

# Andrews University

Seek Knowledge. Affirm Faith. Change the World.

## 2024–2025 Bulletin

Berrien Springs, Michigan 49104  
[www.andrews.edu](http://www.andrews.edu) 800–253–2874

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

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

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## Table of Contents

Program & Degree Index.....	5
Campus Resources .....	8
Campus & Student Life.....	16
General Academic Policies .....	22
Undergraduate Academic Policies .....	26
Andrews Core Experience (General Education) Program .....	34
Graduate Academic Policies.....	38
Academic Program Financial Information .....	47
Charges .....	51
Undergraduate Financial Assistance .....	58
Graduate Financial Assistance.....	66
Explore Andrews Program .....	70
J.N. Andrews Honors Program .....	70
College of Arts & Sciences.....	74
College of Education & International Services .....	269
College of Health & Human Services.....	362
College of Professions .....	450
Seventh-day Adventist Theological Seminary .....	522
University Personnel .....	646
Accreditations & Memberships.....	664
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:

### College of Arts & Sciences (CAS) College of Professions (CP)

ACCT	Accounting (CP)
AFLT	Aviation Flight (CP)
AGRI	Agriculture (CAS)
ALHE	Allied Health (CHHS)
ANEA	Ancient Near Eastern Archaeology (SEM)
ANSI	Animal Science (CAS)
ANTH	Anthropology (CAS)
ARCH	Architecture (CP)
ART	Art (Studio) (CAS)
ARTH	Art History (CAS)
AVIA	Aviation (CP)
AVMT	Aviation Maintenance (CP)
BCHM	Biochemistry (CAS)
BHSC	Behavioral Sciences (CAS)
BIBL	Biblical Languages (CAS)
BIOL	Biology (CAS)
BSAD	Business Administration (CP)
BSCM	Construction Management (CHHS)
CBSC	Cybersecurity (CP)
CHEM	Chemistry (CAS)
CHIS	Church History (SEM)
CIDS	Community & International Dev (CAS)
COMM	Communication (CAS)
CPTR	Computing & Software Engineering (CP)
DSGN	Design (CAS)
DSLE	Discipleship in Lifespan Education (SEM)
ECON	Economics (CP)
EDAL	Educational Administration & Leadership (CEIS)
EDCI	Educational Curriculum & Instruction (CEIS)
EDFN	Educational Foundations (CEIS)
EDRM	Educational Research Methods (CEIS)
EDTE	Teacher Education (CEIS)
EDUC	Education—General (CEIS)

### College of Education & International Services (CEIS) Seventh-day Adventist Theological Seminary (SEM)

ENGL	English (CAS)
ENGR	Engineering (CAS)
ENSL	Intensive English (CAS)
FDNT	Nutrition (CHHS)
FILM	Film (CAS)
FNCE	Finance (CP)
FREN	French (CAS)
FTES	Fitness & Exercise Studies (CHHS)
GBST	Global Studies (CAS)
GDPC	Graduate Psychology & Counseling (CEIS)
GEOG	Geography (CAS)
GNST	General Studies (CAS)
GRMN	German (CAS)
GSEM	Seminary – General (SEM)
HCAD	Health Care Administration (CHHS)
HIST	History (CAS)
HLED	Health Education (CHHS)
HONS	Honors (all undergraduate)
HORT	Horticulture (CAS)
IDAS	International Dev Admin St (CAS)
IDSC	Interdisciplinary Studies (CAS)
ILGS	International Language & Global Studies (CAS)
INEN	Innovation & Entrepreneurship (CP)
INFS	Information Systems (CP)
INT	Interior Design (CP)
ITGS	Integrative Studies (CEIS)
ITLN	Italian (CAS)
JOUR	Journalism (CAS)
LEAD	Leadership (CAS & CEIS)
LGST	Legal Studies (CAS)
MATH	Mathematics (CAS)
MKTG	Marketing (CP)
MLSC	Medical Laboratory Science (CHHS)
MSSN	World Mission (SEM)
MUCT	Music Composition & Theory (CAS)

### College of Health & Human Services (CHHS)

MUED	Music Education (CAS)
MUHL	Music History & Literature (CAS)
MUPF	Music Performance (CAS)
MURE	Music—Religious (CAS)
NRSG	Nursing (CHHS)
NTST	New Testament Studies (SEM)
OTH	Occupational Therapy (CHHS)
OTST	Old Testament Studies (SEM)
PATH	Practical and Applied Theology (SEM)
PBHL	Public Health (CHHS)
PBTC	Phlebotomy (CHHS)
PHIL	Philosophy (CAS)
PHTH	Physical Therapy (CHHS)
PHTO	Photography (CAS)
PHYS	Physics (CAS)
PLSC	Political Science (CAS)
PORT	Portuguese (CAS)
PREL	Public Relations (CAS)
PSYC	Psychology (CAS)
PTH	Physical Therapy – Professional & Post-Professional (CHHS)
RELB	Religion—Biblical Studies (CAS)
RELG	Religion—General (CAS)
RELH	Religion—History (CAS)
RELP	Religion—Professional & Applied Studies (CAS)
RELT	Religion—Theology (CAS)
SOCI	Sociology (CAS)
SOWK	Social Work (CAS)
SPAN	Spanish (CAS)
SPED	Special Education (CEIS)
SPPA	Speech—Language Pathology & Audiology (CHHS)
STAT	Statistics (CAS)
THST	Theology & Christian Philosophy (SEM)

## COURSE NUMBERS

Non Credit	Below 100	Courses enabling the student to qualify for freshman standing
Undergraduate Lower Division	100–199	Courses usually taken during the freshman year
	200–299	Courses usually taken during the sophomore year
	300–399	Courses usually taken during the junior year
	400–499	Courses usually taken during the senior year – Approved courses also open for graduate credit
Graduate Level	500–599	Courses for graduate students – Approved courses also open for undergraduate credit
	600–699	Courses for graduate students only
	700–999	Courses for post-masters students

# Program & Degree Index

Campus Resources.....	8	Liberal Arts BS .....	132
Campus & Student Life .....	16	<b>Mathematics</b> .....	<b>135</b>
General Academic Policies.....	22	Data Science BS .....	135
Undergraduate Academic Policies .....	26	Mathematics BS.....	135
Andrews Core Experience (General Education) Program.....	34	Mathematical Studies Major .....	136
Graduate Academic Policies .....	38	Mathematics Minor.....	137
Academic Program Financial Information.....	47	Mathematics of Economics and Finance Minor.....	137
Charges.....	51	<b>Music</b> .....	<b>142</b>
Undergraduate Financial Assistance.....	58	Music BA.....	144
Graduate Financial Assistance .....	66	Music BSM.....	144
Explore Andrews Program .....	70	Music Composition BMus.....	145
J.N. Andrews Honors Program.....	70	Music Education, Teacher Certification BMus.....	145
College of Arts & Sciences .....	74	Music Performance BMus .....	146
Pre-Professional Program in Art Therapy.....	74	Music Minor .....	147
Pre-Professional Program in Dental Assistant and Dental Hygiene.....	74	Conducting MMus.....	147
Pre-Professional Program in Dentistry.....	75	Music Education MMus.....	149
Pre-Professional Program in Law .....	75	Music MA .....	150
Pre-Professional Program in Medicine.....	75	Music Ministry MMus.....	151
Pre-Professional Program in Occupational Therapy .....	75	Performance MMus.....	152
Pre-Professional Program in Optometry.....	76	<b>Physics</b> .....	<b>165</b>
Pre-Professional Program in Pharmacy.....	76	Biophysics BS.....	165
Pre-Professional Program in Physician Assistant .....	77	Physics BS .....	166
Pre-Professional Program in Public History.....	77	Physics Education BS .....	166
Pre-Professional Program in Respiratory Care .....	77	Physics Studies Major.....	167
Pre-Professional Program in Veterinary Medicine.....	77	Physics Minor .....	167
<b>Biology</b> .....	<b>79</b>	<b>Religion &amp; Biblical Languages</b> .....	<b>173</b>
Biology BS .....	79	Christian Discipleship AA .....	173
Biology Minor .....	80	Religion BA .....	173
Biology MS.....	80	Religion BA (Distance Ed) .....	174
<b>Chemistry &amp; Biochemistry</b> .....	<b>89</b>	Religion, Secondary Education Concentration BA .....	175
Biochemistry BS .....	89	Theology BA .....	175
Biochemistry BS (ACS approved).....	90	Biblical Languages Minor.....	176
Chemistry BS.....	90	Missions Minor.....	176
Chemistry BS (ACS approved) .....	91	Religion Minor .....	177
Chemistry BS (Secondary Education) .....	92	Christian Discipleship Certificate .....	177
Chemistry Minor .....	92	Foundations of Christian Ministry Certificate 1 .....	177
<b>English</b> .....	<b>97</b>	Foundations of Christian Ministry Certificate 2 .....	177
English BA .....	97	Foundations of Christian Ministry Certificate 3 .....	178
English Education Minor .....	98	Ministry Certificate (Spanish) .....	178
English Minor .....	99	Mission and Global Awareness Certificate .....	178
Writing Minor .....	99	<b>School of Engineering</b> .....	<b>185</b>
<b>History &amp; Political Science</b> .....	<b>106</b>	Engineering, Chemical Engineering Concentration BSE.....	185
History BA .....	106	Engineering, Computer Engineering Concentration BSE .....	186
Political Science BA/BS.....	106	Engineering, Electrical Engineering Concentration BSE .....	186
Social Studies BS .....	107	Engineering, Mechanical Engineering Concentration BSE .....	187
History Minor.....	108	Engineering Minor.....	188
Legal Studies Minor .....	108	<b>School of Social &amp; Behavioral Sciences</b> .....	<b>193</b>
Political Science Minor.....	108	Behavioral Sciences BS .....	193
<b>International Languages &amp; Global Studies</b> .....	<b>116</b>	Psychology BA .....	195
French BA.....	116	Psychology BS.....	196
Global Studies BA.....	116	Sociology BA .....	198
Language for International Trade BA .....	117	Sociology BS .....	198
Spanish BA .....	118	Anthropology Minor .....	199
Spanish for K-12 Education BA.....	118	Behavioral Sciences Minor .....	199
Language/International Business Dual Degree BA/BBA .....	119	Community and International Development Minor .....	200
Spanish/Speech-Language Pathology and Audiology Dual Degree BA/BS.....	119	Criminal Justice Minor .....	200
French for Education Minor.....	119	Emergency Preparedness Minor .....	200
French Minor .....	119	Psychology Minor .....	201
Global Studies Minor .....	120	Sociology Minor.....	201
Languages Minor .....	120	Community and International Development MSCID .....	201
Spanish for Education Minor.....	120	Community and International Development/Divinity Dual Degree MSCID/MDiv.....	202
Spanish Minor.....	120	Community and International Development/Social Work Dual Degree MSCID/MSW .....	202
Business French Certificate .....	120	<b>School of Social Work</b> .....	<b>216</b>
Business Spanish Certificate .....	120	Social Work BSW .....	216
Spanish Translation/Interpretation Certificate .....	120	Human Services Minor .....	217
Adventist Colleges Abroad Program .....	121	Social Work Minor .....	217
<b>Liberal Arts, General Studies &amp; Interdisciplinary Studies</b> .....	<b>129</b>	Trauma and Disaster Response Minor.....	218
General Studies AA .....	129	Social Work MSW .....	218
General Studies AS.....	129	Regular Standing (Two Year) Program.....	219
General Studies BA .....	130	Accelerated Regular Standing (Two Year) Program .....	220
General Studies BS.....	131	Advanced Standing (One Year) Program .....	220
Liberal Arts BA .....	132		

Advanced Standing Plus (18 Months) Program.....	220	Leadership MA, Organizational Leadership Concentration .....	328
Social Work/Business Administration Dual Degree MSW/MBA.....	221	Leadership MA, Social Innovation Concentration.....	328
Social Work/Community & International Development Dual Degree MSW/MSCID.....	221	Leadership MA (Job Embedded Design) .....	329
Social Work/Discipleship and Lifespan Education, Family Life Education Concentration Dual Degree MSW/MA.....	223	Educational Leadership EdD .....	329
Social Work/Divinity Dual Degree MSW/MDiv .....	223	Educational Leadership EdS.....	330
Social Work/Public Health, Nutrition and Wellness Concentration Dual Degree MSW/MPH .....	223	Educational Leadership PhD .....	331
<b>Sustainable Agriculture.....</b>	<b>232</b>	Higher Education Administration EdD .....	332
Agriculture AS .....	232	Higher Education Administration EdS.....	333
Animal Science BS .....	232	Higher Education Administration PhD .....	334
Sustainable Horticulture BS .....	233	Individualized Concentration .....	336
Agriculture Minor .....	234	Leadership DLead .....	336
Pre-Professional Program in Veterinary Medicine .....	234	Leadership EdS .....	337
Horticulture Certificate .....	234	Leadership PhD.....	339
<b>Visual Art, Communication &amp; Design.....</b>	<b>240</b>	Leadership Certificate.....	340
Photography AS .....	240	Leadership Graduate Certificate .....	341
Art BA.....	241	Leadership Postdoctoral Certificate .....	341
Communication BA .....	242	Principal Graduate Certificate .....	341
Digital Communication BS.....	243	Superintendent of Schools Graduate Certificate .....	341
Fine Art BFA .....	244	Supervisor of Instruction Graduate Certificate .....	342
Graphic Design BS .....	245	<b>Global Campus.....</b>	<b>350</b>
Graphic Design BFA.....	245	<b>Intensive English Programs.....</b>	<b>356</b>
Photography BS .....	246	ESL Program .....	356
Photography BFA .....	247	Andrews English Experience .....	357
Visual Arts Education BS (Secondary Education).....	248	International Table Talk, Tutorials, and Community English Workshops .....	357
Art History Minor .....	249	Language Pathway Program .....	357
Communication Arts Minor (Secondary Education).....	250	<b>Center for Adult Degree Completion .....</b>	<b>360</b>
Communication Studies Minor .....	251	Integrative Studies BS.....	360
Graphic Design Minor .....	251	College of Health & Human Services .....	362
Painting and Drawing Minor .....	252	<b>Medical Laboratory Sciences .....</b>	<b>364</b>
Photography Minor .....	252	Allied Health Administration BS.....	364
Public Relations Minor.....	253	Biomedical Diagnostics BS .....	364
Pre-Professional Program in Art Therapy.....	254	Medical Laboratory Science BSMLS .....	365
College of Education & International Services .....	269	Medical Laboratory Science BSMLS (MLT to BSMLS, Online) .....	366
<b>School of Education (Formerly Teaching, Learning &amp; Curriculum) ..</b>	<b>276</b>	Medical Laboratory Science MSMLS.....	368
Secondary Education BA/BS.....	279	Medical Laboratory Science Certificate .....	369
Elementary Education BSELED .....	280	Technologist in Chemistry Certificate.....	370
Individualized Major Education BS.....	282	Technologist in Hematology Certificate.....	370
Integrated Science for Secondary Education BS.....	282	Technologist in Microbiology Certificate .....	371
Social Studies for Secondary Education BS .....	283	MLS National Certification Eligibility Requirements .....	371
Dual Degree BA/BS - MAT Secondary Education.....	283	<b>School of Communication Sciences &amp; Disorders.....</b>	<b>377</b>
Dual Degree BSELED - MAT Elementary Education .....	283	Speech-Language Pathology and Audiology BS .....	377
Teaching English to Speakers of Other Languages Minor .....	284	Speech-Language Pathology and Audiology/Spanish Dual Degree BS/BA.....	378
Curriculum and Instruction MA.....	284	Speech-Language Pathology and Audiology Minor .....	380
Individualized MAT .....	285	Speech-Language Pathology MS.....	380
Learning Technologies MA.....	286	<b>School of Nursing .....</b>	<b>387</b>
Secondary Education MAT .....	287	Nursing BSN (Pre-licensure).....	387
Special Education MS.....	288	Nursing BSN (RN to BSN, Online) .....	388
Teaching English to Speakers of Other Languages (TESOL) MA .....	289	Advanced Practice Registered Nurse DNP (Distance Education) ..	389
Curriculum and Instruction EdS .....	289	<b>School of Population Health, Nutrition &amp; Wellness .....</b>	<b>398</b>
Curriculum and Instruction PhD.....	290	Exercise Science BS.....	398
College and University Teaching Certificate.....	291	Nutrition Science & Dietetics, Dietetics Concentration BS .....	399
Special Education (Adventist Specialty Endorsement) .....	291	Nutrition Science & Dietetics, Nutrition Science Concentration BS .....	401
Post-Baccalaureate/Master's-Level Teacher Certification, Elementary Certification .....	291	Public Health, Environmental Public Health Concentration BSPH ..	403
Post-Baccalaureate/Master's-Level Teacher Certification, Secondary Certification .....	292	Public Health, Social and Behavioral Sciences Concentration BSPH .....	404
Teacher, Administrator, School Counseling, & School Psychologist Certification (Adventist & State of Michigan) .....	292	Wellness BHS.....	405
<b>School of Graduate Psychology &amp; Counseling.....</b>	<b>306</b>	Fitness Education Minor .....	406
Clinical Mental Health Counseling MA .....	306	Health Minor .....	406
Counseling Psychology MS.....	307	Nutrition and Wellness Minor .....	406
Educational Psychology MA .....	308	Public Health Minor.....	406
School Counseling MA .....	309	Healthcare Administration MHA .....	407
Counseling Psychology PhD .....	310	Nutrition & Wellness MS .....	408
Educational Psychology PhD .....	312	Public Health, Health Promotion and Health Education Concentration, MPH .....	408
School Psychology EdS.....	312	Public Health, Nutrition and Wellness Concentration MPH .....	409
<b>School of Leadership.....</b>	<b>324</b>	Healthcare Administration/Divinity Dual Degree MHA/MDiv .....	410
Leadership Minor.....	324	Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW .....	410
Educational Leadership MA .....	325	Public Health/Divinity Dual Degree MPH/MDiv.....	412
Higher Education Administration MA .....	326	Culinary Medicine Graduate Certificate .....	412
Leadership MA (Concentration Design) .....	327	Nutrition & Dietetics Graduate Certificate (Dietetic Internship) ..	413
Leadership MA, Higher Educational Leadership Concentration.....	327	<b>School of Rehabilitation Sciences .....</b>	<b>428</b>
Leadership MA, K-12 School Leadership Concentration .....	328	Physical Therapy BHS (Interim Degree) .....	428

Occupational Therapy DScOT.....	429	Pastoral Ministry MAPM (English Track) .....	536
Physical Therapy DPT .....	430	Pastoral Ministry MAPM (Hispanic Track) .....	538
Physical Therapy DPT (Transitional) .....	431	Religion MA .....	540
Physical Therapy DScPT (Distance Education) .....	432	Religion MA (Interdisciplinary Track: International Sites).....	540
College of Professions.....	450	Christian Leadership Concentration .....	541
<b>Aviation .....</b>	<b>451</b>	Global Mission Concentration .....	541
Aviation, Flight Concentration AT .....	451	Jewish/Christian Studies Concentration .....	541
Aviation, Maintenance Concentration AT .....	452	Religion MA (Interdisciplinary Track: Online) .....	542
Aviation, Aviation Management - Flight Concentration BT .....	452	Christian Leadership Concentration .....	543
Aviation, Aviation Management - Maintenance Concentration BT .....	453	Religion MA (Specialized Track).....	544
Aviation, Flight and Maintenance Concentration BT .....	454	Archaeology and History of Antiquity Concentration .....	544
Aviation, Flight Concentration BT .....	455	Biblical and Cognate Languages Concentration .....	544
Aviation, Individualized Concentration BT .....	456	Church History Concentration .....	545
Aviation, Maintenance Concentration BT .....	456	Intertestamental (Jewish) Studies Concentration .....	545
Aviation Flight Minor .....	457	Mission Studies Concentration .....	545
Aviation Maintenance Minor .....	457	New Testament Concentration .....	545
Aircraft Maintenance Certificate .....	457	Old Testament Concentration .....	545
Aviation Flight Certificate .....	458	Theological Studies Concentration .....	546
FAA Certification .....	458	Youth & Young Adult Ministry MA .....	547
<b>Center for Innovation &amp; Entrepreneurship.....</b>	<b>464</b>	Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW .....	548
Graduate Innovation & Entrepreneurship Certificate .....	464	Divinity/Community and International Development Dual Degree MDiv/MSCID.....	554
Interdisciplinary Innovation and Entrepreneurship Certificate .....	464	Divinity MDiv .....	554
<b>Computing .....</b>	<b>467</b>	Community and International Development MSCID .....	561
Computer Science BS .....	467	Divinity/Healthcare Administration Dual Degree MDiv/MHA .....	562
Computing BS .....	467	Divinity MDiv .....	563
Cybersecurity BS .....	468	Healthcare Administration MHA .....	570
Data Science BS.....	469	Divinity/Public Health Dual Degree MDiv/MPH.....	571
Computing Minor.....	469	Divinity MDiv .....	571
Cybersecurity Minor .....	469	Public Health, Nutrition and Wellness Concentration MPH .....	578
Data Analytics Minor .....	470	Divinity/Social Work Dual Degree MDiv/MSW .....	579
Data Science Minor.....	470	Divinity MDiv .....	579
Information Systems Minor .....	470	Social Work MSW .....	586
Information Technology Minor .....	470	Biblical and Ancient Near Eastern Archaeology PhD .....	587
<b>School of Architecture &amp; Interior Design.....</b>	<b>477</b>	Discipleship in Lifespan Education PhD .....	589
Architecture AS .....	477	Intercultural Studies DIS .....	592
Interior Design AS .....	477	Ministry DMin.....	593
Architectural Studies BS (Non-Professional) .....	478	Chaplaincy Concentration (ACPE Certified Educator option available) .....	594
Architecture BSA (Professional Degree Track) .....	478	Discipleship Concentration (English/Spanish) .....	594
Architecture BSA (Professional Degree Track) - Chronological .....	479	Equipping Women for Effective Leadership Concentration.....	594
Interior Design BID.....	480	Family Ministry Concentration (English/Spanish) .....	594
Interior Design BID - Chronological.....	481	Global Mission Leadership Concentration.....	594
Architectural Studies Minor .....	481	Growing and Multiplying Churches Concentration.....	594
Interior Design Studies Minor .....	482	Intergenerational Church Concentration.....	594
Architecture MArch (3 1/2 Year Track) .....	482	Leadership Concentration (English/Spanish) .....	595
Architecture MArch (5 1/2 Year Track) .....	483	Mass Media for Ministry Concentration.....	595
Interior Design Certificate.....	483	Multicultural/Multicultural Mission and Ministry Concentration....	595
<b>School of Business Administration: Accounting, Economics &amp; Finance .....</b>	<b>490</b>	Preaching Concentration .....	595
Accounting Analytics BBA .....	490	Strategic Coaching for Life and Leadership Concentration .....	595
Accounting BBA .....	490	Urban Ministry Concentration (English/Spanish) .....	595
Finance BBA .....	491	Religion PhD .....	596
Information Systems BBA .....	492	Theology ThD.....	599
International Business BBA .....	493	Ellen G. White and Adventist Studies Graduate Certificate .....	602
International Business/Language Dual Degree BBA/BA.....	494	Seminary Fellowship, Post-Doctoral Certificate.....	602
Accounting Minor .....	496	<b>Church History .....</b>	<b>606</b>
Economics Minor .....	496	<b>Discipleship &amp; Lifespan Education.....</b>	<b>611</b>
Finance Minor.....	496	<b>New Testament.....</b>	<b>617</b>
<b>School of Business Administration: Graduate Business Administration .....</b>	<b>503</b>	<b>Old Testament.....</b>	<b>622</b>
Business Administration MBA.....	503	<b>Practical &amp; Applied Theology.....</b>	<b>627</b>
Organizational Management MSA .....	504	<b>Theology &amp; Christian Philosophy .....</b>	<b>638</b>
Business Administration/Social Work Dual Degree MBA/MSW....	505	<b>World Mission .....</b>	<b>641</b>
Business Administration PhD .....	508	University Personnel .....	646
<b>School of Business Administration: Management &amp; Marketing.....</b>	<b>511</b>		
Business AS .....	511		
Business Administration BS.....	511		
Management BBA.....	512		
Marketing BBA.....	513		
Supply Chain Management BBA .....	514		
Business Administration Minor.....	514		
Management Minor.....	514		
Marketing Minor.....	515		
Seventh-day Adventist Theological Seminary.....	522		
Discipleship and Lifespan Education MA.....	526		
Divinity MDiv .....	529		

# 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 UNDERGRADUATE INSTITUTIONAL OUTCOMES	ANDREWS UNIVERSITY GRADUATE INSTITUTIONAL OUTCOMES
<p>At Andrews University undergraduate students will:</p> <p><b>Seek Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.</li> </ol> <p>Skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.</p> <ol style="list-style-type: none"> <li>2. Pursue enduring questions through study in core fields and explore the connections between those fields.</li> </ol> <p>Core fields for undergraduate programs are the Humanities, the Arts, the Natural Sciences, History, the Social Sciences, and Mathematics.</p> <p><b>Affirm Faith</b></p> <ol style="list-style-type: none"> <li>3. Articulate a biblical worldview to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.</li> <li>4. Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.</li> </ol> <p><b>Change the World</b></p> <ol style="list-style-type: none"> <li>5. Apply concepts, knowledge, and skills of core fields and their chosen program to solve meaningful problems.</li> <li>6. Address the needs of diverse communities in a manner consistent with Christian thought and practice.</li> </ol>	<p>At Andrews University graduate students will:</p> <p><b>Seek Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate competence at an advanced level in a range of transferable skills such as information literacy, critical thinking, quantitative literacy, research methods, team work, engaging diverse perspectives, ethical reasoning, and effective communication.</li> <li>2. Achieve a comprehensive and critically-aware knowledge of a major discipline with appropriate specializations and appreciation of how the discipline relates to other fields of study; and, at the doctoral level, contribute to the applied and/or theoretical knowledge in that field.</li> </ol> <p><b>Affirm Faith</b></p> <ol style="list-style-type: none"> <li>3. Critique or enrich from a Seventh-day Adventist faith perspective key ideas, techniques or methods at the forefront of the field of study.</li> <li>4. Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.</li> </ol> <p><b>Change the World</b></p> <ol style="list-style-type: none"> <li>5. Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from one's discipline in a manner consistent with Christian thought and practice.</li> </ol>

### Frequently Asked Questions About Institutional Outcomes

**What are institutional outcomes?** Institutional outcomes are broad statements which represent the values of an institution. They help shape and inform the academic culture of an institution and decide the type of graduate profile an institution aspires to have. They are achieved by the collective experiences offered to students which include courses, co-curricular activities, student services, and other educational experiences. There is an expectation in higher education and by our regional accreditation (The Higher Learning Commission) that Andrews

University has institutional outcomes which are used in the assessment process and are known to all programs.

**Does Andrews University currently have institutional outcomes?** Yes, Andrews University currently has 14 institutional outcomes (sometimes referred to as "goal statements" which can be found through this link [andrews.edu/about/mission](http://andrews.edu/about/mission)). These outcomes guided the assessment and program review processes since they were created. In order to have a more engaged culture of assessment, known and implemented common goals across programs, the Faculty Senate in collaboration with the Office of Institutional Effectiveness updated, modified, and articulated a set of reduced and improved learning outcomes. These outcomes have been referred to as the AU Unified Framework of Outcomes (AU UFO) since the process began. Moving forward, we will refer to these outcomes as *Institutional Outcomes*.

**What is the relationship between the course, program, and institutional outcomes?** Institutional outcomes are grounded on the university's mission. They focus on the abilities, knowledge, and skills that students develop from their engagement in the university experiences including courses, co-curricular activities, institutional activities (for example Change Day), student services, and other experiences. Institutional outcomes provide guidance to program directors and departments for the development of program outcomes. **Program outcomes** are mapped to the institutional outcomes and show how students achieve institutional outcomes in that academic program. Program outcomes emphasize the specific knowledge, skills, and dispositions students can expect to achieve upon completion of a particular course of study. **Course outcomes** articulate what students will know and be able to do as a result of taking the course. Course outcomes are more specific than program outcomes. They are mapped to the program outcomes, and can be thought of as building blocks to help students achieve program outcomes.

**Why do we do assessment?** Andrews University believes that assessment of student learning is an integral part of good educational practice. The ultimate goal of assessment at Andrews University is the improvement of student learning. ([andrews.edu/services/effectiveness/assessment](http://andrews.edu/services/effectiveness/assessment))

**What are the hallmarks of a good assessment plan?** Good assessment shows students' strengths and weaknesses so that support can be provided in the areas that will help students achieve the learning outcomes. Thus, a good assessment plan includes both formative and summative assessment. Typically, formative assessment is done in courses; however, it is helpful to include one or two program assessments at key checkpoints in the students' educational journey. A good assessment plan involves all program faculty in discussions about student achievement of program outcomes, and decisions on how to improve student learning.

**Are institutional outcomes, program outcomes, and course outcomes measured separately?** Not necessarily. Assessments of program outcomes are often integrated in signature (or key) assignments near the end of students' coursework, or at major checkpoints. Examples of how program outcomes are measured include capstone courses, final projects, presentations, portfolios, research, and practicums. In some cases, program assessments include discipline-specific standardized or license exams. When program outcomes are clearly mapped to institutional outcomes, the results of program assessments provide evidence that institutional outcomes are achieved. These results can provide particularly compelling evidence when the same measurement criteria are applied in different programs, such as a common rubric for master's theses. Institutions may also use nationally normed tests or surveys (e.g., senior survey, alumni survey) to verify that institutional outcomes have been met.

## The University

Andrews University dates back to 1874, when the Seventh-day Adventist denomination founded Battle Creek College in Michigan. In 1901, the institution was moved to Berrien Springs, Michigan, including the K-12 program, and given the name of Emmanuel Missionary College. The Seventh-day Adventist Theological Seminary was organized in 1934 as the advanced Bible school on the campus of Pacific Union College in Angwin, California. Two years later the General Conference of Seventh-day Adventists voted to locate the advanced Bible school on a more permanent basis in Washington, D.C., and named it the Seventh-day Adventist Theological Seminary. In 1957, the Board of Trustees enlarged the scope of the seminary by establishing a school of graduate studies for graduate programs other than theology, and named the merged institution Potomac University. A new and larger site was sought to accommodate the expanded university.

In 1959 the university moved to the campus of Emmanuel Missionary College at Berrien Springs, Michigan. In 1960, Emmanuel Missionary College, the Theological Seminary and the School of Graduate Studies were united under one charter bearing the name of Andrews University. In 1974, the college section was reorganized into the College of Arts and Sciences and the College of Technology. The College of Technology was dissolved in 2011 and its academic programs were redistributed into other existing schools. The School of Business Administration



was organized in 1980, the School of Education was established in 1983, and the School of Architecture was organized as such in 1994. The role and function of the School of Graduate Studies was substantially altered in 1987. In 2010, Andrews University assumed ownership of Griggs University, which was reorganized as the School of Distance Education, to support distance education and educational programs offered at locations across North America and the world. Because of the many international partnerships, the school was renamed as the School of Distance Education & International Partnerships. In 2012, five departments housed within the College of Arts and Sciences together became the School of Health Professions.

In 2019 the university made several changes to consolidate operations, maximize resources, and align academic programs and units for synergy and growth. The School of Education and the School of Distance Education & International Partnerships merged to become the College of Education and International Services. The School of Architecture joined the School of Health Professions in the College of Health and Human Services. The new College of Professions includes the School of Business Administration and the departments of Aviation and Computing. The School of Architecture moved to the College of Professions in 2024.

### **Accreditation**

Recognizing that students benefit from studying at an accredited institution, Andrews University is accredited by the Higher Learning Commission<sup>1</sup> 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 global educational experience at Andrews University is evidenced by its national university rankings, including a number of Top Ten rankings in ethnic and international diversity, and by the university's inclusion in Forbes' Top Colleges, Wall Street Journal/Times Higher Education College Ranking and US News Best Colleges. Its strong undergraduate honors program attracts such outstanding students as National Merit Finalists, secondary-school valedictorians and others with outstanding secondary-school achievement.

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

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

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

<sup>1</sup> The Higher Learning Commission  
230 South La Salle Street, Suite 7-500, Chicago IL 60604  
Phone: (800) 621-7440; [www.hlcommission.org](http://www.hlcommission.org)

### **International Opportunities**

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

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

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

## Academic Resources

**Adventist Digital Library**  
**James White Library, Lower Level**  
content@adventistdigitallibrary.org  
269-471-6204

Andrews University is a founding consortium partner that established the Adventist Digital Library in 2015. The University serves as the home for ADL, located in the Center for Adventist Research. ADL is an online repository of thousands of historic Adventist publications, including books, pamphlets, and periodicals, and a resource for many newer publications. Containing millions of pages of data, with more added annually, it strives to be the go-to source for most Adventist digital publications. It produces the Seventh-day Adventist Periodical Index, which provides citation and some full-text access to over 50 Adventist periodical titles, mainly in English.

**Agriculture Education Center**  
agriculture@andrews.edu  
269-471-6006

Andrews University has a more than a century of leadership in the field of agriculture in the Seventh-day Adventist church as well as in the local southwestern Michigan region. The Agriculture Education Center is re-purposing the buildings and lands of the former Dairy into a facility that is wholly dedicated to student learning through hands-on animal and plant management skills development and research projects which test hypotheses, inform actions, and contribute to developing knowledge in a field of study. Students and faculty from academic departments across campus collaborate with their counterparts in the Department of Sustainable Agriculture to advance their scholarship while utilizing this resource which is unique in Adventist higher education in North America.

**Andrews International Center for Educational Research**  
Bell Hall, Room  
269-471-6080

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

**Architecture Resource Center**  
Architecture Building  
269-471-2417

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

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

The ARC is fortunate to have two rare book collections. One was donated by Ronald Senseman, FAIA, an architect who practiced in his own firm for over 30 years in the Washington, D.C. area. This exceptional collection includes classic rare books and photographs of architecture dating from the 19th century to the present. Vernon Watson, a Chicago Prairie Style Architect, donated his valuable and rare book collection to the ARC. Mr. Watson designed Griggs Hall, which was

the original campus library, as well as several Prairie Style homes in Berrien County. In addition the ARC is now the official repository for the EDRA archive collection. This means professors, scholars and researchers, if they choose, will donate their private and personal collections to the collected works in the ARC.

**Center for 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 Adventism and Ellen G. White, a key founder of the Seventh-day Adventist denomination. The Center, formed in 2003 by combining the Adventist Heritage Center, the Ellen G. White Estate Branch Office, and the University Archives, holds the world's largest collection of published research materials on Seventh-day Adventism. The Center serves the campus community and the world community of Seventh-day Adventists by providing research support services and a significant outreach component. The Center and the Seminary Library cooperate to support theological education.

- Holdings contain material on the history and development of the Millerite Movement and the Seventh-day Adventist Church from the 1830s to the present. Among the materials preserved at the Center are over 100,000 books and small paper publications, nearly 6,000 different periodical titles, and over 21,000 analog and digital audio-visually. A sizeable number of the periodicals are non-English and represent the finest collection of its kind in the world, including many one-of-a-kind titles. The Center holds nearly 400 collections (3,600 linear feet) of personal papers of notable church figures such as pioneers, administrators, teachers, ministers, and missionaries. These collections provide a wide range of primary source documents. The Center's archives contain over 30,000 photographs and other graphic records of denominational and campus interest, an obituary file of nearly 200,000 names, and the records of early Adventist congregations. The SDA Periodical Index is edited at the Center.
- Special collections of the Heritage Center include the Advent Source and the Conditional Immortality Source Collections, which document the origins of Seventh-day Adventists, the development of prophetic interpretation, and the history of the doctrine of conditional immortality. The George B. Suhrie Bible Collection features a collection of 182 Bibles. Other rare materials include books dating from the 15th century and several original editions of Martin Luther and other Reformers' pamphlets. In 2005, the Review and Herald Publishing Association donated its 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. In 2020, the Atlantic Union College Heritage Room Collection came to the Center.
- 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, articles, and thousands of documents related to Ellen White and the history and development of the Adventist Church.

**Center for Statistical Services**  
Bell Hall (Education), Room 212  
269-471-6214  
269-471-6374(fax)

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 Digital Learning & Instructional Technology**  
Griggs Hall, Room 123  
dlit@andrews.edu  
269-471-3960

The Center for 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 Center for 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 Global Campus.

**Center for Professional Development Courses**

Bell Hall, Suite 205  
1-800-471-6210 option #1  
odl@andrews.edu

Andrews University partners with select organizations to offer courses to K-12 teachers. These 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 their school district, 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.

**Department of Intensive English Programs (DIEP)**

Nethery Hall, Room 203  
269-471-2260  
diep@andrews.edu

The Department of Intensive English Language Programs (DIEP) supports academic communication and the cultural and professional development of international students. It facilitates the English language assessment and placement for incoming students and offers programs centered on assessment of needs, advising, and instruction as it draws on the expertise of its language instructors. The DIEP offers classes in person and online in fall, spring, and summer semesters and participates in the Language Pathway Program, providing the ESL classes that students take to meet the university English language requirements.

**Greek Manuscript Research Center**

Seminary Hall, Room N124  
269-471-3313

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

**Horn Archaeological Museum**

9047 Old US 31  
(Open Saturdays 3–5 pm)  
hornmuseum@andrews.edu  
269-471-3273

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

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

**InMinistry Center**

Seminary Hall, Room N206  
inministry@andrews.edu  
269-471-3514

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

**Institute for Prevention of Addictions**

Adjacent to the Sutherland House  
8338 W Campus Circle Drive  
ipa@andrews.edu  
269-471-3558

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

**Institute of Archaeology**

9047 Old US 31  
hornmuseum@andrews.edu  
269-471-3273

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

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

**Institute of Church Ministry**

Seminary Hall, S136  
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  
assessment@andrews.edu  
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.

**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.

**International Center for Trauma Education & Care**  
traumacare@andrews.edu

Housed in Andrews University's School of Social Work, the Center provides trauma-informed awareness, education and tools to support healing in organizations, churches, and communities across the world. Through the Center, students, faculty, alumni, and other departments work locally and abroad to equip people to face trauma with the powerful message of restoration.

**James White Library**  
269-471-3267 (Information Desk)

The James White Library connects students and faculty with relevant up-to-date information, resources, and services on-campus and remotely, including the following:

- **Scholarly Resources:** Accessible print and digital books, journals, research databases, audio-visual materials, Adventist collections, and Digital Commons @ Andrews University.
- **Technology:** Available research tools like Grammarly and Endnote, poster and 3-D printing, regular printing and scanning, laptops for loan, videoconference meeting room.
- **Interlibrary Loans & Document Delivery:** Books not found at JWL can be borrowed from Michigan libraries through MelCat. Request additional books and articles via interlibrary loans from libraries worldwide.
- **Library Hours:** Sunday 9:00 am to midnight; Monday through Thursday, 8:00 am to midnight. Friday 8:00 am to 3:00 pm. The MAIN library maintains these hours on national holidays during the regular semester. For changes in hours, please visit the library's website.
- **Study Spaces:** Several group study rooms, open study carrels, closed study carrels, and meeting rooms can be reserved for use. More collaborative and quiet study spaces are available for use.
- **Instruction:** Book a consultation with your department's liaison librarian who will provide individual and group instruction about using the library or a specific research topic. Chat with a librarian or staff online. View library tutorials and research guides or attend a library workshop. Call the Circulation/Information desk at 269-471-3267 for more information.
- **Research & Publication:** Librarians provide research and publication support for theses, dissertations, and faculty publications. Book a consultation with your liaison librarian.

