2004
BA, Northern Caribbean University;
MA, PhD, Andrews University
Willie E. Hucks II, Associate Professor of Christian Ministry - 2016
BA, Oakwood College;
MDiv, Andrews University
Darius W. Jankiewicz, Professor of Historical Theology - 2008
BA, Avondale College;
MDiv (Equiv.), Andrews University
Edyta Jankiewicz, Assistant Professor of Religious Education - 2017
BASC, South Australian Institute of Technology;
MDiv, Avondale College;
PhD, Andrews University
Ante Jerončić, Associate Professor of Theology and Ethics - 2006
BA, Andrews University
MA, Stellenbosch University, South Africa
PhD, University of Chicago
Denis Kaiser, Assistant Professor of Church History - 2017
BTh, Seminar Schloss Bogenhofen;
MA, PhD (Candidate), Andrews University
S. Joseph Kidder, Professor of Christian Ministry - 2000
BA, BS, Walla Walla University;
MDiv, Andrews University
Wagner Kuhn, Professor of World Mission - 2005
BTh, Seminario Adventista Latino-Americano de Teologia;
MA, Andrews University;
PhD, Fuller Theological Seminary
John V.G. Matthews, Professor of Educational Foundations and Religious Education - 1999
BA, Washington Adventist University;
MA, PhD, Andrews University
Errol McLean, Associate Professor of Church Growth and Evangelism - 2010
BA, Northern Caribbean University;
MAPM, DMin, Andrews University
Nicholas P. Miller, Professor of Church History - 2008
BA, Pacific Union College;
JD, Columbia University; MA, PhD, University of Notre Dame
Jiří Moskalá, Professor of Old Testament Exegesis and Theology - 1999
BA, MTh, ThD, Protestant Theological Faculty of Charles University, Czech Republic;
PhD, Andrews University
Ricardo Norton, Associate Professor of Church Growth - 1996
BTh, Universidad de Montemorelos;
MDiv, PhD Andrews University
S. Joseph Kidder, Professor of Christian Ministry - 2000
BA, BS, Walla Walla University;
MDiv, Andrews University;
PhD, Andrews University
S. Joseph Kidder, Professor of Christian Ministry - 2000
MA, PhD, Andrews University
Richard Peckham, Associate Professor of Theology and Christian Philosophy - 2013
BS, Atlantic Union College;
MDiv, PhD, Andrews University
David Penno, Associate Professor of Christian Ministry - 2014
BA, Southern Missionary College;
MA, Southern Adventist University;
PhD, Andrews University
Paul J. Ray, Jr., Associate Professor of Old Testament and Biblical Archaeology - 2014
BA, University of Illinois;
MA, PhD, Andrews University
John W. Reeve, Assistant Professor of Church History - 2004
BA, Pacific Union College;
MA, MDiv, Andrews University;
PhD, University of Notre Dame
Teresa L. Reeve, Associate Professor of New Testament Contexts - 2002
BA, Pacific Union College;
MA, MDiv, Andrews University;
PhD, University of Notre Dame
Boubakar Sanou, Assistant Professor of Mission and Leadership - 2016
BA, Andrews University;
MA, Newbold;
DMin, PhD, Andrews University
Eduard E. Schmidt, Assistant Professor of Personal Evangelism - 1995
BA, River Plate University; MDiv, Andrews University;
DMin, Fuller Theological Seminary
David Sedlacek, Professor of Discipleship and Family Life - 2010

Figures at the right margin indicate beginning date of employment.
BS, Cleveland State University;
MSSA, PhD, Case Western Reserve University
Thomas Shepherd, Professor of New Testament - 2008
BA, Pacific Union College;
MPH, DrPH, Loma Linda University;
MA, PhD, Andrews University
Ranko Stefanovic, Professor of New Testament - 1999
BTh, MA, Adventist International Institute of Advanced Studies;
PhD, Andrews University
Cedric Vine, Associate Professor of New Testament - 2016
BSc, Aston University;
Licence in Theology, MA, Newbold College;
PhD, University of Sheffield
Anthony WagarnerSmith, Assistant Professor of Christian Ministry - 2017
BA, Southern Adventist University;
MDiv, Andrews University;
DMin, Fuller Theological Seminary
Allan R. Walsh, Associate Professor of Discipleship - 2008
BA, Avondale College;
MA, University of New South Wales;
DMin, Fuller Theological Seminary
Johnathan R. Ward, Assistant Professor of Chaplaincy - 2016
BA, Oakwood University;
MDiv, Andrews University;
DMin, Boston University School of Theology
Randall W. Younker, Professor of Archaeology and History of Antiquity - 1986
BA, MA, Pacific Union College;
MA, PhD, University of Arizona