**Marine Biological Field Station**  
Anacortes, Washington  
Department of Biology  
biology@andrews.edu  
360-293-2326  
269-471-3243

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

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

The Multimedia Center houses the library's 3-D printers, a small computer lab for general use, audiovisual materials (VHS, DVDs, etc.) and equipment, study spaces, and collections of children's and young adult literature. A computer workstation dedicated to serving students with disabilities is also available here.

**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.

**Music Materials Center**  
Hamel Hall  
269-471-6217

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

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

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

**North American Division Evangelism Institute**  
Seminary Hall, Room S303  
resources@nadei.org  
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.

**Seminary Chaplaincy Study Center**  
chaplaincy@andrews.edu  
269-471-3244

The Seminary Chaplaincy Study Center (SCSC) provides a variety of methods and resources for the orientation and training of the Seventh-day Adventist Theological Seminary (SDATS) students, church members, schools, communities, and Seventh-day Adventist (Adventist) professional chaplains throughout the world.

Specifically, the SCSC shall have the following Terms of Reference:

- To sensitize students, church, and community members to the need and importance of professional Adventist chaplains and their involvement in diverse chaplaincy services
- To provide continuing education on various chaplaincy ministries to churches, schools, and communities throughout the world in the form of lectures, workshops, courses, seminars, etc
- To become involved in the programs, presentations, and publications of the Adventist Chaplaincy Ministries, Adventist Chaplaincy Institute, Association of Professional Chaplains, and other chaplaincy organizations
- To promote a research culture among the SDATS students and Adventist professional chaplains
- To organize Chaplaincy symposia on various chaplaincy topics

**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**

The Seminary Online Learning Center provides quality video for online courses, continuing education courses, and streaming for various events of the Seventh-day Adventist Theological Seminary. The Seminary Online Learning Center partners with the Center for 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 210  
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 SSC networks with all other campus support centers and functions as a referral base for students and advisors.

The Student Success Center:

- maintains on-campus referral and academic support information for all students
- manages group tutoring classes 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**  
Bell Hall, Suite 200  
269-471-3480

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

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

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

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

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

## Campus Resources

### ADA Services for Students with Disabilities

Nethery Hall, Room 210  
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 the Student Success Center 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](http://www.ed.gov/about/offices/list/ocr/transition.html).

### 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 secure storage and management of 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, and comprises over 1,600 cubic feet of paper records, and over 80,000 digital records. 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 program, which encompasses the entire University campus, includes policies, a manual, retention schedules for records, guidelines, and forms for identifying those records/items which can be destroyed and those which must be kept and properly transferred to the Archives. The goal of the Archives is to standardize procedures for proper record management across campus.

### Andrews University Bookstore

Campus Plaza  
269-471-3287

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

### Andrews University Press

Sutherland House  
aupress@andrews.edu  
269-471-6134

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

### Center for Youth Evangelism

Seminary Hall, Room S103  
cye@andrews.edu  
269-471-8380

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](mailto:whitehead@andrews.edu)

### Christian Leadership Center

Seminary Hall  
269-471-8332

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

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

### Employment

Administration Building, Main Floor  
employment@andrews.edu  
269-471-3570

The Office of Employment assists students with their on-campus employment needs. The office provides information regarding employment opportunities, assistance with necessary paperwork, administers employment tests and is responsible for updating employment files.

### Howard Performing Arts Center

hpac@andrews.edu  
Box Office 471-3560  
Fax 471-3565

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

In addition, during the school year the Howard Center is home to the monthly Friday evening vesper service Fusion, which merges together all Friday night worship services, creating a dynamic and diverse worship experience. Students

studying music at Andrews University also present their junior and senior recitals as a part of their requirements for graduation in the Howard Center.

The Howard Center was funded in part by a significant gift from John and Dede Howard, longtime members of the St. Joseph community, who now reside in Holland, 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](http://www.howard.andrews.edu/events) for a complete listing of events.

**Information Technology Services**  
**Information Services Building**  
helpdesk@andrews.edu  
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.

**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 for Diversity & Inclusion**  
**Administration Bldg., AD322**  
269-471-3388

The Office for Diversity & Inclusion fosters understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age, gender, and religion in several ways. The office provides spiritual, administrative and academic leadership for the equity and diversity vision, resources, and programs across the University. The office also engages the campus with inclusive hiring practices, LGBTQIA+ matters, and relevant diversity training.

- Support and cultivate awareness, appreciation and engagement with both national and international diversity and its relevance in a University environment.
- Support University-wide diversity related committees, commissions, programs, and task forces through active leadership and advocacy.
- Work with the University and external community to elevate the visibility and maximize the impact of campus diversity efforts, activities, and programs including student international and ethnic clubs and organizations. Collaborate with the Office of Human Resources and relevant administrators regarding University diversity issues, including search and selection processes.

- Encourage and assist with infusion of diversity into the instruction and content of new and existing courses, and with diversity in the co-curriculum.
- Work with the University to create and maintain an Andrews University philosophy of diversity and inclusion that is fully reflective of the gospel.
- Support and cultivate awareness, appreciation and engagement with both national and international diversity and its relevance in a University environment.
- Lead strategic diversity planning efforts, including assessment, evaluation and accountability.
- Encourage a campus environment that seeks to resolve conflict through reconciliation and healing as understood in the gospel.
- Identify barriers to recruitment and retention of underrepresented populations and support strategies to overcome these barriers for students, faculty and staff.

**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 (College of Education & International Services) in coordinating a teacher-training program.

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

# Campus & Student Life

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

## Campus & Student Life

<b>Campus Center, Main Floor</b>	<b>269-471-3215</b>
Athletics & Intramurals Johnson Gym	269-471-3965
Campus Ministries (Center for Faith Engagement) Campus Center, Main Floor	269-471-3211
Campus Safety International Court	269-471-3321
Counseling & Testing Center Bell Hall (Education Building)	269-471-3470
Employment Administration Building, Main Floor	269-471-3570
Graduate Student Association Campus Center, Ground Floor	269-471-6606
Housing Lamson Hall Meier Hall University Apartments University Towers	269-471-3446 269-471-3390 269-471-6979 269-471-3670
International Student Services Administration Building, Third Floor	269-471-6395
Student Activities & Involvement Campus Center, Main Floor	269-471-3615
Student Health & Counseling University Medical Specialties	269-473-2222
Student Insurance Administration Building, Main Floor	269-471-3327
Student Success Center Nethery Hall, Second Floor	269-471-6096
Undergraduate Leadership Campus Center, Main Floor	269-471-6636
Undergraduate Student Association Campus Center, Ground Floor	269-471-3250
University Health & Wellness Campus Center, Main Floor	269-471-6165

## Our Values, Your Choice

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

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

- **To attend a faith-based university** by respecting Andrews University's Seventh-day Adventist Christian perspective and values. See the section "A Faith-Based University."
- **To adopt a healthy lifestyle** guided on and off campus by the core values of the Andrews University community. See the section "A Healthy Lifestyle."
- **To live on a residential campus** in a University residence hall while a single undergraduate student under the age of 22 (unless living with an approved family member or Andrews faculty or staff member) and, while an undergraduate resident, to participate in a meal plan at the University's vegetarian cafeteria. See the section "A Residential Campus."
- **To engage a whole-person approach** to education and, while an undergraduate or Seminary student, to attend required co-curricular programs. See the section "A Whole Person Approach."

Distance degree and PTC (Permission to Take Classes for non-degree purposes) students complete a "Community Values Agreement" in which they note their understanding and respect of the Andrews University commitment to embrace core Seventh-day Adventist Christian values. Distance degree and PTC students are invited to consider these values as they strive to remain in good standing with their local communities and to optimize the benefits of the University's whole-person educational philosophy.

## A Faith-Based University

### Seventh-day Adventist Faith and Values

The Center for Faith Engagement 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 the Center for Faith Engagement 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 mankind is revealed. The CFE 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 and mankind: "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 through the transforming power of His Spirit in our lives: "Sanctify them by your truth. Your word is truth." John 17:17  
"I give myself as a holy sacrifice for them so they can be made holy by your truth." John 17:19
- Be Confident in God's Calling: "As you sent me into the world, I have sent them into the world." John 17:18

## A Whole Person Approach

As part of earning an Andrews University degree, graduate and undergraduate students have many opportunities to engage in faith and learning opportunities outside the classroom. These complement academic courses and allow students to document valuable skills and dispositions desired by employers. Undergraduate students and Seminary students agree to participate in a minimum number of cocurricular opportunities each semester as part of their educational experience. However, we encourage all students to be involved in out-of-class learning experiences offered by the University—on campus, in the community and around the world. 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.

To learn more about the undergraduate co-curricular requirement, please refer to [bulletin.andrews.edu](http://bulletin.andrews.edu) > Student Handbook > To Hold Accountable: Student Responsibilities.

## 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, click here.

### Residence Halls

The University maintains three residence halls: Lamson Hall (for women), Meier Hall (for men), and University Towers (for graduates or undergraduates age 22+). 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](http://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 "Student Handbook" at the Student Life office (or online here). 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 Involvement, Leadership & Activities.

### Andrews University Student Association (AUSA)

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. 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 (AUGSA)

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 through the Office of Student Involvement, Leadership & Activities each year 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 in the Office of Student Involvement, Leadership & Activities.

### Student Records

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

### Information Released to Third Parties

In accordance with FERPA, Andrews University does not disclose personally identifiable information from educational records without a student's consent except in limited circumstances. FERPA does permit institutions to define classes of information as "directory information." FERPA permits the disclosure of directory information without the consent of the student, unless the student has informed the University Registrar, in writing, of her/his refusal to permit the dissemination of directory information. A form for opting out of the disclosure of directory information, which must be filled out and submitted each semester, is available in the Office of Registrar. The University has designated the following information as "directory information": name, local address, local telephone number, email

address, gender, marital status, hometown, date and place of birth, school, academic program (degree, major and minor), enrollment status, class standing/classification (i.e., freshman, sophomore, junior, senior or graduate), participation in officially recognized activities, dates of attendance, degree(s) received, honors and awards, and photographs. Even where directory information may be released, Andrews University reserves the right to withhold such information from third parties.

## Safety Regulations

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

## Motor Vehicles

Andrews requires all vehicles on campus to register with the Office of Campus Safety. Drivers must follow posted speed limits and parking designations.

## Vehicle Registration

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

## Auto Licensing

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

## Auto Insurance

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

## AU Alert

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

During emergencies this system will send text messages, emails and voice calls to registered recipients. The system will also post alerts to the Andrews University Facebook account and/or the Andrews University Twitter account with the emergency information to the Andrews University Facebook account and/or the Andrews University Twitter accounts. AU Alert notices are intended only for situations involving imminent danger to health or human safety. These may include severe weather alerts, winter weather class cancellations, hostile threats, utility failure, major road closings or fire, among others.

To receive emergency alert text messages, emails or voice calls, log in with your Andrews username and password at <https://www.getrave.com/login/andrews>. Parents or family members can be registered by the student to receive alerts (as a secondary phone number) or can self-register under the public option.

## 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](mailto: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

18

own salad, sandwich or panini. The World Market features scratch-made pizzas and a variety of delicious stir-fry options with scratch-made sauces. Our Breakfast Zone offers waffles, cereal, an assortment of beverages and yogurt. Be sure to visit the Bakery for a delicious selection of sweet treats.

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

### Insurance—Injury/Sickness

Every international student with an F1 (with an I-20) or J1 (with a DS2019) visa is required to purchase the student health plan. The only exceptions that will be made to this policy are for Canadian students and students who are fully sponsored by a conference or country, and those who may have a group health plan through an American employer. Domestic students who are enrolled for at least ½ time credit hours are able to either purchase the student health plan, or provide a waiver showing proof of other insurance that meets waiver requirements.

The student will be able to select coverage by completing the student insurance section in Registration Central. If a student health plan is selected, the appropriate payment for this coverage is charged to the student's account and it is non-refundable.

Please visit the website [andrews.edu/services/hr/students/insurance/](http://andrews.edu/services/hr/students/insurance/) for additional policy information or visit [ANDREWS | Home \(myahpcare.com\)](http://ANDREWS | Home (myahpcare.com)) to learn more about the student health plan.

Beginning Fall 2022, coverage of dependents is no longer an option with the student health plan. Only registered students are permitted to enroll in the student insurance. Short-term policies for dependents may be found by searching on the Internet.

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/](http://andrews.edu/services/hr/students/insurance/).

### Counseling & Testing Center

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

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

National standardized testing—including the ACT, SAT, GRE subject, LSAT, MPRE, 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](mailto:ctcenter@andrews.edu). You may also find us on Facebook at [facebook.com/AUCTC](https://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 I94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has

not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form

- Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI

#### List B

##### Documents That Establish Identity:

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

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

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

#### List C

##### Documents That Establish Employment Eligibility:

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

All documents presented must be original.

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

## The Office of Employment

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

### Office of Employment

Telephone: 269-471-3570

Fax: 269-471-6293

Email: [employment@andrews.edu](mailto:employment@andrews.edu)

Website: [www.andrews.edu/hr](http://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 Department of Homeland Security to issue I-20s and sign legal students' documents. The Office of International Student services' director is also the RO (Responsible Officer), and therefore, is now authorized to issue its own DS 2019 documents for it J1 (student/researcher/exchange visitor) and J2 (dependent of J1) applicants. This office also has an ARO (Alternate Responsible Office) for assisting in the preparation of the DS2019 document. The PDSO, RO, ARO and DSO are also required to advise international students in areas related to student life on campus such as study, work and travel, etc.

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

*\*\*F2 visa status holders are dependents of F1. F2 visa holder who is a spouse, is not permitted to work during the entire duration of their stay in the US but are allowed to be a student on a part time basis. F2 dependent children are permitted to go to school but not work. However, when the F2 dependent completed high school, F2 dependent should change his/her visa status to F1 is s/he would like to continue with their education at a college/university.*

#### General requirements for maintaining status as international students:

- Have a valid passport at all times.
- Continue to carry a full course of study.
- 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).
- 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.

- 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.
- 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.
- 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)
Department of Intensive English Programs (DIEP)	12 clock hours (minimum)
Academy Fall Qtr	2.0 units (minimum)
Winter/Spring Qtr	1.5 units (minimum)

*International Students cannot AUDIT courses at anytime or Withdraw ("W") if it would put the student below the minimum credits required*

Summer semester is the vacation semester for those who start a regular school year (fall semester). International students do not have to enroll for a lesser course load during summer except if the initial attendance reporting date on the I-20 or DS-2019 is dated for the spring or summer semesters. If so, the student must enroll for a full study load during the summer. Additional information is available in the Office of International Student Services.

- 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.
- 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.

- 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.
- 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.
- 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:

- Academic training related to the course of study or
- 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 only 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/](http://fmjfee.com/).

### **Additional Information**

Should you need additional information, please visit <https://www.andrews.edu/services/international/>, call us at 269-471-6395/269-471-3310, or email us at [iss@andrews.edu](mailto: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

This bulletin presents answers to general questions regarding academic policies. Please note that students are expected to know the rules that govern academic matters and that responsibility for meeting degree requirements rests upon the student. It is crucial for each student to be aware of all relevant requirements published in the bulletin under which he/she plans to graduate. Students with questions or special problems and circumstances should consult the dean, department chair or program coordinator.

The bulletin in force when the student first registers is the binding document that governs academic policy and requirements during the student's period of study. However, students may upon occasion and after consultation with their advisor and with the approval of the dean of their college, request permission to change bulletins. The student's freedom to choose the bulletin under which he/she will graduate is limited. Undergraduates should see the section "Student's Governing Bulletin". Graduate students should see "Residency Requirements and Time Limits".

### Attendance at the University

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

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

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

### Changes in Bulletin Requirements

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

### Registration

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

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

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

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

### Credit Hour Definition

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

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

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

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

### Grading System and Grade-point Averages

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

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

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

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

### Other Grade Report Entries

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

**AU—Audited Classes (including HN, UA and UH).** A student may choose to audit a course for a variety of reasons, including general interest or personal or professional growth. The term audit refers to registration for attendance only; no academic credit will be earned. A class may be audited provided (1) there is room in the class, (2) the student has an appropriate background, and (3) the instructor gives permission to attend. A grade of AU is given for an audited course if the student has met the obligations of the audit agreement. Courses that do not have a face-to-face component cannot be audited. Other exclusions include, but are not limited to private music lessons and independent study courses. 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.

Audited courses cannot be used to fulfill prerequisites or graduation requirements. Audited courses do not count towards Satisfactory Academic Progress for financial aid or immigration purposes.

A student may change from "credit" to "audit" registration and vice versa during the drop/add period at the beginning of each term. To make this change the student must present the Office of Academic Records with a Change of Registration form with the required signatures. Students may not switch a course registration status to audit after the drop/add period has ended.

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 practicums (clinical/fieldwork experiences, internships) and courses requiring research such as theses and dissertations.

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) can be assigned only if the following stipulations are met (*Note: Students will be charged an incomplete fee for each incomplete grade issued*):

- student has completed a major portion of the work for the course (approximately 70 percent).
- student's work is incomplete because of illness or unavoidable circumstances; incompletes cannot be assigned because of negligence or inferior performance.
- student will earn a passing grade if no additional work is submitted (see minimum grade requirements for ACE, major/minor/cognates, graduate courses).

Faculty must submit an incomplete contract which states:

- the remaining work to be completed
- a plan with timelines for completion of the work
- the time limit
- the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, Incompletes should be resolved prior to the beginning of the next term. 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 in which the course is offered. The number of I's on a student's record affects the student's class and workload.

Students with two incomplete courses may not register for more than 12 credits of new courses. Students with 12 or more credits of incompletes may not register for additional courses. Incompletes must be removed before graduation. Some academic programs may have additional restrictions; see program-specific information in the current Bulletin and respective handbooks.

**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 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 on the transcript when a student drops a course after the drop/add deadline and before the final withdrawal deadline (approximately 65% of the academic term) 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 and use attendance as a basis for determining the final course grade. Additionally, attendance records are used to determine satisfactory academic progress as it relates to federal financial aid and international student visa status.

Online students are expected to meet the same policies and procedures as those attending face-to-face courses. Participation, however, is defined differently for asynchronous interactive online courses than face-to-face and synchronous courses. Attendance in asynchronous interactive online courses is defined by the instructor as outlined in the syllabus, and may include academic engagement such as online discussion, quizzes, assignments, tutorials, etc. Logging in does not count as attendance [cf: 34 CFR 668.22(c)(3), 34 CFR 668.22(l) and 34 CFR § 600.2]. Failure to engage as assigned may be deemed an absence for that week.

The instructor's course syllabus alerts students to the attendance requirement as noted below in class absences.

**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.** Regular attendance at classes and laboratories is required. In the case of an absence (illness or accident), students are expected to notify the instructor promptly. For absences due to university-sponsored activities the program director will provide verification of the event and roster of student names to the college dean which should be submitted on the first week of the semester or immediately after the roster is finalized. Students are responsible for notifying their instructors of the anticipated absences.

After absences due to illness for the equivalent of more than one week, students should provide verification of illness from a non-immediate family licensed health care provider to their college dean's office. See the Student Handbook for policy and procedure for longer medical leaves (including those related to mental health).

Course requirements must be fulfilled regardless of attendance. Whenever the number of absences exceeds 20 percent (10% for graduate courses) of the total course appointments, the grade of "F" may be recorded. Students who have not attended a course prior to the close of registration, will not be allowed to add the course.

Instructors are not obligated to accept work missed under circumstances such as late registration, suspension, early departures, or late returns from holidays or vacations.

Non-attendance does not suffice to indicate that the student has dropped the course. The student is counted as a member of the class and is charged tuition until the appropriate form is filed in the Office of Academic Records.

**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.

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 form. Undergraduate graduation 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 Application deadlines:

	December Conferral	May Graduation	August Graduation
Undergraduate Students	3 <sup>rd</sup> Thursday of September	3 <sup>rd</sup> Thursday of September	3 <sup>rd</sup> Thursday of May
Graduate Students	3 <sup>rd</sup> Thursday of September	3 <sup>rd</sup> Thursday of January	3 <sup>rd</sup> Thursday of May

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



- Students must receive financial clearance from the Student Financial Services Office to participate in graduation ceremonies or to receive a diploma.
- Diplomas will be ready for distribution beginning two weeks after commencement/degree conferral.

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

**Graduation in Absentia.** At the time of application for graduation, 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.

# Undergraduate Academic Policies

## Admission

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

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

### Application Process for All Undergraduate Students

Applicants to the Berrien Springs main campus and online programs are strongly encouraged to apply online at [andrews.edu/apply](http://andrews.edu/apply). Applicants to Andrews University programs on affiliated campuses follow the application process communicated by their campus. (See Off-Campus Programs for site and contact information.)

Applications must be submitted by:

- First time applicants to any undergraduate certificate, associate or baccalaureate program
- Continuing AU student who has not been enrolled during the previous two academic terms (excluding summer)
- Applicants to a second baccalaureate program

### Apply Early

Applications for admissions, the non-refundable \$30 fee, and all required documents should be submitted by the following priority deadlines. Deadlines are for the Berrien Springs main campus only:

Fall Semester	Spring Semester	Summer Session 1	Summer Session 2	Summer Session 3
July 15	November 15	March 15	April 15	May 15

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

## Freshman Admission Requirements

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

### Freshman Admission Required Documents

#### Academic Records

- Official transcript from an accredited high school, or
- Home School transcript showing courses taken and grades earned. Transcript must be signed by the learning coach, or
- GED College-ready certificate with minimum scores of 145 on each section of the test, or
- Official academic credential from an equivalent overseas secondary school (if high school completed outside of the United States)

#### College Readiness Test Scores

- PSAT
- ACT

- SAT

### Freshman Admissions Standards

- **PSAT-Based Admissions**
- A minimum overall high school GPA of 3.25
- PSAT scores at the 75<sup>th</sup> percentile or above. Currently, this is a composite score of 1100 or above.

### Regular Admissions

- A minimum high school cumulative GPA of 2.75
- ACT or SAT Test Scores at the 50<sup>th</sup> percentile. Currently, these scores are ACT composite score of 20 and SAT composite score of 1030

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

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

Mail:

Office of Undergraduate Admissions  
Andrews University  
4150 Administration Dr  
Berrien Springs MI 49104-0740

E-Transcript:

[undergrad@andrews.edu](mailto:undergrad@andrews.edu) (accepted as official only if sent from a secure authenticated designated party)

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

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

## Transfer Student Admission Requirements

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

### Transfer Student Admission Required Documents

#### Academic Records

- Official and complete academic transcripts from all colleges attended

### Transfer Student Admission Standards

- 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.
- Applicants who have attended a post-secondary institution since earning a high school diploma, or passing the GED or equivalent US high school completion test, but have completed fewer than 25 post-secondary level credits are admitted based on Freshman Admission Standards.
- Applicants who have completed an AA/AS degree at a regionally accredited institution or completed a state core curriculum (e.g. MTA) will be considered to have met all general education (Andrews Core Curriculum) requirements with the exception of Religion.

Applicants 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.

**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**

- Official and complete college transcripts from each institution attended.
- Students who have completed a state core curriculum should verify that the completion is indicated on the official transcript.
- The University reserves the right to request a student to provide an external evaluation of international transcripts from a credential/transcript evaluation agency (e.g. WES).
- 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 committee 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	
<b>Academic Records</b>	
<b>First Time In Any College (Freshman)</b>	
<ul style="list-style-type: none"> <li>• International Students applying as First-time In Any College or University (freshman) must submit official documentation of completion of upper secondary high school. To know which document is required for the country in which high school studies was completed, see the <i>International High School US Equivalency Document</i>. (International students studying outside the U.S. will be required to take the ACT/SAT if offered at their secondary schools.)</li> </ul>	
<b>Transfer Student</b>	
<ul style="list-style-type: none"> <li>• Official and complete college or university transcripts from each institution attended.</li> <li>• The University reserves the right to request a student to provide an external evaluation of international transcripts from a credential/transcript evaluation agency (e.g. WES).</li> </ul>	
<b>English Proficiency</b>	

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

**International Students Admission Standards**

- International freshman students must meet the minimum required cumulative GPA of 2.5 on a complete high school transcript or meet the minimum passing marks with a 2.5 or higher GPA based on AACRAO on the *secondary school certificate* required for the country in which high school studies was completed.
- Transfer students must have a minimum cumulative GPA of 2.50. Transfer students who have earned 25 or more semester credits before applying to Andrews are evaluated on the basis of their cumulative GPA.
- Students who have attended a post-secondary institution since graduating from high school, but have completed less than 25 college or university level credits are admitted based on the same admission standards required of freshman students. ACT/SAT scores are recommended, but not required.

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

**Language of Instruction.** Students admitted to a university program must be able to fully participate in the program in the designated language of instruction. The language of instruction is defined as the language of primary content delivery, assessment and evaluation. English is the main language of instruction on the main campus of Andrews University and for online courses. At times, individual programs may be offered in languages other than English. In these cases, the language of instruction will be identified in the program description both in the bulletin and on the program's website. Students seeking admission to programs offered in languages other than English must demonstrate adequate language of instruction proficiency prior to being admitted. Once a student begins a program, they may not change to the same program offered in another language of instruction.

**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 Department of Intensive English Programs (DIEP) or through a partner institution that holds an official agreement with Andrews University.

AU Admissions	Duolingo	TOEFL iBT	TOEFL ITP*	IELTS [Academic]	PTE [Academic]	C1 Advanced C2 Proficiency
	110	80	550	6.5	54	176

TOEFL iBT	TOEFL ITP*	IELTS	PTE		
Reading	15	all components (except Writing and Speaking)	Reading	6	
Listening	15		Listening	6	
Writing	17	Writing	80	Writing	5
Speaking	18	Speaking	3	Speaking	6

48

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 DIEP 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 Pathway Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in the DIEP courses. Students in the Pathway Program must demonstrate language proficiency by successfully completing the DIEP courses in order to continue in the degree program. Not all degree programs allow students to participate in the Pathway Program. Please contact the DIEP for additional information at 269.471.2260 or diep@andrews.edu.

Concordance Table: Minimum Composite Score

	Duolingo	TOEFL iBT	TOEFL ITP*	IELTS [Academic]	PTE [Academic]	C1 Advanced C2 Proficiency
Pathway	90-105	61-79	500-549	5.5-6.0	43-53	162-175
ESL Only	below 90	below 61	below 500	below 5.5	below 43	below 162

The ENSL course work for a student is formulated on the basis of the results of Duolingo English Test, TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), PTE Academic (Pearson Test of English), or DIEP English Placement Test, and the student's course load is adjusted accordingly. Students are required to take English language studies until English language skills are at an acceptable level. Students who need to take ENSL courses will need to budget for additional costs.

The Counseling & Testing Center in Bell Hall offers the Internet-based TOEFL by appointment. The Department of Intensive English Programs (DIEP) in the College of Education and International Services 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:

- Academic acceptance into a degree program
- Balanced estimated budget sheet
- Support for all personal funds and/or sponsorship (bank statement or letter of sponsorship)
- Current bank documentation (last three months)
- One-time, non-refundable International Student Fee of \$100.
- Advance deposit of \$3,000 (Citizens of Bahamas, Bermuda, Canada & Mexico are exempt from paying the international deposit)
- Copy of Passport
- Mailing Address (No P.O. Box Addresses) and telephone number

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

### Adult Student Admission Requirements

Applicants who are (1) at least 25 at the time of application or (2) currently serving in the military or who are veterans, and (3) have not enrolled in a degree program in the last 2 years may apply for admission as an Adult Student.

### Adult Student Admission Required Documents

#### Academic Records

- Official transcript from an accredited high school, or
  - Home School transcript showing courses taken and grades earned. Transcript must be signed by the learning coach, or
  - GED College-ready certificate with minimum scores of 145 on each section of the test, or
  - Official academic credential from an equivalent overseas secondary school (if high school completed outside of the United States)
- Official and complete academic transcripts from all colleges attended

#### Adult Student Admissions Standards

Adult students must have a minimum college cumulative GPA of 2.50. Adult students who have earned 25 or more semester credits before applying to Andrews are evaluated on the basis of their cumulative college GPA. Applicants who have attended a post-secondary institution since earning a high school diploma or passing the GED or equivalent US high school completion test, but have completed fewer than 25 post-secondary level credits are evaluated based on their cumulative high school GPA with a minimum 2.50 required.

Applicants 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, such as work experience, employment credentialing/certifications, ministry involvement, and/or ACT/SAT scores. The Undergraduate Admissions Committee reviews and makes a final decision on students who do not fully meet minimum requirements.

#### Readmission as an Adult Student

Individuals previously enrolled at the university may be considered for readmission as adult students if they meet the following criteria:

- Are at least 25 years old
- Have an institutional GPA of 2.0 or better
- Have broken residency by being inactive for at least 2 semesters

Program admission requirements vary by department.

#### Second Baccalaureate Admission Requirements

Second-baccalaureate applicants must have earned a baccalaureate or higher degree through an accredited postsecondary institution. See also: Baccalaureate Degree Requirements.

### Required Medical Records

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

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

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

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

### Dual Enrollment Status

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

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

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

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

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

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

#### **Non-degree Seeking Students**

Non-degree students are individuals seeking temporary enrollment status for the purpose of participating in courses at Andrews University. Enrollment as a non-degree seeking student is no guarantee of admission as a graduate or undergraduate degree seeking student. Non-degree seeking student enrollment in some courses is available only by permission of the instructor.

Guest Student enrollment status is valid for one academic year, unless the student is part of a formal program or consortium. Non-degree seeking students who are not part of a formal program or consortium must submit an enrollment form each academic year they wish to attend.

**Types of Non-Degree Seeking Students** include

- Non-degree seeking students who are part of a formal program (including DIEP and certification students).
- Consortium students attending as part of an agreement or defined program (including ACA, student exchange and MLS).
- High school students
- Students who are degree-seeking elsewhere
- Guest students

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 a copy of the F1 or J1 visa, copy of valid passport and copy of current I-20 or DS-2019.

#### **Limitation of Credits Taken as a Non-Degree Seeking Student**

Non-degree seeking students who are not part of a formal program or consortium may enroll in up to two courses per semester. Students who eventually apply and receive regular admission, may ask that up to 30 of the Andrews undergraduate credits taken as a non-degree seeking student be applied towards the proposed undergraduate degree. A minimum grade of C must be received in each course to be accepted for degree credit.

#### **High School Students Taking College Classes**

High School students are eligible to take up to two courses per semester of Courses Approved for High School Registrations if they meet the following criteria:

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

Financial limitations apply:

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

Students will be responsible:

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

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

- *On-campus courses* taken by an individual student or by groups of students through the Berrien RESA or area high schools, taught by Andrews University faculty or adjunct faculty.
- *Interactive online courses* taken by individual students or by groups of students through Adventist Academies or Griggs International Academy affiliate schools, taught by Andrews University faculty or adjunct faculty.
- *Concurrent enrollment courses* taken by groups of students attending an Adventist Academy, taught by approved academy teachers who serve as Andrews University adjunct faculty.

More information for high school students, parents and advisors, as well as schools interested in concurrent enrollment, is available through [www.andrews.edu/precollege](http://www.andrews.edu/precollege).

#### **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, 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, 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):

- Four 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 language other than English;
- One year-long computer course, including development of skills in database, web page development and other advanced skills; and
- Two years of social studies courses, including world or U.S. history (or history for your country of residence) and geography.

If it's available at your school, also plan to take a Bible/religion course each year. Music/fine arts, physical education and practical arts also help build a well-rounded secondary education.

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

### Class Standing

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

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

### Areas of Study

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

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

### Honor Lists

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

### Study-Work Loads

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

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

juniors, and seniors for 18 credits. Adding to the course load by receiving private instruction, by correspondence work, or by registering in another university or college while being currently registered at Andrews University is not allowed. Exceptions must have permission from the dean of the school in which the student is enrolled. If permission is granted, the total study load per semester must not be greater than the maximum load permitted in residence. A student is not permitted to earn more than 20 credits during one semester.

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

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

### Satisfactory Academic Progress

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

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

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

### Voluntary Leave of Absence

On occasion, a student may need to take a break from continuous enrollment at the university with the intent to return to their studies within a designated timeframe. This break in enrollment may be requested for a variety of reasons, including personal, academic or financial. Students may apply for a Voluntary Leave of Absence (VLA) for up to two consecutive terms, excluding the summer term for programs without expected summer enrollment. Students enrolled in more than one university program may not request a VLA from one program and remain enrolled in the other(s).

Approval of a Voluntary Leave of Absence (VLA) is based on the nature of the request and the feasibility of the student returning to their academic program without undue hardship on the student or department/school. If a VLA is approved, the student's status (including institutional aid and academic catalog year) is maintained upon return to the university. Any registration hold(s) must be addressed prior to applying for a VLA.

**Eligibility.** Students wishing to apply for a Voluntary Leave of Absence (VLA) from the university must meet the following requirements:

- Be a degree-seeking undergraduate or graduate student. Students enrolled in certificate programs are not eligible.
- Have completed at least one term at the university.
- Be enrolled in the term immediately prior to the start of the VLA (excluding the summer term for programs without expected summer enrollment).
- Not be on academic dismissal.
- Not have a hold that would prevent registration (e.g. financial, student life).

**Process.** Students must submit an application for a Voluntary Leave of Absence (VLA) to the college dean at least two weeks prior to the beginning of the term for which the VLA is being requested. Applications must be signed by the primary advisor and the department/school chair. Additional signatures are required as applicable. Students should consult their student financial aid advisor regarding any financial aid implications. International students should also consult the Office of International Student Services regarding any visa/immigration implications. Students are responsible for communicating the intended VLA with Student Financial Services, Residence Life and other campus offices as appropriate.

**Limitations.** While on a Voluntary Leave of Absence (VLA), students are restricted as follows:

- Students may not register for any Andrews University courses on the main campus, online or with any international partners. Students may finish coursework for an Incomplete earned prior to the VLA.

- Students will not have access to university resources and services, including student insurance, library services, etc.
- Students may not participate in university activities (athletics, clubs, etc.) or live in campus housing.
- Students may not be degree-seeking at another institution.
- Students may not enroll in courses at another institution without an approved transient student request.

**Return.** It is expected that students on a Voluntary Leave of Absence (VLA) return to active student status by the deadline specified on their VLA application. Students who wish to return in advance of the end of the VLA or extend the length should contact their college dean for consideration. Prior to reinstating enrollment, students should do the following:

- Notify the Academic Records Office of their intent to return at least three weeks prior to the start of the next term.
- Meet with their academic advisor to discuss course options and receive permission to register.
- Contact other campus departments including Student Financial Services, International Student Services, and/or Residence Life as appropriate.

Students who do not return at the conclusion of their VLA will be fully withdrawn from the university.

#### Academic Probation Procedures

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

- the cumulative AU GPA falls below 2.00,
- the semester GPA is 1.75 or below,
- 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 will be evaluated to determine transferability to Andrews University degree requirements. The University reserves the right to request a student to provide an external evaluation of international transcripts from a credential/transcript evaluation agency (e.g. WES).

#### Advanced Credit

Applicants 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.** Up to 8 credits may be awarded for each Advanced Level grade of C or higher and 4 credits for each Advanced Subsidiary Level grade of C or higher. See the Equivalency Table

**European Advanced Standing.** Up to 32 ACE or general elective credits may be awarded to students earning secondary or high school credentials in countries that are members of the European Higher Education Commission that support the Bologna Process. See By-Country Admission Criteria

#### Cambridge Pre-U

Credit may be awarded for Pre-U principal level grades of M3 or higher. See Pre-U Equivalency Table

#### International Baccalaureate Exam

A score of 4 (Higher Level) or better will be accepted for general education credits. A score of 5 (Higher Level) or better will be considered by departments for credit towards major requirements.

#### Credit For Prior Learning

Andrews University approves credit for prior college-level learning earned through recognized advanced standing, standardized and department exams, validation and portfolio assessments. For information about evaluation of transfer credits, see 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:

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

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

**Advanced Placement Exams.** Credits for advanced high school learning may be applied toward major, concentration, minor, core experience and elective requirements. The following options are currently recognized:

**Cambridge Pre-U**

See [International Collegiate Programs](#) policy.

**College Board (AP)**

Credit awarded for Math, Science and English scores of 4 or 5; credit awarded for scores of 3 or higher for all other subject exams.

**International Baccalaureate (IB)**

See [International Collegiate Programs](#) policy.

**High School Advanced Standing**

See [International Collegiate Programs](#) policy.

**Standardized Exams.** Recognition for prior learning may be achieved through credit by exams taken through standardized examining bodies such as College Level Exam Program (CLEP), DANTES Subject Standardized Test (DSST), and Excelsior College (UEXcel).

**CLEP – College Level Exam Program**

Transfer credit awarded for scores of 62 or higher in Science and Language subject exam; and scores of 50 or higher in all other subject exams.

**DSST – DANTES Subject Standardized Test**

Transfer credit awarded for scores of 434 or higher in science and language subject exams; and scores of 400 or higher in all other subjects.

**UEXCEL – Excelsior College**

Transfer credits awarded for scores of B or higher on listed Language and Science exams; scores of C or higher will be accepted on all other approved subject exams.

Scores meeting departmentally established minima will be articulated as transfer credit with a passing grade.

Students may take standardized exams at any approved testing center, including the Andrews University Counseling and Testing Center.

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

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

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

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

**Credit for Off-Campus Study/Experience - After Admission to AU**

In keeping with the Andrews mission statement, many opportunities are available for students to engage in changing the world during their degree program. Academic credit is available for some of these experiential learning commitments.

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

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

**Educational Tours.** Tours enrich required classes.

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

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

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

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

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

## Baccalaureate Degree Requirements

The Bachelor of Arts and the Bachelor of Science degrees promote a liberal arts education that fosters distinct methodologies and intellectual capacities. Both degrees require focused study of the human experience and scientific inquiry. 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).

- The Bachelor of Arts is a liberal arts degree that explores the human experience and its meaning across a variety of disciplines. The degree includes second language proficiency at the intermediate level and often provides opportunities for a minor.
- The Bachelor of Science is a liberal arts degree allowing for concentrated study in a particular field.

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.

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 120 semester credits must be earned and applied toward the degree.
- A minimum of 30 semester credits must be earned from courses numbered 300 or above.
- A minimum of one-third of the credits required for a major, and 3 credits required for a minor must be earned in courses numbered 300 or above.

### Course Requirements

- 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.

- A General Education course may be used to fulfill the General Education requirements for multiple degrees.
- Students who have completed an AA/AS degree at a regionally accredited institution or completed a state core curriculum will be considered to have met the general education (ACE) requirement with the exception of Religion.

#### Residence Requirements

- A minimum of 30 of the last 60 credits for baccalaureate programs must be earned through completion of Andrews University undergraduate level courses included in the academic bulletin.
- A minimum of one-third of the credits required for a major, and 3 credits required for a minor must be earned on campus.
- School of Business Administration students seeking a BBA must complete at least 50% of the core and major (33 of the total 66 credits) in residence.

#### Grade Requirements

- Overall GPA: A GPA of at least 2.00 (C) is required in all credits, and in credits earned at Andrews University. (Individual schools or departments may have higher minimum GPA requirements.)
- Major GPA: A GPA of at least 2.25 is required in all transfer credits, and in all credits earned at Andrews University that are counted for a major. (Individual schools or departments may have higher minimum GPA requirements.)
- Minor GPA: A GPA of at least 2.00 is required in all transfer credits, and in all credits earned at Andrews University that are counted for a minor. (Individual schools or departments may have higher minimum GPA requirements.)
- No course with a grade below C- may count toward a major or minor.

**One Degree with Multiple Majors.** Students may earn more than one major for a single degree. When more than one major is chosen, all the requirements for each major must be met including all respective cognates. 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 will earn a degree for each major (i.e., BA, BS or Professional degree). The requirements for each major must be met including all respective cognates. 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 for some programs must complete departmental assessment examinations administered by the Counseling and Testing Center. These testing experiences include major field exams for selected departments and majors. Departments may ask students to participate in additional assessment activities.

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

## Second Baccalaureate Degree Requirements

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

- complete, in residence, 30 credits beyond those required for the first baccalaureate degree.
- meet all of the published requirements of the second degree major/professional component, including prerequisites, cognates, degree core, and General Education requirements specific to the program of study for the second degree.

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

## Associate Degree Requirements

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

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

#### Residence Requirements.

- A minimum of 15 credits for associate programs must be earned through completion of Andrews University undergraduate level courses included in the academic bulletin.
- A minimum of 9 credits of the major must be taken in residence.

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

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

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

## Student's Governing Bulletin

A student's bulletin identifies the curricular requirements (major, minor, general education) that must be met to earn the degree. Students are placed on the bulletin in effect at the time of their initial enrollment as a degree-seeking student. All general education requirements, majors, minors, and certificates must be in the same bulletin.

After seeking the advice of their advisor, a student may choose to move to a subsequent bulletin year during which they are enrolled at the university, as long as the program or degree is still offered, and the bulletin was published no more than ten years prior to the planned date of graduation. If a student is inactive for two or more consecutive semesters, they are placed on the bulletin for the year in which their student status is reactivated. By changing bulletins, a student is responsible for fulfilling all the graduation requirements in their newly chosen bulletin year.

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

# Andrews Core Experience (General Education) Program

Nethery Hall, Room 135  
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## Philosophy of the Andrews Core Experience (ACE) 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.

Transmitting this foundational heritage—along with an appropriate level of knowledge and skills—is the essential purpose of the Andrews Core Experience at Andrews University.

The Andrews Core Experience (ACE) seeks to prepare graduates who possess the knowledge, ethical values, interests, abilities, communication competence, quantitative skills, and analytical thinking for both leadership and service, so that they may contribute effectively to their homes, work places, communities, and churches.

Anchored in key 100-level courses, the first-year ACE curriculum provides an introduction to academia and a balanced university life, further development of essential academic skills, and a sense of belonging to the Andrews University community.

## Andrews Core Experience Learning Outcomes

The Andrews Core Experience addresses the following Andrews University Undergraduate Institutional Outcomes:

1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.

Skills for *undergraduate* students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.

2. Pursue enduring questions through study in core fields and explore the connections between those fields.

3. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

## 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: Bachelor's Degrees

The Andrews Core Experience requirements for all bachelor's degrees are listed below. The table can also be viewed in a printable PDF format.

Learning Categories/ACE Core Experience Courses	Credits	Learning Outcomes/Descriptors
Foundations	18	<i>Study of essential ways of living, thinking, and communicating - typically taken in the first year</i>
Wellness HLED 135 - Wellbeing 360° Credits: 3		Skill: Wellness (Outcome 1)

Learning Categories/ACE Core Experience Courses	Credits	Learning Outcomes/Descriptors
Mathematics MATH 145 - Mathematics for the (Mis)Information Age Credits: 3* or a higher-level MATH course		Skill: Quantitative Literacy (Outcome 1) Core Field (Outcome 2)
Communication COMM 104 - Communication Skills Credits: 3 ENGL 115 - College Writing I Credits: 3 or ENGL 117 - College Writing I: Writing Across Cultures Credits: 3 ENGL 215 - College Writing II Credits: 3		Skills: Communication (oral) (Outcome 1) Communication (written) (Outcome 1) Information Literacy (Outcome 1)
Faith Foundation RELT 100 - God and Human Life Credits: 3 or RELB 210 - Jesus in His Time and Ours Credits: 3		Affirm Faith (Outcome 3)
Faith	9	<i>Study of God and God's connection to the human experience through revelation</i>
Breadth or depth Additional 9 credits from RELB, RELG, RELP, or RELT		Affirm Faith (Outcome 3)
Arts & Humanities	9	<i>Study of human experience through analysis of human artifacts and participation in the arts</i>
History HIST 110 - Worldviews, Cultures and Gods Credits: 3		Skill: Engaging Diverse Perspectives (Outcome 1) Core Field (Outcome 2)
Theory - One or two courses from: ARTH 220 - Language of Art Credits: 3 ENGL 255 - Studies in Literature: _____ Credits: 3 MUHL 214 - Enjoyment of Music Credits: 3 MUHL 250 - Music to Change the World Credits: 3 PHIL 224 - Introduction to Philosophy Credits: 3 Experience - If only one theory course, remaining credits from: Studio Art Ensemble Applied Music Elementary or Intermediate Modern Language INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play Credits: 3		Skills: Analytical Inquiry (creative thinking) (Outcome 1) Engaging Diverse Perspectives (Outcome 1) Core Fields (Outcome 2)
Scientific Inquiry	7	<i>Study of natural world and social phenomena with the scientific method</i>
Social Science - choose one course from: ANTH 200 - Cultural Anthropology Credits: 3 BHSC 225 - Global Social Issues Credits: 3 ECON 208 - Principles of Economics Credits: 3 GBST 101 - Introduction to Global Studies Credits: 3 PLSC 104 - American Government Credits: 3		Skill: Engaging Diverse Perspectives (Outcome 1) Core Field (Outcome 2)

Learning Categories/ACE Core Experience Courses	Credits	Learning Outcomes/Descriptors
PSYC 101 - Introduction to Psychology <b>Credits: 3</b> SOCI 119 - Principles of Sociology <b>Credits: 3</b>		
Natural Sciences - choose one course from: BIOL 100 - Human Biology <b>Credits: 4</b> BIOL 110 - Principles of Biology <b>Credits: 4</b> CHEM 100 - Consumer Chemistry <b>Credits: 4</b> PHYS 110 - Astronomy <b>Credits: 4</b>		Skill: Analytical Inquiry (problem solving) (Outcome 1) Core Field (Outcome 2)
<b>Total Semester Credits</b>	<b>43</b>	

**Outcomes:**

- Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- Pursue enduring questions through study in core fields and explore the connections between those fields.
- Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

## Andrews Core Experience: AA/AS Degrees

The Andrews Core Experience requirements for Associate of Arts (AA) and Associate of Science (AS) degrees are listed below. The table can also be viewed in a printable PDF format.

Learning Categories/ACE Core Experience Courses	Credits	Learning Outcomes/Descriptors
Foundations	15	<i>Study of essential ways of living, thinking, and communicating - typically taken in the first year</i>
Wellness HLED 135 - Wellbeing 360° <b>Credits: 3</b>		Skill: Wellness (Outcome 1)
Mathematics MATH 145 - Mathematics for the (Mis)Information Age <b>Credits: 3 or a higher-level MATH course</b>		Skill: Quantitative Literacy (Outcome 1) Core Field (Outcome 2)
Communication ENGL 115 - College Writing I <b>Credits: 3 or ENGL 117 - College Writing I: Writing Across Cultures Credits: 3</b> ENGL 215 - College Writing II <b>Credits: 3 or COMM 104 - Communication Skills Credits: 3</b>		Skills: Communication (oral) (Outcome 1) Communication (written) (Outcome 1) Information Literacy (Outcome 1)
Faith Foundations RELT 100 - God and Human Life <b>Credits: 3 or RELB 210 - Jesus in His Time and Ours Credits: 3</b>		Affirm Faith (Outcome 3)
Faith	3	<i>Study of God and God's connection to the human experience through revelation</i>
Breadth or depth Additional 3 credits from RELB, RELG, RELP, or RELT		Affirm Faith (Outcome 3)
Arts & Humanities	6	<i>Study of human experience through analysis of human artifacts and participation in the arts</i>
History HIST 110 - Worldviews, Cultures and Gods <b>Credits: 3</b>		Skill: Engaging Diverse Perspectives (Outcome 1) Core Field (Outcome 2)

Learning Categories/ACE Core Experience Courses	Credits	Learning Outcomes/Descriptors
Theory - choose one course from: ARTH 220 - Language of Art <b>Credits: 3</b> ENGL 255 - Studies in Literature: _____ <b>Credits: 3</b> MUHL 214 - Enjoyment of Music <b>Credits: 3</b> MUHL 250 - Music to Change the World <b>Credits: 3</b> PHIL 224 - Introduction to Philosophy <b>Credits: 3</b> <i>or</i> Experience - choose 3 credits from: Studio Art Ensemble Applied Music Elementary or Intermediate Modern Language INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play <b>Credits: 3</b>		Skills: Analytical Inquiry (creative thinking) (Outcome 1) Engaging Diverse Perspectives (Outcome 1) Core Fields (Outcome 2)
Scientific Inquiry	7	<i>Study of natural world and social phenomena with the scientific method</i>
Social Science - choose one course from: ANTH 200 - Cultural Anthropology <b>Credits: 3</b> BHSC 225 - Global Social Issues <b>Credits: 3</b> ECON 208 - Principles of Economics <b>Credits: 3</b> GBST 101 - Introduction to Global Studies <b>Credits: 3</b> PLSC 104 - American Government <b>Credits: 3</b> PSYC 101 - Introduction to Psychology <b>Credits: 3</b> SOCI 119 - Principles of Sociology <b>Credits: 3</b>		Skill: Engaging Diverse Perspectives (Outcome 1) Core Field (Outcome 2)
Natural Sciences - choose one course from: BIOL 100 - Human Biology <b>Credits: 4</b> BIOL 110 - Principles of Biology <b>Credits: 4</b> CHEM 100 - Consumer Chemistry <b>Credits: 4</b> PHYS 110 - Astronomy <b>Credits: 4</b>		Skill: Analytical Inquiry (problem solving) (Outcome 1) Core Field (Outcome 2)
<b>Total Semester Credits</b>	<b>31</b>	

**Outcomes:**

- Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- Pursue enduring questions through study in core fields and explore the connections between those fields.
- Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

## Andrews Core Experience: AT/AAS Degrees

The Andrews Core Experience requirements for Associate of Technology (AT) and Associate of Applied Science (AAS) degrees are listed below. The table can also be viewed in a printable PDF format.

Learning Categories/ACE Core Experience Courses	Credits	Learning Outcomes/Descriptors
Foundations	9+	<i>Study of essential ways of living, thinking, and communicating - typically taken in the first year</i>
Mathematics Placement at a minimum level of P2 (may require one or more courses of mathematics review)		Skill: Quantitative Literacy (Outcome 1) Core Field (Outcome 2)
Communication COMM 104 - Communication Skills <b>Credits: 3</b> ENGL 115 - College Writing I <b>Credits: 3</b> or ENGL 117 - College Writing I: Writing Across Cultures <b>Credits: 3</b>		Skills: Communication (oral) (Outcome 1) Communication (written) (Outcome 1) Information Literacy (Outcome 1)
Faith Foundation RELT 100 - God and Human Life <b>Credits: 3</b> or RELB 210 - Jesus in His Time and Ours <b>Credits: 3</b>		Affirm Faith (Outcome 3)
Faith	3	<i>Study of God and God's connection to the human experience through revelation</i>
Breadth or depth Additional 3 credits from RELB, RELG, RELP, or RELT		Affirm Faith (Outcome 3)
ACE Elective One course from categories of Arts & Humanities (History, Theory, Experience) or Scientific Inquiry (Social Science, Natural Science)	3-4	<i>Study of human experience through analysis of human artifacts and participation in the arts or Study of natural world and social phenomena with the scientific method</i>
History HIST 110 - Worldviews, Cultures and Gods <b>Credits: 3</b>		Skill: Engaging Diverse Perspectives (Outcome 1) Core Field (Outcome 2)
Theory ARTH 220 - Language of Art <b>Credits: 3</b> ENGL 255 - Studies in Literature: _____ <b>Credits: 3</b> MUHL 214 - Enjoyment of Music <b>Credits: 3</b> MUHL 250 - Music to Change the World <b>Credits: 3</b> PHIL 224 - Introduction to Philosophy <b>Credits: 3</b> Experience (3 credits) Studio Art Ensemble Applied Music Elementary or Intermediate Modern Language INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play <b>Credits: 3</b>		Skill: Analytical Inquiry (creative thinking) (Outcome 1) Engaging Diverse Perspectives (Outcome 1) Core Fields (Outcome 2)
Social Science ANTH 200 - Cultural Anthropology <b>Credits: 3</b> BHSC 225 - Global Social Issues <b>Credits: 3</b> ECON 208 - Principles of Economics <b>Credits: 3</b> GBST 101 - Introduction to Global Studies <b>Credits: 3</b> PLSC 104 - American Government <b>Credits: 3</b> PSYC 101 - Introduction to Psychology <b>Credits: 3</b> SOCL 119 - Principles of Sociology <b>Credits: 3</b>		Skill: Engaging Diverse Perspectives (Outcome 1) Core Field (Outcome 2)
Natural Sciences BIOL 100 - Human Biology <b>Credits: 4</b>		Skill: Analytical Inquiry (problem solving) (Outcome 1) Core Field (Outcome 2)

Learning Categories/ACE Core Experience Courses	Credits	Learning Outcomes/Descriptors
BIOL 110 - Principles of Biology <b>Credits: 4</b> CHEM 100 - Consumer Chemistry <b>Credits: 4</b> PHYS 110 - Astronomy <b>Credits: 4</b>		
<b>Total Semester Credits</b>	<b>15-16+</b>	

#### Outcomes:

- Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- Pursue enduring questions through study in core fields and explore the connections between those fields.
- Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

### 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, ENGL 115 - College Writing I, RELT 100 - God and Human Life, and HIST 110 - Worldviews, Cultures and Gods.

### Andrews Core Experience Mathematics

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

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

#### The skill requirement (MPE score) by testing.

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

#### The skill requirement (MPE score) by skill course.

The skill course sequence, MATH 091 and MATH 092 Arithmetic and Algebra Review is offered for students with MPE scores of E0, E1, M0, M1, P0, P1. Students with these scores should usually enroll in MATH 091 Arithmetic and Algebra Review during their first semester. Many students should plan to enroll first in MATH 091 and then MATH 092 (for two successive semesters) to bring their skills up to the required level. Completion of the MATH 091/MATH 092 sequence with a passing grade in both courses fulfills the skill requirement and awards a P2 score. An R grade in MATH 092 indicates that the student is making reasonable progress but needs to re-register for MATH 092 to complete the material. For more information on MATH 091 and 092, go to the Department of Mathematics Web site.

#### The reasoning requirement.

MATH 145 Mathematics in the (Mis)Information Age is the course which most non-science students will find appropriate for meeting the reasoning requirement. MATH 165, MATH 166, MATH 168, MATH 191, and MATH 195 also meet the reasoning requirement.

#### Transfer policy.

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

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

**Exceptions**

- Students who at admission transfer College Algebra, College Algebra with Trigonometry, Precalculus, Precalculus Algebra, Precalculus Trigonometry, Calculus, a Cambridge "A Level" pass in Mathematics, or an AP Calculus score of 4 or 5 fulfill both the mathematics reasoning and skill requirements.
- Some courses other than those listed in 1 above may be accepted for the reasoning requirement, provided they are presented at admission and the skill requirement is separately fulfilled. Current criteria will be applied case by case. Students wishing to have a course evaluated should email the Andrews University Department of Mathematics a link to the course description found on the Web site of the institution offering that course.
- Students enrolled in the Center for Intensive English Programs are not required to obtain an official MPE score until the first semester of enrollment in regular college-level courses.

Pre-calculus Pre-calculus Algebra Pre-calculus Trigonometry Calculus	including Mathematical Statistics.
<i>Social Sciences</i> —1 course, such as: Sociology Psychology Anthropology Geography American Government Political Science Economics	MTA satisfied
<i>PE/Wellness</i> —1 course: 1 course in concepts of health/wellness	Not satisfied

**Transfer Policy**

Applicants who have completed an AA/AS degree at a regionally accredited institution or a state core curriculum (e.g. MTA) will be considered to have met all general education (Andrews Core Curriculum) requirements with the exception of Religion. Please refer to the transfer Religion table below.

Transferring with*	Accredited Seventh-day Adventist Religion Courses Required
24 credits or fewer	Four
25–56 credits	Three
57–86 credits	Two
87 or more credits	One

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

**Michigan Transfer Agreement**

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

<i>Religion</i> —4 courses	Not Satisfied
<i>English</i> —2 courses: 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.	MTA satisfied
<i>Communication</i> —1 course, such as: Public Speaking Interpersonal Communications	MTA satisfied
<i>History</i> —1 course, such as: Any introductory survey of world, US, or specific nation/country history course	MTA satisfied
<i>Fine Arts/Humanities</i> —2 courses, such as: Art History or Appreciation Music History or Appreciation Literature History or Appreciation, 200-level or higher literature Philosophy Applied art (minimum of 3 credits) Religious studies	MTA satisfied
<i>Natural Science</i> —1 course with lab: Biology, Chemistry, or Physics	MTA satisfied
<i>Mathematics</i> —1 course: College Algebra College Algebra with Trigonometry	MTA satisfied IF course is at College Algebra level or higher,

# Graduate Academic Policies

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](mailto: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.

- Applications for graduate programs should be submitted online at [www.andrews.edu/apply](http://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.
- Applicants for the DPT Program must apply through the Physical Therapy Centralized Application Service (PTCAS). For more information, see the School of Rehabilitation Sciences section of this bulletin.
- Applicants for the SPLAD Program must apply through the CSDCAS Application Service. For more information, see the School of Communication Sciences & Disorders section of this bulletin.

### How to Apply

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

### Application Deadlines for Domestic and International Students

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

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

Some departments may have different deadlines. Please click [here](#) to search for your program deadlines.

### Eligibility Requirements

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

### Graduate Certificate Programs

To qualify for regular admission to a Graduate Certificate program, students must meet the minimum eligibility requirements as stated in the Master's degree section below, in addition to fulfilling the general admission requirements.

### Master's Degree Programs

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

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

- Hold a four-year baccalaureate degree from a regionally accredited American university or senior college, or its equivalent from a comparably recognized institution outside the U.S. Accreditation must be from an accrediting body

recognized by the US Department of Education or schools outside of the US must have government recognition in the country of origin or by the Adventist Accrediting Association. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.

- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation. Consult the specific school and departmental requirements.
- Indicate ability to handle master's-level work in the language of instruction. See English Proficiency Requirement section for more information.
- Show evidence of ability to carry advanced study as listed below. Some specific programs require a higher GPA for admission—consult department/program requirements in other sections of this bulletin.
- Satisfy one of the criteria below:
  - Have an overall GPA of at least 2.60 in undergraduate courses.
  - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
  - Have a graduate GPA of at least 3.00 on 8 semester credits or more earned in courses graded A–F.
  - Hold a previous master's degree.

### Doctoral and Advanced Degrees

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

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

- Hold a baccalaureate degree or master's degree in an area appropriate to the major emphasis of the specialist or doctoral program from a regionally accredited American university or senior college, or its equivalent from a comparably, recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education, or schools outside of the U.S. must have government recognition in the country of origin or by the Adventist Accrediting Association. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.
- Evidence of adequate preparation for doctoral-level graduate work. Applicants who have completed at least 16 semester credits of graduate work must have a least a graduate GPA of 3.0. Applicants to the School Psychology program may see the program admission requirements.
- Provide evidence of adequate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation.
- Show evidence of the ability to handle specialist- or doctoral-level work in the language of instruction. See English Proficiency Requirement section for more information.

### Physical Therapy Degrees and Programs

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

Professional degrees in the School of Rehabilitation Sciences 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 School of Rehabilitation Sciences 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:

- **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.
- **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.
- **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.
- **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 School of Rehabilitation Sciences section of this bulletin.
- **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. 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.
  - The Enrollment office reserves the right to request a WES International Credential Advantage Package (WES ICAP) evaluations for international transcripts.
- **English Proficiency:** International students must demonstrate their proficiency in English. See English Proficiency Requirement section for more information.
- **Bachelor's degree diploma:** A copy of the literal English translation of the diploma, along with the original-language document may be sent by email. The copy of the diploma is not needed if the transcripts come through an approved credential evaluation agency (WES, AACRAO, ECE) listing the graduation date.
- **Secondary documents:** A copy of these secondary documents may be required where applicable:
  - Baccalaureate for the French System
  - Abitur Diploma for the German System
  - A-level results for the British system

### Special Requirements

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

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

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

### Full-Time Status

International students must retain their status as full-time students as required by the United States Immigration and Naturalization Service (INS). They must enroll

for a minimum of 8 credits each semester (MDiv minimum is 9 semester credits) while in the U.S. They may also work on a part-time basis only on campus and if satisfactory academic performance is maintained and such work is allowed by the INS. School of Education (College of Education & International Services) students should visit Full-time Status.

### English Proficiency Requirements

English is the language of communication and instruction for all programs on the Michigan campus and at most sites across the United States or Canada. All students whose first language is not English must demonstrate proficiency in English to succeed in this academic setting.

#### Minimum scores required

Duolingo English Test	110
Internet-based TOEFL (iBT)	80
Andrews Paper-based TOEFL (ITP)	550
IELTS(Academic)	6.5
PTE(Academic)	54
C1 Advanced	
C2 Proficiency	176

The following programs require a higher English test score. Please visit the appropriate links in order to learn more:

- Communication MA
- Seminary Programs
- Physical Therapy DPT

#### Guidelines

- These tests must be taken within two years prior to enrollment.
- Applicants may not be required to fulfill the English language requirement if one of the following takes place from an educational institution where English is the language of communication and instruction:
  - Completion of education from at least the ninth through the twelfth grade and a high school diploma or equivalent.
  - Completion of a bachelor's degree (BA or BS) and diploma from an undergraduate college or university.
  - Completion of a graduate degree.
- Students who score below these levels may complete the language requirements by enrolling in Intensive English Program courses (ENSL) on the Andrews University campus and passing the Exit Exam for English as a Second/Foreign Language.
  - The ENSL course work for a student program is formulated on the basis of the results of Duolingo English Test, TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), PTE Academic (Pearson Test of English), or DIEP English Placement Test, and the student's course load is adjusted accordingly. Some students may be required to take English language studies until English language skills are at an acceptable level. Students who need to take ENSL courses will need to budget for additional costs.
  - Students with a score on the TOEFL iBT (Internet-based) of 61-79 (or the equivalent on any of the other exams) may be eligible for the Pathway 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 Pathway Program must demonstrate language proficiency by successfully completing the DIEP courses in order to continue in the degree program. Not all degree programs allow students to participate in the Pathway Program. Please contact the Department of Intensive English Programs (DIEP) at 269.471.2260 or [diep@andrews.edu](mailto:diep@andrews.edu) for additional information. Degree programs with higher admissions requirements will also have higher requirements for participation in the Pathway Program.

The Counseling & Testing Center in Bell Hall offers the Internet-based TOEFL by appointment. The Department of Intensive English Programs in the College of Education and International Services offers the Institutional paper-based TOEFL (ITP).

### Language of Instruction

Students admitted to a university program must be able to fully participate in the program in the language of instruction. The language of instruction is defined as the language of primary content delivery, assessment and evaluation. English is the main language of instruction on the main campus of Andrews University and for online courses. At times, individual programs may be offered in languages other than English. In these cases, the language of instruction will be identified in the program description both in the bulletin and on the programs website.

Students seeking admission to programs offered in languages other than English must demonstrate adequate language of instruction proficiency prior to being admitted. Once a student begins a program, they may not change to the same program offered in another language of instruction.

### Required Tests

#### GRE and GMAT

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

#### Minimum GRE Scores

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

DEGREE	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Doctoral	142	142	3.0
Masters	140	140	3.0

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

#### Guidelines

- Exams are to be taken no more than five years before the date of admission.
- The Andrews University code of 1030 must be used when requesting GRE scores form Educational Testing Services [www.ets.org/gre](http://www.ets.org/gre)
- The Andrews University code of VVG-G6-19 must be used when requesting GMAT, scores from [www.mba.com](http://www.mba.com).
- The Prueba de Admision a Estudios de Postgrado (PAEP) may be substituted for the GRE as an entrance requirement for any cohort taught in Spanish.
- The GRE scores may be waived for master's applicants who have graduated with a previous United States master's degree from a regionally accredited institution, or a United States master's degree equivalency from an accredited or government recognized institution outside of the U.S.
- Most Masters, EdD, PhD, ThD programs and the EdS School Psychology require general GRE test scores prior to admission. In cases of extreme hardship students applying to the EdS School Psychology program may contact the Department of Graduate Psychology & Counseling for an exception to this policy.
- Admission GMAT requirements can be obtained by one of the following:
  1. Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200+GMAT score $\geq$ 1,000
  - OR
  2. Five years of documented and approved work experience and earned a grade of at least B- in statistics and a grade of at least B- in pre-calculus algebra,
  - OR
  3. On-campus Andrews University undergraduate business students with a cumulative GPA = or > 3.0 and earned a grade of at least a B- in statistics and a grade of at least B- in pre-calculus algebra.
- See Andrews Graduate Scholarship to learn about the GRE or GMAT Scholarship.

### Andrews Graduate Scholarship

The Graduate Scholarship is a tuition reduction percentage, based on the GRE or GMAT scores and admission GPA. Please visit the Financial Information section and the program page for more information.

### Refusal or Annulment of Admission

Applicants may be refused admission

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

Admission status may be cancelled or annulled

- When students do not meet the conditions specified for continuing enrollment



- When the admission status was based on documents later found to be falsified.

### Admission Enrollment Categories

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

**Regular Status.** Students are admitted on a regular basis when they meet the:

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

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

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

Students enrolled on provisional status may not:

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

### Non-Degree Seeking Students

Non-degree seeking students are individuals seeking temporary enrollment status for the purpose of participating in courses at Andrews University. Enrollment as a non-degree seeking student is no guarantee of admission as a graduate or undergraduate degree seeking student. Non-degree seeking student enrollment in some courses is available only by permission of the instructor.

Non-degree seeking student enrollment is valid for one academic year, unless the student is part of a formal program or consortium. Non-degree seeking students who are not part of a formal program or consortium must submit an enrollment form each academic year they wish to attend.

### Types of Non-Degree Seeking Graduate Students

Non-degree seeking students are those holding a US bachelor's degree from an institution accredited by a validated accreditation body or its equivalent outside the US, including:

- Nondegree-seeking students who are part of a formal program (including DIEP and certification 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, non-degree seeking status is available for one semester only.

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 a copy of the F1 or J1 visa, copy of valid passport and copy of current I-20 or DS-2019.

### Limitation of Credits Taken on Non-Degree Seeking Graduate Students

Non-degree seeking students who are not part of a formal program or consortium may enroll in up to six credit hours per semester. Graduate courses taken as a non-degree seeking student generally do not count toward a graduate degree. Please refer to the Graduate Transfer Policy.

### Dual Enrollment/Dual Degree Statuses

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

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

### A. Undergraduate and Graduate Dual Enrollment

In order to qualify for graduate and undergraduate dual-enrollment status the student must work with their financial aid advisor because their dual enrollment status may affect their financial aid package. Undergraduate credits earned toward the baccalaureate degree may not be used towards the graduate program. The GPA on undergraduate credits does not count toward the graduate GPA.

Additionally, they must satisfy or abide by the following requirements:

- The student must be within 12 credits of completing an Andrews University undergraduate degree
- The student must complete the dual enrollment form
- The student may normally take no more than 16 credits combined graduate and undergraduate each semester

### B. Professional Undergraduate/Graduate Accelerated Degrees

Departments may establish undergraduate/graduate dual degree programs (3+2 or 4+1) in order to facilitate completion of both the bachelor's degree and the master's degree in 5 years. These dual degree programs may require sequential conferral of the bachelor's degree first, followed by the master's degree (called *sequential conferral*), or they may require concurrent conferral of the bachelor's and master's degree at the same time (called *concurrent conferral*).

- Students apply for the dual-degree program through the department.
  - Department establishes minimum standards for acceptance.
  - A minimum of 3.0 undergraduate GPA is required (department may establish higher standards).
  - Upon acceptance, students may take 500-level courses which have a "swing" course designation, upon reaching senior status.
- Students remain with undergraduate status, and receive undergraduate financial aid for all coursework, until conferral of the bachelor's degree (if *sequential conferral*), or until a minimum of 124 credits applying towards the program have been completed (if *concurrent conferral*).
  - The 500-level courses taken as an undergraduate student may apply towards both the undergraduate degree and the graduate degree.
  - A minimum of 50% of the graduate program credits must be taken after achieving graduate status.
  - Students who withdraw from a *concurrent* degree program subsequent to being advanced to graduate status will be returned to undergraduate status until the undergraduate degree requirements are met.
- In order to complete both degrees, students must complete a total of 154 semester credits, of which a minimum of 30 credits must be 500-level or above (programs may set higher credit standards).
- Upon conferral of the graduate degree, a statement will appear on the student's completed transcript to the effect that "500 level courses taken as an undergraduate have been applied to the graduate degree."

### C. Dual Degree Programs

**The Dual Degree Status** is a formal arrangement between Andrews University and another institution(s) and/or between two Andrews University departments or programs that allow credit from certain courses to be applied to both degrees. This arrangement provides a range of benefits to the institution and to participating students, including:

- Enhancing the educational and research opportunities within the university's undergraduate, graduate, and professional programs;
- Attracting to the university high-achieving and highly motivated students interested in interdisciplinary perspectives;
- Allowing students to complete two degrees in less time than it would normally take to complete each degree separately, thus saving money;
- Providing students with complementary preparation that makes them marketable for a variety of career opportunities;
- Facilitating programmatic and interdisciplinary interaction across programs, departments, schools, and other institutions.

### The limitations on the credits taken are the following:

The student must satisfy the GPA requirements and program expectations of both programs. The dual degree agreement will determine how many credits will be shared between the two degrees. Students must meet the minimum requirements for total credits taken at Andrews University for each degree. The same provisions for normal course loads at the graduate level apply, as for all graduate programs.

### Requirements:

Andrews University accelerated graduate/graduate dual degree program permits graduate students to pursue two graduate degrees based on an established Andrews University dual degree agreement. Both degrees are to be awarded at the

same graduation ceremony. In cases where a student decides not to continue with the dual degree the curriculum for the individual degree they are pursuing will apply. In order to qualify for the dual graduate degree status the student must satisfy or abide by the following:

- Be accepted on regular or provisional status into the two appropriate graduate programs
- Students who have been accepted into the M.Div. program, but who do not qualify for admission into a Master's degree program because of a non-accredited degree and/or insufficient college GPA may be able to pursue one of the M.Div./Master's dual degree programs under the following circumstances.
  - The student must satisfactorily complete the first year of the M.Div. program with a cumulative GPA of at least 3.0.
  - The student must receive a recommendation from the M.Div. advisor indicating their suitability for pursuing the dual degree program.
  - The student must apply for and receive acceptance into the master's degree program subsequent to completion of the first year in the M.Div. program.
- As part of the articulation agreement, the graduate programs shall limit the number of credits that overlap between the two degrees and establish the number of credits that are unique to each degree.
- Current examples include MSW/M.Div., M.Div./MPH, M.Div./MSCID, MSCID/MYYAM, etc. Students in Graduate Dual Degree Programs shall be admitted concurrently in each degree program. Dual degrees shall therefore be awarded at the same time.

### Special Types of Admission

**Enrollment of Guest Students.** Students who are enrolled in a graduate school of another college or university may enroll for courses in the graduate programs of Andrews University under the Non-degree Seeking Student status.

Application forms for non-degree seeking 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 (for MDiv students: 9–14 credits in fall and spring semesters, 9–12 credits for summer semester). 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 (College of Education & International Services) 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 discipleship and lifespan education programs of the Theological Seminary or in the leadership programs in the College of Education & International Services 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.
- College of Education & International Services 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:
  - 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;
  - 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.);
  - 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 (College of Education & International Services) EdS, EdD, and PhD programs should read the requirements for their specific programs in the appropriate sections of this bulletin.

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

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

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

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

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

- The cumulative GPA must be at least 3.00 calculated using all graduate work taken at Andrews University including courses taken for other degrees, courses taken prior to the time limits for degrees, and courses taken PTC. Exceptions to this standard must be recommended by the dean/graduate program coordinator and approved by the dean of the School of Graduate Studies.
- A student whose cumulative GPA drops below 3.00 in any given semester is placed on academic probation. Such a student must work with the advisor to develop a schedule of courses that ensures the student will raise his/her cumulative GPA above the required 3.00 in a timely manner—normally, the following semester. The dean/graduate program coordinator of the school/college must approve such a plan. A student who does not meet such a plan may not continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies.

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

### Awarding Degrees for Graduate Programs

#### General Minimum Requirements for a Master's Degree

(MA, MAT, MBA, MMus, MS, MSA, MSMLS, MSW, MIDA, MSCID)

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

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

#### General Minimum Requirements for the Educational Specialist Degree (EdS)

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

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

Consult School of Rehabilitation Sciences 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 (College of Education & International Services) 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.
  - A minimum of two years of doctoral study is required.
  - At least two-thirds of the required doctoral course work must be in courses graded with an A–F grading scheme.
  - A minimum of 32 credits of the doctoral course work must be taken in residence at Andrews University. A portion of an EdS that is completed elsewhere may apply to this minimum residence requirement as defined by the school.
  - The minimum number of dissertation credits required is 16.
- Written and/or oral comprehensive examinations are required of all doctoral students, normally after all course work has been completed.
- The doctoral student must demonstrate competence in conducting research in his/her field of study by completing an approved dissertation.

#### General Minimum Requirements for Theological Seminary Professional Ministerial Degrees.

The requirements for ministerial degrees may be found in the Theological Seminary section of this bulletin.

#### Transfer Credits

Credit for prior learning (CPL) credits on transcripts are not articulated. Students may present the original documentation (transcripts, certifications, portfolios, etc.) to their academic or program advisor and the Prior Learning Coordinator for evaluation in accordance with Andrews University CPL policies and procedures.

#### Transferring Credits from Another Institution into the Graduate Certificate Program.

Credits from other institutions will not transfer into a graduate certificate program.

#### Transferring Master's Degree Credits from Another Graduate School.

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

- The grade earned in each course accepted for transfer is at least a B (3.00).
- The courses can be applied toward a comparable degree at the institution where the credit was earned.
- The courses meet similar requirements or electives within the master's program at Andrews University.
- The Andrews University credits taken toward the master's degree constitute at least 80% of the requirements for the degree.
- Grades earned in transfer courses are not included in the computation of the GPA. Courses to be taken at another university and transferred to Andrews after a student is enrolled in an Andrews' graduate program must be approved by petition before being taken.
- Such transfer courses are identified and approved by the dean/graduate program coordinator within the first semester of the student's residence.
- An official transcript listing transfer credits is on file in the Office of Academic Records. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

Seminary professional degree programs have transfer limitations unique to each program. See the appropriate section of this bulletin for details.

#### Transferring Credit from an Andrews Graduate Certificate Program to Another Program.

All credits in an Andrews University graduate certificate program are eligible for transfer into a graduate degree program subject to approval by the program faculty and the school dean if taken within the established time limits for the degree.

#### Transferring Master's Degree Credits from Another Andrews Program.

Graduate courses taken at Andrews University as part of another graduate degree may be transferred subject to the following conditions:

- The grade earned in each course is at least a B (3.00) and the overall GPA at Andrews University is at least 3.00.
- The courses meet similar requirements or electives within the new master's program.

- A minimum of 80% of the requirements for the master's degree must be taken as Andrews University credits that are not applied towards any other Andrews University master's degree.
- The grades earned in courses transferred from another master's program at Andrews University are included in the computation of the GPA. Both the overall GPA and the GPA of the remaining courses taken for the master's degree must meet the minimum required (3.00) for graduation.
- The credits to be transferred were taken fewer than six calendar years before the expected graduation year of the master's program.

Seminary professional ministerial degree programs have special transfer limitations. See the appropriate section of this bulletin for details.

**Transferring Specialist Degree Credits.** Read the Educational Specialist section of this bulletin or the School of Education Handbook for Educational Specialist Students.

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

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

### Credit for Prior Learning (CPL)

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

In order for credit to be assessed and articulated:

- The student has matriculated and is in good and regular standing at the time CPL is requested.
- 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.
- 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.
- No form of CPL will be approved to replace grades earned through Andrews University.

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

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

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

**Validation of Non-traditional Learning.** Professional certifications or performance exams may be evaluated for alignment to graduate course outcomes. Some transfer credits from unaccredited entities not recognized by ACE may be approved upon review by the department offering similar courses.

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

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

Visit the Credit for Prior Learning webpage for more information.

### Student Supervisory Committees

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

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

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

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

### Comprehensive Examinations

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

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

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

### Advancement To Degree Candidacy

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

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

**Educational Specialist Degree.** For information on degree procedures, read the program page for your specific Educational Specialist program in this bulletin and the *School of Education Handbook for Educational Specialist Students*.

**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, two weeks 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. See Required Dissertation and Thesis Deadlines here.

**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. See Required Dissertation and Thesis Deadlines here.

**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 College of Education & International Services 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 section 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.** 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.

**Defense of Thesis/Dissertation.** The oral defense must be completed no later than eight weeks for doctoral level and five weeks for master's level 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 four weeks for a doctoral level and three weeks for a master's level before graduation, the appropriate chair or graduate program coordinator, in cooperation with the student, submits a complete, corrected, final, approved copy of the thesis/dissertation to the School of Graduate Studies via the Dissertation Office for approval. The Dissertation Office contact e-mail is: [dissertationoffice@andrews.edu](mailto:dissertationoffice@andrews.edu).
- 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 14 days before graduation is essential or graduation is postponed.

**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.

# Academic Program Financial Information

## Tuition and Fees

### Estimated Tuition for Undergraduate Degrees

	<u>Per Credit</u>	<u>Per Semester</u>	<u>Per Year</u>
Full-Time Tuition		\$16,848	\$33,696
12–16 credit hours			
under 12 credit hours	\$1,404		
over 16 credit hours	\$1,155		
Residence Halls (double occupancy - Lamson Hall & Meier Hall)		\$2,852	\$5,704
Gold Meal Plan		\$2,511	\$5,022
Platinum Meal Plan		\$2,909	\$5,818
General Fee		\$680	\$1,360
<b>TOTAL</b>		<b>\$22,891</b>	<b>\$45,782</b>
Main/Distance Campus - High School Dual Enrollment Rate	\$160		
ESL High School Dual Enrollment	\$250		
Seize the Summer - undergraduate	\$220		
Summer Self-paced and Interactive online courses - undergraduate	\$470		

### General Fees

<b>Distance Fee</b> , per semester, for all distance degree students	\$160
<b>Guest Fee</b> , per semester, for all non-degree or guest students	\$85
<b>Undergraduate General Fee</b> , per semester for all undergraduate degrees	\$680
<b>Graduate General Fee</b> , per semester for all graduate degrees	\$550
<b>Seminary Student Activity Fee</b> , per semester	\$25

### Academic Program Tuition and Fees

Any undergraduate program not listed below falls under the standard tuition listed above.