Research Faculty
BA, Andrews University;
BA, MA, DLitt, University of Stellenbosch

Joint Appointments
Terry D. Robertson, Professor of Library Science; Seminary Librarian - 1999
BA, MA, Andrews University;
MLS, Indiana University
(Hosts joint appointment in the College of Arts & Sciences)

Adjunct Professors
Emilio Abdala-Dutra, DMin - Church Growth and Equipping Church Members
Jose Arias-Quintero, DMin - Church Growth
Roberto Badenas, PhD - New Testament
Enrique Báez García, PhD - Old Testament
Petras Bahadur, DMin - Islamic Studies
Benjamin J. Baker, PhD - Adventist Studies
Robert D. Bates, PhD - Archaeology
Ricardo Bentancur, PhD - Theology and Christian Philosophy
Balvin Braham, EdD - Organizational Leadership
Erlō Braun, DMin - Church Growth
Carlos Camarena, PhD - New Testament
Steve W. Case, PhD - Youth Ministry
Michael F. Cauley, DMin - Evangelism and Church Growth
Michael R. Cauley, DMin - Evangelism and Church Growth
Juan Choque, PhD - Leadership
Claudio J. Consuegra, DMin - Family Ministry
Cheryl D. Doss, PhD - Mission Studies; Religious Education
Efrain Duany Jr., DMin - Family Ministry
Paul Dybdahl, PhD - World Mission; World Religions
José M. Espinoza Almazán, DMin - Church Planting
Ronald A. Flowers, DMin - Family Ministry
Curtis A. Fox, PhD - Family Ministry; Crisis Intervention
Elvin Gabriel, EdS, EdD - Counseling; Psychology

A. Barry Gane, DMin - Youth Ministry
Tevni E. Grajales-Guerra, DSEd - Research Methods
Abraham Guerrero, PhD - World Mission
Abner F. Hernández, PhD - Church History
William M. Knott, PhD - Research and Writing
Frederick A. Kosinski, PhD - Counseling; Psychology
Skip A. MacCarty, DMin - Covenants
Carlos A. Machado, DMin - Discipleship
Rudolph Maier, PhD - World Mission; Research
Artemio A. Martin, PhD - Discipleship; Family Ministry
Benjamin C. Maxson, DMin - Mentoring for Discipleship
Jorge R. Mayer, DMin - Family
Richard McEdward, DIS - Intercultural Studies; Mission
Carlos G. Molina, DMin - New Testament
Manuel A. Moral, DMin - Discipleship and Religious Education; Family Ministry
Dwight K. Nelson, DMin - Preaching
Leonardo Nunes, PhD - New Testament
Willie Oliver, PhD - Family Ministry
L. Fernando Ortiz, DMin - Christian Ministry
Oscar Osindo, PhD - Islamic Studies
Rogelio Paquiñín, DMin - Youth and Young Adult; Multicultural/Cross Generational
Paul Petersen, PhD - Old Testament
Ronald R. Pickell, DMin - Campus Ministry
Glüder Quispe, PhD - Church History; New Testament
Johnny Ramirez-Johnson, PhD - Chaplaincy
Antonio M. Rosario, DMin - History of Hispanic Religion in US
Jerome Skinner, PhD - Old Testament
Richard Sylvester, DMin - Christian Ministry
Calvin J. Thomsen, PhD - Family Ministry; Pastoral Counselling; Church Leadership
David J. B. Trim, PhD, FRHistS - Church History
Alfonso Valenzuela, DMin; PhD - Family Ministry; Hispanic Church History
Cory Wetterlin, MDIV, PhD - Systematic Theology
Woodrow W. Whidden II, PhD - Historical and Systematic Theology
James R. Wilberding, DMin - Christian Ministry
Stephen T. Yeagley, DMin - Youth Evangelism

Adjunct Professors at Extension Sites

Hong Kong Adventist University
Daniel Gim Teng Chuah, PhD - Church History
Onn Liang, DMin, PhD - Pastoral Counseling and Practical Ministry
Siroj Sorajjakool, PhD - Pastoral Care and Counseling

Middle East University
Abner Diao, DMin - World Mission; Islamic Studies
Larry Lichtenwalter, PhD - Systematic Theology; Christian Ethics; New Testament

Polish Senior College of Theology & Humanities, Poland
Igor Baron, PhD - Theology
Adam Grzeszkowiak, PhD - Comparative Studies in Ecumenical Dialog and Education; New Testament
Tihomir Lazic, PhD - Systematic Theology
Anatolīs Zhalovago, PhD - Mission Studies