Professional fees for programs can be found on the Charges page.

Program	Per credit (on-campus)	Per Credit (distance)	Package Rate
Adv Practice Registered Nurse DNP		\$765	
Architecture AS			\$5,150
Architecture MARCH	\$1,318		
Biblical & Near Eastern Archae PHD	\$1,530		
Biology MS	\$660		
Business Administration PHD	\$1,530		
Business AS			\$5,150
Christian Discipleship AA		\$470	
Clinical Mental Health Counsel MA	\$725		
College & University Teaching PMCCUT	\$1,318		
Community & Internatl Develop MSCID	\$660		
Conducting MMUS	\$1,318		
Counseling Psychology MS	\$1,318		
Counseling Psychology PHD	\$765		
Culinary Medicine GRCCM		\$660	
Curriculum and Instruction EDS	\$1,530		

Program	Per credit (on-campus)	Per Credit (distance)	Package Rate
Curriculum and Instruction MA	\$1,318		
Curriculum and Instruction PHD	\$1,530		
Discipleship in Lifespan Educ MA	\$885		
Discipleship in Lifespan Educ PHD	\$1,530		
Divinity MDiv	\$408		\$3,768 (10-14 credits)
Summer MDiv	\$408		\$3,233 (8-12 credits)
Divinity NONDEG	\$408		\$3,768
Divinity MDiv Overload Credit	\$1,318		
Educational Leadership EDD		\$1,530	
Educational Leadership EDS		\$1,530	
Educational Leadership GRCEDL		\$660	
Educational Leadership MA	\$1,318		
Educational Leadership PHD		\$1,530	
Educational Psychology MA	\$1,318		
Educational Psychology PHD	\$1,530		
EGW & Adventist Studies GRCEAS		\$660	
English Language Institute NONDEG	\$460	\$460	
Family Life Education GRCFLE	\$1,318		
General MBA	\$885		
Health Care Administration MHA		\$660	
Higher Education Admin EDD	\$1,530		
Higher Education Admin EDS	\$1,530		
Higher Education Admin MA	\$1,318		
Higher Education Admin PHD	\$1,530		
Individualized MAT	\$1,318		
Innovation & Entrepreneurship GRCINE	\$1,318		
Integrative Studies BS		\$470	
Intercultural Studies DIS	\$765		
Interior Design AS			\$5,150
Leadership DLEAD	\$1,530		
Leadership EDS		\$1,530	
Leadership GRCLEA		\$1,318	
Leadership MA	\$1,318		
Leadership PDCERT	\$1,530		
Leadership PHD		\$1,530	
Learning Technologies MA		\$660	
Medical Laboratory Science MSMLS	\$660		
Ministry DMIN	\$673	\$1,530	
Ministry, Spanish CERTMS		\$470	
Music Education MMUS	\$1,318		
Music MA	\$1,318		
Music Ministry MMUS	\$1,318		

Program	Per credit (on-campus)	Per Credit (distance)	Package Rate
Nutrition and Dietetics GRCNUD			\$5,784
Nutrition and Wellness MS		\$660	
Occupational Therapy DSCOT		\$765	
Organizational Management MSA	\$885		
Pastoral Ministry MAPM		\$408	
Performance MMUS	\$1,318		
Physical Therapy DPT			\$10,200
Physical Therapy DSCPT		\$765	
Physical Therapy tDPT			\$8,128
Public Health MPH	\$1,318	\$660	
Reading MAT	\$1,318		
Religion MA	\$660		
Religion PHD	\$1,530		
School Counseling MA	\$725		
School Psychology EDS	\$842		
Secondary Education MAT	\$1,318		
Seminary Fellowship PDCERT	\$765		
Social Work MSW	\$885		
Special Education MS	\$660		
Speech-Language Pathology MS			\$7,300
Tch Engl to Spkr of Othr Lang MA	\$660		
Technologist in Chemistry CERTTC		\$470	
Technologist in Hematology CERTTH		\$470	
Technologist in Microbiology CERTTM		\$470	
Theology THD	\$1,530		
Undeclared MA	\$1,318		
Undeclared MMUS	\$1,318		
Undeclared MS	\$1,318		
Undeclared THD	\$1,530		
Youth & Young Adult Ministry MA	\$1,318		

**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](mailto:iss@andrews.edu)  
 Website: [www.andrews.edu/iss](http://www.andrews.edu/iss)

### Office of Employment

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

Telephone: 269-471-3570  
 Fax: 269-471-6293  
 E-mail: [employment@andrews.edu](mailto:employment@andrews.edu)  
 Website: [www.andrews.edu/hr](http://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.

### Insurance

Rates

Single student premium (approximately) \$1900

**There will be a \$100 deductible and a 20% co-pay due at the time of visit.**

**Accident/Sickness.** Every international student in "student status" is required to enroll in the student health plan. Exceptions are:

- If you are sponsored by a Conference, an Employer or Government.
- If you are a Canadian resident.
- If you are covered under an American group health plan through a spouse or parent. Please contact [stuins@andrews.edu](mailto:stuins@andrews.edu) to request an exemption if any of the above apply to you.

Domestic students must provide proof of a credible health insurance plan by entering information as a waiver in registration central, or enroll in the student health plan.

Insurance can be purchased for enrolled students only. Health Insurance is required for all students and their dependents. AU insurance can only be purchased for enrolled students only.

**Student health plan (only enrolled students are eligible to participate) approximately \$130 per month. (rates are subject to change yearly).**

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 into 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 drop/add date for verification of coverage for each semester.

**Brochures.** Information describing the health insurance coverage can be viewed at [www.andrews.edu/hr/stu\\_insurance](http://www.andrews.edu/hr/stu_insurance)

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).

## 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](http://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](mailto:sfs@andrews.edu)



**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 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 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.

### International Students

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
- \$9,100 advance payment includes (\$100 non-refundable New Student International Fee, \$3000 International Deposit, \$6000 toward first semesters payment). Citizens of Bahamas, Bermuda, Canada and Mexico your advanced deposit is waived.
- MDiv Students need to pay full semester in advance
- All others will need to pay 60% of total expenses for each semester for financial clearance
- Health Insurance is required for all students and their dependents. AU insurance can only be purchased for enrolled students only.
- **Note: Once you are no longer registered or it is your last semester and you owe a balance on your education, housing or any other account to Andrews University, your international deposit will be used to reduce or clear the balance.**

**Advance Payment.** Applicants attending the main campus from outside the United States (except Bahamas, Bermuda, Canada and Mexico) must make an advance payment of \$9,100 (includes \$100 non-refundable New Student International Fee, \$3,000 International Deposit, \$6000 towards first semester down payment) before an I-20 will be issued. Citizens of Bahamas, Bermuda, Canada, and Mexico your advanced deposit is waived. No university scholarships may be applied to pay the deposit. Health insurance is required for all international students and their dependents. AU insurance can only be purchased for enrolled students only.

All international students are required to participate in the student health program with the following exceptions:

- If you are sponsored by a Conference, an Employer or Government.
- If you are a Canadian resident.
- If you are covered under an American group health plan through a spouse or parent. Please contact [stuins@andrews.edu](mailto:stuins@andrews.edu) for an exemption if any of the above apply to you.
- AU Insurance can only be purchased for enrolled students only.

All international students (except Bahamas, Bermuda, Canada and Mexico) who apply for the MDiv program in the SDA Theological Seminary or DIEP program must only pay for the first semester (tuition, general fee, health insurance and \$3,100 advance payment) 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 six weeks. Under these circumstances, no deposit is required.

**Note: Sponsored students in addition to the advance payment of \$9100 (required for I-20), would be required to pay 60% of the out-of-pocket expenses for the student to be financially cleared to attend classes. Please contact your student financial advisor to determine the out-of-pocket expenses.**

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 \$9,100 (includes a \$100 non-refundable new student international fee, \$3,000 international deposit, and \$6000 towards down payment for first semester), 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](mailto: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](http://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](http://www.fmjfee.com). Please be sure to bring your original SEVIS payment receipt with you to the U.S. port of entry.

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

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

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

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

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

**Note: Once you are no longer registered or it is your final semester and you owe a balance on your education, housing or any other account to Andrews University, your international deposit will be used to reduce or clear the balance.**

**Resource Verification.** Bank documentation as well as other forms of financial documentation are required to prove ability to support one's educational expenses. Returning students needing an updated I-20 will also need to supply bank documentation.

**I-20 Form.** Once the deposit and resource verification are received and accepted, the university authorizes the Office of International Student Services to issue the I-20 Form for the purpose of securing a United States student visa. There is an individual I-20 shipment charge that will be billed to your account. This shipment charge varies according to the country of destination.

**Arrival to Andrews University Campus.** All international students who enter the U.S. on an Andrews University I-20 Form are considered Andrews University students and must report immediately to the Office of International Student Services.

**Exchange Visitor General Conference Sponsorships.** The General Conference of the Seventh-day Adventist Church is the sponsoring organization of the Exchange

Visitor program and is authorized by the Department of State to issue the DS2019 document. The exchange visitor is required to present the DS2019 and a copy of the \$200 SEVIS Fee Receipt at the American Consulate in order to obtain a J-1 visa. This visa (J-1) enables the exchange visitor to pursue his/her study or to do other options as indicated on the DS2019.

### **Class Loads and Financial Aid**

Aid is awarded for an entire academic year (two semesters) and is based on full-time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non-enrollment periods. Most aid programs require students to be enrolled at least half-time. Students who enroll with a half-time class load may receive a maximum of 50% of the full-time award. Three fourths time enrollment permits students to receive a maximum of 75% of the full-time award. Students who change their course load during a given semester should read the Financial Aid Refund policy, see Undergraduate Financial Assistance.

### **Tuition Adjustment Policies**

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

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

**Summer session adjustments will differ based on the summer session you are enrolled in.**

**Courses with Special Schedules.** When courses are scheduled for irregular periods of time, adjustments are based on the ratio of the length of the course to the length of the academic period for that course. See also: Withdrawals and Refunds for Self-paced and interactive online courses

**Fees.** All fees are non-refundable.

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

### **Gifts and Bequests**

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

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

#### **Current Gifts**

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

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

#### **Deferred Gifts**

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

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

# Charges

## Residence Hall Charges

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

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

### Residence Hall Package Plans\*

For fall and spring semesters

Double Occupancy (Lamson, Meier)	\$2,852
Double Occupancy (Burman)	\$1,440
Double Occupancy (Damazo)	\$2,852
Single Occupancy (Lamson, Meier)#	\$3,707
Single Occupancy (Burman)#	\$2,880
Single Occupancy (Damazo)#	\$4,360
(*if available space in Lamson, Meier, Burman, Damazo)	
Double Daily Rate (Lamson, Meier)	\$26
Single Daily Rate (Lamson, Meier)	\$33
Double Daily Rate (Burman)	\$13
Single Daily Rate (Burman)	\$26
Double Daily Rate (Damazo)	\$26
Single Daily Rate (Damazo)	\$40

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, health club membership (Lamson and Meier), 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 12 pm on Wednesday morning following the end of Fall Semester and will reopen at 12 pm on Wednesday morning before the beginning of Spring semester. Residents needed housing during the closure time should speak with a residence hall dean.

### Residence Hall Room Deposit Payment

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

### Residence Hall Room Deposit Refund

Room deposits are refunded if you do not move into the residence hall and cancel your application by 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 \$2,511 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, \$2,511 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.

**There is no refund. The meal plan is non-refundable.**

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.

**Gold Meal plan** cost per semester (\$2,511)

**Platinum Meal plan** cost per semester (\$2909)

### 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

<b>Application Fee</b>	\$320
The application fee is divided as follows:	
Security Deposit	\$200
Cleaning Fee, non-refundable	\$100
Processing Fee, non-refundable	\$20
<b>Rental Rates (each month)*</b>	
Efficiency	\$740
One-bedroom	\$770-840
Two-bedroom	\$830-900
Three-bedroom	\$890-955
Four-bedroom	\$1010

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

### Houses

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

### Monthly Rental Rates

#### One–three bedroom houses (\$700–\$1295)

The Office of University Apartments provides apartment descriptions and application forms upon request. Application forms can also be downloaded from [www.andrews.edu/apartments/](http://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 \$35 is charged for any payment made after the 10th of the month. Payments can be made in person, by using the drop box, by mail or online. Address all payments and inquiries to:

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

### Termination of Occupancy

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

## College of Education and International Services

### Department of 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.

Please contact the Department of Intensive English Programs at [diep@andrews.edu](mailto:diep@andrews.edu) for information regarding discounts available for DIEP students.

## College of Arts and Sciences

**Communication Club Fee** for all Communication Majors and Communication MA students per year \$33

**General Studies Degree Plan (Main Campus)** \$343

#### International Language Studies

Reading examination in French or German for MA and doctoral candidates in the Seminary and the School of Graduate Studies & Research \$270

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) \$56

### Music

#### Non-Credit music lessons

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

Non-Credit music lessons have a fee of \$40  
Per 30-minute lesson

Practice room fee for students enrolled in non-credit music lessons is \$93 per semester

#### Music lessons for credit

All applied music lessons for credit have a fee of \$170 per credit

#### 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. \$182

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

Collegiate Chapter Membership Fee \$50

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

Lab fee for Music minors (per semester for two years) \$60

Lab fee for Music majors (per semester, excluding summer) \$60

### Religion Professional Fees

Computer lab fees for theology/religion majors (per year) taking more than 6 total credits \$23

AMA (Andrews Ministerial Association) club fees for theology/religion majors (per year) taking more than 6 total credits \$56

### Social Work Professional Fees

Freshmen and Sophomores \$92

Juniors and Seniors \$177

Graduate students \$447

Online Graduate Students \$144

Full-time graduate students (summer) \$144

(Charges per semester, excluding summer)

### Sustainable Agriculture Program Fees

Animal Science majors (for all UG students)(per semester excluding summer) \$220

## College of Professions

### Architecture and Interior Design

**BSA, BSCM & BID Professional program application fee** \$50

#### Professional education fees for BSA and BID programs

Pre-professional year 1 \$760

Pre-professional year 2 \$2264

Profession Track years 3 & 4 \$2264

#### Professional education fees for MArch program

MArch year \$2580

**Fee for ARCH330 & ARCH530 Analytical Summer Abroad** varies  
(Contact School of Architecture & Interior Design)

#### Architecture Replacement Fees, if applicable

Mayline ruler \$161

Key for drafting desk \$20

Board cover \$55

Cleaning fee \$35

#### ARCH Associate Degree

**Year 1:** \$1307 (Annual Professional & Course Fees)

**Year 2:** \$2448 (Annual Professional & Course Fees)

### 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 \$115

Spring \$115

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

The fee is required for all non-U.S. students training as Private, Instrument and Multi-engine pilots. An approved application allots one year of training for each of the above flight ratings. If a student does not complete the rating in that time frame, they will be required to repay the TSA fee and reapply to continue training.

#### Community (Non-Flight Majors) Taking Flight Training

Flight-training fees will be on a pay-as-you-go basis. Ground School classes are available with no university credit for \$420 per course for the private, instrument and commercial courses and \$1100 for the CFI course. Credit for such courses may be obtained by registering through the registrar's office and paying regular tuition. For flight certificates without credit call the Department of Aviation for a cost estimate.

### Flight Training Fees and Rates

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

### Course Fees For Flight Training Labs

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

### Flight Courses

**Note: Flight Training 1-8 and Multi-Engine Rating is required for Flight Degree (\$400 per credit flight scholarship up to \$11,200) (additional general fee and lab fees per semester)**

AFLT121 Flight Training 1	\$8,475
AFLT122 Flight Training 2	\$9,720
AFLT226 Flight Training 3	\$7,065
AFLT227 Flight Training 4	\$13,500
AFLT321 Flight Training 5	\$8,100
AFLT322 Flight Training 6	\$8,320
AFLT323 Flight Training 7	\$10,080
AFLT324 Flight Training 8	\$9,250
AFLT356 Certified Flight Instructor (initial)	\$4,425
AFLT366 Certified Flight Instructor Instrument (add on)	\$2,725
AFLT426 Multi-engine Rating	\$5,340
AFLT416 Turbine Transition	\$4,500
AFLT427 Multi-engine 30hr additional hours	\$10,800
AFLT430 Crew Resource Management	\$2,250
AFLT467 Multi-engine Instructor (add on)	\$6,105
AFLT474 Techniques in Mission Flying	\$2,700
AFLT345 Special Flight Instruction - To be determined in consultation with the Instructor	

Flight Physical *	\$200
Electronic Flight Bag (iPad 32GB minimum)*	\$623
Electronic Flight Publications (Annually) *	\$105
Headset *	\$340
*Estimate	

### FAA Exams (Flight) \*\*\*

Written Test **	\$175
Flight Test **	\$750

**\*\*subject to change**

**\*\*\*FAA tests are provided by independent examiners. They set the fees for tests. Usually the examiner requires payment in cash for the exams. Exam fees are NOT included in class fees. Arrangements can usually be made to withdraw cash from your account if desired to pay for tests. Contact the department for further information.**

### Maintenance Courses

AVMT108 Applied Science for Aerospace Tech	\$120
AVMT114 Aircraft Electricity	\$60
AVMT116 FAR's/Forms/Records/Publications	\$60
AVMT120 Material and Process	\$120
AVMT204 Aircraft Electrical Systems	\$60
AVMT206 Powerplant Electrical Systems	\$120
AVMT210 Aircraft Systems	\$120
AVMT220 Aircraft Fuels and Fuel Systems	\$60
AVMT226 Engine Fuel Metering Systems	\$60
AVMT237 Aircraft Hydraulic/Pneumatic, Landing Gear	\$120
AVMT304 Aircraft Metal Structures	\$120
AVMT306 Aircraft Non-Metal Structures	\$60
AVMT308 Aircraft Assembly/Rigging/Inspections	\$60
AVMT310 Aircraft Gas Turbine Engines	\$120
AVMT314 Aircraft Propellers and Engine Inspections	\$88
AVMT316 Reciprocating Engine Systems/Overhaul	\$208
AVIA140 Welding Technology	\$120
AVIA250 Machine Shop	\$120

### Other Aviation Courses

AVIA460 Program Continuation	\$364
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### Certificate in Aircraft Maintenance (\$14,000 scholarship per year)(additional general fee and lab fees per semester)

Fall Semester 1st year (16 credits)	\$16,848
Spring Semester 1st year (16 credits)	\$16,848
Fall Semester 2nd Year (4 credits)	\$5,616
Spring Semester 2nd Year (16 credits)	\$16,848

### Aviation Maintenance

Required Minimum Tool Set \$5,500  
**Note:** Maintenance students are required to have a Windows-compatible personal laptop.

### FAA Exams (Maintenance)\*\*\*

Written test***	\$175
Oral/Practical test (each) General ***	\$200
Oral/Practical test (each) Airframe/Powerplant ***	\$400

### \*\*\*Subject to change

**\*\*\*FAA tests are provided by independent examiners. They set the fees for tests. Usually the examiner requires payment in cash for the exams. Exam fees are NOT included in class fees. Arrangements can usually be made to withdraw cash from your account if desired to pay for tests. Contact the department for further information.**

### Community Non-Credit Classes for Aviation Airframe and Powerplant Certificate

For those wishing to attend classes to earn the FAA Airframe and Powerplant Certificate without university credit, there is a cost for the program \$527 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 tools appropriate the program requirements. Contact the Department of Aviation for more details.

## College of Health and Human Services

### Medical Laboratory Sciences

<b>BSMLS Professional fees</b>	each semester
Fall Semester	\$810
Spring Semester	\$810
Summer Semester	\$445

<b>Professional Fee for Technologist Certificates</b>	each semester	\$155
<b>Professional Fee for MLT-BSMLS</b>	each semester	\$260
<b>Masters of Medical Laboratory Science</b>	per credit	\$1320
<b>Masters Professional fee</b>	each semester	\$350
(Online)		\$155

### BS Nursing

<b>Professional Fee for BS Nursing (on-campus program) per semester (Fall/Spring)</b>	\$535	
<b>Online RN-BSN</b>	Nurses from hospitals having agreements/contracts with AU per credit hour.	\$322
	Nurses from hospitals without a contract/agreement per credit hour.	\$468
	Professional Fee (per semester)	\$155

**Departmental NLN Upward Mobility Examination Fee** \$692

### Doctor of Nursing Practice

Professional Fee (per semester)	\$588
Distance Fee (per semester)	\$160
Nursing 670 Project Continuation	\$307
Nursing 675 Program Continuation	\$307

### Population Health, Nutrition & Wellness

<b>Professional Fees</b>	
Nutrition and Dietetics Program (Fall and Spring Semesters) (Junior and Senior Year)	\$406
Exercise Science (Fall and Spring Semesters)(Junior and Senior Year)	\$406
BS Public Health (Fall and Spring Semesters) (Junior and Senior Year)	\$406

### Masters of Science in Nutrition and Wellness (Online) Course fees applicable

Professional Fee, each semester	\$447
Dietetic Internship (First 2 Semesters of the program) per semester	\$5784
Tuition per credit following Dietetic Internship semesters (20 credits total)	\$660

### Masters of Public Health (Online Only)

Professional Fee (each semester)	\$447
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### Masters of Healthcare Administration (Online Only)

Professional Fee (each semester)	\$447
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### Graduate Certificate (Dietetic Internship) 12 credits (eligible for loans)

Fee Title	Deadline	Cost
Application fee	February 15	\$50 non-refundable

Confirmation fee	May 7	\$400 non-refundable/non-transferable to another year
Professional fee		\$447 per semester
Tuition		\$5784 per semester

<b>Culinary Medicine Graduate Certificate</b>	Professional Fee	\$155 per semester
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### Physical Therapy Professional Programs

These fees do not include transportation costs, general education fees, special tests, insurance, books, or graduation fees.

<b>DPT</b>		
Confirmation Fee (non-refundable/non-transferable to another year)		\$500
Professional fee per semester*		410

#### Year 1 (3 semesters)

Annual Lab and Professional Fees (excludes tuition) = \$11,040 (Lab fees) + \$1,230 (Professional Fees)

#### Year 2 (3 semesters)

Annual Lab and Professional Fees (excludes tuition) = \$6,900 (Lab Fees) + \$1,230 (Professional Fees)

#### Year 3 (3 semesters)

Annual Lab and Professional Fees (excludes tuition) = \$1,380 lab fees + \$1,230 (Professional Fees)

#### Total DPT Program Tuition & Fees (Excluding University General Fees) \$116,010

Continuation fee, Physical Therapy Capstone Project/Program Continuation		
PTH 655 - Program Continuation		\$307
PTH 788 - Research Project Continuation		\$307

\* Set by Department

\*\* Students not taking the entire block of PT classes pay regular doctoral tuition up to a maximum of the PT package tuition rate and are not charged the PT professional fee for that semester.

#### t-DPT programs (On Campus)

Professional Fee (per semester)		\$410
Confirmation Fee (non-refundable/non-transferable to another year)		\$500
Continuation Fee, Physical Therapy Capstone Project/Program Continuation		
PTH 655 - Program Continuation		\$307
PTH 788 - Research Project Continuation		\$307

#### t-DPT, DScPT and DScOT (Off Campus)

Professional Fee (per semester)		\$265
Confirmation Fee (non-refundable/non-transferable to another year)		\$500
Credit for prior learning (per credit) CPL		\$447
Continuation fee, Physical Therapy Capstone Project/Program Continuation		
PTH 655 - Program Continuation		\$307
PTH 788 - Research Project Continuation		\$307
CEU—Workshop fees		vary

#### Masters Speech Language Pathology

Professional Fees		\$1,380
Confirmation deposit (non-refundable/non-transferable to another year)		\$500

## Seventh-day Adventist Theological Seminary

#### Continuation Fee (per semester)

Program Continuation GSEM 688, 888 and DSRE 688, 880, 888. 929		
DMin program extension fee, if granted. 1633		
Preparation for Comprehensive Exams GSEM680 and GSEM880.260		
Dissertation Proposal Preparation GSEM844 260		

#### Application Fees

Application		65
Online Application		65
Background Check (Note: applicant is responsible for all fees charged by Sterling Volunteers for background checks at the time of varies application.)		

#### Other Fees

Per credit recording and assessment fee—for Credit for Prior Learning (CPL) (1-5 credits per Portfolio)		426
Seminary Spouse Discount		182

#### Academic Departmental Fee

Registration Administrative Fee—per test		50
Recording fee per credit		60

#### Seminary Online Learning Center (SOLC)

Except any MA tuition discounted greater than 50% will also be assessed the SOLC fee per credit (same as MDiv) 160  
MDiv Students (in addition to the MDiv registration fee) are charged an additional SOLC fee (per credit) 160

#### Transfer

Certain seminary programs are discounted to prepare students for specific ministries. If a student enrolls and takes classes in a **discounted** or reduced fee program (less than the published Doctoral or Master's rate) and then wishes to apply those credits earned to a higher priced program, the student may be assessed a fee to transfer or apply the discounted credits to the higher priced program at the time of transfer.

#### Program Specific Fees and Discounts

**MAR:** Full-time on-campus students and online students receive an automatic 50% tuition adjustment.

**MAYYAM/MA Religious Education:** Full-time on-campus students may apply for a tuition discount (based on GPA and other criteria), at the Seminary, at the Seminary Dean's office each semester by drop/add date (see below).

**MDiv:** The MDiv is already highly discounted to a flat registration fee for full time students and a discounted per credit fee for part-time students. No further discounts are available.

The registration fee is due August 15 for fall semester, December 15 for spring semester, and May 10 for summer term. Any overload credits (over 14 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 PhD office, but should be submitted to the Dean of Arts & Sciences.

A per-credit recording fee is charged for prior learning (CPL).

**PhD/ThD:** Visit the PhD program office for scholarship applications in January of each year.

**Doctoral:** Seminary Doctoral students will receive a 75% discount for Seminary MA level prerequisites taken on campus. If the prerequisite is taken on line, then the student's credit is reduced by the current SOLC per credit fee [see Seminary Online Learning Center (SOLC) charges.]

PhD students taking a graduate course in the College of Arts & Sciences in fulfillment of their elective course requirement may request a 75% 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 PhD office, but should be submitted to the Dean of Arts & Sciences

#### Seminary Scholarships and Discounts

##### Scholarships

Endowed/Named Scholarships—Application deadline will be set some time during spring semester for awards for the next year.

##### Emergency Scholarship

For true emergencies (health, accident, job loss, etc.) please visit the Seminary Dean's office for application details.

##### Seminary Spouse Discount

Available to master's-level students enrolled in Seminary programs whose paying spouses are enrolled full-time in a Seminary program. Student must submit application to Seminary Dean's office each semester by drop/add date. Details and applications are available in the Seminary Dean's office. Discount, if granted, would net Seminary master's tuition to \$182 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* or disclosed in the syllabus. These charges, which may be significant, are added to tuition.**

## Dictionary of Educational Expenses

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.

For Washington State Residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

### Application Fee

Undergraduate non-refundable	\$30
Online undergraduate non-refundable	\$30
UG Late application fee non-refundable	\$50
Graduate non-refundable	\$60
Online graduate non-refundable	\$60

### Application Deadlines

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

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

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

**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 government photo id for release of funds.

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

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

**Co-Curricular Fee.** Up to \$470 per semester. The Co-Curricular Fee is not assessed until the end of the semester. It may be reduced or eliminated depending on a student's level of completion of the co-curricular requirement.

**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. Credit balances left on the account for over 3 years go to the State of Michigan if not claimed.

**Credit Card Payments** will be accepted online only to pay account balances, but cannot be accepted for a student to make a cash withdrawal from his/her student account. Secure payments can be made via the Andrews web page at [www.andrews.edu/sf](http://www.andrews.edu/sf). We use a 3rd party provider, "TouchNet" to process credit card payments. This requires a login and password through TouchNet. There is a convenience fee of 2.95%. The following information is required:

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

### Credit by Examination Fees

#### College Level Examination Program (CLEP)

Registration fee—per test	\$95
Recording fee—per credit	\$60
Counseling & Testing Administrative fee—per test	\$50

#### Academic Departmental Examinations

Recording fee—per credit	\$60
Administrative fee—per test	\$50
College of Arts & Sciences Administrative fee - per credit	\$55

**Diploma.** Students may not receive a diploma under the following circumstances:

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

**Distance Education.** Financial policies pertaining to Distance Ed are shown in the Student Financial Services Section.

**Dual Enrollment.** Advanced undergraduate students need to check with their Financial Aid advisor regarding award eligibility.

**Ending Balance.** When a student leaves the University, any balance of \$5 or less is not collected after 90 days.

### Examination Fees

New Student and Freshman Testing	\$75
Mathematics Placement Examination	\$30
Special administration of any test	\$100
Language Proficiency Examinations (each)	\$40

Other than CLEP for seminary, graduate school (reading examinations), and undergraduate students.

Graduate Record Examination (GRE)	as announced
Each exam—paid to Educational Testing Service, Princeton, N.J.	

**Exit Procedures.** Check-out procedures must be followed when a student leaves Andrews University outside of the graduation process. Students should ask for Andrews University Student Exit Procedure Forms from the dean's office in the school in which they are enrolled or from the Student Services office. All required signatures on the form must be obtained to ensure that the necessary information has been given both to the student and to the departments listed on the form.

### Financial Clearance is required in order to:

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

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

**Final Exam Date Change Fee** \$125

### 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

These fees support library and technology services available to all students. Students admitted to on-campus programs pay a general fee in place of the distance or guest fee each semester they register.

**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	\$680
Graduate students	\$550
Seminary students	\$550
Seminary Student Activity Fee	\$25
Summer school students	\$182
All students taking less than 5 credits	\$160

**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

**Guest students.** All students taking courses on the main campus or online where tuition is paid directly to the main campus will be charged the following general fee \$85

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

Undergraduate	\$150
Graduate	\$165
Doctor of Ministry (DMin) (included in tuition)	\$0
Late Graduation Application Fee	\$110

### 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** \$110

**Master's Program Continuation Fee** (not including Seminary) \$312

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 1% per month carrying charge will be added on my unpaid balance and I agree to pay this carrying charge in addition to any other debt. I recognize that the above figures displayed in Registration Central are estimates and I accept the responsibility for the payment of actual charges incurred. I explicitly agree to be responsible for those collection expenses in addition to the unpaid debt. I understand that Andrews University will be adding additional collection and

attorneys' fees (within a range of 33% 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

### Payment Plans

**Cash Rebate Plans (No discounted or DIEP programs are eligible for the Rebate Plan)**

**(NO REBATES ARE GIVEN FOR A PRIOR SCHOOL YEAR, IT MUST BE REQUESTED DURING THE CURRENT SCHOOL YEAR)**

**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 \$1000 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.

**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 \$500 to qualify for a payment plan. Each payment must be received by **August 15 for fall semester** and **December 15 for spring semester**. After making payment, e-mail sfs@andrews.edu by the first day of class to request the 1% rebate. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of that semester. All approved rebates will be applied to the student account during that semester.

**Monthly Payment Plan**—Arrange to make monthly payments toward estimated Out-of-Pocket Expenses for the semester and any previous balance.

All previous account balances (including monthly payment plan balances) must be paid in full.

The plan is not to exceed more than 45% of the estimated Out-of-Pocket Expenses for the semester.

Payments are to zero the account by the end of the semester to which the plan applies.

Late payments will incur a late payment fee of \$25.

A 1% carrying charge will be posted to an unpaid balance at the end of the month.

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 portfolio aligned with one course \$430

### Account Refund Policy

Refunds resulting from credit on the student's account will not be available to the student until approximately five days after the semester drop/add date. The preferred method of delivery for refunds is direct deposit through an e-refund



profile set up by the student in TouchNet. Alternatively, students may request that account credit be refunded via a paper check to be mailed to the address given by the students on the request form or for pickup at the Office of Student Financial Services front desk.

Refunds will only be issued from credit on the account at the time the refund is requested. Students should monitor their account balances carefully since funds from a future semester are unavailable until the appropriate time.

Student Financial Services is unable to serve students as a bank. A maximum of three credit refunds may be requested during a semester.

Students receiving federal loans are encouraged to carefully read their Discosure Statements so you are familiar with the loan disbursement schedule.

Funds from future semesters are unavailable until sent funds reach the University's bank. Students should plan their budgets accordingly.

Half-time enrollment is required for student loans to disburse to the account. A class does not count toward the half-time enrollment status until within ten (10) days of its start date.

To pick up a refund check in Student Financial Services, the student must show current Andrews University ID or valid driver's license.

For anyone other than the student to pick up the refund check, the student must sign a letter giving permission for that person to pick up their check. Without the appropriate documentation, the refund check will not be released.

Federal regulations require that credit from Parent (PLUS) loans be returned to the parents. Authorization from the parents is required before these funds can be released to the student. This authorization can be given when the parents complete the Parent (PLUS) loan requests or in writing to Student Financial Services anytime thereafter.

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 to avoid the 90 days expiration date.

**Registration Central.** For information on how to financially clear and register online, visit [vault.andrews.edu](http://vault.andrews.edu) and log on to "Registration Central."

Rescheduling senior exit tests and major field tests. \$110

**required for:**

- 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**

IDSC 296 Recording fee—per semester	\$110
IDSC 596 Recording fee—per semester	\$110
Independent Study Recording fee—per credit (undergraduate only)	\$60
Mission Preparedness Assessment Fee	\$60
Student Missions Application Fee	\$40
Student Missions Background Check Fee	Up to \$45
International Student Missionary Service	\$4820
Domestic Student Missionary Service	\$3214

**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.

FALL 2024 ONLY: First Day Complete is \$21.50 per credit if you choose to opt in for this service. If you do not want to use First Day Complete for your books then you

need to opt out otherwise you will be charged automatically \$344.00 and after the day of drop/add you cannot get a refund.

**Thesis/Dissertation Fees**

Binding (each volume) for AU copies	\$35
Binding (each volume) for personal copies	\$45

Fees for copyediting of theses/dissertations are on a sliding scale basis, starting at \$175 for 50 pages, plus \$6 for each additional 10-page increment.

**Transcript** Students may not receive a transcript under the following circumstances:

- Owing on a student account, including payment plans not yet due and did not receive Title IV Federal Financial Aid.
- Owing on a housing account.

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

- An organization for scholarship or licensure purposes (AMCAS, AADS, or PTCAS)
- For Employment Purposes Only (will send directly to employer)
- Students who received any Federal Financial Aid during their studies at Andrews University

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

**Wiring Fee**

Outgoing Fee (wires in USD)	\$15
Outgoing Fee (wires in foreign currency free of charge but subject to exchange rate)	\$0
Incoming Fee (wires in USD) (\$20 for Transfer Mate, \$10 for Flywire)	\$10/\$20
Incoming Fee (wires in foreign currency free of charge but subject to exchange rate)	\$0

# 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 (Online degree seeking students are not eligible for 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 a minimum of two of the three following:

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)
- High school curriculum

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, high school curriculum, and ACT or SAT. Andrews Partnership Scholarship is ten (10) semesters. The award levels are as follows:

#### Scholarship 4-Year Total

\$14,000	\$56,000
\$12,000	\$48,000
\$10,000	\$40,000
\$8,000	\$32,000

#### Additional Andrews Partnership Scholarship for FTIAC (First Time In Any College) Students

In addition to the Andrews Partnership Scholarship (based upon the combination of high school cumulative GPA and ACT/SAT scores) freshmen are eligible for an additional annual \$2,000 special APS for either (only one) of the following categories:

ACT composite of 30 to 33

SAT Evidence-based Reading and Writing (ERW) + Mathematics combination score of 1360 to 1480.

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 1490 (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 Finalists Scholarship, National Hispanic Recognition Program Scholar, National African American Recognition Program Scholar, National Indigenous Recognition Program Scholar, and National Rural/Small Town Recognition Program Scholar and APS/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 Finalists Scholarship, National Hispanic Recognition Program Scholar, National African American Recognition Program Scholar, National Indigenous Recognition Program Scholar, and National Rural/Small Town Recognition Program Scholar and APS/SAT Scholarship.

Students qualifying for the National Merit Finalists Scholarship, National Hispanic Recognition Program Scholar, National African American Recognition Program Scholar, National Indigenous Recognition Program Scholar, and National Rural/Small Town Recognition Program Scholar and APS/SAT Scholarship are **not** eligible for additional APS. All tests must be taken by July 15 to be evaluated to raise their APS.

**Accepted Undergraduate International Students outside the US and Canada will be awarded a \$14,000 APS.**

**Transfer Students (For Domestic and Canadian Transfers)**(transferring 25 or more semester credits taken after graduating from high school) to Andrews University who are full-time undergraduates and in their first degree program may be eligible for an Andrews Partnership Scholarship. Based on their incoming cumulative college GPA, the Office of Undergraduate Admissions will grant an Andrews Partnership Scholarship according to the following:

GPA	Scholarship Amount
3.90 to 4.00	\$14,000
3.67 to 3.89	\$12,000
3.50 to 3.66	\$10,000
2.50 (and below) - 3.49	\$8,000

This is based on students unarticulated cgpa of 25 college credits minimum. Below 25 credits, APS may be based on their secondary/high school transcripts.

Transfer students may qualify for full tuition scholarship if they were National Merit Finalists Scholarship, National Hispanic Recognition Program Scholar, National African American Recognition Program Scholar, National Indigenous Recognition Program Scholar, and National Rural/Small Town Recognition Program Scholar and APS/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 \$1,600 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 \$230 per week for a maximum of 13 weeks or \$2,990 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 \$3,000.

Andrews University Field Evangelism summer scholarship and church outreach program is matched at 100% of net earnings based on information given to Student Financial Services from the AU Religion Department, church, or conference. The scholarship cap is \$1900 and is available on odd years only.

Summer scholarships for Andrews University Religion Department Barnabas Connection (Undergraduates Only) and Church/Conference outreach programs are matched 100% based on the information given to Student Financial Services from each organization. The entire scholarship must be placed onto the student's account at Andrews University. The scholarship cap is \$2,800.

All summer scholarships are awarded to **full-time** undergraduate and graduate students in a **degree program** attending the Berrien Springs campus and require full-time service. The scholarship closing date for consideration is October 31 of the current academic year.

If a student attends Adventist Colleges Abroad, Student Missionary or Task Force that fall, their scholarship will be held until the following year and funds disbursed the next fall semester. If they also work in a summer ministries program that year, the scholarship would be given the following fall semester.

#### Included and Excluded Funds

Funding for Andrews Partnership Scholarships may include Andrews University grants, named scholarships, and departmental scholarships, as well as the value of spouse free tuition. Funds not included in the Andrews Partnership Scholarship are Summer Ministries, Student Missionary/Taskforce, General Conference Missionary Matching, Undergraduate Research grants, the DeHaan Work Excellence Award, employer-provided scholarship or assistance, music performance, and non-Andrews outside resources.

#### Continuing Eligibility

To retain the Andrews Partnership Scholarship each student must meet all of the following:

- The university's Satisfactory Academic Progress policy
- Complete a four-year degree in ten semesters or get permission for an APS extension from the associate vice president for Enrollment Management. Students are allowed terms of prorated APS for less-than-full-time attendance (minimum 6 full-price credits, i.e. half time; handled manually upon written request to Student Financial Services). A prorated term counts as one complete term of the ten Andrews Partnership Scholarship terms allowed. 9–11 credits=75% APS; 6–8 credits=50% APS.
- Be a full-time (minimum 12 credit hours) undergraduate completing his/her first degree on the Berrien Springs campus
- Be a full-time (minimum 12 credit hours) student on the Andrews University main campus. Twelve Andrews undergraduate correspondence credits, 12 ELI non-credits, May Express, Sahmyook Top Scholar, and other discounted credits, do not qualify as full-time eligibility for the Andrews Partnership Scholarship.

#### Summer Enrollment

An Andrews Partnership Scholarship recipient may request the Andrews Partnership Scholarship during the summer term if all of the requirements are met. The summer term will count as one of the 10 semesters for which the Andrews Partnership Scholarship may be available. Usually the only aid available for summer is a student loan.

#### Special Andrews Partnership Scholarship

**National Merit Finalists Scholarship, National Hispanic Recognition Program Scholar, National African American Recognition Program Scholar, National Indigenous Recognition Program Scholar, and National Rural/Small Town Recognition Program Scholar and APS/SAT Scholarship.**

Andrews University rewards National Merit Finalists Scholarship, National Hispanic Recognition Program Scholar, National African American Recognition Program Scholar, National Indigenous Recognition Program Scholar, and National Rural/Small Town Recognition Program Scholar and APS/SAT Scholarship (those with a composite score of 34 ACT or 1490 SAT (Math + Verbal or higher) a special Andrews Partnership Scholarship that covers 100% tuition for five years for incoming freshmen with a cap of 144 credits and limited to a declared degree(s). To confirm receipt of the scholarship, submit appropriate records (award letter, certificate and/or official test scores) to the Office of Undergraduate Admissions. Rules:

- Total aid received by the awardee, including a university scholarship or grant, cannot exceed the cost of attendance. Gift aid includes external scholarships, merit aid, and then need-based aid. Non-gift aid includes Educational Allowance, federal loans and private loans. Should the total aid exceed the cost of tuition per semester, then books, general fee, required course fees and the costs of dorm and dining services (meal plan/cafe account)(if student exceeds meal plan will increase up to an additional \$300), computers/ipads/tablets (up to \$2500), required software may be included in the calculation.
- No cash amount is paid directly to the student, nor may any funds be transferred to any other student's account if total aid includes an educational allowance plus a 100% tuition scholarship with the following exception:
  - Federal PELL grant and student loans may be withdrawn if they create a credit balance. No greater than the amount of these funds may be withdrawn.

- Excess credit from educational allowance plus 100% scholarship may not be withdrawn; **however, it may carry over from fall/spring to be used toward a summer tour if made aware of.**
- The length of this 100% tuition Andrews Partnership Scholarship is ten (10) semesters with a cap of 144 credits and limited to a degree(s). Transfer credits and dual credits taken in Academy or High School do not count in the cap for first time Freshmen.
- All 100% tuition scholarships will be renewed yearly if students maintain a 3.25 Andrews University cumulative GPA. If GPA is above 2.0 but below 3.25 after a warning term, the standard Andrews Partnership Scholarship will be awarded in lieu of the 100% scholarship.
- Transfer students may qualify for the National Merit Finalists Scholarship, National Hispanic Recognition Program Scholar, National African American Recognition Program Scholar, National Indigenous Recognition Program Scholar, and National Rural/Small Town Recognition Program Scholar and APS/SAT Scholarship under the following conditions:
  - The scholar enters the scholarship program at his/her appropriate grade level. In no case is a transfer scholar eligible for a full five-year scholarship.
  - The student must meet the GPA requirements as outlined in #4 above at his/her appropriate grade level.

#### Andrews Gift Aid

In addition to the Andrews Partnership Scholarship, Andrews University makes Andrews Gift monies available to help satisfy the student's need as determined by the financial aid information. To be eligible for Andrews Gift aid, students must file the Free Application for Federal Student Aid (FAFSA), [www.fafsa.ed.gov](http://www.fafsa.ed.gov). To complete your financial aid award, you will need to submit the AU Financial Information Sheet and any other documents required for verification by the Student Financial Services Office. If you did not or could not use the IRS Data Retrieval Tool on the FAFSA, we will need an IRS Tax Return Transcript. You can request one at [www.irs.gov/individuals/get-transcript](http://www.irs.gov/individuals/get-transcript). The priority processing date is March 1. No electronic award letter will be prepared until Student Financial Services receives and processes these forms. Andrews Gift will be recalculated if outside resources are received after initial awarding.

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

#### Defining Financial Need

When figuring eligibility for financial aid, need is determined by the following Financial Aid Formula: Cost of Attendance - Expected Family Contribution = Need

**Cost of Attendance** refers to the amount it costs to attend Andrews. This cost includes tuition, estimated cost of books, general fee, room and board, personal and travel allowances.

**Expected Family Contribution** is determined by taking financial information provided by the student on the Free Application for Federal Student Aid (FAFSA) and calculating a result.

**Educational Need** is the difference between cost of attendance and expected family contribution. Need-based aid comes from Federal, State, and/or institutional funds.

#### General Information

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

**Financial Aid Documents.** To find required documents visit [www.andrews.edu/sf](http://www.andrews.edu/sf).

To complete your financial aid offer, you will need to submit the Financial Information Sheet and other documents if selected for verification. If you did not or could not use the IRS Data Retrieval Tool on the FAFSA, we will need an IRS Return Transcript. You can request one at [www.irs.gov/individuals/get-transcript](http://www.irs.gov/individuals/get-transcript). No financial aid offer will be prepared until Student Financial Services receives and processes these forms. Priority processing date is March 1.

The United States Department of Education selects some students for whom the school must verify the information submitted on their FAFSAs.

**When to do the FAFSA.** Students can file the FAFSA online after October 1 for the following academic year and sign electronically with the student's FSA ID. The Federal office will process aid eligibility only after receiving an electronic signature.

**School Name and Federal School Code.** The FAFSA must include the name(s) of the college(s) to which the student is applying. Andrews University's Federal School code is 002238.

**Federal, State, and Institutional Financial Aid.** The information on Federal and State-based aid is in accordance with regulations and funding information available at the time this bulletin goes to press. Actual awards depend on Federal and State regulations and funding at the time aid is disbursed.

Aid money is credited to the student account each semester. Any change required in the student's verification process (check to be sure what was entered on the FAFSA matches what was entered on the verification forms) can change the financial aid award.

For **Washington State Residents** seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

**Master Promissory Note (MPN).** Andrews University follows Federal guidelines for Master Promissory Notes. Students sign electronically a loan note only once indicating their intent to use loans to pay their tuition expenses and their commitment to repay the loans after graduation. Once electronically signed, the loan note remains active for ten years (unless it is canceled by the student). Andrews University uses an in-house loan-request form for students to indicate which loans and how much loan eligibility they will use each year.

**Funding Limitations.** Should university aid funds become over-committed, Andrews University reserves the right to reduce all previously granted awards, to discontinue making further awards, and/or to use other appropriate methods to bring aid expenditures into agreement with budgeted aid figures.

**Financial Aid Eligibility.** To be eligible for financial aid, a student must be:

- Accepted on regular, provisional, or probationary status (guest student status is not recognized for aid purposes).
- Enrolled in a program of study leading toward a degree or an approved certificate program.
- Registered for at least one-half of a full class load each semester.

A full class load is usually required for institutional aid.

**Citizenship Requirements for Federal and State Aid.**

- A U.S. citizen or national (includes natives of American Samoa or Swains Island)
- A U.S. permanent resident.
- Citizens of the Freely Associated States: the Federated States of Micronesia and the republics of Palau and the Marshall Islands. Eligible only for Pell Grant.
- Other eligible non-citizens.
- 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:

- A U.S. permanent resident who has a Permanent Resident/Resident Alien card. (I-151, I-551, I-551C).
- 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).
- 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.
- 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.
- Persons with a passport with an Arrival/Departure Record (I-94) stamped with the following endorsement: "Processed for I-551. Temporary Evidence

of Lawful Admission for Permanent Residence. Valid until \_\_\_\_\_, Employment Authorized" with an A-number and valid date.

- 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.
- Persons with a U.S. Travel Document containing a Re-entry Permit (I-327) or Refugee Travel Document (I-571) annotated with "Permit to Re-enter Form I-327."
- Persons with at least 50% Native American blood born in Canada. They may need to provide proof of both qualifications.

**Notes:** Conditional Resident Aliens have documentation that expires. This documentation is acceptable to receive Federal Financial aid as long as the expiration date has not passed.

Students who have only a Notice of Approval to Apply for Permanent Residence (I-171 or I-464A), students who are in the United States on an F1 or F2 student visa only, or students on a J1 or J2 exchange visitor visa only cannot receive Federal and State aid. Also, persons with G series visas (pertaining to international organizations) are not eligible for Federal and State aid.

Certain Native American students born in Canada with a status under the Jay Treaty of 1789 may also be eligible for federal student aid.

Undocumented students, including DACA recipients, are not eligible for federal student aid, but you may still be eligible for institutional aid, in addition to private scholarships.

**Class Loads and Financial Aid.** Aid is awarded for an entire academic year (two semesters) and is based on full-time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non-enrollment periods. Most aid programs require students to be enrolled at least half-time. Students who enroll with a half-time class load may receive a maximum of 50% of the full-time award. Three-fourths time enrollment permits students to receive a maximum of 75% of the full-time award. Students who change their course load during a given semester should read the Financial Aid Refund Policy.

The student's continued eligibility for financial aid is also based on his/her academic progress as described in the following chart:

Credit Hours for Class Loads			
Program/Level	Full-load	3/4 Load	Half-load
Undergraduate	12+	9-11	6-8
Physical Therapy	12+	9-11	6-8
Graduate School and Seminary	8+	6-7	4-5
MDiv	9+	6.75-8	4.5-6.74

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

- 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](http://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, a copy of a signed 1040 or an IRS Tax Return Transcript is required. You can request an IRS Tax Return Transcript at [www.irs.gov/individuals/get-transcript](http://www.irs.gov/individuals/get-transcript). Some campus based funds may not be available after March.

**Financial Aid Refund Policy.** This policy covers changes in the amount of financial aid due to the dropping of classes or withdrawal from school.

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

#### **Return of Title IV Funds Policy**

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws from Andrews University for any reason, officially and/or unofficially, the student may no longer be eligible for the full amount of Title IV funds originally awarded. (Title IV aid refers to federal aid programs under the Higher Education Act of 1965). The return of funds to the federal government is based on the premise that a student earns financial aid in proportion to the length of time during which they remains enrolled.

**Federal Regulations require a recalculation of financial aid eligibility if a student:**

- Completely withdraws
- Stops attending before the end of the term
- Fails all classes

Financial aid that is processed for a student who never begins attendance will be canceled and all of the funds will be returned to the Department of Education.

#### **Earned Versus Unearned Financial Aid**

If a student withdraws officially, unofficially, or through Administrative withdrawal from Andrews University, federal regulations require us to calculate Federal Title IV aid earned during the term in which the student no longer attends.

Title IV aid disbursed is earned based on a ratio of calendar days attended, to total calendar days in the Semester, less any breaks of 5 or more days. Once the 60% point in the enrolled Semester is reached, a student is considered to have earned all of the financial aid originally awarded and no return of Title IV aid is required.

Earned aid based on days attended can remain disbursed.

#### **Student Notification of Repayment**

The return regulations require a calculation of amounts a school must return, and/or may return. Students are ultimately responsible for returning unearned funds, however; Andrews University does return all unearned aid to the Department of Education on the student's behalf.

As a result, the student may owe a balance to Andrews University after a return of Title IV funds. It is the student's responsibility to pay the school for the balance. A financial hold for the balance will prevent any registration of courses in the future. A balance on account will also hold a transcript and diploma from being released.

#### **Federal Formula**

The amount of Title IV aid earned is determined by multiplying the result of the ratio of days attended to total days in the Semester by the total of the Title IV aid disbursed (plus Title IV aid that could have disbursed in the case of post-withdrawal pending aid).

*Example: 5 days attended/100 total days = 5% (total Title IV aid disbursed) = earned aid.*

The regulated time frame to return funds is no later than 45 days from the determination of a withdrawal.

#### **Determination of Withdrawal Date**

Our institution is not required to take attendance. Therefore, the date we use in the return of funds calculation is the date the student officially and/or unofficially withdraws or stops attending courses. This would be either date of submission of a student exit form or the official notification date of a student that they wish to withdraw.

If a student stops attending without notification, the date used will be the verified last date of academic activity collected from instructors for all withdrawn courses in the term. This date coincides with the last date of attendance, the last date of an academic activity such as homework assignment, quiz, exam or graded paper.

#### **Not Started**

Andrews University requests that instructors report each Semester whether or not a student begins attendance in a course. If a student does not begin attendance in a course, that course must be taken out of consideration for Title IV funds. The Title IV funds will be recalculated excluding that course. Depending on the remaining hours of registration, students may have their aid partially reduced or fully reduced. Students may also be subject to Title IV return calculations resulting in a reduction or cancellation of Title IV aid.

Students who do not plan to attend and will not be participating in a course should drop the class prior to the start of the term (or, at the very least, within the 100% refund period) to avoid Title IV aid recalculation.

#### **Post-Withdrawal Disbursement**

Students that withdraw completely with pending aid that did not disburse prior to withdrawal may be eligible for a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed.

Andrews University may use all or a portion of the post-withdrawal disbursement of grant funds for qualified educational expenses. Permission is required to use post-withdrawal grant funds for all other school charges. Students will be notified within 30 days of the determined withdrawal date.

#### **Unearned Non-Passing Grades**

Students who receive all non-passing grades (F grades) at the end of the Semester, and whose attendance cannot be verified with instructors in all courses enrolled, will be considered unofficially withdrawn and all aid will be returned.

#### **Federal Title IV Aid Programs Order of Return**

After calculating, the federal formula funds are returned in the following order for students who drop all their classes:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- PLUS Direct Loan (Parent)

- PLUS Direct Loan (Graduate)
- Federal PELL Grant
- Federal SEOG
- Other Title IV student assistance

### Withdrawal and Future Financial Aid Eligibility

Please refer to the Satisfactory Academic Progress section of this Bulletin to determine how financial aid is impacted.

### Additional Loan Information to Consider When Withdrawing

Students are entitled to a 6 month grace period prior to repayment of their Federal loan(s). If a student is less than half-time for 6 months their loans will go into repayment status with their federal loan servicer. The grace period begins the day a student drops below half time. A student's lack of graduation does not equate to in-school deferment.

Students must complete Exit Loan Counseling at [www.studentloans.gov](http://www.studentloans.gov) and contact their loan servicer to make payment arrangements, or ask any questions pertaining to the grace period or repayment status.

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

- Amount of aid for ÷ Tuition and fees = Percentage enrollment period for same period
- 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.

For **Washington State Residents** seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

**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

### 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)

### SAP Policy for Undergraduate Students with Financial Aid

#### UNDERGRADUATE

#### Satisfactory Academic Progress (SAP)

According to the United States Department of Education, all schools are required to follow federal, state and institutional SAP policies when awarding financial aid. Students must make Satisfactory Academic Progress (SAP) toward the completion

of their associate, baccalaureate, or graduate degrees to qualify for financial aid. Second-degree seeking students are evaluated under the same policy. The Office of Student Financial Services will monitor your academic progress at the end of each semester (including summer term) for all enrolled students regardless of whether or not financial aid was received that semester.

It is the student's responsibility to read, understand, and adhere to the SAP policy in order to remain eligible for financial aid. Failure to comply with this policy can result in the student's financial aid eligibility being terminated at Andrews University.

To maintain eligibility for Federal Title IV and/or institutional financial aid assistance, students must meet the following minimum standards:

#### Qualitative Measure: Financial Aid Minimum Grade Point Average (GPA)

To make satisfactory academic progress, undergraduate students must maintain an overall GPA of 2.0 (average grade of C).

Transfer credit grades are not counted, a student progress in the qualitative measure is solely Andrews University credit grades.

Repeat credits: students may repeat a course in which they receive an unsatisfactory grade. In the case of undergraduate students only, the course with the higher grade is used to calculate the GPA.

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.

A change in major from one school to another (ex. Business to Arts & Sciences) may on a case by case basis lead to an additional term of aid, or "reset" of counting SAP terms. The projected grades required and time frame needed to raise a GPA to standard will be taken into consideration.

#### Quantitative Measure: (A) Pace of Program and (B) Maximum Time Frame (C) Transfer Maximum Timeframe

**A.** Students must complete at least two-thirds of the number of credits attempted with a passing grade regardless of enrollment status (full-time or half-time), and maintain a 66.67% completion ratio. The Office of Student Financial Services confirms that the student has met this requirement prior to the beginning of the student's new enrollment period.

Credit grades of A, B, C, D and S are considered hours attempted and completed. Withdrawals (W), audit (AU), incomplete (I), failing (F or U) credits are counted as hours attempted only.

Transfer credits will not be included in calculating the two-thirds completion rate.

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

Changes 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.

**B.** Student may not exceed 150% of the required credits to graduate with their declared degree program regardless of whether or not financial aid was received during previous semesters. Students are advised to work with their academic advisor to "stay on target" to complete educational goals.

**C.** Academic progress from other institutions will be included in maximum timeframe. All attempted credit hours from Andrews University (AU) and/or any other institution of attendance will count towards attempted credit hours with regard to maximum timeframe. Students who have attempted 150 percent of the allowed number of credit hours for any degree will be ineligible to receive financial aid at AU.

**Rules for Remedial or Developmental Coursework.** An otherwise eligible student may receive financial aid for a maximum of 30 attempted credit hours in developmental/remedial course work. Once the 30 credit hours maximum are reached, additional developmental credit hours will not be used to calculate the award amount. Developmental hours are not included in the GPA calculation, but they are included in the qualitative assessment of SAP. They are not included in the quantitative calculation (completion rate), nor the calculation of maximum timeframe. They do not apply towards the degree program.

#### Categories of Continuing Financial Aid Eligibility

At the beginning of each semester, 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 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. The student is allowed only one Financial Aid Warning semester for each degree program, except under extenuating circumstances. Academic performance during this semester determines whether financial aid is given in future semesters. If the student again meets the minimum required standards, the student is returned to satisfactory progress status and is eligible to continue receiving aid as awarded. Students who fail to attain SAP after the Financial Aid Warning semester are no longer eligible for financial aid. Students placed on Financial Aid Warning are encouraged to contact their academic department for assistance in planning for academic success.

If students fail to meet the SAP requirements they are welcome to register for classes with the approval of their dean/academic advisor at their own expense until they meet SAP policy standards.

**Financial Aid Appeal Procedure.** Students who fail to maintain SAP and who lose current semester financial aid due to special or extenuating circumstances may appeal such an action in writing. All appeals must be completed using the SAP Appeal form available at the Office of Student Financial Services website under Forms (<https://www.andrews.edu/documents/financial/sf/aid/sap-appeal-form.pdf>), and must be submitted before the first day of class for the next term that you plan to attend. All undergraduate students who fail to maintain SAP must contact the office of Student Success to complete an Academic Plan that must be provided together with the SAP Appeal form. All appeal documents must be attached to the SAP form. Allow up to ten business days from submission of the form and all documentation to process your appeal. Students should recognize that submission of an appeal does not guarantee reinstatement of financial aid eligibility and approval is not "automatically" granted. Students will be notified regarding either a determination or next steps via their Andrews University email address or another means of communication. Decisions are final.

**Financial Aid Probation.** When failure 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. Proof must support the stated extenuating circumstances in the event of the death of a relative, a medical emergency or illness of the student, legal dependent or spouse, military activation or deployment, employer required changes on work schedule, disaster, or any other special circumstances. Reasons such as being unprepared for college course work, the course was not what was expected, not liking the instructor and other related excuses are NOT qualifying circumstances for an appeal and will result in an appeal being denied. Students are responsible for monitoring their own progress status. Our office makes every attempt to notify students of their status. However, failure to receive notice does not affect the calculated status and is not reason to appeal. Please ensure that home and email addresses are updated with Admissions and Records Department.

If an appeal is approved, a student will be placed on Financial Aid Probation for one semester. Future financial aid is dependent on meeting SAP standards by the end of the probationary semester.

If the appeal is denied, a student is no longer eligible for financial aid. Student is welcome to register for classes with the approval of their dean/academic advisor at their own expense until they meet SAP policy standards.

**Break in Enrollment.** When a student has a break in enrollment and is readmitted, the SAP status for prior terms will apply. For example, if a student is placed on financial aid suspension at the end of the spring term, does not return in the fall term, and is readmitted the next spring term, the student will continue in a financial aid suspension status for that term.

**Please Note: The financial aid SAP standards are not the same as Andrews University's general academic requirements. Students should contact an academic counselor to determine those separate requirements for maintaining their academic enrollment.**

### 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:

- The student registers and has to be financially approved at the Andrews University Berrien Springs campus before attending Adventist Colleges Abroad (ACA).

- The student must meet Andrews University's Satisfactory Academic Progress policy.
- Aid-eligible students may receive Federal and/or State financial aid only as long as it takes to complete 25% or less of their total degree program (usually the equivalent of two academic semesters).
- However, students are not eligible for:
  - Federal campus-based aid (Federal Work Study, Federal Supplemental Educational Opportunity Grant)
  - Andrews University scholarships and grants while attending an ACA campus.

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

- Complete the Free Application for Federal Student Aid (FAFSA) form online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) indicating Andrews University as the first college of choice. Federal School code is 002238 for Andrews University.
- 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](http://www.irs.gov/individuals/get-transcript).

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

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

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

When the verification process is complete, Student Financial Services credits the student's aid award(s) directly to his/her student account at Andrews University. A student applying for the Federal Direct Loan must sign a master promissory note and do loan counseling if these have not been done here at Andrews University before leaving for the ACA school. When a loan is approved, funds are credited directly to the student's account at Andrews University.

### Student Missionary and Taskforce Worker Academic Credit/Loan Deferral Program

To enable students to participate in the Student Missionary and Taskforce volunteer service programs, especially students who have borrowed funds under the William D. Ford Federal Direct Loan or Federal Perkins Loan, Andrews University has a special academic loan deferral program for U.S.-citizen and 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.

- **Continuation Study**
  - 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. 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.)
  - Students receive a non-credit continuation entry on their grade for each semester.
  - During this time financial aid is not available.
- **Independent Study, TESOL Certificate, and Preparation for Mission Courses**
  - 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. Student missionaries are eligible to register for up to 8 credits of mission preparation courses during the summer prior to departure. These courses include: RELP326 and RELP 327 Preparation for Mission Service.
  - 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.

- 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.
- 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 Center for Faith Engagement.

- **Non-Andrews students** do not register for any classes and work directly with the Center for Faith Engagement when requesting deferred payment on student loans.

**Loan Deferment Regulations.** According to U.S. Department of Education rules governing the Federal Direct Loan Program, students who no longer are enrolled on at least a half-time basis must make their first student-loan payment six months from the last date of enrollment. The time limit for Federal Perkins Loan holders is nine months.

The Student Missionary/Taskforce Experience course is designed so students who are registered will not lose their grace period and will not have to begin repayment of their student loan.

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

- Students currently choosing to make loan payments
- Students already in a loan deferment
- Students who have a Canadian Student Loan

## Gift Assistance

**Honors Audit Program.** Honor students may audit a class each semester if they are enrolled for at least 12 regular credits. Honors audit credits are not taken into account when determining a student's academic progress. Also, honors audit credits do not count for determination of enrollment status for financial aid purposes. The student must complete an Honors Audit form during regular registration. For more information, consult with the Honors office.

**Bureau of Indian Affairs.** Grants are offered to students who are enrolled members of a federally recognized American Indian tribe and demonstrate financial need. Visit [www.bia.gov](http://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 New Buffalo, NY. 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](mailto: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](http://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. The Veterans Office will reverse any carrying charges or late fees associated with delay of payments from VA.

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.

**Veteran Readiness and Employment (VR&E).** 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](mailto:veterans@andrews.edu), website [www.andrews.edu/sf](http://www.andrews.edu/sf) or by visiting the Office of Veterans Services.

The veteran should make contact with the Veteran Readiness and Employment (VR&E) Office (28), Detroit Regional Office at 313-471-3800. Veterans use VA Form 28-1900 to apply for the Chapter 31 benefit. The form is available online at [www.benefits.va.gov/vocrehab](http://www.benefits.va.gov/vocrehab). Information and instructions are included on the reverse side of the application form. Following receipt of the application in the regional office, VA will make a determination of eligibility. If the veteran is eligible, VA will schedule an appointment with a Counseling Psychologist (CP) or Rehabilitation Counselor (RC) for an initial evaluation to establish the veteran's entitlement to Veteran Readiness and Employment (VR&E). 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 VR&E 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 Veteran Readiness and Employment (VR&E). Student Success can be contacted at 100 Nethery Hall, [success@andrews.edu](mailto: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 VR&E 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. The Veterans Office will reverse any carrying charges or late fees associated with delay of payments from VA.

A Purchase Request Form that includes VR&E 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 VR&E 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 Regional Office. Student Success can be contacted at 100 Nethery Hall, [success@andrews.edu](mailto: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 Department of 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 Department of 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:

- No course taken under this plan may receive graduate credit or apply to a graduate degree.
- In the College of Health & Human Services, 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.
- This tuition reduction does not apply towards architecture degree.
- In the College of Education & International Services, 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.
- In the College of Professions, 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.
- The plan applies to tuition only, not for housing, food and similar charges.
- 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 Department of Intensive English, international languages taught as prerequisites for advanced degrees, courses taken off campus, study tours, May Express classes or private tutoring GNST 091.
- 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 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 Department of Intensive English or online classes.

**Workers from Overseas Divisions—Tuition Discount.** "When any division other than the North American Division sends its workers or their dependent children to attend colleges in the North American Division and makes financial payments from denominational funds on behalf of such students directly to the college concerned, the college will match dollar for dollar with the sending division, up to 25% of undergraduate tuition. If the person also receives a Federal or State scholarship (or grant), the school may reduce this discount in direct proportion to the amount of such scholarship. Such remittance must come through the division and on approval of the division committee" (North American Division Working Policy, F 80 15).

**Retiree Tuition Discount.** A retired person who has reached age 65 may receive a 50% tuition discount for up to three undergraduate or graduate credits annually.

Former Andrews University employees who have retired may receive a 50% tuition discount. Admission to limited enrollment courses is contingent upon space

available in the class, with preference being given to students paying regular tuition rates. Any additional class fees and/or supply fees are the responsibility of the student.

This discount applies to credit, audit, or non-credit classes. This discount does not apply to independent study, directed reading, private music lessons, practicums, clinical experiences, or any instruction outside of the normal classroom setting. Application for this 50% discount should be made to the dean of the school involved. The dean then authorizes the appropriate discount.

Students eligible for this reduction are not eligible to receive APS or any other Andrews discounts or discretionary funds.

# Graduate Financial Assistance

## Qualifying Criteria

For financial aid eligibility, graduate students must meet the rules in the following two areas:

- **Enrollment Status**—Students must be accepted into a curriculum authorized by the faculty of their respective school. Students enrolled on guest student status are not eligible to receive federal or institutional financial aid.
- **Course Load**—Students are awarded financial aid based on their percentage of full-time enrollment as defined in Class Loads and Financial Aid.

Special regulations apply to students who have completed all course work and are preparing theses, projects, or dissertations.

## College of Arts & Sciences

Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. A student may be deemed to be enrolled fulltime provided the student meets one of the following criteria:

- Is enrolled in one of the following courses:  
COMM 589 (Internship)
- 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.

## College of Health & Human Services

Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. A student may be deemed to be enrolled fulltime provided the student meets one of the following criteria:

- Is enrolled in one of the following courses:  
PTH 885, 886, 887, 780 (Clinical Internship)  
NRSG 680 (Internship)
- Is enrolled in a Project Continuation or Thesis Continuation. Only students who have enrolled for the required number of project or thesis credits but have not completed the work are eligible.

## Theological Seminary

**Doctoral Students.** Students who have completed all course work in an approved doctoral program must register for 1-6 credits under GSEM 796 - DMin Professional Dissertation/ Dissertation or 1-12 credits under GSEM 995 PhD-ThD Dissertation, or 1-14 credits under PhD Religious Education-Doctoral Dissertation.

If the candidate does not complete the dissertation, he/she must register for GSEM 788 - DMin Professional Dissertation 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.

**Washington State Residents Degree Authorization.** 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 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

The transferability of credits earned at Andrews University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Andrews University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Andrews University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Andrews University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit <https://www.wsac.wa.gov/student-complaints> for information regarding the WSAC complaint process.

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

## Andrews Graduate Scholarship

The Graduate Scholarship is a tuition reduction percentage, based on the GRE, GMAT scores or admission GPA.

### Availability

The Graduate Scholarship is available for students in:

- All on campus Master programs (except professional master programs [unless otherwise noted] and MSW).
- Professional Doctoral level programs: EDS, EDD, DPT.
- Doctoral programs PhD, ThD.
- The Graduate Scholarship may overlap with another scholarship from an Andrews University budget.
- 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.
- 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.
- 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 minimum admission scores for the GRE or the GMAT, achieves the higher scores as listed below and an admission GPA equal or greater than 3.0:

Tuition Reduction	Combined Verbal and Quantitative GRE scores	GMAT Scores	Written GRE Score
10%	Masters: min V+Q 140 each, to total ≥300 Doctoral: min V+Q 142 each, to total ≥300	≥500	
25%	Masters: min V+Q 140 each, to total ≥310 Doctoral: min V+Q 142 each, to total ≥310	≥550	≥3.00
50%	Masters: min V+Q 140 each, to total ≥320 Doctoral: min V+Q 142 each, to total ≥320	≥600	

See AU Bulletin, *School of Graduate Studies: Required Tests: Minimum GRE Scores* for more information.

[https://bulletin.andrews.edu/content.php?catoid=17&navoid=3651#Related\\_Tests](https://bulletin.andrews.edu/content.php?catoid=17&navoid=3651#Related_Tests)

### Scholarship Time Limits

The scholarship is available for the following number of semesters:

Master's Level programs	4 Semesters
MSSLP, EDS, EDD	6 Semesters
PHD, THD	8 Semesters
DPT	9 Semesters

**Eligibility**

- 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.
- A new graduate student may take the GRE/GMAT test multiple times during their first semester for the purpose of increasing their scholarship for the second and following semesters. In that case, the highest score will count toward the GRE/GMAT scholarship. All three sections of the GRE (Verbal, Quantitative and Written) must be taken together at the same time as the three scores from one test date are considered for the scholarship. After the first graduate semester, retaking the GRE and earning a higher score will not change the scholarship.
- 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.
- 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.
- **SCSD GPA Scholarship Table - 6 Semesters**

% Discount	GPA Score Minimums
10%	3.50 to 3.60
25%	3.61 to 3.79
50%	3.8 to 4.0

**DPT GPA Scholarship Table**

DPT students in phase one scholarship must achieve and maintain a 3.5 DPT GPA in semesters three through five to continue the scholarship award. DPT students in phase two scholarship must maintain a DPT GPA in the awarded range to continue the scholarship award for semesters seven through nine.

**DPT PROGRAM**

**Phase One Scholarship: DPT semester one through six based on incoming Core GPA**

Tuition Reduction %Discount	Core GPA GPA Score Minimums
10%	3.7 to 3.79
25%	3.8 to 3.89
50%	3.9 to 4.0

**Phase Two Scholarship: DPT semester seven through nine based on DPT GPA (semesters 1-6 cumulative)**

Tuition Reduction %Discount	DPT GPA GPA Score Minimums
10%	3.75 to 3.84
25%	3.85 to 3.94
50%	3.95 to 4.0

**Summary Sheet of Graduate Discounts**

**Summary Sheet of Graduate Discounts**

TUITION REDUCTION **	PROGRAMS
10%	For the MSW program when part of a dual degree with the seminary, MDIV/MSW additional 10% discount.
	For the MSW program when part of the MSCID/MSW dual degree, additional 10%.
	For the MSW program when part of the MBA/MSW dual degree, additional 10% discount.
	For the MSW program when part of the MPH/MSW dual degree, additional 10% discount.
25%	MA Religious Education (must apply each semester)(Note: teach out)

	Based on GPA and other DSLE-MA Bible Teaching (online only) criteria (See program director for details)
<b>From 25% to 38%</b>	MAYYAM - MA Youth and Young Adult Ministry (must apply each semester). Based on GPA and other criteria (See program director for details).

Please visit Academic Program 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 once every 12 months 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/](http://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
- For **Washington State Residents** seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

**Scholarships**

- Paul Douglas Teacher Scholarship

**SAP Policy for Graduate Students with Financial Aid**

**GRADUATE**

**Satisfactory Academic Progress (SAP)**

According to the United States Department of Education, all schools are required to follow federal, state and institutional SAP policies when awarding financial aid. Students must make Satisfactory Academic Progress (SAP) toward the completion of their associate, baccalaureate, or graduate degrees to qualify for financial aid. Second-degree seeking students are evaluated under the same policy. The Office of Student Financial Services will monitor your academic progress at the end of each semester (including summer term) for all enrolled students regardless of whether or not financial aid was received that semester.

It is the student's responsibility to read, understand, and adhere to the SAP policy in order to remain eligible for financial aid. Failure to comply with this policy can result in the student's financial aid being terminated at Andrews University.

To maintain eligibility for Federal Title IV and/or institutional financial aid assistance, students must meet the following minimum standards:

## Qualitative Measure: Financial Aid Minimum Grade Point Average (GPA)

To make satisfactory academic progress, graduate 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 overall GPA required to meet the university's SAP policy for each type of degree program.

Degree	School	GPA
PhD, EdD	CEIS	3.30
PhD, ThD	SEM	3.00
DMin	SEM	3.00
DPT, DScPT	CHHS	3.00
EdS	CEIS	3.20
Master's	ALL	3.00
Professional Master's	SEM	2.50

Transfer credit grades are not counted, a student progress in the qualitative measure is solely Andrews University credit grades.

Repeat credits: students may repeat a course in which they receive an unsatisfactory grade. In the case of graduate students the course may be repeated once. The credits earned in the most recent course will be used to calculate the GPA.

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.

## Quantitative Measure: (A) Pace of Program and (B) Maximum Time Frame (C) Transfer Maximum Timeframe

A. Students must complete at least two-thirds of the number of credits attempted with a passing grade 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. The Office of Student Financial Services confirms that the student has met this requirement prior to the beginning of the student's new enrollment period.

Credit grades of A, B, C, D and S are considered hours attempted and completed. Withdrawals (W), audit (AU), incomplete (I), failing (F or U) credits are counted as hours attempted only.

Graduate students are allowed to carry deferred grades (DG) for the Dissertation phase of their program.

Transfer credits will not be included in calculating the two-thirds completion rate.

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

Changes 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.

B. Student may not exceed 150% of the required credits to graduate with their declared degree program, over a period defined by their program, regardless of whether or not financial aid was received during previous semesters. Students are advised to work with their academic advisor to "stay on target" to complete educational goals.

C. Academic progress from other institutions will be included in maximum timeframe. All attempted credit hours from Andrews University (AU) and/or any other institution of attendance will count towards attempted credit hours with regard to maximum timeframe. Students who have attempted 150 percent of the allowed number of credit hours for any degree and/or certificate will be ineligible to receive financial aid at AU.

## Categories of Continuing Financial Aid Eligibility

At the beginning of each semester, 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 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. The student is allowed only one Financial Aid Warning semester for each degree program, except under extenuating circumstances. Academic performance during this semester determines whether financial aid is given in the following semesters. If the student again meets the minimum required standards, the student is returned to satisfactory progress status and is eligible to continue receiving aid as awarded. Students who fail to attain SAP after the Financial Aid Warning semester are no longer eligible for Federal financial aid. Students placed on Financial Aid Warning are encouraged to contact their academic department for assistance in planning for academic success.

If students fail to meet the SAP requirements they are welcome to register for classes with the approval of their dean/academic advisor at their own expense until they meet SAP policy standards.

**Financial Aid Appeal Procedure.** Students who fail to maintain SAP and who lose current semester financial aid due to special or extenuating circumstances may appeal such an action in writing. All appeals must be completed using the SAP Appeal form available at the Office of Student Financial Services website under Forms (<https://www.andrews.edu/documents/financial/sf/aid/sap-appeal-form.pdf>), and must be submitted before the first day of class for the next term that you plan to attend. Allow up to ten business days from submission of the form and all documentation to process your appeal. Students should recognize that submission of an appeal does not guarantee reinstatement of financial aid eligibility and approval is not "automatically" granted. Students will be notified regarding either a determination or next steps via their Andrews University email address or another means of communication. Decisions are final.

**Financial Aid Probation.** When failure 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. Proof must support the stated extenuating circumstances in the event of the death of a relative, a medical emergency or illness of the student, legal dependent or spouse, military activation or deployment, employer required changes on work schedule, disaster, or any other special circumstances. Reasons such as being unprepared for college course work, the course was not what was expected, not liking the instructor and other related excuses are NOT qualifying circumstances for an appeal and will result in an appeal being denied. Students are responsible for monitoring their own progress status. Our office makes every attempt to notify students of their status. However, failure to receive notice does not affect the calculated status and is not reason to appeal. Please ensure that home and email addresses are updated with Admissions and Records Department.

The appropriate academic official sends written notifications to the Office of Student Financial Services of regarding the academic evaluation of the appeal.

If an appeal is approved, all master's-level students will be placed on Financial Aid Probation for one semester. 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. Future financial aid is dependent on meeting SAP standards by the end of the probationary semester(s).

If the appeal is denied, a student is no longer eligible for financial aid. Student is welcome to register for classes with the approval of their dean/academic advisor at their own expense until they meet SAP policy standards.

**Break in Enrollment.** When a student has a break in enrollment and is readmitted, the SAP status for prior terms will apply. For example, if a student is placed on financial aid suspension at the end of the spring term, does not return in the fall term, and is readmitted the next spring term, the student will continue in a financial aid suspension status for that term.

**Please Note:** The financial aid SAP standards are not the same as Andrews University's general academic requirements. Students should contact an academic counselor to determine those separate requirements for maintaining their academic enrollment.

## Return of Title IV Funds Policy

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws from Andrews University for any reason, officially and/or unofficially, the student may no longer be eligible for the full amount of Title IV funds originally awarded. (Title IV aid refers to federal aid programs under the Higher Education Act of 1965). The return of funds to the federal government is based on the premise that a student earns financial aid in proportion to the length of time during which they remains enrolled.

Federal Regulations require a recalculation of financial aid eligibility if a student:

- Completely withdraws
- Stops attending before the end of the term
- Fails all classes

Financial aid that is processed for a student who never begins attendance will be canceled and all of the funds will be returned to the Department of Education.

### **Earned Versus Unearned Financial Aid**

If a student withdraws officially, unofficially, or through Administrative withdrawal from Andrews University, federal regulations require us to calculate Federal Title IV aid earned during the term in which the student no longer attends.

Title IV aid disbursed is earned based on a ratio of calendar days attended, to total calendar days in the Semester, less any breaks of 5 or more days. Once the 60% point in the enrolled Semester is reached, a student is considered to have earned all of the financial aid originally awarded and no return of Title IV aid is required.