Romanian Adventist Theological Institute, Romania
Laszlo Gallus, PhD - New Testament
Gabriel Golea, PhD - New Testament
Laurentiu G. Ionescu, PhD - Research Methods
Barna Magyarosi, ThD - Old Testament
Laurentiu F. Moț, ThD - New Testament
Zoltan Szallós-Farkas, PhD - Theology

Taiwan Adventist College
Daeyeuk Nam, ThD - Biblical Studies
Linda Tsui, DMin - Church Growth
Terry Tsui, DMin - Church Growth

Ukrainian Adventist Center of Higher Education
Alexander Bolotnikov, PhD - Old Testament
Vyacheslav I. Korchuk, DMin - Theology and Christian Philosophy
Feliks Ponyatovsky, PhD - Old Testament
Zaoksky Adventist Seminary and Institute, Russia
Yuri N. Drumi, PhD - Mission; Applied Theology
Aleksandr A. Lisichny, DMin - Systematic Theology
Anton Petrishchev, PhD - New Testament
Natalia I. Sheglova, DMin - New Testament
Anatoly Simushov, DMin - New Testament
Eugene V. Zaitsev, MD; PhD - Systematic Theology
Pavel A. Zubkov, PhD - Mission; Applied Theology

Lecturers
Emmanuel M. Abar, MDiv; PhD candidate - Adventist Studies
Adenilton Aguiar, PhD candidate - New Testament
Adelina Alexe, MDiv; PhD candidate - Systematic Theology
Alejandro U. Bullón Paucar, BTh; HDTh - Christian Ministry
Anna Yuet Ching Chim-Liu, PhD candidate - Counseling Psychology
Rodrigo Galiza, PhD candidate - Church History
Slavisa Jankovic, PhD candidate - Old Testament
Angelika Kaiser, PhD candidate - Church History
Yalyshiev Kemil, PhD candidate - Cross-cultural Studies
Oleg Kostyuk, PhD candidate - New Testament
J. Amanda McGuire-Moushon, MA (Rel); PhD candidate - Old Testament
Jacob Moody, MA (Rel), PhD candidate - Archaeology
Laura K. Morrow, MDiv; PhD candidate - Old Testament
Alexej Muran, MA (Rel); PhD candidate - Old Testament
Susan E. Murray, MA; MS; PhD candidate - Parenting
Sergo Namoradze, PhD candidate - Mission Studies
Steven R. Nash, MBA - Finance
Kim Chai Ngo, PhD candidate - Old Testament
Gabriela Phillips, MA, DMiss candidate - Islamic Studies
Abelardo J. Rivas Santini, MDiv; PhD candidate - Archaeology
Roger D. Ruiz Araica, PhD candidate - Old Testament
Davide Sciarabba, MTh; MAEd; PhD candidate - Theology and Christian Philosophy
Steven M. Toscano, MAT, MA (Rel), PhD candidate - Adventist Studies
Michael Younker, PhD candidate - Theology
Accreditations & Memberships

Accreditations & Approvals
All university programs
Accredited by The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago IL 60604-1411
Phone: (312) 263-0456 or 800 621-7440
www.hlcommission.org
- Bachelor's degrees - granted 1939
- Master's degrees - granted 1968
- Doctoral degrees - granted 1979
A number of Andrews' degree programs are offered at off-campus locations. For more information, click here.

Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.
Education Department
General Conference of Seventh-day Adventists
12501 Old Columbia Pike
Silver Spring MD 20904

Counseling & Testing Center
International Association of Counseling Services, Inc. (IACS)
101 S. Whiting Street, Suite 211,
Alexandria, VA 22304

Department of Aviation
Federal Aviation Administration (FAA)
800 Independence Ave SW
Washington DC 20591

College of Arts & Sciences
Department of Chemistry
American Chemical Society (ACS)
1155 Sixteenth Street NW
Washington DC 20036

Department of Engineering & Computer Science
Computing program (BS) accredited by the Computing Accreditation Commission of ABET, http://www.abet.org
Engineering program (BSE) accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org

Department of Music: Graduate & Undergraduate degrees
National Association of Schools of Music (NASM)
11250 Roger Bacon Drive, Suite 21
Reston VA 20190

Bachelor of Social Work, Master of Social Work
Department of Social Work
Council on Social Work Education (CSWE)
1600 Duke Street, Suite 300
Alexandria VA 22314-3421

School of Architecture & Interior Design
Master of Architecture
National Architectural Accrediting Board (NAAB)
1735 New York Avenue NW
Washington DC 20006

School of Business Administration
Andrews University has received accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

Master of Business Administration
Bachelor of Business Administration with Majors in:
- Accounting
- Finance
- Information Systems
- International Business
- Management
- Marketing
Bachelor of Science in Business Administration

School of Distance Education & International Partnerships
Griggs University is in the final stages of merging into Andrews University, and is operated by the School of Distance Education & International Partnerships. Griggs University is also accredited by:
- Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.
- Education Department
- General Conference of Seventh-day Adventists
12501 Old Columbia Pike
Silver Spring MD 20904

School of Education
Educator preparation programs from main campus
National Council for Accreditation of Teacher Education (NCATE)
NOTE: NCATE has merged with TEAC, another accrediting body, to become CAEP (see below), which now manages all accreditation processes. The School of Education's NCATE accreditation is valid through 2018.

Council for the Accreditation of Educator Preparation (CAEP)
1140 19th Street. N.W., Suite 400
Washington DC 20036
(202) 223-0077
Specialized Professional Associations (under NCATE/CAEP):
- Association for Childhood Education International (ACEI)
  Banhi Bhattacharya
  bbhattacharya@acei.org
  Tel: (202) 372-9986 x13
  Recognized
- Association for Childhood Education International Education Constituent Council (ELCC)
  Honor E. Fede
  hfede@naesp.org
  Tel: (703) 518-6256
  Recognized
- National Association of School Psychologists (NASP)
  Enedina García Vázquez
  nasppab@nmsu.edu
  Tel: (575) 646-9601
  Recognized
- National Council of Teachers of Mathematics (NCTM)
  William R. Veal
  vealW@cofc.edu
  Tel: (843) 953-8045
  Recognized
- National Science Teachers Association (NSTA)
  North American Division Office of Education
  12501 Old Columbia Pike
  Silver Spring, MD 20904-6600
School of Health Professions

Program for Medical Laboratory Sciences
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N River Rd, Suite 720
Rosemont IL 60018-5719
Phone: 773-714-8880
Fax: 773-714-8886
http://www.naacls.org
info@naacls.org

Baccalaureate programs

Department of Nursing
Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Rd NE, Suite 850
Atlanta GA 30326
Phone: 404-975-5000
Fax: 404-975-5020

Doctor of Nursing Practice

Department of Nursing
Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Rd NE, Suite 850
Atlanta GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
Candidate

Doctor of Physical Therapy

Department of Physical Therapy
Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 N Fairfax Street
Alexandria VA 22314

Didactic program in Dietetics, and Diietetic Internship program,

Department of Public Health, Nutrition & Wellness
The Accreditation Council for Education in Nutrition and Dietetics (ACEND)
120 S Riverside Plaza, Suite 2000
Chicago IL 60606-6995
Phone: 312-899-0040

Master in Public Health in Nutrition & Wellness,
Department of Public Health, Nutrition & Wellness
Council on Education for Public Health (CEPH)
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910
(202) 789-1050
Fax: (202) 789-1895

Master of Science: Speech-Language Pathology program,
Department of Speech-Language Pathology & Audiology
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
American Speech-Language Hearing Association
2200 Research Boulevard #310

Michigan Department of Education
PO Box 30008
Lansing MI 48909

Rockville, MD 20850
800-498-2071
Candidate

Seventh-day Adventist Theological Seminary
The Association of Theological Schools, The Commission on Accrediting (ATS)
The Commission on Accrediting
10 Summit Park Drive
Pittsburgh PA 15275-1110

Memberships
Andrews University holds membership in the following organizations:
Adventist Association of Colleges & Universities (AACU)
Adventist Digital Education Consortium (ADEC)
Adventist Library Information Cooperative (ALICE)
Adventist Professional's Network (APN)
American Association of Colleges for Teacher Education (AACTE)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American College Health Association (ACHA)
American Council on Education (ACE)
American Horticultural Society (AHS)
American Schools of Oriental Research (ASOR)
American Theological Library Association (ATLA)
Associates for Biblical Research (ABR)
Association of Boards in Theological Education (In Trust)
Association of Collegiate Schools of Architecture (ACSA)
Association of Governing Boards (AGB)
Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE)
Chicago Area Theological Library Association (CATLA)
College and University Professional Association for Human Resources (CUPA-HR)
Cornerstone Chamber of Commerce (cornerstonechamber.com)
Council for Adult and Experiential Learning (CAEL)
Council for Higher Education Accreditation (CHEA)
Council of Colleges of Arts & Sciences (CCAS)
Council of Graduate Schools (CGS)
Council of Independent Colleges (CIC)
Council on Undergraduate Research (CUR)
Environmental Design Research Association (EDRA)
Hispanic Theological Initiative Consortium (HTIC)
Historical Society of Michigan
International Assembly for Collegiate Business Education (IACBE)
International Association for Continuing Education and Training (IACET)
International Center for Academic Integrity (ICAI)
Libraries Very Interested in Sharing (LVIS)
Linguistic Society of America (LSA)
Mathematical Association of America (MAA)
Michigan Academy of Science, Arts, and Letters (MASAL)
Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)
Michigan Campus Compact (MCC)
Michigan Colleges Alliance (MCA)
Michigan Electronic Library (MeL)
Michigan Independent Colleges & Universities (MICU)
Michigan Library Association (MLA)
Midwest Collaborative for Library Services (MCLS)
Music Library Association (MLA)
National Association of Colleges and Employers (NACE)
National Association of Schools of Music (NASM)
National Association of Student Financial Aid Administrators (NASFAA)
National Business Education Association (NBEA)
National Center for Science Education (NCSE)
National Collegiate Honors Council (NCHC)
National Collegiate Honors Council (NCHC)
National Commission on Secondary STEM Schools (NCCSS)
National Rural Education Association (NREA)
North East Archaeological Society (NEAS)
North American Division College and University Business Officers (NADCUBO)
Online Computer Library Center (OCLC)
Quality Matters, Michigan Consortium
Sloan Consortium
Southwest Michigan Library Cooperative (SWMLC)
Suzuki Association of the Americas
Thoreau Society
U.S. Green Building Council (USGBC)
Upper Midwest Regional Honors Council (UMRHC)
Vernacular Architecture Forum (VAF)