Earned aid based on days attended can remain disbursed.

### **Student Notification of Repayment**

The return regulations require a calculation of amounts a school must return, and/or may return. Students are ultimately responsible for returning unearned funds, however; Andrews University does return all unearned aid to the Department of Education on the student's behalf.

As a result, the student may owe a balance to Andrews University after a return of Title IV funds. It is the student's responsibility to pay the school for the balance. A financial hold for the balance will prevent any registration of courses in the future. A balance on account will also hold a transcript and diploma from being released.

### **Federal Formula**

The amount of Title IV aid earned is determined by multiplying the result of the ratio of days attended to total days in the Semester by the total of the Title IV aid disbursed (plus Title IV aid that could have disbursed in the case of post-withdrawal pending aid).

*Example: 5 days attended / 100 total days = 5% (total Title IV aid disbursed) = earned aid.*

The regulated time frame to return funds is no later than 45 days from the determination of a withdrawal.

### **Determination of Withdrawal Date**

Our institution is not required to take attendance. Therefore, the date we use in the return of funds calculation is the date the student officially and/or unofficially withdraws or stops attending courses. This would be either date of submission of a student exit form or the official notification date of a student that they wish to withdraw.

If a student stops attending without notification, the date used will be the verified last date of academic activity collected from instructors for all withdrawn courses in the term. This date coincides with the last date of attendance, the last date of an academic activity such as homework assignment, quiz, exam or graded paper.

### **Not Started**

Andrews University requests that instructors report each Semester whether or not a student begins attendance in a course. If a student does not begin attendance in a course, that course must be taken out of consideration for Title IV funds. The Title IV funds will be recalculated excluding that course. Depending on the remaining hours of registration, students may have their aid partially reduced or fully reduced. Students may also be subject to Title IV return calculations resulting in a reduction or cancellation of Title IV aid.

Students who do not plan to attend and will not be participating in a course should drop the class prior to the start of the term (or, at the very least, within the 100% refund period) to avoid Title IV aid recalculation.

### **Post-Withdrawal Disbursement**

Students that withdraw completely with pending aid that did not disburse prior to withdrawal may be eligible for a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed.

Andrews University may use all or a portion of the post-withdrawal disbursement of grant funds for qualified educational expenses. Permission is required to use post-withdrawal grant funds for all other school charges. Students will be notified within 30 days of the determined withdrawal date.

### **Unearned Non-Passing Grades**

Students who receive all non-passing grades (F grades) at the end of the Semester, and whose attendance cannot be verified with instructors in all courses enrolled, will be considered unofficially withdrawn and all aid will be returned.

### **Federal Title IV Aid Programs Order of Return**

After calculating, the federal formula funds are returned in the following order for students who drop all their classes:

- Unsubsidized Direct Loan
- PLUS Direct Loan (Graduate)
- Other Title IV student assistance

### **Withdrawal and Future Financial Aid Eligibility**

Please refer to the Satisfactory Academic Progress section of this Bulletin to determine how financial aid is impacted.

### **Additional Loan Information to Consider When Withdrawing**

Students are entitled to a 6 month grace period prior to repayment of their Federal loan(s). If a student is less than half-time for 6 months their loans will go into repayment status with their federal loan servicer. The grace period begins the day a student drops below half time. A student's lack of graduation does not equate to in-school deferment.

Students must complete Exit Loan Counseling at [www.studentloans.gov](http://www.studentloans.gov) and contact their loan servicer to make payment arrangements, or ask any questions pertaining to the grace period or repayment status.

# Explore Andrews

## Program

Nethery Hall Room 135  
269-471-3382  
explore@andrews.edu  
<https://www.andrews.edu/exploreandrews/>

Aaron Moushon, Director

The Andrews Exploration Program recognizes that university provides students an invaluable opportunity to find personal and career focus through a range of academic and personal experiences. While many students start university with a determined plan, many need a structured way to clarify their future pathways.

The Andrews University Academic Exploration Program, also known as Explore Andrews, is designed to assist students in finding a desired academic plan and career through intentional and personal advising. Each student will be assigned an Explore academic advisor who will help guide the student through the first year of study at Andrews University. Students may choose an academic major at any time, but will continue to be advised by their Explore academic adviser until the end of the academic year. Students in the Explore Andrews Program may choose any major they desire, and the professional advisers in the Explore office will ensure that students are on a progressive graduation track regardless of major.

The Andrews University Academic Exploration Program will work closely with each student to better understand their abilities, talents and goals to help students understand their place in the world both before and after graduation. A review of high school curriculum, standardized test scores and institutional testing will help the student and their academic adviser explore program and career options suitable for each participant.

# J.N. Andrews Honors Program

Nethery Hall, Room 108  
269-471-3297  
honors@andrews.edu  
[www.andrews.edu/honors/](http://www.andrews.edu/honors/)

L. Monique Pittman, Director

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

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

### SAGES (Scholars' Alternative General Education Studies)

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

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

Students wishing to transfer out of SAGES should do so at the end of the first year and apply the courses taken towards a standard General Education track. In the

sophomore and junior years, SAGES involves significantly different categories of courses than the standard General Education track. These will not replace many of the freshman and sophomore courses required at most universities.

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

### Graduation as a John Nevins Andrews Honors Scholar

At graduation, the university confers the distinction "John Nevins Andrews Scholar" on students recommended by the Honors Council who display outstanding scholarship, achieve a minimum overall college and honors GPA of 3.50, and complete SAGES. Titles of the senior thesis or project are listed in the graduation bulletin.

## SAGES Requirements: Honors Track

### Required Registrations

- HONS 105H - Western Heritage **Credits: 5**
- HONS 106H - Western Heritage **Credits: 5**
- HONS 115H - Transcribing the Self: Honors Composition **Credits: 3**
- HONS 215H - Scripture **Credits: 3**
- HONS 265H - Literature and the Arts **Credits: 3**
- HONS 345H - What Is Other? The Non-Western World **Credits: 3**
- HONS 365H - Cosmos **Credits: 3**
- HONS 398H - Research Pro-Seminar **Credits: 1**
- HONS 415H - Thinking Theologically: Christian Life and Faith **Credits: 3**
- HONS 497H - Senior Honors Project **Credits: 0–6**
- Life/Physical Sciences Credits: 4 (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 one course selected from the following - 3

- 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: 43

### Total Requirements, Bachelor of Arts: 43+4

(Intermediate Language)

### Note:

These requirements have been altered slightly for students in some of the professional degree programs.

Sages Requirements: Professional Degree Programs	
Degree	Alteration in SAGES
BSA	Reduced HONS 365H
BBA	Reduced HONS 365H
Music BS	Reduced by 1 elective (3 cr)
Engineering BSE Computer Science BS Data Science BS Informatics BS	Take one from HONS 265H or HONS 345H
<b>Education</b>	
Elementary	Reduced HONS 415H
Secondary	Reduced HONS 415H

### Honors Service Requirement

All honors students are required to complete 12 hours of voluntary service per academic year to total 48 hours by graduation.

## Replacing General Education Requirements

Because of the integrated and interdisciplinary courses, students completing SAGES will satisfy their General Education requirements for the Bachelor of Science degree with 37 credits of honors courses and 13 credits of mathematics, science, and physical education. The Bachelor of Arts degree requires the identical courses and foreign language proficiency. In each case, the normal requirements are significantly reduced, which frees students' schedules for cognate courses and electives.

## Admission to The Honors Program

Each summer the honors program admits a limited number of prospective freshmen whose interests and achievements—as portrayed in part by the application essay—suggest they will benefit from participation in SAGES.

Students accepted into honors surpass the following qualifications:

- A minimum overall GPA of 3.50 on all secondary credits
- Scores of 25 on the ACT or 1200 on the SAT mathematics and verbal sections combined.

Recognizing that for some students either high school grades or standardized test scores may not satisfactorily predict the potential for academic success in college, a small number of students who show considerable promise on one measure but not the other may be admitted to the program upon the director's discretion.

## Admission for Transfer and Currently Enrolled Students

Applications are welcomed from currently enrolled students and transfer students who wish to participate in the program. Successful applicants demonstrate an interest in Honors and possess at least a B+ average on all college courses. Application forms are available in the Honors Office and on the Honors website.

## Society of Andrews Scholars

Students in Honors form a society dedicated to spiritual, social, and intellectual activities outside the classroom. The society's logo depicts hands sheltering the flame of truth, which symbolizes the search for truth by students and faculty together. Excellence, Commitment, and Service is the society's motto. Membership fees and fees charged as part of the honors application process are used exclusively for student activities by the Society of Andrews Scholars. Annual participation in the service/citizenship/leadership program which is organized by the Society of Andrews Scholars, is required to continue in the J. N. Andrews Honors program.

## National Honors Societies

The honors program works with the university's 17 departmental national honor societies to coordinate information and enhance their activities. It also works closely with the prestigious interdisciplinary national honor society Phi Kappa Phi which inducts about 30 junior and senior Andrews students each year who meet the rigorous requirements. See Accreditations, Approvals & Memberships for more information.

## Graduation Distinctions

Designations are conferred at graduation on students who, one semester before graduation, have completed 16 semester hours at Andrews University with the following overall GPAs:

3.500–3.749	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.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 225H - Materialism & Idealism

**Credits:** 3

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

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 245H - Meanings of America

**Credits:** 3

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

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 265H - Literature and the Arts

**Credits:** 3

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

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HONS 115H Required.

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 295H - Independent Study in (Topic)

**Credits:** 1–9

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable up to 9 credits

**Schedule Type:** Independent

**College Code:** HONS

## HONS 325H - Justice

**Credits:** 3

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

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HONS 115H. Elective.

**Schedule Type:** Lecture

**Year Offering:** Odd years

**College Code:** HONS

## HONS 345H - What Is Other? The Non-Western World

**Credits:** 3

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

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HONS 106H, HONS 115H. Required.

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 365H - Cosmos

**Credits:** 3

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

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HONS 115H. Required.

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 380 - Topic in Bioethics & Christian Faith

**Credits:** 3

A capstone seminar for Honors students in biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166 , HONS 265H

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 380 - Topic in Cognitive Science and Faith

**Credits:** 3

This topics course will be a readings-based seminar considering the possibility of integrating cognitive science (especially neuroscience and psychological science) and Christian faith in the domain of understanding human nature. The course will focus particularly on Adventist theological understandings of human nature in the context of ongoing debates about human free will in the cognitive sciences.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Elective.

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 380 - Topic in Physics and Faith

**Credits:** 3

An interdisciplinary readings-based course which considers the relationship between Christian faith and science. Developments in physics and cosmology will be examined in light of Adventist Christian theological understanding.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HONS 365H,PHYS 142 or PHYS 242 or consent of instructor.

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** HONS

## HONS 380H - Topics, Independent Study, and Research

**Credits:** 1–4

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

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**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

# College of Arts & Sciences

Amy Rebok Rosenthal, *Dean*  
Kelly Youngberg, *Assistant to the Dean for Financial & Strategic Planning*  
Vicki Wiley, *Administrative Assistant*

Nethery Hall, Room 135  
Phone: 269-471-3411  
casassistant@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 Art Therapy

"Art therapy is a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. A goal in art therapy is to improve or restore a client's function and his or her sense of personal well-being. Art therapy practice requires knowledge of visual art (drawing, painting, sculpture, and other art forms) and the creative process, as well as of human development, psychological, and counseling theories and techniques." - American Art Therapy Association 2013

A master's degree is required for entry level practice in art therapy from institutions of higher education recognized by regional accreditation bodies approved by the Council for Higher Education Accreditation (CHEA). It is recommended however, that a student complete a PhD in art therapy in order to be fully integrated into the field. Entrance requirements to universities and colleges offering graduate programs in art therapy may vary; therefore it is imperative that students familiarize themselves with the requirements of the school of their choice. Information about the various schools in the USA, as well as Canada, offering a masters in art therapy can be found on the American Art Therapy Association (AATA) webpage: [www.arttherapy.org](http://www.arttherapy.org)

As long as the below minimum requirements are completed, any major may apply to a master's program in art therapy. The recommended majors for students are:

- Psychology, General BA
- Psychology Minor

## 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](http://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](mailto:zdor@andrews.edu); 269-471-6696; Price Hall (Science Complex)  
David Randall, [randalld@andrews.edu](mailto: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/](http://www.adea.org/) and the American Dental Association [www.ada.org](http://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

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](http://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 Gonzalez-Socoloske (Biology): 269-471-6085  
H. Thomas Goodwin: 269-471-3242  
Ryan Hayes: 269-471-3248  
Peter Lyons: 269-471-6168  
David N. Mbungu: 269-471-6399  
Cristy Moss: 269-471-6043  
Marlene N. Murray: 269-471-6243  
Benjamin Navia: 269-471-6527  
Timothy Newkirk: 269-471-3605  
David Randall: 269-471-3259  
Karen Reiner: 269-471-3622  
Denise L. Smith: 269-471-3242

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](http://www.aamc.org) and the American Association of Colleges of Osteopathic Medicine: [www.aacom.org](http://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](mailto:harveyb@andrews.edu); 269-471-6881; Buller Hall 221  
Kanya Long, [kanya@andrews.edu](mailto: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.aoanet.org](http://www.aoanet.org) and the Association of Schools and Colleges of Optometry: [www.opted.org](http://www.opted.org).

## Pre-Professional Programs

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## 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

Entrance requirements to colleges of pharmacy vary; therefore, it is imperative that students familiarize themselves with the requirements of the school of their choice. (Ferris State University [FSU], Wayne State University, and University of Michigan operate accredited colleges of pharmacy in the state of Michigan.) Information about the various schools of pharmacy can be found on the American Associate of Colleges of Pharmacy website: [www.aacp.org](http://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 220) — 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](mailto:bnavia@andrews.edu); 269-471-6527; Price 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](http://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](mailto:carpenter@andrews.edu)  
269-471-3291  
Buller Hall, Room 135

Public or applied history refers to careers in history-related fields other than teaching, including museum management, archival management, and historic preservation, as well as the production of historical media programs. In most cases, a master's degree in a public or applied history or certification upon completion of certain graduate courses is needed prior to employment. The Department of History & Political Science recommends as curricula a major in history with a second major or minor and electives as the most advantageous undergraduate basis for a public-history career. Curriculum recommendations are available from the department chair.

### Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

## Pre-Professional Program in Respiratory Care

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](http://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 109

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 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](http://www.avma.org)). Students, in consultation with their departmental advisor, can develop individualized programs to meet the entrance requirements for their preferred veterinary schools.

# Interdisciplinary Studies

Details of departmental course offerings and course descriptions may be obtained from the department(s) involved.

## IDSC 205 - Introduction to Fine Arts I

**Credits:** 3

An introduction to some of the branches of Western art and music from the Middle Ages through to the Baroque. The two disciplines are studied chronologically and in parallel, with the aim of stimulating an interest in and appreciation of the creative arts whilst placing them in their historical contexts. Guided field trips give students the opportunity to experience art masterpieces and musical performances. *Available only to Andrews University students attending Newbold College.*

**Grade Mode:** A-F,I,W

**Schedule Type:** Lecture

**College Code:** CAS

## IDSC 206 - Introduction to Fine Arts II

**Credits:** 3

An exploration of Western art and music commencing with the Classical era through to the 21st century. The two disciplines continue their chronological parallel investigations. Guided field trips give students the opportunity to experience art masterpieces and musical performances. *Available only to Andrews University students attending Newbold College.*

**Grade Mode:** A-F,I,W

**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  
Daniel Gonzalez  
H. Thomas Goodwin  
Shandelle Henson  
David N. Mbungu  
Marlene N. Murray, *Graduate Program Coordinator*  
Benjamin A. Navia  
Brian Y. Y. Wong

## Emeriti

Bill Chobotar  
James L. Hayward  
David A. Steen  
John F. Stout  
Dennis W. Woodland

## Adjunct Faculty

Gordon Atkins  
Andrew Rice  
Denise L. Smith

## Mission

The Department of Biology provides transformational education in the biological sciences for a diverse student population, set in the context of a Seventh-day Adventist Christian worldview. To achieve this mission we:

- Seek knowledge and develop skills for lifelong learning through rigorous research, teaching and learning in the biological sciences;
- Affirm faith, engender integrity and honor the Creator through personal mentoring, intentional study of life as God's creation, and the ethical practice of science; and
- Change the world by active service, promoting responsible living as stewards of creation, and preparing students for meaningful careers in church and society.

Each degree offered by the Department of Biology includes a common core curriculum and additional courses tailored to students' special needs.

## Bachelors

### Biology BS

Set in the context of a Seventh-day Adventist world view, the Department of Biology provides transformational education in the biological sciences for a diverse student population. 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 the following three concentration options:

The Biological Science Concentration provides a strong foundation for those needing exposure to the biological sciences that is not met by the Biomedical Science or Neuroscience concentrations. This concentration allows students to customize the biology electives taken in light of specific career goals or professional school preparation.

The Biomedical Science Concentration provides a strong foundation for those interested in pursuing a career in healthcare. Students take advanced biological science coursework that is relevant to topics covered in professional school where students are prepared to work in health-related careers.

The Neuroscience Concentration 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.

**Accelerated BS/MS Track:** Students interested in earning the Bachelors and Masters degrees in an accelerated track will need to follow the admission requirements as stated below in the section entitled, "Admission Requirements for Accelerated BS/MS Track." This track allows eligible students to obtain a Biology BS and a Biology MS in 5 years rather than the usual 6 years. Students must apply for this track during their junior year at Andrews University.

## Total Credits - 120

### Major - 37-45

#### Core - 25-27

BIOL 165 - Foundations of Biology **Credits:** 4,5  
BIOL 166 - Foundations of Biology **Credits:** 4,5  
BIOL 285 - Research Seminar in Biology **Credits:** 0 (5 semesters)  
BIOL 305 - Scientific Communication **Credits:** 2 (Accelerated BS/MS Track students will replace this course with BIOL 682)  
BIOL 371 - Genetics **Credits:** 3  
BIOL 372 - Cell and Molecular Biology **Credits:** 3  
BIOL 380 - Biostatistics and Research Design **Credits:** 3  
BIOL 435 - Historical and Philosophical Biology **Credits:** 3,4 (Accelerated BS/MS Track students will replace this course with BIOL 550)

#### Choose one of the following courses:

BIOL 345 - Field Ecology **Credits:** 3-6  
BIOL 348 - General Ecology **Credits:** 3

#### Concentrations

##### Biological Science - 15

#### Choose one of the following courses:

BIOL 428 - Paleobiology **Credits:** 3  
BIOL 454 - Vertebrate Zoology **Credits:** 3  
BIOL 459 - Entomology **Credits:** 3  
BIOL 476 - Biodiversity of Vascular Plants **Credits:** 4

**Electives:** Biological Science Concentration electives (11-12 credits) selected in consultation with an advisor from BIOL courses that applies to a biology major to fulfill the remaining 15 credits required. (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 **Credits:** 3  
MLSC 320 - Fundamentals of Immunology **Credits:** 3  
PHTH 417 - Human Anatomy **Credits:** 3  
PHTH 427 - Human Anatomy Laboratory **Credits:** 1

##### Biomedical - 12-14

#### Choose three of the following courses:

BIOL 460 - Medical Microbiology **Credits:** 4  
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

Any additional three credits of upper-division biology, excluding BIOL 495 and BIOL 496.

##### Neuroscience - 12-13

BIOL 450 - Neuropsychopharmacology **Credits:** 3  
BIOL 477 - Neurobiology **Credits:** 3

#### Choose one of the following courses:

BIOL 484 - Animal Behavior **Credits:** 3  
PSYC 445 - Cognitive Psychology **Credits:** 3

Any additional three credits of upper-division biology, excluding BIOL 495 and BIOL 496.

## Cognates - 31-43

BCHM 421 - Biochemistry I **Credits:** 4 (Required for the Biomedical Science and Neuroscience Concentration)

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

### Religion

Choose one of the following courses:

RELT 385 - Bioethics and Christian Faith **Credits:** 3 \*

HONS 380 - Topic in Bioethics & Christian Faith **Credits:** 3 (for SAGES students)\*

### Math

Choose one of the following courses:

MATH 168 - Precalculus **Credits:** 4 \*

MATH 191 - Calculus I **Credits:** 4 (recommended)\*

MATH 195 - Calculus I for Biology **Credits:** 4 (recommended)\*

### Social Sciences

Pre Med Students will need to take the following courses:

PSYC 101 - Introduction to Psychology **Credits:** 3 \*

SOCI 119 - Principles of Sociology **Credits:** 3 \*

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Additional Information

### 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.

## Accelerated BS/MS Track

### Accelerated Track Curriculum Requirements

Upon admission to the accelerated track, the student will take 10 credits (in some cases 13 credits) of master's-level coursework in their senior year, including Research Methods and Biology Seminar I and II (BIOL 681 and BIOL 682, 2 credits each), Issues in Origins and Speciation (BIOL 550, 3 credits), and one (or in some cases two) master's-level biology electives. These credits will count toward both BS and MS requirements.

In BIOL 682 the student will develop a research proposal, which will be a continuation or expansion of research they have been previously involved in as an undergraduate. They will then complete the necessary research and writing for their thesis in the following summer through spring semesters, with the possibility of one additional summer session required for completion.

This fifth year of study will require two registrations of BIOL 699 (Master's Thesis, 4 cr each) and three to four additional biology elective courses.

Two classes required for the undergraduate degree, BIOL 435 (Historical and Philosophical Biology) and BIOL 305 (Scientific Communication) will be replaced by BIOL 550 and BIOL 682 in the accelerated track.

While this accelerated track does not reduce the total number of credits required for the BS and MS programs, it does shorten the timeline to completion of the two degrees.

### Admission Requirements for the Accelerated BS/MS Track

- Application for the accelerated BS/MS track must be submitted during the student's junior year.
- The student must have been introduced previously to biological research as an undergraduate student.
- The student must complete 102 credits by the end of the junior year with a minimum GPA of 3.0.
- The GRE is not required for admission to the accelerated BS/MS track.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Demonstrate integrated understanding of biological science
- Apply scientific methodology to create and assess scientific knowledge
- Communicate scientific understanding effectively
- Integrate faith and science in light of personal faith commitments
- Practice ethics and professionalism in science

## Undergraduate Minors

### Biology Minor

The biology minor is designed to provide a foundation in the study of biology as well as electives allowing students to emphasize areas of study relevant to their interests or career preparation. This program of study serves a wide variety of career goals and is helpful to those preparing to teach science at the secondary level. It is complimentary to other majors that require classwork in the biological sciences.

### Total Credits - 20

BIOL 165 - Foundations of Biology **Credits:** 4,5

BIOL 166 - Foundations of Biology **Credits:** 4,5

Biology minor electives (10-12 credits) selected in consultation with an advisor from BIOL courses to fulfill the remaining 20 credits required.

## Student Learning Outcomes

Students completing the biology minor will:

- Gain experience in applying scientific methodology in an ethical and professional manner.
- Develop skill in communicating science.
- Have the opportunity to integrate faith & science in light of personal faith commitments.

## Masters

### Biology MS

The graduate program in biology equips students to pursue a career in biology or to advance to additional training in science or professional programs. This research thesis-based program serves students with interests in biology ranging from field-based to laboratory-based lines of biological study. Students that abide by the recommended timeline of study can complete the program in 2 years.

**Accelerated BS/MS Track:** Students interested in earning the Bachelors and Masters degrees in an accelerated track will need to follow the admission requirements as stated below in the section entitled, "Admission Requirements for Accelerated



BS/MS Track." This track allows eligible students to obtain a Biology BS and a Biology MS in 5 years rather than the usual 6 years. Students must apply for this track during their junior year at Andrews University.

## Total Credits - 30

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)

8 Credits of BIOL 699 - Master's Thesis **Credits:** 4 (Completion of the MS thesis requires two registrations for BIOL 699 and a final oral examination in defense of the thesis.)

### Electives

Biology MS electives (15 credits), selected in consultation with an academic advisor, from any 500-level BIOL course to fulfill the remaining credits required.

BIOL 690 can be taken as an elective.

Graduate courses in other programs from BCHM, EDRM, FDNT, GDPC, and PBHL may be taken, upon consultation with a student's academic advisor.

## Accelerated Track Curriculum Requirements

Upon admission to the accelerated track (as an undergraduate), the student will take 10 credits (in some cases 13 credits) of master's-level coursework in their senior year, including Research Methods and Biology Seminar I and II (BIOL 681 and BIOL 682, 2 credits each), Issues in Origins and Speciation (BIOL 550, 3 credits), and one (or in some cases two) master's-level biology electives. These credits will count toward both BS and MS requirements.

In BIOL 682 the student will develop a research proposal, which will be a continuation or expansion of research they have been previously involved in as an undergraduate. They will then complete the necessary research and writing for their thesis in the following summer through spring semesters, with the possibility of one additional summer session required for completion.

This fifth year of study will require two registrations of BIOL 699 (Master's Thesis, 4 cr each) and three to four additional biology elective courses.

Two classes required for the undergraduate degree, BIOL 435 (Historical and Philosophical Biology) and BIOL 305 (Scientific Communication) will be replaced by BIOL 550 and BIOL 682 in the accelerated track.

While this accelerated track does not reduce the total number of credits required for the BS and MS programs, it does shorten the timeline to completion of the two degrees.

## Admission Requirements

In addition to the general admission requirements under the School of Graduate Studies, 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 School of Graduate Studies).
- Cognate sciences, including full-year courses in general chemistry, organic chemistry, and physics. Mathematics through calculus and a course in statistics are strongly recommended.

## Admission Requirements for the Accelerated BS/MS Track

- Application for the accelerated BS/MS track must be submitted during the student's junior year.
- The student must have been introduced previously to biological research as an undergraduate student.

- The student must complete 102 credits by the end of the junior year with a minimum GPA of 3.0.
- The GRE is not required for admission to the accelerated BS/MS track.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Have a broad understanding of biology across many sub-disciplines, including population, organismal, cell and molecular, and philosophical biology.
- Ask good biological questions and approach relevant answers through the use of the scientific method in rigorous biological research.
- Exhibit growing comfort and skill in the communication of science to both specialists (scientists) and non-specialists (students and the general public).
- Understand the relationship of science and faith and the critical role that each has in answering life's most important questions.

## Biology

### BIOL 100 - Human Biology

**Credits:** 4

This course is designed to provide students with a basic understanding of the structure and function of the human body. Emphasis is placed on the practical application of principles learned in the areas of nutrition, anatomy and physiology. Does not apply to major or minor.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

### BIOL 105 - Techniques of Molecular Biology

**Credits:** 3

Lab-based introduction to techniques in molecular biology and their application to forensics. Does not apply to major or minor.

**Lecture/Lab:** Weekly: 1 lecture and a 3-hour lab

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Special Approval:** Only available for RESA students.

**Term Offering:** Spring

**College Code:** CAS

### BIOL 110 - Principles of Biology

**Credits:** 4

A one-semester survey of the principles of biology as they apply to the study of biological molecules, cells, multicellular organisms, and ecosystems. The course will introduce key concepts of biological function, inheritance, adaptation, and diversity. Does not apply to major or minor.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

### BIOL 121 - Introduction to Dentistry

**Credits:** 1

This class will serve as an introduction to the many facets of the dental profession. Through both a didactic and hands-on set of experiences, students will explore a broad range of topics, spanning from pre-dental training to private practice. Topics will include tooth anatomy, dental subspecialties, DAT preparation, and dental school experience. Hands-on experiences will focus on work with common dental materials as well as activities that will help students to assess and develop their hand-eye coordination and spatial perception. Not applicable for major or minor requirements.

**Lecture/Lab:** Weekly: 1 lecture

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## BIOL 122 - Introduction to Medicine

**Credits:** 1

A seminar-type discussion-formatted exploration for the premedical student intended to expose students early in their collegiate preparation to the spectrum involved in entering and practicing medicine. Topics include the AAMC personal competencies, the application process, medical school curriculum, residence training, the patient-physician relationship, inter-professional collaboration, and "What is an Ideal Physician?" Students will be asked to develop a plan of preparation for their premedical undergraduate experience. Not applicable for Biology 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, Lecture/Lab

**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, Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

## BIOL 170 - Rocks, Fossils, and Life

**Credits:** 4

What can we learn from the study of rocks and fossils and the processes that form them? How does this study help us understand the past, and why is it important to our understanding of life today—especially human life and culture? How can rocks and fossils give us insight into global change and environmental degradation? How do these questions interface with Christian belief and responsibility? The course will explore these and similar questions in geology and paleontology. Meets the life science general education requirement; no previous science background required.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Odd years

**Term Offering:** Fall

**College Code:** CAS

## BIOL 206 - Topics in \_\_\_\_\_

**Credits:** 1-5

Investigates various specialties of biology. May include lab experience.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture/Lab, Interactive Online

**Special Approval:** Instructor permission required.

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

## BIOL 208 - Environmental Science

**Credits:** 4

Study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Lab includes field trips, guest speakers, and experiments. Meets certain state educational certification requirements.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online, Self-Paced

**Term Offering:** Fall

**College Code:** CAS

## BIOL 221 - Anatomy and Physiology I

**Credits:** 4

First semester of a full-year sequence addressing the structure and function of the human organism. Surveys introductory biological chemistry, cell biology, histology, and the structure, function, and control of the integumentary, skeletal, muscular, nervous, and sensory systems. Does not apply to a biology major or minor; applies to a human biology minor.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

## BIOL 222 - Anatomy and Physiology II

**Credits:** 4

Second semester of a full-year sequence addressing the structure and function of the human organism. Surveys the structure, function, and control of the endocrine, cardiovascular, circulatory, respiratory, urinary, digestive and reproductive systems. Does not apply to a biology major or minor; applies to the human biology minor.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 221

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

## BIOL 260 - General Microbiology

**Credits:** 4

Includes history, morphology, classification, control, growth, transmission, and pathogenicity of selected bacteria, viruses, rickettsia, fungi, and parasites. Covers the nature of host defenses against pathogens, including the acquisition of specific immunity and immune disorders. Does not apply to a biology major or minor; applies to the human biology minor.

**Lecture/Lab:** Weekly: 3 lectures and two 1.5-hour labs

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab

**Term Offering:** Spring

**College Code:** CAS

## BIOL 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.

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**Term Offering:** Fall, Spring

**College Code:** CAS

## BIOL 305 - Scientific Communication

**Credits:** 2

A practical introduction to scientific communication. This course will focus on developing the fundamental skills required to convey information in the form of grant proposals, oral and poster presentations and research articles.

**Lecture/Lab:** Weekly: 2 lectures  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** BIOL 280  
**Prerequisite(s):** COMM 104 and ENGL 215. Honors students: HONS 115H.  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

### BIOL 316 - Human Embryology

**Credits:** 1  
Acquaints students with the process of human development and embryology.

**Lecture/Lab:** Weekly: 1 lecture  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

### BIOL 345 - Field Ecology

**Credits:** 3–6  
The course will introduce core ecological principles as applied to individual, population, community, and ecosystem levels of organizations along with hands-on experience in field ecology. Students will develop group and individual projects in aquatic and terrestrial ecosystems and develop skills in natural history observation and journaling and field research design, data analysis, and scientific communication.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**Special Approval:** Instructor permission required.  
**College Code:** CAS

### BIOL 348 - General Ecology

**Credits:** 3  
Ecological principles as applied to individual, population, community, and ecosystem levels of organization. Labs feature the characterization of ecological systems using standard field and lab techniques.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 165, BIOL 166 or BIOL 208  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Fall  
**College Code:** CAS

### BIOL 371 - Genetics

**Credits:** 3  
Mechanisms of heredity are considered in light of classical population and molecular genetics. Labs feature experience in Drosophila genetics, chromosome analysis, statistical techniques, and recombinant DNA technology.

**Lecture/Lab:** Weekly: 2 lectures, a recitation and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166, and completion of or simultaneous enrollment in CHEM 131.  
**Schedule Type:** Lecture, Lab  
**Term Offering:** Fall  
**College Code:** CAS

### BIOL 372 - Cell and Molecular Biology

**Credits:** 3  
Information from molecular biology, biochemistry, biophysics, physical chemistry, and electron microscopy are integrated to present the cell as a functional unit. Labs provide experience in the collection and analysis of quantitative data about cells.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166, and completion of or simultaneous enrollment in CHEM 132.  
**Schedule Type:** Lecture, Lab  
**Term Offering:** Spring  
**College Code:** CAS

### BIOL 380 - 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:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 165, BIOL 166, MATH 145 or higher or MPE P3  
**Schedule Type:** Lecture, Lab, 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 (A-F,I,S,U,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 422 - 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.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 165  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Summer  
**College Code:** CAS

### BIOL 428 - Paleobiology

**Credits:** 3  
Covers various specialties including general and vertebrate paleontology. Surveys the origins, history, adaptations, diversity and paleoecology of ancient organisms as documented by the fossil record.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166.  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Year Offering:** Even years  
**Term Offering:** Fall  
**College Code:** CAS

### BIOL 430 - Molecular Laboratory Techniques

**Credits:** 3  
Acquaints students with modern lab techniques of molecular biology. The

manipulation and study of nucleic acids and proteins using model systems.

**Lecture/Lab:** Weekly: 1 lecture and 2 labs

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

### BIOL 435 - Historical and Philosophical Biology

**Credits:** 3,4

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. Students taking the fourth credit will gain a broader understanding of relevant concepts in physical and historical geology.

**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. or BIOL 110

**Schedule Type:** Lecture/Lab

**College Code:** CAS

### BIOL 441 - Techniques in Microscopy

**Credits:** 3

A survey of light and electron microscopy, including techniques in biological specimen preparation and image collection, with a focus on modern fluorescence microscopy approaches to cellular imaging.

**Lecture/Lab:** Weekly: 2 lectures & a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166

**Schedule Type:** Lecture/Lab

**Year Offering:** Alternate years (odd)

**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:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101; BIOL 221, BIOL 222 or BIOL 165, BIOL 166.

**Schedule Type:** Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

### BIOL 454 - Vertebrate Zoology

**Credits:** 3

Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture/Lab

**Term Offering:** Mammalogy (Fall), Ornithology (Spring)

**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 - Medical Microbiology

**Credits:** 4

The overall objective is that participants gain appreciation of the medically important microbial pathogens of humans in terms of the clinical, therapeutic, and epidemiological aspects of diseases caused by them, molecular mechanisms of pathogenesis and their identification & characterization in the clinical laboratory.

**Lecture/Lab:** Weekly: 2 lectures & a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CAS

### BIOL 464 - Systems Physiology

**Credits:** 4

Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems.

**Lecture/Lab:** Weekly: 3 lectures and a 3.5-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166, CHEM 131.

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

### BIOL 465 - Histology

**Credits:** 3

Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

### BIOL 475 - Biology of Bacteria

**Credits:** 3

Study of the properties of bacteria that illustrate their function and relationship to other living systems. Topics include structure and function, classification, and interaction with the environment.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166; Organic Chemistry recommended (CHEM 231, CHEM 232, CHEM 241, CHEM 242).

**Schedule Type:** Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

### BIOL 476 - Biodiversity of Vascular Plants

**Credits:** 4

A taxonomic and morphological study of vascular plants emphasizing the plants found in the Great Lakes area. Field trips.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

### BIOL 477 - Neurobiology

**Credits:** 3

The neural basis of behavior, with some emphasis on the human nervous system, including cellular and molecular approaches to neuron function, development of neurons and circuits, and neuro-endocrine mechanisms. Labs develop skills in electrophysiology and neuroanatomy.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Term Offering:** Fall  
**College Code:** CAS

### BIOL 478 - Study Tour:

**Credits:** 0  
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**Course/Lab Fee:** Yes  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Blended Learning  
**College Code:** CAS

### BIOL 484 - Animal Behavior

**Credits:** 3  
Behavior of animals including considerations of social interactions, learning processes, instinct, motivation, experimental methods, and the analysis of behavior patterns characteristic of various species.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Even years  
**Term Offering:** Fall  
**College Code:** CAS

### BIOL 485 - Developmental Biology

**Credits:** 3  
A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate and invertebrate model systems will be examined and compared with plants. Lab activities include vertebrate developmental anatomy and experimental approaches to understanding basic developmental processes.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 166 Foundations of Biology  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

### BIOL 487 - Biogeography

**Credits:** 3  
The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour conference period  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

### BIOL 495 - Independent Research in Biology

**Credits:** 0–4  
An independent research project in biology under the direction of a biology instructor. A minimum of 4 hours work per week is required for each credit earned (and for the 0-credit option), and a written paper is required.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Special Approval:** Instructor permission required.  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

### BIOL 496 - Independent Study in Biology

**Credits:** 1–4  
Independent study of a selected field in biology under the direction of a biology instructor. A minimum of 4 hours work per week is required for each credit earned and a written paper is required.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Schedule Type:** Independent  
**Special Approval:** Instructor permission required.  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

### BIOL 497 - Internship in Biotechnology

**Credits:** 1–6  
An internship where students apply course and lab preparation in an extended hands-on laboratory experience in either on- or off-campus setting. 50 hours of work per semester credit hour.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Permission of biotechnology faculty.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Practicum  
**College Code:** CAS

### BIOL 515 - Genomics, Proteomics, and Bioinformatics

**Credits:** 3  
An examination of the wealth of information to be found in our genomes and proteomes, the techniques used to produce and analyze these data, and implications for biomedicine and related fields. Online databases and bioinformatics tools will be used extensively. Students will deeply engage selected topics through original research, or through synthesis and critical analysis of primary literature.

**Lecture/Lab:** 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  
**Year Offering:** Alternate years (even)  
**Term Offering:** Spring  
**College Code:** CAS

### BIOL 521 - Immunology

**Credits:** 3  
This course introduces principles of immunology, including cells and organs comprising the immune system, innate and adaptive immune responses, generation of lymphocyte receptor diversity, antibody structure and function, and cell mediated immunity, as well as clinical applications such as autoimmune disease, tumor immunology and vaccination. Integrated into the course is a laboratory offering practical experience with basic techniques used in immunology. In addition to a broad survey of immunology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Alternate years (even)  
**Term Offering:** Fall  
**College Code:** CAS

### BIOL 522 - 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. 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: 3 lectures  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 165  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Summer  
**College Code:** CAS

### BIOL 526 - Mathematical Modeling

**Credits:** 3  
Theory and application of linear and nonlinear mathematical models of biological and other 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MATH 191 or MATH 195, or permission from instructor.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## BIOL 528 - Paleobiology

**Credits:** 3

Covers various specialties including general and vertebrate paleontology. Surveys the origins, history, adaptations, diversity and paleoecology of ancient organisms as documented by the fossil record. Students will also engage selected topics more deeply through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture/Lab

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**College Code:** CAS

## BIOL 530 - Molecular Laboratory Techniques

**Credits:** 3

Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems. In addition, students will deeply engage in selected topics through an additional research project and lecture topic presentation.