Honor Societies

(University-wide affiliation)
The Honor Society of Phi Kappa Phi (Interdisciplinary)
(Departmental/School affiliations)
Alpha Mu Gamma—International Languages
Beta, Beta, Beta—Biology
Delta Mu Delta—Business
Financial Management Association National Honor Society
Lambda Pi Eta—Communication
Omicron Delta Epsilon—Economics (inactive)
Phi Alpha—Social Work
Phi Alpha Theta—History
Phi Delta Kappa—Education: International (inactive)
Pi Lambda Theta—Education
Pi Mu Epsilon—Mathematics
Pi Sigma Alpha—Political Science
Psi Chi—Behavioral Sciences
Sigma Pi Sigma—Physics
Sigma Tau Delta—English
Sigma Theta Tau—Nursing
Tau Sigma Delta—Architecture
Theta Alpha Kappa—Religion
Academic Calendar

Fall Semester 2018

August
8/13-16/2018 Seminary Greek Review Session: 5:00 PM to 8:00 PM
8/13-17/2018 Seminary Hebrew Session: 9:00 AM to 12:00 PM
8/14-15/2018 TENTATIVE: New Faculty Orientation Seminar 8:30 AM - 4:30 PM
8/15/2018 First payment due for Financial Clearance; Full payment due for 1% & 3% rebate; Financial clearance needed to move into dorm & activate ID cards for Dining Services & Bookstore
8/15/2018 Andrews Academy Registration
8/15/2018 Fall 2018: 50% of Statement balance and Fall charges due for Financial Clearance; Semester or year pmt. due may receive a 1 or 3% rebate; Financial Clearance needed to move in dorm & activate ID.
8/16-17/2018 TENTATIVE: Faculty Institute: Thursday, 8-5 PM and Friday, 8-12 PM
8/17/2018 Seminary Church Policy Review Session: 1:30 PM to 3:00 PM
8/17-18/2018 TENTATIVE: Fall Fellowship
8/19/2018 First Stop for New Undergraduate Students
8/19/2018 New International Students Orientation
8/20/2018 Cancellation of unconfirmed course registrations for students not financially cleared
8/20/2018 Seminary Hebrew Placement Exam: 2:00 PM
8/20/2018 RMES First Day of School
8/20/2018 Andrews Academy First Day of School
8/20/2018 CIEP Paper-based TOEFL, 1:30-5:30 pm. Registration deadline - August 8, 2018.
8/20-22/2018 New Undergraduate Student Registration and Orientation
8/21/2018 Seminary Greek Placement Exam: 2:00 PM
8/21/2018 Seminary Chapel
8/22/2018 TENTATIVE: Individual School Meetings, 1-4 PM
8/22/2018 New Graduate Students - Graduate Experience Orientation
8/23/2018 Seminary Church Policy Exam: 6:00 PM
8/23/2018 First Stop for Transfers
8/23/2018 Seminary New Student Orientation with Registration for Fall Semester 2017 Begins 8:00 AM, Seminary Chapel Foyer
8/24/2018 TENTATIVE: Departmental Meetings
8/24/2018 Seminary New Student Orientation Banquet Begins 5:30 PM (Dining Services, Campus Center)
8/24/2018 Seminary Biblical Literacy Entrance Exam: 8:30 AM
8/25/2018 Seminary New Student Worship Services Begin 9:30 AM (Chapel) followed by Lunch (Dining Services, Campus Center)
8/26/2018 Registration 12-5 PM
8/27/2018 Classes Begin; Last day to register for the first time without a fee
8/27/2018 MLS Program Classes Begin
8/27/2018 Seminary Psychological Testing Begins 7:00 PM
8/28/2018 Late Registration fee in effect for first time registrations for Fall Semester classes; notification of cancellation of low-enrollment classes
8/30/2018 TENTATIVE: University Convocation, 10:30 AM-12 PM (10:30 AM classes cancelled)

September
9/3/2018 Labor Day – holiday: No School all campus schools
9/3/2018 RMES Labor Day - No School
9/4/2018 Cancellation of classes with below minimum enrollment
9/5/2018 Last business day to complete the following by 5 PM: enter Fall Semester classes; drop a class with FULL tuition refund; to make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; to change audit to credit.
9/6/2018 Fee in effect for changes in registration (classes added or dropped)
9/6-9/2018Urban Mission and Ministry Congress
9/7/2018 Seminary Church Policy Exam Review Session: 10:00 AM to 12:00 PM
9/8/2018 Seminary Heritage Sabbath at Battle Creek

9/9-10/2018 MDiv Students: Required Health Colloquium Course with Dr. Peter Landless, GC Health Director
9/12/2018 Last day to drop a class with 70% refund
9/14/2018 Seminary Church Policy Exam (Two Sessions: 8:00 to 10:00 AM and 10:30 AM to 12:30 PM)
9/14-16/2018 A thirteen-week TOEFL Preparation workshop meets Fridays, 12:30-3:30 pm. The cost is $500. Register at the CIEP office.
9/17-21/2018 University Week of Prayer
9/19/2018 Last day to drop a class with 40% refund
9/20/2018 Undergraduate Students: Last day to apply for December Degree Conferral and May Graduation
9/20/2018 Graduate Students: Last day to apply for December Degree Conferral
9/20/2018 RMES: IOWA Achievement Test
9/20-22/2018 Scifest 2018 "Elements"
9/20-22/2018 Mission Conference
9/25/2018 Said: 3 1/2 year MArch and advanced standing application deadline for spring (January) admission
9/25/2018 Fall Semester First installment Payment Due
9/25/2018 Seminary: Week of Spiritual Emphasis: 11:00 AM-12:20 PM (8:30 AM - 2:30 PM)
9/27-28/2018 Classes Begin 8:00 AM, 9:30 AM Classes Begin 9:00 AM, and 10:30 AM Classes Begin 10:00 AM
9/27-30/2018 Alumni Homecoming Weekend

October
10/1/2018 Andrews University financial paperwork available at www.andrews.edu/sf
10/1/2018 FAFSA available online www.fafsa.ed.gov (filing for Federal Financial Aid)
10/1/2018 Deadline for tour applications for all Summer 2019 tours.
10/1-5/2018 NAD College Fairs in LUC
10/8/2018 RMES: Columbus Day – No School
10/8/2018 Andrews Academy: Columbus Day (No School)
10/8-9/2018 Fall Recess
10/8-9/2018 Regular Seminary Classes in Session
10/10/2018 Classes Resume
10/14-15/2018 October Preview
10/15/2018 Seminary PhD and ThD Comprehensive Exam No. 1
10/17/2018 Mid-Semester
10/18-19/2018 Transforming Worldviews: Biblical Faithfulness in Pluralistic Age Conference
10/19/2018 SEMA and MS Comprehensives, 8:30-11:30 AM; 1-3 PM
10/19/2018 SEMA and MA Comprehensive, 8:30 AM-12:30 PM
10/19/2018 RMES 1st Quarter Exams
10/22/2018 SEMA and MA Comprehensive, 8:30 AM-12:30 PM
10/22/2018 Seminary PhD and ThD Comprehensive Exam No. 2
10/22-23/2018 SEMA PhD/PhD Comprehensives, 8:30 AM-2:30 PM
10/24/2018 Fall midterm grades are due by 11:59 pm
10/25/2018 Fall Semester Second Installment Payment Due
10/26/2018 Celebration of Research and Creative Scholarship
10/28-29/2018 Hims Richards Lecture (features outstanding preachers)--
10/29/2018 Required for all MDiv students
10/29/2018 Andrews University Board of Trustees 8:30 AM-2:00 PM
10/29/2018 RMES Teacher Inservice Day - No School
10/29/2018 Seminary PhD and ThD Comprehensive Exam No. 3