**Lecture/Lab:** Weekly: 1 lecture and two 3-hour labs

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Alternate years (odd)

**Term Offering:** Fall

**College Code:** CAS

## BIOL 541 - Techniques in Microscopy

**Credits:** 3

A survey of light and electron microscopy, including techniques in biological specimen preparation and image collection, with a focus on modern fluorescence microscopy approaches to cellular imaging. In addition to a thorough grounding in microscopy, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures & a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166

**Schedule Type:** Lecture/Lab

**Year Offering:** Alternate years (odd)

**Term Offering:** Spring

**College Code:** CAS

## BIOL 550 - Issues in Origins and Speciation

**Credits:** 3

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

**Lecture/Lab:** Weekly: 3 lectures

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## BIOL 554 - Vertebrate Zoology

**Credits:** 3

Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy. In addition to a broad survey of vertebrate biology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## BIOL 555 - Neuropsychopharmacology

**Credits:** 3

A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. In addition to a broad survey of neuropsychopharmacology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101; BIOL 221 , BIOL 222 or BIOL 165 , BIOL 166

**Schedule Type:** Lecture/Lab

**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:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (odd)

**Term Offering:** Fall

**College Code:** CAS

## BIOL 560 - Medical Microbiology

**Credits:** 4

The overall objective is that participants gain appreciation of the medically important microbial pathogens of humans in terms of the clinical, therapeutic, and epidemiological aspects of diseases caused by them, molecular mechanisms of pathogenesis and their identification & characterization in the clinical laboratory. In addition to a broad survey of medically-relevant microorganisms, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures & a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CAS

## BIOL 564 - Systems Physiology

**Credits:** 3

Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems.

**Lecture/Lab:** Weekly: 3 lectures and a 3.5-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166 , CHEM 131

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

## BIOL 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:** Weekly: 2 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 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:** Weekly: 3-hour lecture and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**College Code:** CAS

### BIOL 577 - Neurobiology

**Credits:** 3

The neural basis of behavior, with some emphasis on the human nervous system, including cellular and molecular approaches to neuron function, development of neurons and circuits, and neuro-endocrine mechanisms. Labs develop skills in electrophysiology and neuroanatomy. In addition to a broad survey of neurobiology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

### BIOL 584 - Animal Behavior

**Credits:** 3

Behavior of animals including considerations of social interactions, learning processes, instinct, motivation, experimental methods, and the analysis of behavior patterns characteristic of various species. In addition to a broad survey of animal behavior, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Even years

**Term Offering:** Fall

**College Code:** CAS

### BIOL 585 - Developmental Biology

**Credits:** 3

A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate and invertebrate model systems will be examined and compared with plants. Lab activities include vertebrate developmental anatomy and experimental approaches to understanding basic developmental processes. Students will also engage selected topics more deeply through original research, or through synthesis and critical analysis of relevant literature.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166

**Schedule Type:** Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

### BIOL 587 - Biogeography

**Credits:** 3

The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present. In addition to a broad survey of biogeography, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### BIOL 590 - Topics in \_\_\_\_\_

**Credits:** 1-4

Investigates various specialties of biology.

**Lecture/Lab:** One-hour lecture or a 3-hour lab for each credit

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Lecture/Lab

**College Code:** CAS

### BIOL 648 - Workshop

**Credits:** 1-4

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CAS

### BIOL 655 - Program Continuation

**Credits:** 0

Students may register for this non-credit continuation course to maintain active status. For additional information on active status, refer to the Graduate Academic Policies. Registration does not indicate full-time status.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### BIOL 660 - Thesis Continuation

**Credits:** 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### BIOL 670 - Comprehensive Exam

**Credits:** 0

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### BIOL 681 - Research Methods and Biology Seminar I

**Credits:** 2

An introduction to graduate studies in biology, the nature and methods of science, principles of research ethics, and exploration of research opportunities in the Department of Biology. Attendance to all biology department seminars is required.

**Lecture/Lab:** Weekly: 2 lectures

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Seminar

**Term Offering:** Fall  
**College Code:** CAS

### **BIOL 682 - Research Methods and Biology Seminar II**

**Credits:** 2

In this second semester of Research Methods and Biology Seminar, graduate students survey current literature and prepare a formal research proposal. Students give an oral presentation of the research proposal at the end of the semester. Attendance to all biology department seminars is required.

**Lecture/Lab:** Weekly: 2 lectures  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Seminar  
**Term Offering:** Spring  
**College Code:** CAS

### **BIOL 690 - Independent Study**

**Credits:** 1–4

Independent study in biology under the direction of the instructor. Consent of instructor required.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

### **BIOL 697 - Research in Biology**

**Credits:** 1–4

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Independent  
**College Code:** CAS

### **BIOL 699 - Master's Thesis**

**Credits:** 4

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 8 credits  
**Schedule Type:** Independent  
**College Code:** CAS



# Chemistry & Biochemistry

Halenz Hall, Room 225  
269-471-324  
chemistry@andrews.edu  
www.andrews.edu/chem/

## Faculty

David Randall, *Chair*  
Lisa Ahlberg  
Ryan Hayes  
Getahun Merga  
Desmond H. Murray  
D. David Nowack  
John Rorabeck

Academic Programs	Credits
Biochemistry BS	38
Biochemistry BS (ACS approved) (Approved by the American Chemical Society Committee on Professional Training)	45
Chemistry BS	38
Chemistry BS (ACS approved) (Approved by the American Chemical Society Committee on Professional Training)	44
BS: Chemistry (Secondary Education Emphasis)	
Minor in Chemistry	20

## Mission

The mission of the Department of Chemistry & Biochemistry within the context of a Seventh-day Adventist Christian worldview is to assist all students to excel in developing their analytical and critical reasoning skills, using fundamental chemical principles and computational methods; prepare our chemistry and biochemistry majors to enter graduate school, professional school, the chemical industry, or the teaching profession, in a diverse world; develop in our students an understanding of responsible, environmentally sensitive use of global resources; engage students and faculty in the process of discovery and creativity in the research lab and the classroom to model a life of personal and professional integrity.

Students who plan to major in chemistry or biochemistry are expected to have entrance credit in the preparatory subjects of chemistry and mathematics (including algebra and trigonometry); a background in physics is desirable. Those who do not have entrance credit or equivalent training in these subjects, particularly mathematics, may not fulfill the department graduation requirements in four years.

Students are encouraged to plan early for an on-campus or off-campus research experience required of all students in the Bachelor of Science degree programs in chemistry and biochemistry (ACS) and strongly recommended for those in the Bachelor of Science degree program in biochemistry. This experience may take the form of a cooperative educational research experience or research in an academic, industrial, or governmental laboratory setting. Interested students should consult the department chair.

## American Chemical Society Certification

Students desiring American Chemical Society certification must

- Complete the required courses for the (ACS) Bachelor of Science degree in chemistry or biochemistry as spelled out in this bulletin.
- Achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.
- Satisfactorily complete a research or cooperative educational experience in chemistry.

A complete statement of certification requirements is available from the department chair.

## Bachelors

### Biochemistry BS

The Biochemistry BS offers a comprehensive learning experience in the biochemical sciences with significant bench-top laboratory experiences using the latest in chemical instrumentation. Our students learn how to be biochemists with a Seventh-day Adventist worldview, solving real problems in today's world. Our graduates enter diverse careers as professional biochemists, academic researchers, commercial pharmaceutical researchers, physicians, dentists, pharmacists, lawyers, and a myriad of other careers.

### Total Credits - 120

### Major - 36

CHEM 131 - General Chemistry I **Credits: 4**  
CHEM 132 - General Chemistry II **Credits: 4**  
CHEM 210 - Current Chemistry Topics **Credits: 0** (6 semesters)  
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 330 - Quantitative Chemical Analysis **Credits: 4**  
CHEM 418 - Chemistry & Biochemistry Seminar **Credits: 2**  
CHEM 431 - Physical Chemistry I **Credits: 3**  
CHEM 441 - Physical Chemistry Laboratory I **Credits: 1**  
BCHM 421 - Biochemistry I **Credits: 4**  
BCHM 422 - Biochemistry II **Credits: 3**  
BCHM 430 - Biochemistry Lab **Credits: 1**

#### Choose one of the following courses:

CHEM 400 - Chemical Separations and Analysis **Credits: 2**  
CHEM 430 - Instrumental Analysis **Credits: 2**

#### Recommended courses:

The Bachelor of Science degree in biochemistry can be strengthened by the addition of CHEM 415 and CHEM 495 .

### Cognates - 30

No course with a grade below C- may count toward cognate requirements.

BIOL 165 - Foundations of Biology **Credits: 4,5**  
BIOL 166 - Foundations of Biology **Credits: 4,5**  
MATH 192 - Calculus II **Credits: 4**

MATH 191 - Calculus I **Credits: 4**

or

MATH 195 - Calculus I for Biology **Credits: 4**

#### Choose one of the following sets:

PHYS 141 - General Physics I **Credits: 4**  
PHYS 142 - General Physics II **Credits: 4**  
or  
PHYS 241 - Physics for Scientists and Engineers I **Credits: 4**  
PHYS 242 - Physics for Scientists and Engineers II **Credits: 4**  
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits: 1**  
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits: 1**

#### Choose two courses from the following:

BIOL 371 - Genetics **Credits: 3**  
BIOL 372 - Cell and Molecular Biology **Credits: 3**  
BIOL 415 - Genomics, Proteomics, and Bioinformatics **Credits: 3**  
BIOL 450 - Neuropsychopharmacology **Credits: 3**  
BIOL 464 - Systems Physiology **Credits: 4**  
BIOL 465 - Histology **Credits: 3**  
BIOL 485 - Developmental Biology **Credits: 3**  
FDNT 485 - Nutrition and Metabolism **Credits: 3**

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Demonstrate a comprehensive knowledge and understanding of the identification and transformation of matter.
- Demonstrate involvement in the discovery of chemical and biochemical knowledge.
- Communicate chemical and biochemical information to a diversity of audiences using a variety of formats.
- Practice competency in common lab activities and instrumentation; use safe laboratory & waste management practices; understand impact of chemical activities on environment.

## Biochemistry BS (ACS approved)

The Biochemistry BS (ACS approved) offers a comprehensive learning experience in the biochemical sciences with significant bench-top laboratory experiences using the latest in chemical instrumentation. Our students learn how to be biochemists with a Seventh-day Adventist worldview, solving real problems in today's world. Our graduates enter diverse careers as professional biochemists, academic researchers, commercial pharmaceutical researchers, physicians, dentists, pharmacists, lawyers, and a myriad of other careers. This American Chemical Society-approved program is the only one of its kind in all of Seventh-day Adventist higher education.

## Total Credits - 120

## Major - 45

CHEM 131 - General Chemistry I **Credits:** 4  
CHEM 132 - General Chemistry II **Credits:** 4  
CHEM 210 - Current Chemistry Topics **Credits:** 0 (6 semesters)  
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 330 - Quantitative Chemical Analysis **Credits:** 4  
CHEM 400 - Chemical Separations and Analysis **Credits:** 2  
CHEM 415 - Advanced Inorganic Chemistry **Credits:** 4  
CHEM 418 - Chemistry & Biochemistry Seminar **Credits:** 2  
CHEM 430 - Instrumental Analysis **Credits:** 2  
CHEM 431 - Physical Chemistry I **Credits:** 3  
CHEM 432 - Physical Chemistry II **Credits:** 3  
CHEM 441 - Physical Chemistry Laboratory I **Credits:** 1  
BCHM 421 - Biochemistry I **Credits:** 4  
BCHM 422 - Biochemistry II **Credits:** 3  
BCHM 430 - Biochemistry Lab **Credits:** 1

### 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

## Additional Requirements

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.

## Cognates - 34

No course with a grade below C- may count toward cognate requirements.

BIOL 165 - Foundations of Biology **Credits:** 4,5

BIOL 166 - Foundations of Biology **Credits:** 4,5

MATH 191 - Calculus I **Credits:** 4

or

MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

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

### Choose one of the following courses:

BIOL 371 - Genetics **Credits:** 3

BIOL 372 - Cell and Molecular Biology **Credits:** 3

BIOL 415 - Genomics, Proteomics, and Bioinformatics **Credits:** 3

BIOL 450 - Neuropsychopharmacology **Credits:** 3

BIOL 464 - Systems Physiology **Credits:** 4

BIOL 465 - Histology **Credits:** 3

BIOL 485 - Developmental Biology **Credits:** 3

FDNT 485 - Nutrition and Metabolism **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Demonstrate a comprehensive knowledge and understanding of the identification and transformation of matter.
- Demonstrate involvement in the discovery of chemical and biochemical knowledge.
- Communicate chemical and biochemical information to a diversity of audiences using a variety of formats.
- Practice competency in common lab activities and instrumentation; use safe laboratory & waste management practices; understand impact of chemical activities on environment.

## Chemistry BS

The Chemistry BS offers a comprehensive learning experience in the chemical sciences with significant bench-top laboratory experiences using the latest in chemical instrumentation. Our students learn how to be chemists with a Seventh-day Adventist worldview, solving real problems in today's world. Our graduates enter diverse careers as professional chemists, academic researchers, physicians, dentists, pharmacists, lawyers, forensic scientists, high school chemistry teachers, and a myriad of other careers.

## Total Credits - 120

## Major - 38

CHEM 131 - General Chemistry I **Credits:** 4  
CHEM 132 - General Chemistry II **Credits:** 4  
CHEM 210 - Current Chemistry Topics **Credits:** 0 (6 semesters)  
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 330 - Quantitative Chemical Analysis **Credits:** 4  
CHEM 400 - Chemical Separations and Analysis **Credits:** 2  
CHEM 415 - Advanced Inorganic Chemistry **Credits:** 4  
CHEM 418 - Chemistry & Biochemistry Seminar **Credits:** 2  
CHEM 430 - Instrumental Analysis **Credits:** 2  
CHEM 431 - Physical Chemistry I **Credits:** 3  
CHEM 441 - Physical Chemistry Laboratory I **Credits:** 1  
BCHM 421 - Biochemistry I **Credits:** 4

### Research/Cooperative Experience

An on-campus or off-campus research or cooperative educational experience. Students may satisfy this requirement by matriculating in one of the following courses or by participating in another experience that is approved by the chair and is similar in scope to one of these classes:

CHEM 495 - Advanced Independent Research **Credits:** 0–4  
HONS 497H - Senior Honors Project **Credits:** 0–6  
IDSC 380 - Cooperative Education in \_\_\_\_\_(subject area) **Credits:** .5,1

## Cognates - 18

No course with a grade below C- may count toward cognate requirements.

MATH 191 - Calculus I **Credits:** 4  
or  
MATH 195 - Calculus I for Biology **Credits:** 4  
  
MATH 192 - Calculus II **Credits:** 4  
PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4  
PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4  
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1  
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Demonstrate a comprehensive knowledge and understanding of the identification and transformation of matter.
- Demonstrate involvement in the discovery of chemical and biochemical knowledge.
- Communicate chemical and biochemical information to a diversity of audiences using a variety of formats.
- Practice competency in common lab activities and instrumentation; use safe laboratory & waste management practices; understand impact of chemical activities on environment.

## Chemistry BS (ACS approved)

The Chemistry BS (ASC approved) offers a comprehensive learning experience in the chemical sciences with significant bench-top laboratory experiences using the latest in chemical instrumentation. Our students learn how to be chemists with a Seventh-day Adventist worldview, solving real problems in today's world. Our graduates enter diverse careers as professional chemists, academic researchers, physicians, dentists, pharmacists, lawyers, forensic scientists, high school chemistry teachers, and a myriad of other careers. This American Chemical Society-approved program is the only one of its kind in all of Seventh-day Adventist higher education.

## Total Credits - 120

### Major - 44

CHEM 131 - General Chemistry I **Credits:** 4  
CHEM 132 - General Chemistry II **Credits:** 4  
CHEM 210 - Current Chemistry Topics **Credits:** 0 (6 semesters)  
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 330 - Quantitative Chemical Analysis **Credits:** 4  
CHEM 400 - Chemical Separations and Analysis **Credits:** 2  
CHEM 415 - Advanced Inorganic Chemistry **Credits:** 4  
CHEM 418 - Chemistry & Biochemistry Seminar **Credits:** 2  
CHEM 430 - Instrumental Analysis **Credits:** 2  
CHEM 431 - Physical Chemistry I **Credits:** 3

CHEM 432 - Physical Chemistry II **Credits:** 3  
CHEM 441 - Physical Chemistry Laboratory I **Credits:** 1  
CHEM 442 - Physical Chemistry Laboratory II **Credits:** 1  
BCHM 421 - Biochemistry I **Credits:** 4

### 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

### Research/Cooperative Experience

An on-campus or off-campus research or cooperative educational experience. Students may satisfy this requirement by matriculating in one of the following courses or by participating in another experience that is approved by the chair and is similar in scope to one of these classes:

CHEM 495 - Advanced Independent Research **Credits:** 0–4  
HONS 497H - Senior Honors Project **Credits:** 0–6

## Additional Requirements

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.

## Cognates - 21

No course with a grade below C- may count toward cognate requirements.

MATH 191 - Calculus I **Credits:** 4  
or  
MATH 195 - Calculus I for Biology **Credits:** 4  
  
MATH 192 - Calculus II **Credits:** 4  
PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4  
PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4  
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1  
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

### Choose one of the following courses:

MATH 240 - Calculus III **Credits:** 4  
MATH 286 - Differential Equations **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Demonstrate a comprehensive knowledge and understanding of the identification and transformation of matter.
- Demonstrate involvement in the discovery of chemical and biochemical knowledge.
- Communicate chemical and biochemical information to a diversity of audiences using a variety of formats.
- Practice competency in common lab activities and instrumentation; use safe laboratory & waste management practices; understand impact of chemical activities on environment.

# 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 Secondary Education requirements below. They must also consult with an advisor in the department of School of Education (Formerly Teaching, Learning & Curriculum) who can guide them through the teacher preparation program successfully. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor chosen by the student.

Students minoring in chemistry in preparation for teaching in secondary schools must complete the degree requirements for Chemistry Minor (Secondary Education).

## Secondary Education BA/BS

Click to view the Secondary Education BA/BS requirements.

## Undergraduate Minors

### Chemistry Minor

Students minoring in chemistry in preparation for teaching in secondary schools must consult with an advisor in the department of School of Education (Formerly 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 School of Education (Formerly Teaching, Learning & Curriculum).

### Total Credits - 19-24

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

7 or 8 credits of CHEM/BCHM courses that apply towards a major in chemistry or biochemistry. Students who take CHEM 330 (4 Cr) need to earn at least 3 additional upper division CHEM/BCHM credits. Students who do not take CHEM 330, need to earn 8 CHEM/BCHM credits beyond those listed above. CHEM 195, CHEM 295, and CHEM 495 do not meet this requirement.

The Chemistry Minor must include two semesters of hands-on laboratory experience setting beyond General Chemistry. This is normally met through courses with lab components that are offered at Andrews. Transfer students whose chemistry coursework did not include hands-on laboratory work would need to have additional coursework. A lab syllabus and lab notebook should be provided for petitions.

### Secondary Certification (Optional)

\*Students pursuing secondary certification are required to take the following courses:

CHEM 232 - Organic Chemistry II **Credits:** 3

CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1

CHEM 330 - Quantitative Chemical Analysis **Credits:** 4

BCHM 421 - Biochemistry I **Credits:** 4

### Student Learning Outcomes

At the end of the program, students should be able to:

- Demonstrate a knowledge and understanding of the identification and transformation of matter.

- Practice competency in common lab activities and instrumentation; use safe laboratory and waste management practices; understand impact of chemical activities on environment.

## Biochemistry

### BCHM 120 - Introduction to Organic and Biological Chemistry

**Credits:** 4

A survey of major concepts in organic chemistry and biochemistry. Organic foundation of structures and basic reactions of organic molecules emphasizing functional groups and establishing foundation for understanding structure and function of biological molecules, regulation of biochemical pathways. For nursing, dietetics, and allied health students. Not applicable toward a major or minor in chemistry or biochemistry.

**Lecture/Lab:** Weekly: 3 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 110

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

### BCHM 421 - Biochemistry I

**Credits:** 4

Study of the fundamental principles of enzyme kinetics and mechanisms based on the structure and chemistry of biomolecules including amino acids, carbohydrates, lipids, proteins, nucleotides, nucleic acids, and biological membranes.

**Lecture/Lab:** Weekly: 4 lectures

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 232

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

### BCHM 422 - Biochemistry II

**Credits:** 3

Continuation of BCHM 421 including selected topics of hormone and regulatory biochemistry, the study of the four primary neurotransmitter systems and an overview of selected human pathologies emphasizing cancer biochemistry and biology.

**Lecture/Lab:** Weekly: 3 lectures

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BCHM 421

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

### BCHM 430 - Biochemistry Lab

**Credits:** 1

Introduction to quantitative and qualitative methods for the isolation, purification and identification of biological materials and applications of enzyme kinetics.

**Lecture/Lab:** Weekly: one 4-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BCHM 421

**Recommended:** BCHM 422

**Schedule Type:** Lab

**Term Offering:** Spring

**College Code:** CAS

### BCHM 521 - Biochemistry I

**Credits:** 3

Study of the fundamental principles of enzyme kinetics and mechanisms based on the structure and chemistry of biomolecules including amino acids, carbohydrates, lipids, proteins, nucleotides, nucleic acids and biological membranes.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 232

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, 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 105 - Chemistry Lab for Non-Science Majors

**Credits:** 1

A laboratory-only course primarily for non-science majors who need 1 credit of laboratory experience in chemistry. Enrollment is by instructor permission and is available only to students who have passed a college-level chemistry course. Not applicable toward a major or minor in chemistry or biochemistry. Meets Gen Ed/ACE lab component portion of Natural Science area.

**Lecture/Lab:** Weekly: one 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lab

**Special Approval:** Instructor permission required

**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 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 a 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 a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** a grade of C- or better in CHEM 131

**Schedule Type:** Lecture, Lab

**Term Offering:** Spring

**College Code:** CAS

## CHEM 175 - Topics in \_\_\_\_\_

**Credits:** 1-4

Investigates various subdisciplines of chemistry or biochemistry. This course does not contribute to a major or minor in chemistry.

**Lecture/Lab:** Weekly: 1 lecture and/or lab for each lower-division credit taken

**Grade Mode:** Normal w S (A-F,I,S,U,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 210 - Current Chemistry Topics

**Credits:** 0

Attendance at departmental seminar series devoted to topics in current chemical research as presented by students, faculty, and guest speakers.

**Lecture/Lab:** Weekly: 1 seminar

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring

**College Code:** CAS

## CHEM 231 - Organic Chemistry I

**Credits:** 3

The chemistry of carbon-containing compounds with emphasis on nomenclature, molecular structure, spectra-structure relationships, and a mechanistic approach to organic reactions.

**Lecture/Lab:** Weekly: 4 lectures

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 132

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## CHEM 232 - Organic Chemistry II

**Credits:** 3

This course is a continuation of CHEM 231

**Lecture/Lab:** Weekly: 4 lectures

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 231

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## CHEM 241 - Organic Chemistry Laboratory I

**Credits:** 1

Experiments related to the course content of CHEM 231.

**Lecture/Lab:** Weekly: 1 lecture and one 4-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 231 or concurrent enrollment in CHEM 231

**Schedule Type:** Lab

**Term Offering:** Fall

**College Code:** CAS

## CHEM 242 - Organic Chemistry Laboratory II

**Credits:** 1

Experiments related to the course content of CHEM 232 .

**Lecture/Lab:** Weekly: 1 lecture and one 4-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 232 or concurrent enrollment in CHEM 232 .

**Schedule Type:** Lab

**Term Offering:** Spring

**College Code:** CAS

## CHEM 290 - Independent Study in Chemistry or Biochemistry

**Credits:** 1,2

Independent study or problem-solving in a selected field in chemistry or biochemistry under the direction of a chemistry or biochemistry instructor. A minimum of 4 hours of work per week is expected for each credit earned and a written paper is required. This course does not meet the requirements for a chemistry minor.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Prerequisite(s):** CHEM 100 , CHEM 110 , or CHEM 132

**Repeatable:** Repeatable with different topics

**Schedule Type:** Independent

**Special Approval:** Instructor permission required

**College Code:** CAS

## CHEM 295 - Independent Research II

**Credits:** 0-3

Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are establishing their knowledge of chemistry and biochemistry at the college level.

**Lecture/Lab:** Weekly: a minimum of 4 hours of work per credit

**Course/Lab Fee:** Yes

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Prerequisite(s):** A passing grade in CHEM 132 required

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Special Approval:** Permission of faculty member required.

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

## CHEM 300 - Laboratory Glassblowing

**Credits:** 2

Practice of fundamental glassblowing skills common to both scientific and creative glassblowing. Two projects are required. The student may choose between scientific and creative projects. Not applicable toward a major or minor in chemistry or biochemistry. Does not meet the general education requirement in natural science.

**Lecture/Lab:** Weekly: 1 lecture demonstration and a 4-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab

**Year Offering:** Even years

**Term Offering:** Fall

**College Code:** CAS

## CHEM 330 - Quantitative Chemical Analysis

**Credits:** 4

Lecture topics include statistics, chemical equilibrium, titrimetric procedures, gravimetric procedures, numerical data analysis and electrochemistry. Laboratory experiments include gravimetric procedures and titrimetric procedures of acid and base systems and redox systems, and using instrumental methods of analysis.

**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 340 - Environmental Chemistry

**Credits:** 4

A survey of environmental and energy-related problems. Topics include air, soil, and water pollution, energy and other resources, solid wastes and recycling, and

toxic chemicals. Not applicable toward a major in chemistry or biochemistry.

**Lecture/Lab:** Weekly: 3 lectures and a 4-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 132

**Recommended:** CHEM 232 or CHEM 330 strongly recommended

**Schedule Type:** Lecture, Lab, Lecture/Lab

**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 (A-F,I,S,U,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 232, CHEM 242, and CHEM 330

**Schedule Type:** Lecture, Lab, Lecture/Lab

**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

**Year Offering:** Alternate years (even)

**Term Offering:** Spring

**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 232 , CHEM 330

**Schedule Type:** Lecture/Lab

**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 (A-F,I,W)  
**Corequisite(s):** CHEM 210  
**Prerequisite(s):** COMM 104 or COMM 220  
ENGL 215  
SAGES Pre-reqs for students in Honors:  
HONS398 (with grade of DG)  
one of: HONS115 or HONS265  
CHEM 232 - Organic Chemistry II  
**Prerequisite/Corequisite:** BCHM 421 and CHEM 431 (or instructor permission)  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**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 330, MATH 192  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Term Offering:** Spring  
**College Code:** CAS

### CHEM 431 - Physical Chemistry I

**Credits:** 3

Fundamental concepts in chemical thermodynamics, free energy, chemical equilibria, phase changes, solutions, molecular transport, chemical dynamics, and electrochemistry.

**Lecture/Lab:** Weekly: 3 lectures  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CHEM 330, MATH 192, PHYS 142 (or PHYS 242, PHYS 272)  
**Recommended:** CHEM 441  
**Schedule Type:** Lecture  
**College Code:** CAS

### CHEM 432 - Physical Chemistry II

**Credits:** 3

Wave mechanics, atomic and molecular structure, chemical bonding, atomic and molecular spectroscopies, and applications to chemical dynamics and statistical thermodynamics.

**Lecture/Lab:** Weekly: 3 lectures  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CHEM 431,  
and one of: MATH 286 or MATH 240  
**Recommended:** Both MATH 286 and MATH 240 are strongly recommended  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Spring  
**College Code:** CAS

### CHEM 441 - Physical Chemistry Laboratory I

**Credits:** 1

Experiments related to the course content of CHEM 431.

**Lecture/Lab:** Weekly: one 4-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** concurrent enrollment in CHEM 431  
**Schedule Type:** Lab  
**Term Offering:** Fall  
**College Code:** CAS

### CHEM 442 - Physical Chemistry Laboratory II

**Credits:** 1

Experiments related to the course content of CHEM 432.

**Lecture/Lab:** Weekly: one 4-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** concurrent enrollment in CHEM 432  
**Schedule Type:** Lab  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Spring  
**College Code:** CAS

### CHEM 470 - Modern Synthetic Techniques

**Credits:** 2

An advanced laboratory course designed to incorporate a wide variety of modern synthetic techniques of organic, organometallic, and inorganic chemistry.

**Lecture/Lab:** Weekly: two 4-hour labs  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CHEM 474, CHEM 415 or concurrent enrollment in CHEM 415  
**Schedule Type:** Lab  
**Term Offering:** Spring  
**College Code:** CAS

### CHEM 474 - Advanced Topics in Organic Chemistry

**Credits:** 2

Study of the principles of modern synthetic organic chemistry with applications from one or more of the following areas: natural product, medicinal, or polymer chemistry.

**Lecture/Lab:** Weekly: 2 lectures  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CHEM 232  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**College Code:** CAS

### CHEM 475 - Advanced Topics in Physical Chemistry

**Credits:** 2

Advanced study of molecular spectroscopy, statistical thermodynamics, chemical dynamics, or the application of quantum mechanics.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CHEM 432 or CHEM 431 and permission of the instructor  
**Schedule Type:** Lecture  
**College Code:** CAS

### CHEM 490 - Advanced Independent Study in Chemistry or Biochemistry

**Credits:** 1,2

Independent study of a selected field in chemistry or biochemistry under the direction of a chemistry or biochemistry instructor. A minimum of 4 hours of work per week is expected for each credit earned and a written paper is required. This course does not meet the requirements for a chemistry minor.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Prerequisite(s):** Either (CHEM 232) or (CHEM 231 and CHEM 330) or higher course at the instructor's discretion  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Independent  
**College Code:** CAS

### CHEM 495 - Advanced Independent Research

**Credits:** 0-4

Students will either assist a faculty member in an ongoing research project or

develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who have a reasonably-established knowledge of chemistry and biochemistry at the college level.

**Lecture/Lab:** Weekly: a minimum of 4 hours of work per credit

**Course/Lab Fee:** Yes

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Prerequisite(s):** A passing grade in CHEM 232/CHEM 242 or (CHEM 330 and CHEM 231 /CHEM 241) required

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### CHEM 497 - Internship in Biotechnology

**Credits:** 1–6

An internship where students apply course and lab preparation in an extended hands-on laboratory experience in either on- or off-campus setting. 50 hours of work per semester credit hour.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Practicum

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

### CHEM 530 - Topics in Teaching \_\_\_\_\_

**Credits:** 2–4

Each time the course is offered, it treats one of the following areas: Concepts in Chemistry; Fundamental ideas of chemistry Demonstrations; Simple experiments which illustrate chemical principles Problem-Solving Strategies; Exploration into the mental processes and logic behind problem-solving; None of the above areas are to occur twice in one student's program.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 232

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Lecture

**College Code:** CAS

### CHEM 540 - Topics in \_\_\_\_\_

**Credits:** 2–4

Independent readings to be chosen in consultation with the instructor. A written report and an oral presentation covering the materials read are required. A minimum of 60 hours of work is required for each credit.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 431

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Lecture

**College Code:** CAS



# English

Nethery Hall, Room 126  
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## Faculty

Kylene Cave  
Vanessa I. Corredera, Chair  
D. Ivan Davis  
Kristin Denslow  
Carrie Hess  
Jill Manoukian  
Scott E. Moncrieff  
L. Monique Pittman

## Administrators with appointment in the Dept of English

Andrea T. Luxton  
Alayne D. Thorpe

## Emeriti

Bruce A. Closser  
Delmer I. Davis  
F. Estella Greig  
Douglas Jones  
Meredith Jones Gray  
Asta Sakala LaBianca  
Beverly J. Matiko  
Merlene A. Ogden  
Dianne L. Staples

## Adjunct faculty

Karen Johnson-McWilliams  
Paul Matychuk  
Bonnie McLean  
Lilia Moncrieff  
Beverly Romero  
Kendra Manuel Smith  
Jill Walker Gonzalez  
Krista Turner  
Brian Urias  
Stephanie Marschner  
Stephanie Wilczynski  
Lauri Wood  
Rebecca Wright  
Ashley Wynn

## Mission

The Andrews University Department of English constitutes a vital component of this distinctive Seventh-day Adventist institution of higher learning. It draws together a diverse community of learners committed to seeking knowledge, affirming faith, and changing the world. Within the framework of Christian faith and purpose, it develops graduates who are competent, creative and critical readers, writers and thinkers, capable of a variety of careers and scholarly pursuits.

## English Proficiency Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
- Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.
- 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 English on an individual basis.

## Bachelors

### English BA

A major in English - the study of literature, writing, and language - invites students to focus on human experience and expression in all its complexity and diversity. As part of learning how to analyze and interpret a wide range of genres, English majors explore texts' literary history and sociocultural contexts. Students also study and practice the creation of texts, including poems, essays, stories, plays, critical reviews, and many more. Throughout their studies, English majors focus on how humans acquire, live with, and use language. Each of the three concentrations - English Education, Literature, and Writing - grounds students in all these areas while emphasizing a specific aspect of English studies.

### Total Credits - 120

### Major - 42-44

#### Core - 10-11

ENGL 125 - Approaches to English Studies **Credits:** 3  
ENGL 225 - Approaches to Theoretical Discourse **Credits:** 3  
ENGL 345 - Introduction to Rhetoric **Credits:** 3

2 credits of ENGL 496 - Research Methods **Credits:** 2 (**Honors English Majors:** This course **must** be substituted with 2 credits of HONS 497H - Senior Honors Project. **Writing Concentration:** This course may be substituted with 1 credit of ENGL 497 - Writing Internship.)

#### Concentration - 32-34

##### English Education - 33-34

A concentration for students seeking secondary teaching certification for 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.

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  
ENGL 460 - Linguistics **Credits:** 3

##### Choose one of the following courses:

ENGL 273 - American Literature to 1865 **Credits:** 3  
ENGL 274 - American Literature 1865-1914 **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 - Global Literature **Credits:** 3  
ENGL 415 - Gender Studies in Literature **Credits:** 3

##### Choose two of the following courses:

ENGL 315 - Professional Writing **Credits:** 3  
3 credits of ENGL 430 - Topics in \_\_\_\_\_ **Credits:** 1-4  
ENGL 438 - Advanced Composition **Credits:** 3  
ENGL 454 - The Writing Life **Credits:** 3  
ENGL 467 - Creative Writing **Credits:** 3

##### Literature - 32-33

This concentration is recommended for those planning to do graduate work in English or for those planning professional careers that demand a broad liberal arts background.

**Choose two of the following (pre-1800) courses:**ENGL 273 - American Literature to 1865 **Credits: 3**ENGL 371 - English Literature to 1600 **Credits: 3**ENGL 372 - English Literature 1600–1800 **Credits: 3****Choose two of the following (post-1800) courses:**ENGL 274 - American Literature 1865–1914 **Credits: 3**ENGL 373 - English Literature 1800–1914 **Credits: 3**ENGL 403 - 20th Century English and American Literature **Credits: 3****Choose two of the following courses:**ENGL 404 - Global Literature **Credits: 3**ENGL 415 - Gender Studies in Literature **Credits: 3**ENGL 440 - Language and Culture **Credits: 3****Concentration Electives**

Choose 11-12 additional credits from the Department of English offerings (excluding ENGL 115, ENGL 117, and ENGL 215).

**Writing - 33**

This concentration is suitable for those planning professional careers as writers or those particularly interested in the teaching of writing. Students selecting this concentration are encouraged to select a second major or minor that will enhance future employment.

ENGL 438 - Advanced Composition **Credits: 3****Choose five of the following courses:**ENGL 218 - Introduction to Creative Writing **Credits: 3**ENGL 220 - Technical Writing **Credits: 3**ENGL 315 - Professional Writing **Credits: 3**ENGL 430 - Topics in \_\_\_\_\_ **Credits: 1-4**ENGL 437 - Teaching and Tutoring Writing **Credits: 3**ENGL 454 - The Writing Life **Credits: 3**ENGL 467 - Creative Writing **Credits: 3**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 1865–1914 **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 - Global Literature **Credits: 3****Concentration Electives**

Choose 9 additional credits from the Department of English offerings (excluding ENGL 115, ENGL 117, and ENGL 215) or related writing courses, such as:

DSGN 185 - InDesign **Credits: 3**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**

## Additional Requirements

(for English Education concentration only)

**Secondary Certification**

Click to view the Secondary Education BA/BS requirements.

**Michigan Test of Teacher Certification (MTTC)**

English majors enrolled in the English Education concentration 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 College of Education & International Services. 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.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in 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:

- Paper-based TOEFL (ITP) composite score of 600
- Internet-based TOEFL (iBT) composite score of 100
- 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.

## Student Learning Outcomes

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.
- Know and understand instructional application of diverse texts, a variety of writing contexts, and language development and use (English Education concentration only).
- Demonstrate cohesive knowledge of the scope and sequence of Anglophone literature, and broad knowledge and application of critical theories (Literature concentration only).
- Demonstrate an understanding of a variety of genre conventions and exhibit rhetorical adaptability in applying those conventions (Writing concentration only).

## Undergraduate Minors

### English Education Minor

This content minor prepares students for certification to teach English at the secondary level. In addition to the requirements below, students must meet all the general education, content major, and professional education requirements. Please see the information provided by the Department of Teaching, Learning & Curriculum.

### Total Credits - 24

4 credits of ENGL 300 - Modern English Grammar **Credits: 3,4**ENGL 403 - 20th Century English and American Literature **Credits: 3**2 credits of 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 1865–1914 **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 - 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
- ENGL 437 - Teaching and Tutoring Writing **Credits:** 3
- ENGL 438 - Advanced Composition **Credits:** 3
- ENGL 454 - The Writing Life **Credits:** 3
- ENGL 467 - Creative Writing **Credits:** 3

**Recommended:**

- ENGL 345 - Introduction to Rhetoric **Credits:** 3
- ENGL 460 - Linguistics **Credits:** 3

## English Minor

In this flexible program students experience all three areas of English studies: literature, language, and writing. This minor pairs well with any major as enrichment in the area of the humanities.

### Total Credits - 21

**Choose one of the following courses:**

- ENGL 125 - Approaches to English Studies **Credits:** 3
- ENGL 225 - Approaches to Theoretical Discourse **Credits:** 3

**Choose one of the following courses:**

- ENGL 404 - Global Literature **Credits:** 3
- ENGL 415 - Gender Studies in Literature **Credits:** 3
- ENGL 440 - Language and Culture **Credits:** 3

**Electives**

Choose 15 credits of ENGL coursework (excluding ENGL 115, ENGL 117 & ENGL 215).

## 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:

- Paper-based TOEFL (ITP) composite score of 600
- Internet-based TOEFL (iBT) composite score of 100
- 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.

## Writing Minor

A strong addition to any academic profile, the writing minor provides study and practice in writing for a range of audiences and purposes, while utilizing professional, digital and creative genres.

### Total Credits - 21

- ENGL 438 - Advanced Composition **Credits:** 3

**Electives****Remaining credits to be selected from:**

- ENGL 220 - Technical Writing **Credits:** 3
- ENGL 300 - Modern English Grammar **Credits:** 3,4
- ENGL 315 - Professional Writing **Credits:** 3
- ENGL 345 - Introduction to Rhetoric **Credits:** 3
- ENGL 437 - Teaching and Tutoring Writing **Credits:** 3
- ENGL 454 - The Writing Life **Credits:** 3
- ENGL 467 - Creative Writing **Credits:** 3
- ENGL 430 - Topics in \_\_\_\_\_ **Credits:** 1-4
- ENGL 497 - Writing Internship **Credits:** 1-3

## 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:

- Paper-based TOEFL (ITP) composite score of 600
- Internet-based TOEFL (iBT) composite score of 100
- 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.