November
11/2/2018 Seminary Challenge Exam — CHIS504: 8:30-10:30 AM (0335)
11/2-3/2018 Celebration of Research and Creative Scholarship
11/3/2018 Nursing Dedication Ceremony 4 pm
11/3/2018 AA Concert Night at HPAC
11/4-5/2018 Lake Union Conference Juniors University Preview Event
11/5/2018 Open course registration at the Academic Records counter for Spring Semester
11/5/2018 Seminary PhD and ThD Comprehensive Exam No. 4
11/6-8/2018 Dismissal
11/12/2018 Health Professions, Transfer and Graduate Student Preview
11/12/2018 Seminary PhD and ThD Comprehensive Exam No. 5
11/15/2018 New Undergraduate Students Admissions Application Deadline for Spring Semester
Spring Semester 2019

January
1/6/2019 ID Cards activated for Dining Services and Bookstore in Registration Central when Financial Plan box is checked.
1/6/2019 Registration: 12-5 PM
1/7/2019 Spring Semester Begins
1/7/2019 Classes Begin; Last day to register for the first time without a fee
1/7/2019 Andrews Academy Second Semester Classes Begin
1/7/2019 MLS School resumes
1/7/2019 MLS Program Spring Semester begins
1/8/2019 Late Registration fee in effect for first time registrations for Spring Semester classes; notification of cancellation of low-enrollment classes
1/9/2019 Seminary New Student Q & A Session
1/9/2019 Cancellation of unconfirmed course reservations
1/11/2019 Campus Wide: Consecration Service
1/13/2019 New Graduate Students - Graduate Experience Orientation
1/15/2019 Cancellation of classes with below-minimum enrollment
Last day to complete the following by 5 PM: enter Spring Semester classes; drop a class with FULL tuition refund; to make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; to change audit to credit.
1/16/2019

February
2/4/2019 Seminary PhD and ThD Comprehensive Exam No. 2
2/4/2019 Online Registration for Summer 2018 opens
2/5/2019 Seminary Scholarship Recognition Assembly: 11:30 AM-12:20 PM
2/5/2019 Seminary Scholarship Symposium Book Sale: 9:00 AM - 5:00 PM
2/7/2019 Seminary Scholarship Symposium Poster Session Begins 5:30 PM
2/7/2019 Seminary Worship: 11:30 AM-12:20 PM
2/7/2019 Seminary Scholarship Symposium Plenary Session Begins 7:00 PM
2/8/2019 Seminary Scholarship Symposium Breakout Sessions Begins 9:00 AM
2/11/2019 Seminary PhD and ThD Comprehensive Exam No. 3
2/18/2019 Holiday, President’s Day: No school
2/18/2019 Andrews Academy Holiday: Presidents Day - No School
2/18/2019 RMES Presidents Day - No School
2/18/2019 Seminary PhD and ThD Comprehensive Exam No. 4
2/25/2019 SAID 1 1/2 Year MArch and advanced standing application deadline for Summer (May) or fall (August) admission
2/25/2019 Spring Semester First installment Payment Due
2/25/2019 Seminary PhD and ThD Comprehensive Exam No. 5
2/27/2019 Mid-Semester
2/28/2019 Priority processing for State Financial Aid

March
3/1/2019 Student Mission Application Deadline
3/1/2019 Honors Scholars and Undergraduate Research Poster Symposium
3/5/2019 Andrews University Board of Trustees 8:30 AM - 2:00 PM
3/6/2019 Spring midterm grades due by 11:59 pm
3/7/2019 MLS Research Symposium
3/10-11/2019 Prospective Student Preview
3/12-14/2019 Seminary Week of Spiritual Emphasis: 11:00 AM-12:20 PM (8:30 AM
3/12-14/2019 Classes Begin 8:00 AM, 9:30 AM Classes Begin 9:00 AM, and 10:30 AM
3/14/2019 New Undergraduate Students Admissions Application Deadline for Summer Session 1
3/15-24/2019 Spring Semester Break
3/18-22/2019 RMES Spring Break
3/21-22/2019 SED EdD/PhD Comprehensive, 8:30-2:30 PM
3/22/2019 SED MA and MS Comprehensive, 8:30-11:30 AM; 1-3 PM
3/22/2019 SED EdD/MA Comprehensive, 8:30 AM-12:30 PM
3/25/2019 Online Registration for Fall 2018 and Spring 2019 opens
3/25/2019 Classes Resume
3/25/2019 Spring Semester Second Installment Payment Due
3/25/2019 SED EdD/MA Comprehensive, 8:30 AM-12:30 PM
3/25/2019 Transfer/Health Profession Preview
3/25-26/2019 SED EdD/PhD Comprehensive, 8:30-2:30 PM
3/25-29/2019 MLS Clinical Year Final Exam Week
3/26/2019 Last day for Summer Biology or Chemistry or Physics Earlybird Rate
3/28/2019 MLS Orientation to Clinical Practica - Afternoon

April
4/1/2019 School of Graduate Studies Admissions Application Deadline for Summer 2019 Session 1
4/1-5/2019 MLS Program Clinical Year - Travel to Clinicals Week
4/4-6/2019 Worship, Word & Music Conference
4/7-8/2019 April Preview
4/8/2019 MLS Program Clinical Practica begins

11/16/2018 Last day for all comprehensives to be completed for December degree conferral
11/18-25/2018 Seminary Holiday: Thanksgiving Break
11/21-25/2018 Andrews Academy Thanksgiving Break begins 12 noon Wednesday
11/21-25/2018 Holiday: Thanksgiving Break
11/22-23/2018 RMES Thanksgiving Break begins 12:15 Wednesday
11/25/2018 Fall Semester Third Installment Payment Due
11/26/2018 Classes Resume
11/27/2018 Last day to change from credit to audit for Fall Semester classes or to withdraw from a class with a W fee for.
11/28/2018 Last day to apply for May graduation
12/31/2018 CIEP Paper
1/10/2019 Term Entry 2019
2/24/2019 Seminary PhD and ThD Comprehensive Exam No. 4
2/25/2019 Seminary PhD and ThD Comprehensive Exam No. 5
2/27/2019 Last day for all comprehensives to be completed for December degree conferral
2/28/2019 Last day to apply for May graduation
3/1/2019 Last day to drop a class with 40% refund
3/2/2019 Last day to apply for May graduation
Summer Session 2019

May
5/6/2019 May Express Classes and Summer Physics Begin
5/13/2019 Summer Session 1: Classes begin; Registration 9 AM-5 PM
5/14/2019 Summer Session 1: Late Registration Fee in effect
5/14/2019 Last day to apply for Summer Graduation (July 31)
5/15/2019 Summer Session 1: Last day to complete the following by 5 PM: enter Summer Session 1; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit
5/15/2019 New Undergraduate Students Admissions Application Deadline for Summer Session 3
5/16/2019 Summer Session 1: Drop/Add Fee in effect for registration changes
5/17/2019 Summer Challenge Exam—CHSS504: 8:30-10:30 AM (N335)
5/24/2019 Andrews Academy Last day of School
5/24-26/2019 Andrews Academy Graduation Weekend
5/27/2019 Holiday, Memorial Day
5/27/2019 RMES Memorial Day- No School
5/30/2019 RMES 8th Grade Graduation
5/31/2019 RMES Last Day of School

June
6/3/2019 School of Graduate Studies Admissions Application Deadline for Summer 2019 Session 3
6/4/2019 Summer Session 1: Last day to change from credit to audit or withdraw from a class with a W for Summer Session 1 classes
6/6/2019 SED EdD/PhD Comprehensives, 8:30 AM-2:30 PM
6/7/2019 Summer Session 1: Classes end
6/7/2019 SED MA and MS Comprehensives, 8:30-11:30 AM; 1-3 PM
6/7/2019 SED EdS/MA Comprehensives, 8:30 AM-12:30 PM
6/7/2019 SED EdD/PhD Comprehensives, 8:30 AM-2:30 PM
6/10/2019 Andrews University Board of Trustees 8:30 AM-2:00 PM
6/10/2019 Summer Session 2: Classes Begin; Registration 9 AM- 5 PM
6/10/2019 SED EdS/MA Comprehensives, 8:30 AM-12:30 PM
6/10/2019 MLS Pre-Clinical Summer begins (2nd Summer Session)
6/10-11/2019 SED EdD/PhD Comprehensives, 8:30 AM-2:30 PM
6/11/2019 Summer Session 2: Late Registration Fee in effect for first time registrations

July
6/12/2019 Summer Session 2: Last day to complete the following by 5 PM: enter Summer Session 2; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit
6/13/2019 Summer Session 2: Drop/Add Fee in effect for registration changes
6/14/2019 Seminary PhD and ThD Application Deadline for Spring Term Entry 2020

August
8/2/2019 Summer Session 3 & Full Summer Session: Last day of classes
8/2/2019 SBA Ethics Oath Ceremony, 11am
8/2/2019 Commencement Services
8/2/2019 MLS Pre-clinical Summer Semester ends
8/2-5/2019 Graduation Ceremonies
8/3/2019 Baccalaureate Services
8/3/2019 Seminary Graduation Dedication Service: 4:00 PM; Seminary Chapel
8/3/2019 MLS Program Certification Ceremony, 5 PM
8/4/2019 Summer Commencement, 9:00 am
8/4-11/2019 Seminary New England Adventist Heritage Tour
8/5-23/2019 SED First Days of School Experience
8/7/2019 Summer Semester Grades due by 11:59 PM