## 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 218 - Introduction to Creative Writing

**Credits:** 3

Introductory, college-level practice in creative writing. The multi-genre approach may include stories, essays, poetry, drama, as well as multimodal and /or digital genres.

**Course Attribute:** Writing

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115, ENGL 117, or HONS 115H. 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:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115, ENGL 117, or HONS 115H.  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 255 - Studies in Literature: \_\_\_\_\_

**Credits:** 3  
A literature course that emphasizes reading, discussion, and analytical interpretation of a featured topic such as literature of diversity, new media, or great books.

**Course/Lab Fee:** No  
**Course Attribute:** Literature  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115 or ENGL 117 or HONS 117  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Lecture/Lab  
**College Code:** CAS

### ENGL 270 - American Literature to 1900

**Credits:** 3  
A survey of American literature from its beginnings to 1900.

**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 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, ENGL 117, or HONS 115H.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### ENGL 274 - American Literature 1865–1914

**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, ENGL 117, or HONS 115H.  
**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, ENGL 117, or HONS 115H.

**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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265 Cannot be audited.  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 320 - Writing About \_\_\_\_

**Credits:** 3  
Study and practice of writing within a selected topic area. Topics may include, but are not limited to: Writing About the Arts, Writing About Film, Writing About Race. Explores relevant discourse community conventions and practices, while emphasizing a variety of genres and rhetorical purposes. Repeatable with different topics.

**Course/Lab Fee:** No  
**Course Attribute:** Writing  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring  
**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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215. or HONS 265  
**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.

**Course/Lab Fee:** No  
**Course Attribute:** Literature  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265, and ENGL 125 or ENGL 225  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 372 - English Literature 1600–1800

**Credits:** 3  
A survey of literature of the British Isles of the 17th and 18th centuries.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265, and ENGL 125 or ENGL 225.  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 373 - English Literature 1800–1914

**Credits:** 3  
A survey of Literature of the British Isles from the 19th century to World War I.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265H, and ENGL 125 or ENGL 225.  
**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:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115 or ENGL 117 and ENGL 215.  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**College Code:** CAS

### ENGL 376 - English Literature II (1660-1900)

**Credits:** 3  
Literature of the British Isles from the Restoration through the Victorian period.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115 or ENGL 117 and ENGL 215.  
**Schedule Type:** Lecture, Interactive Online, 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 215 or HONS 265H, and ENGL 125 or ENGL 225.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### ENGL 404 - Global Literature

**Credits:** 3  
A survey of global literary texts with a focus on issues of diversity.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265H, and ENGL 125 or ENGL 225.  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265  
**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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265  
**Schedule Type:** Lecture  
**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 125,ENGL225  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 415 - Gender Studies in Literature

**Credits:** 3  
Advanced study of literary texts dealing with gender issues.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL215 or HONS 265, and ENGL 125 or ENGL 225  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 416 - Diversity and Literature

**Credits:** 3  
A study of diversity, equity, and inclusion, broadly understood, in literature. Topic to be announced in advance.

**Course/Lab Fee:** No  
**Course Attribute:** Literature  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265H ; and ENGL 225  
**Repeatable:** Repeatable with different topics up to 12 credits  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring  
**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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265  
**Repeatable:** Repeatable up to 12 credits with different topics  
**Schedule Type:** Lecture, 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265  
**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)  
**Prerequisite(s):** ENGL 215 or HONS 265H  
**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 paralinguistics (e.g., kinesics and proxemics).

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265H  
**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.  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265, and ENGL 125 or ENGL 225.

**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 454 - The Writing Life

**Credits:** 3  
An exploration of composition theory and writing practice through the study of published writers' narrative accounts of the writing life. Students engage in an extended writing project selected in consultation with the instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215, or HONS 265H. Cannot be audited.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### ENGL 456 - Introduction to TESOL Theories, Methods, and Issues

**Credits:** 4  
This course introduces pre-service teachers to theories, methods, and issues in teaching English to second language learners. It explores effective teaching methods and strategies for teaching listening, speaking, reading, and writing for social and academic purposes. Participants will also gain knowledge of various issues surrounding TESOL, such as incorporating standards into teaching, developing and administering assessments, learning the teacher's role as a contributing professional, locating and utilizing available resources, and understanding implications of current language policy issues.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 459 - Methods of Teaching English

**Credits:** 3  
An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Enrollment by permission of the instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115 or ENGL 117 and ENGL 215.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### ENGL 460 - Linguistics

**Credits:** 3  
An introduction to linguistics for those planning to teach or work in the area of language, communication, or English on any level.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265  
**Schedule Type:** Lecture, 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, ENGL 125 and ENGL 225.  
**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 215 or HONS 265H. 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 215 or HONS 265, and ENGL 460 or permission of instructor.  
**Schedule Type:** Lecture, Interactive Online  
**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:** 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 (A-F,I,S,U,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CAS

### ENGL 496 - Research Methods

**Credits:** 2  
Study of selected research methods and processes of the English disciplines. The development of a capstone project based on concentration specificity.

**Lecture/Lab:** Weekly: 2 lectures  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** 24 credits in English (not including ENGL 115, 117, and 215 or HONS 115 or 265) or by instructor permission.  
**Schedule Type:** Seminar  
**Year Offering:** Annually  
**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 504 - New Global Literature

**Credits:** 3  
A survey of recent global literary texts with a focus on issues of diversity.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### ENGL 505 - Practicum

**Credits:** 1,2  
Study of and/or supervised practice in teaching college writing (section 01) or English as a second language (section 02).

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite/Corequisite:** Prerequisite or corequisite for those teaching English as a second language: ENGL 465.  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Practicum  
**College Code:** CAS

### ENGL 507 - Literature for Children

**Credits:** 2,3  
Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 508 - Literature for Young Adults

**Credits:** 2,3  
Selection, analysis, and evaluation of literary works that meet the reading interests of young adults and enhance the preparation of middle-school and secondary English teachers, librarians, and parents.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### ENGL 510 - Academic Writing for Advanced Study

**Credits:** 3  
Additional practice in academic writing designed to improve the skills of students who are underprepared for advanced writing tasks and/or whose native language is not English. Emphasizes academic writing conventions through the study and completion of various academic genres including summary, proposal, critique, and research writing.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 514 - Biblical Literature

**Credits:** 3  
Advanced study of the English Bible as literature and its literary influences.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 515 - Gender Studies in Literature

**Credits:** 3  
Advanced study of literary texts dealing with gender issues.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 520 - The Christian Tradition

**Credits:** 3  
The study of noteworthy Christian literature, including works by authors such as John Milton, C.S. Lewis, G.K. Chesterton, and Flannery O'Connor. Also may include focus on Christian perspectives in response to literature.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### ENGL 525 - Topics in \_\_\_\_\_

**Credits:** 1-4  
Study of selected topics in composition (Modern Rhetoric), language (Contrastive Analysis), or literature (Shakespeare, Literature on Location, or Drama). Topic and credit to be announced in advance.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 12 credits with different topics  
**Schedule Type:** Lecture, Lecture/Lab  
**College Code:** CAS

### ENGL 537 - Teaching and Tutoring Writing

**Credits:** 3  
Theory and practice in teaching, tutoring and responding to student writing. Exercises in composition, revision and evaluation. A minimum of 20 hours tutoring required.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 540 - Language and Culture

**Credits:** 3  
Study of language in the context of ethnology with emphases on (1) the effect of social variables (including gender) on language use, and on (2) paralanguage (e.g., kinesics and proxemics).

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### ENGL 550 - Study of Composition

**Credits:** 3  
Introduction to rhetorical and other principles involved in the writing process and in the teaching of composition to secondary-school and college students.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### ENGL 554 - The Writing Life

**Credits:** 3  
An exploration of composition theory and writing practice through the study of published writers' narrative accounts of the writing life. Students engage in an extended writing project selected in consultation with the instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 555 - Literary Criticism and Theory

**Credits:** 3  
An introduction to literary criticism and theory. Readings start with Plato, but special emphasis is on New Criticism to the present.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ENGL 559 - Methods of Teaching English

**Credits:** 3  
An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Enrollment by permission of the instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

## ENGL 561 - TESOL Theories and Methods

**Credits:** 3  
Critical survey of traditional and current theories and methods of teaching English to speakers of other languages. Includes supervised observation of ESL classes.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## ENGL 562 - TESOL Pedagogy and Practice

**Credits:** 4  
Study of current methods and techniques for teaching reading, writing, speaking, and listening to speakers of other languages. Includes supervised teaching of ESL classes.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 561 - TESOL Theories and Methods.  
**Schedule Type:** Lecture  
**College Code:** CAS

## ENGL 563 - TESOL Pedagogy: Reading and Writing

**Credits:** 2  
Study of current methods and techniques for teaching reading and writing to speakers of other languages. Must be taken concurrently with ENGL 505 Practicum.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## ENGL 564 - Major Literary Author

**Credits:** 3  
Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**College Code:** CAS

## ENGL 565 - TESOL Pedagogy: Listening and Speaking

**Credits:** 2  
Study of current methods and techniques for teaching listening and speaking to speakers of other languages. Must be taken concurrently with ENGL 505 Practicum.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** ENGL 505  
**Schedule Type:** Lecture  
**College Code:** CAS

## ENGL 566 - Phonetics and Phonology

**Credits:** 3  
Study of speech sounds and patterns including articulatory phonetics, phonemics, and an introduction to modern phonological theory and analysis.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115 or ENGL 117, ENGL 215 and ENGL 460 or permission of instructor.  
**Schedule Type:** Lecture  
**College Code:** CAS

## ENGL 567 - Creative Writing

**Credits:** 3  
Practice in writing stories, essays, poetry, or drama. Course emphasis changes from semester to semester.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 9 credits with different topics  
**Schedule Type:** Lecture  
**College Code:** CAS

## ENGL 569 - Second Language Acquisition

**Credits:** 3  
Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115 or ENGL 117, ENGL 215 and ENGL 460 or permission of

instructor.  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

## ENGL 572 - Christian Perspectives on Language Teaching

**Credits:** 3  
Study of the intersection between Christian faith and language teaching, focusing on critical examination of different ideological and pedagogical perspectives surrounding this relationship.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**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 (A-F,I,W)  
**Prerequisite(s):** ENGL 597.  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Seminar  
**College Code:** CAS

## ENGL 590 - Independent Study in English

**Credits:** 1–3  
Individualized reading or research in a specified area under the guidance of an instructor; admission by the chair's consent.

**Grade Mode:** Normal w S (A-F,I,S,U,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  
**College Code:** CAS

## ENGL 648 - Workshop

**Credits:** 1–4  
Intensive study on selected topics. As needed

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Workshop  
**College Code:** CAS

## ENGL 650 - Project Continuation

**Credits:** 0  
Student may register for this title while clearing deferred grade (DG) with advisor approval only. Registration for this title indicates full-time status, requiring a



minimum of 480 hours of work per semester of registration.

**Course/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 655 - Program Continuation**

**Credits:** 0

Students may register for this non-credit continuation course to maintain active status. For additional information on active status, see Admission Status Categories in the School of Graduate Studies & Research. Registration does not indicate full-time status.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### **ENGL 660 - Thesis Continuation**

**Credits:** 0

Student may register for this title while clearing deferred grade (DG) with advisor approval only. Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### **ENGL 665 - Preparation for Comprehensive Exams**

**Credits:** 0

Advisor approval required. Registration for this title indicates fulltime status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### **ENGL 670 - Comprehensive Exam**

**Credits:** 0

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### **ENGL 699 - Master's Thesis**

**Credits:** 1–4

Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

# 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

Paula Dronen  
Adam Fenner  
Steve Jones  
Douglas Morgan  
Marcella Myers

## 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

The BA in History is designed for students who want a general background in US and European history. Our program empowers students for the next phase of their life—career and/or graduate studies. A history degree allows graduates to enter a variety of fields because their history coursework, along with the required general education courses, provides essential critical thinking and analysis skills; effective bilingual communication; and historical discovery, inquiry, and research.

### Total Credits - 120

### Major - 37

HIST 101 - Introduction to History & Political Science (HPSC) **Credits: 1**  
HIST 110 - Worldviews, Cultures and Gods **Credits: 3**  
HIST 204 - American Experience I **Credits: 3**  
HIST 205 - American Experience II **Credits: 3**  
HIST 277 - History Colloquium **Credits: 0** (required each semester enrolled in the program)  
HIST 390 - Research Seminar **Credits: 3**  
HIST 480 - Senior Seminar **Credits: 3**  
PLSC 104 - American Government **Credits: 3**  
PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**  
Choose 6 credits of 300-level and above of US history courses (in consultation with advisor).  
Choose 6 credits of 300-level and above of non-US history courses (in consultation with advisor).

#### Choose one of the following courses:

HIST 404 - Adventist Heritage **Credits: 3**  
RELH 400 - SDA History and Prophetic Heritage **Credits: 3,4**

## Cognates

PHIL 224 - Introduction to Philosophy **Credits: 3 \***  
Language to Intermediate level\*

\*Fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Secondary Certification

For students seeking secondary teacher certification. For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum.

ECON 225 - Principles of Macroeconomics **Credits: 3**  
GEOG 110 - Survey of Geography **Credits: 3**  
HIST 117 - Civilizations and Ideas I **Credits: 3**  
HIST 118 - Civilizations and Ideas II **Credits: 3**  
HIST 204 - American Experience I **Credits: 3**  
HIST 205 - American Experience II **Credits: 3**  
HIST 277 - History Colloquium **Credits: 0**  
HIST 390 - Research Seminar **Credits: 3**  
HIST 404 - Adventist Heritage **Credits: 3**  
HIST 459 - Special Methods in Teaching History and Social Studies **Credits: 3**  
HIST 480 - Senior Seminar **Credits: 3**  
HIST 488 - Faith and History **Credits: 3**  
PLSC 104 - American Government **Credits: 3**  
PLSC 237 - The Individual, State, and Marketplace **Credits: 3**  
PLSC 365 - American Foreign Relations **Credits: 3**  
PLSC 435 - Public Policy **Credits: 3**  
PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**  
PLSC 460 - Area Study: **Credits: 3**

## Student Learning Outcomes

Graduates of this program should be able to:

- Demonstrate knowledge of key historical facts, values, and ideas that have shaped civilizations throughout history.
- Conduct independent research to construct arguments based on primary sources and historical method.
- Critically examine and evaluate historical developments from a Seventh-day Adventist/Christian worldview.
- Explore and engage in the historical profession with personal interaction, research tools, and academic scholarship.
- Demonstrate competence in oral/written communication, presenting ideas, perspectives, and arguments in an effective manner.

## Political Science BA/BS

The BA/BS in Political Science is designed for students who want an understanding of the development of national and international public policies. Our program empowers students for the next phase of their life—career and/or graduate studies (such as law school). The BA degree includes government, public policymaking, international affairs, American and comparative politics, and language. The BS degree includes the same courses and requirements but has no foreign language requirement.

### Total Credits - 120

### Major - 37

HIST 110 - Worldviews, Cultures and Gods **Credits: 3**  
PLSC 101 - Introduction to History & Political Science (HPSC) **Credits: 1**  
PLSC 104 - American Government **Credits: 3**  
PLSC 230 - International Relations **Credits: 3**  
PLSC 277 - Political Science Colloquium **Credits: 0** (required each semester enrolled in the program)

PLSC 365 - American Foreign Relations **Credits:** 3  
PLSC 390 - Research Seminar **Credits:** 3  
PLSC 410 - Comparative Political Theory and Method **Credits:** 3  
PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits:** 3

**Choose one of the following courses:**

HIST 204 - American Experience I **Credits:** 3  
HIST 205 - American Experience II **Credits:** 3

**Major Electives: Choose 12 credits, including:**

3 credits in Area Studies (PLSC 460)  
3 credits in Political Thought/Theory (PLSC 454, 457, 458)

## Cognates

Intermediate Language (required for BA students only)\*  
PHIL 224 - Introduction to Philosophy **Credits:** 3 \*  
STAT 285 - Introduction to Applied Statistics **Credits:** 3 \*

\*Fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Secondary Certification - 42

For students seeking secondary teacher certification. For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum.

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 one of the following courses:**

PLSC 225 - Comparative Politics **Credits:** 3  
PLSC 230 - International Relations **Credits:** 3

**Choose one of the following courses:**

PLSC 457 - Modern Political Thought **Credits:** 3  
PLSC 458 - American Political Thought **Credits:** 3

**Choose 6 additional credits in consultation with advisor to reach 42 credits overall.**

## Student Learning Outcomes

Graduates from this program will demonstrate:

- Knowledge of key historical facts, values, and ideas that have shaped governments throughout history.
- Ability to conduct independent research to construct arguments based on data and political science method.
- Ability to critically examine and evaluate political developments from a Seventh-day Adventist/Christian worldview.
- Ability to explore and engage in the political science profession with personal interaction, research tools, and academic scholarship.
- Competence in oral/written communication, presenting ideas, perspectives, and arguments in an effective manner.

## Social Studies BS

This degree is designed for students interested in understanding social studies in the areas of History, Political Science, Geography, and Economy.

## Total Credits - 120

## Major - 43

HIST 101 - Introduction to History & Political Science (HPSC) **Credits:** 1  
HIST 117 - Civilizations and Ideas I **Credits:** 3  
HIST 118 - Civilizations and Ideas II **Credits:** 3  
HIST 204 - American Experience I **Credits:** 3  
HIST 205 - American Experience II **Credits:** 3  
HIST 277 - History Colloquium **Credits:** 0 (required each semester enrolled in the program)  
HIST 390 - Research Seminar **Credits:** 3  
HIST 404 - Adventist Heritage **Credits:** 3  
One Upper-Division United States History Course  
One Upper-Division Non-U.S. History Course  
PLSC 104 - American Government **Credits:** 3

**Choose one of the following courses:**

PLSC 225 - Comparative Politics **Credits:** 3  
PLSC 230 - International Relations **Credits:** 3

**Electives**

Choose 12 elective credits from BHSC, ECON, GEOG, HIST, or PLSC courses.

## Cognates - 15

BHSC 225 - Global Social Issues **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

## Secondary Certification

For students seeking secondary teacher certification. For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum.

BHSC 225 - Global Social Issues **Credits:** 3  
ECON 225 - Principles of Macroeconomics **Credits:** 3  
ECON 226 - Principles of Microeconomics **Credits:** 3  
FNCE 206 - Personal Finance **Credits:** 2,3  
GEOG 110 - Survey of Geography **Credits:** 3  
GEOG 260 - Cultural Geography **Credits:** 3  
HIST 117 - Civilizations and Ideas I **Credits:** 3  
HIST 118 - Civilizations and Ideas II **Credits:** 3  
HIST 204 - American Experience I **Credits:** 3  
HIST 205 - American Experience II **Credits:** 3  
HIST 277 - History Colloquium **Credits:** 0  
HIST 390 - Research Seminar **Credits:** 3  
HIST 404 - Adventist Heritage **Credits:** 3  
HIST 459 - Special Methods in Teaching History and Social Studies **Credits:** 3  
PLSC 104 - American Government **Credits:** 3  
PLSC 225 - Comparative Politics **Credits:** 3  
PLSC 230 - International Relations **Credits:** 3  
PLSC 237 - The Individual, State, and Marketplace **Credits:** 3  
PLSC 435 - Public Policy **Credits:** 3

**Choose additional credits in consultation with advisor to reach 56 credits overall.**

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will demonstrate:

- Basic knowledge of issues as it relates to history, political science, geography, and economics to enable them to teach social studies at any level. Understanding different worldviews and practices will also be emphasized.

- Ability to critically examine and evaluate political developments from a Seventh-day Adventist/Christian worldview.
- Ability to explore and engage in social studies and/or teaching profession with personal interaction, research tools, and academic scholarship.
- Competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.
- Understanding of both commonality and diversity of the human experience and diversity within the greater world and classroom.

## Undergraduate Minors

### History Minor

This minor is designed for students who have an interest in having a broader understanding of world history.

#### Total Credits - 21

- HIST 110 - Worldviews, Cultures and Gods **Credits: 3**
- HIST 204 - American Experience I **Credits: 3**
- HIST 205 - American Experience II **Credits: 3**
- PHIL 224 - Introduction to Philosophy **Credits: 3**

#### Electives

Choose elective courses from upper-division HIST and PLSC courses in consultation with advisor to fulfill the 21-credit requirement.

### Minor Requirements for Secondary Certification - 39

For students seeking secondary teacher certification. For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

- HIST 117 - Civilizations and Ideas I **Credits: 3**
- HIST 118 - Civilizations and Ideas II **Credits: 3**
- HIST 204 - American Experience I **Credits: 3**
- HIST 205 - American Experience II **Credits: 3**
- HIST 390 - Research Seminar **Credits: 3**
- HIST 404 - Adventist Heritage **Credits: 3**
- HIST 459 - Special Methods in Teaching History and Social Studies **Credits: 3**
- ECON 225 - Principles of Macroeconomics **Credits: 3**
- GEOG 110 - Survey of Geography **Credits: 3**
- PLSC 104 - American Government **Credits: 3**
- PLSC 237 - The Individual, State, and Marketplace **Credits: 3**
- PLSC 435 - Public Policy **Credits: 3**
- PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**

### Student Learning Outcomes

Students who complete this program should be able to:

- Demonstrate knowledge of key historical facts, values, and ideas that have shaped civilizations throughout history.
- Conduct independent research to construct arguments based on primary sources and historical method.
- Critically examine and evaluate historical developments from a Seventh-day Adventist/Christian worldview.
- Explore and engage in the historical profession with personal interaction, research tools, and academic scholarship.
- Demonstrate competence in oral/written communication, presenting ideas, perspectives, and arguments in an effective manner.

### Legal Studies Minor

The Legal Studies minor is designed for students interested in pursuing further studies in legal studies.

### Total Credits - 22

- COMM 405 - Persuasion **Credits: 3**
- HIST 390 - Research Seminar **Credits: 3**
- LGST 210 - Introduction to the Legal Profession **Credits: 2**
- LGST 260 - Introduction to American Law **Credits: 3**
- LGST 316 - Legal Writing and Rhetoric **Credits: 3**
- PHIL 224 - Introduction to Philosophy **Credits: 3**
- SOWK 220 - Critical Thinking **Credits: 2**

#### 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**
- LGST 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**

### Student Learning Outcomes

Graduates of this program will:

- Demonstrate knowledge of key historical facts, values, and ideas that have shaped civilizations throughout history.
- Conduct independent research to construct arguments based on primary sources and historical method.
- Critically examine and evaluate historical developments from a Seventh-day Adventist/Christian worldview.
- Explore and engage in the historical profession with personal interaction, research tools, and academic scholarship.
- Demonstrate competence in oral/written communication, presenting ideas, perspectives, and arguments in an effective manner.

### Political Science Minor

The minor in Political Science is designed for students who want an understanding of the development of national and international public policies.

#### Total Credits - 21

- PHIL 224 - Introduction to Philosophy **Credits: 3**
- PLSC 104 - American Government **Credits: 3**
- PLSC 230 - International Relations **Credits: 3**
- PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**

#### Electives

Choose elective courses from upper-division HIST and PLSC courses in consultation with advisor to fulfill the 21-credit requirement.

### Minor Requirements for Secondary Certification- 33

For students seeking secondary teacher certification. For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

- 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 435 - Public Policy **Credits: 3**
- PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**

#### Choose one of the following courses:

- PLSC 225 - Comparative Politics **Credits: 3**
- PLSC 230 - International Relations **Credits: 3**

# Student Learning Outcomes

Graduates from this program will:

- Demonstrate knowledge of key historical facts, values, and ideas that have shaped governments throughout history.
- Demonstrate ability to conduct independent research to construct arguments based on data and political science method.
- Critically examine and evaluate political developments from a Seventh-day Adventist/Christian worldview.
- Explore and engage in the political science profession with personal interaction, research tools, and academic scholarship.
- Demonstrate competence in oral/written communication, presenting ideas, perspectives, and arguments in an effective manner.

## 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 the interaction between worldviews, ideologies and ideas through history in various civilizations/cultures/religions from the ancient period to the modern age.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**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, 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, 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, Interactive Online, 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, Interactive Online, Self-Paced

**Term Offering:** Spring

**College Code:** CAS

### HIST 240 - History & Culture of the Arabs

**Credits:** 3

This course is a survey of the history and culture of the Arabs from the pre-Islamic period to the end of the Abbasid state. Middle East University only.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### HIST 277 - History Colloquium

**Credits:** 0

Current topics and issues of interest to historians and political scientists. Required each semester of all students majoring in history, political science, or social studies.

**Lecture/Lab:** Weekly: 1 lecture or activity

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** CAS

### HIST 316 - History of the Christian Church I

**Credits:** 3

Surveys the internal and external developments and conflicts which Christianity has experienced from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HIST 110 or HIST 117 or instructor permission

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**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 110 or HIST 118 or instructor permission

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**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 critical evaluation of sources. Requires the writing of a research paper using primary sources and original research.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Seminar

**College Code:** CAS

## HIST 404 - Adventist Heritage

**Credits:** 3

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Spring

**College Code:** CAS

## HIST 409 - African American History

**Credits:** 3

The African American experience is the American experience. By understanding the issues of race, ethnicity, class, and gender within the African American experience, we can better understand the paradoxes of slavery and freedom from the founding of the nation in the Revolutionary period; the promise and ultimate denial of citizenship rights in emancipation and Federal Reconstruction; and the continual struggles of African American men and women to fulfill the promise of democracy from the Long Civil Rights and to the Black Power movement.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 413 - Torture and Execution in Early Modern Europe, 1400-1800

**Credits:** 3

This course examines criminal law, courts, torture, and prisons from the Late Middle Ages to the French Revolution of 1789.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 414 - Renaissance and Reformation, 1300–1648

**Credits:** 3

The birth of the modern age, with emphasis on the religious, artistic, literary, and philosophic aspects of the Renaissance and the religious, political, social, and intellectual aspects of the Protestant Reformation. Special emphasis is given to church-state relations and the struggle for religious toleration from 1517–1650.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## HIST 415 - Absolutism and Enlightenment, 1648–1789

**Credits:** 3

The rise of absolute monarchies and their impact on political, social, economic, and intellectual developments of early modern Europe. Special emphasis is given to church-state relations and the struggle for religious liberty from 1650–1789.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## HIST 426 - Nationalism and Modernity, 1534-1914

**Credits:** 3

A history of the concept of nation, nationalism, Liberalism and socialism, with concentration on social, political and intellectual transformation of Europe during and since the French Revolution, revolutionary movements of the 19th century, the industrial revolution, the Age of Progress, and causes behind a the outbreak of the Great War.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 427 - World Wars and the Postmodern Age, since 1914

**Credits:** 3

A study of European society starting with the Great War, the Russian Revolution, totalitarian regimes, the Second World War, the Holocaust, the Cold War, the Second Vatican Council, the postmodern cultural and intellectual world of the 1960's, terrorism, racism and globalization.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 432 - Middle East Studies

**Credits:** 3

This course will examine the political history and institutions of selected Middle Eastern countries and focus on the similarities and differences between these nations in an effort to understand the way in which political systems and institutions have been adapted to serve diverse cultures of the modern world.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 434 - From Discovery to Nation, 1492–1789

**Credits:** 3

A study of the political, economic, and social development of America from discovery to 1789.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## HIST 435 - Union and Disunion, 1789–1865

**Credits:** 3

Examines major events and developments through the lenses of religion, race, gender, class and culture. Emphasis is given to disestablishment of the churches, concepts of democracy, slavery, westward expansion, and the Civil War.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## HIST 437 - Topics:

**Credits:** 3

A study of selected topics in history as announced in the class schedule. May be repeated with different topics.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 438 - Workshop:

**Credits:** 1–3

Provides an opportunity to study in a focused area within the study of History. A paper is required for more than one credit and may be required for one credit.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CAS

## HIST 454 - Racism, Antisemitism, Holocaust

**Credits:** 3

A history of hatred and contempt of Jews and Judaism since the first century, modern antisemitism and racism, the rise of Nazism, the Final Solution, and the response of the Christian Church toward these developments. Attention is given to the Nostra Aetate and ramifications of it for contemporary society.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 458 - The Emergence of Modern America, 1865–1939

**Credits:** 3

Examines major events and developments through the lenses of religion, race, gender, and class and their impact on the individual's place in American society. Topics include religious pluralism and its social implications, Reconstruction, the industrial revolution, social and political reform, expansionism, World War I, and the Great Depression.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## HIST 459 - Special Methods in Teaching History and Social Studies

**Credits:** 3

A practicum taken prior to student teaching. Emphasizes methods, materials, and techniques of teaching history, geography, and social studies in grades 712. Required of students seeking secondary certification in history or social studies. Does not apply to a minor in history.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** EDTE 459.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## HIST 469 - America as a World Power, 1939–Present

**Credits:** 3

An examination of issues of national consciousness and cultural identity within major topics of the period such as World War II, the Cold War, Vietnam, the Civil Rights movement, Watergate, and various contemporary issues.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## HIST 475 - History, Myth and Film

**Credits:** 3

Examines how films from 1900 to the present interpret historical events using docu-drama, propaganda, and feature films.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 480 - Senior Seminar

**Credits:** 3

A capstone course for the history major normally taken during the senior year, including the reading of classic works of history and research project.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HIST 390

**Schedule Type:** Seminar

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CAS

## HIST 485 - Internship

**Credits:** 1–6

Students work part- or full-time with museums, state and county historical societies, newspapers, library special collections, archival centers, or similar venues. A minimum of 45 clock hours of work experience are required for each semester hour of credit. May not be applied to the history minor.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** Must be at least junior standing.

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Practicum

**Special Approval:** Department permission required.

**Term Offering:** Fall, Spring

**College Code:** CAS

## HIST 488 - Faith and History

**Credits:** 3

A study of the major philosophies of history and contemporary theoretical issues in the discipline with emphasis upon implications for a Christian understanding of history. Offered alternate spring semesters beginning 2017.

**Course Attribute:** Service course

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## HIST 495 - Independent Study/Readings

**Credits:** 1–3

Individually directed study and readings in selected areas of history under the guidance of the appropriate instructor. Limited to majors and minors in history and social studies.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable up to 3 credits with different topics

**Schedule Type:** Independent

**Special Approval:** Instructor permission required.

**Term Offering:** Fall, Spring

**College Code:** CAS

## HIST 496 - Independent Research

**Credits:** 0–3

Individually directed research in selected areas of history under the guidance of the appropriate instructor. Limited to majors and minors in history and social studies.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 3 credits with different topics

**Schedule Type:** Independent

**Special Approval:** Instructor permission required.

**Term Offering:** fall, Spring

**College Code:** CAS

## HIST 537 - Topics in \_\_\_\_\_

**Credits:** 3

Selected topics (as related to the course scheduled classes) in the area of history.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Lecture

**College Code:** CAS

## HIST 590 - Independent Readings

**Credits:** 1,2

Individual reading in a specified area under the guidance of an instructor.

**Grade Mode:** Normal w S (A-F,I,S,U,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, & 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

# Legal Studies

## LGST 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## LGST 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## LGST 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## LGST 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**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, Interactive Online, Self-Paced  
**Term Offering:** Fall, Spring  
**College Code:** CAS

## PLSC 115 - Introduction to Political Theory

**Credits:** 3  
An introductory survey of political thought as a basis of Western political thought from Greece through the present. This course is designed for beginning political science majors and non-majors with an interest in political thought.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## PLSC 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 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  
**Course/Lab Fee:** Yes  
**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 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 350 - State and Local Government

**Credits:** 3

An examination of politics at the state, county and municipal levels in the United States. Consideration is given to the changing relationship between state and local government and the federal government with emphasis on Michigan state and local governments as a case study. Topics include state-federal relations, state legislatures and executives, state-local relations, and structures of local government.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## PLSC 365 - American Foreign Relations

**Credits:** 3

A study of the formation and conduct of American diplomacy in the light of major themes, including the diplomacy of human rights, globalization, and the American relationship with Islamic states.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## PLSC 366 - Terrorism and Political Theory

**Credits:** 3

Terrorism has gone from a persistent yet marginal security concern to one of the most important problems of our day. Terrorists menace governments worldwide,

there are few if any countries that do not suffer from some form of terrorism. This course examines a wide range of questions in order to provide students with a deeper understanding of the threat of terrorism today.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## PLSC 390 - Research Seminar

**Credits:** 3

Introduction to research methodology, including the use of primary and secondary sources, bibliographical searches, and critical evaluation of sources. Requires the writing of a research paper using primary sources and original research.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Seminar

**College Code:** CAS

## PLSC 405 - Globalization

**Credits:** 3

This course explores the meaning and impact of globalization on contemporary international politics. This course uses the perspectives of political science and international political economy to examine the processes and consequences of globalization. We will study how globalization affects the international economy, state, sovereignty, international organizations, transnational corporations, trade, immigration and democratic governance. We begin with developed democracies and go on to explore the benefits and costs of globalization for developing countries.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## PLSC 410 - Comparative Political Theory and Method

**Credits:** 3

An introduction to the concepts and theories that form the basis of comparative political theory and comparative political research methods. Topics include comparative inquiry, ideology, theories of the state, democratic development, and the welfare state.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PLSC 390

**Schedule Type:** Seminar

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CAS

## PLSC 419 - Political Extremism

**Credits:** 3

This course examines the varieties of political extremism in party politics, radicalized religion, revolutions and terrorism. We will examine definitions of extremism, who belongs to and who leads extremist movements and parties; what are the goals and expectations of both leaders and members of extremist movements and political parties? Finally, we will discuss how these movements and parties influence societies and mainstream politics.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## PLSC 420 - Human Rights, Violations, and Reconciliations

**Credits:** 3

An interdisciplinary approach to concepts of human rights within western and non-western traditions. Evaluates legal and political instruments that address human rights and examine the meaning and relevance of these rights to such contemporary issues as torture, political repression, war crimes, genocide, and refugees.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## PLSC 432 - Middle East Studies

**Credits:** 3

This course will examine the political history and institutions of selected Middle Eastern countries and focus on the similarities and differences between these nations in an effort to understand the way in which political systems and institutions have been adapted to serve diverse cultures of the modern world.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### PLSC 435 - Public Policy

**Credits:** 3  
An introduction to the theories and methods used by comparativists to study public policies. Topics include policy variations and similarities in education, health, social security, economics, taxation and environmental policy. Examines the interaction between policy development and institutions and various theoretical models of policy making.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### PLSC 437 - Topics:

**Credits:** 3  
A study of selected topics in political science as announced in the class schedule. May be repeated with different topics.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CAS

### PLSC 438 - Workshop:

**Credits:** 1–3  
Provides an opportunity to study in a focused area within the study of Political Science. A paper is required for more than one credit and may be required for one credit.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Workshop  
**College Code:** CAS

### PLSC 454 - Utopian Political Thought

**Credits:** 3  
This course examines the relationship between the power of modern science and utopian political theory. To this end, we will explore the project to conquer nature and perfect man and consider the likelihood (and consequences) of a more perfect marriage of technology and ideology in the future.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### PLSC 456 - Classical, Medieval and Early Modern Political Thought

**Credits:** 3  
A study of the great political ideas from antiquity to early modern times through a consideration of thinkers such as Plato, Aristotle, Aquinas, Machiavelli, Hobbes and Locke. The course explores such issues as human nature, the good life, freedom, justice, and authority as understood by pre-modern and early modern theorists.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### PLSC 457 - Modern Political Thought

**Credits:** 3  
Explores major political ideas from the eighteenth century to the present. Writers discussed typically include Rousseau, Kant, Hegel, Marx, Nietzsche, Heidegger and Leo Strauss. Central topics include the abandonment of natural right; the turn to history as a standard of right; and the subsequent self-destruction and recovery of reason (and revelation) in late modern political thought.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### PLSC 458 - American Political Thought

**Credits:** 3  
An examination of American political thought from the revolutionary period to the present. Required readings are drawn mainly from primary sources including the

Declaration of Independence, the U.S. Constitution, the Federalist, and the writings of statesmen and theorists from the Civil War era, Progressive movement, New Deal and contemporary politics.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### PLSC 460 - Area Study:

**Credits:** 3  
Study of the government and politics of individual nations (for example, India) or geographical regions (for example, Asia), as announced in the course schedule. Examines process, forces, and trends in the nation's/region's politics as it addresses societal needs and economic development. May be repeated with a different emphasis. May be applied to the history major.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### PLSC 490 - Internship

**Credits:** 1–6  
Students work part- or full-time with government agencies, elected government officials, political campaigns, private interest groups, NGOs, or similar venues. A minimum of 45 clock hours of work experience are required for each semester hour of credit. May not be applied to the political science minor.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Prerequisite(s):** Must be at least junior standing.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Practicum  
**Special Approval:** Department permission required.  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### PLSC 495 - Independent Study/Readings

**Credits:** 1–3  
Individually directed study and readings under the guidance of the instructor. Limited to students with majors in political science or social studies or a minor in political science.

**Grade Mode:** Normal w S (A-F,I,S,U,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  
**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 & Global Studies

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## Faculty

Pedro A. Navia, *Chair*  
Sonia Badenas  
Angelika Kaiser  
Emely Poloche

## Emeriti

Wolfgang Kunze  
Eduardo Ocampo

## Mission

The Department of International Languages and Global 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 Languages and Global 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.

### Total Credits - 120

### Major - 36

Choose from the following courses by advisement:\*

- FREN 171 - Elementary French I **Credits: 3**
- FREN 172 - Elementary French II **Credits: 3**
- FREN 255 - French Culture and Cuisine **Credits: 3** (or ACA equivalent)
- FREN 275 - Intermediate French **Credits: 4** (or ACA equivalent)

- FREN 401 - Fundamentals of Translation **Credits: 3**
- FREN 415 - Advanced French Communication **Credits: 3**
- FREN 430 - Contemporary French Culture and Society **Credits: 3**
- FREN 445 - French Literature and Film **Credits: 3**

## Electives

French major electives selected in consultation with an advisor from FREN/ILGS courses to fulfill the minimum of 36 credits.

\*All majors are required to attend a full academic year at the Adventist Colleges Abroad (ACA) 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.

## Additional Requirement

A language proficiency exit exam is required.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

- Students will demonstrate an advanced level of proficiency in the target language in speaking, writing, listening and reading consistent with the Advanced levels as defined by the American Council of the Teaching of Foreign Languages (ACTFL).
- Students will demonstrate full understanding of linguistic concepts related to the target language such as phonetics, semantics, morphology, and syntax.
- Students will demonstrate knowledge of major literary, artistic, and cultural works associated with the target language and its societies. They will analyze and critique the products of the target culture (film, literature, art, popular culture, media, etc.) within their context, including conducting basic research tasks.
- Students will demonstrate knowledge of the diverse components of the cultures associated to the target language. They will recognize and describe the historical, social, economic, and political forces that shape society in the target culture.
- Students will integrate target language proficiencies, intercultural competencies, and critical analysis to perform tasks associated with a globalized work environment, including communications, translation, interpretation, and project completion.
- Students will demonstrate intercultural competence by obtaining knowledge and understanding of other cultures and their products. They will examine the validity of one's own cultural beliefs, behaviors and norms by contrasting and comparing them with those of the target culture.
- Students will value cultural diversity and reinterpret the place of the self as an identity culturally situated in the global context.

## Global Studies BA

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.

This major requires a minor or a double major in a foreign language (18-24 credits), including a minimum of a semester abroad.

### Total Credits - 120

### Major - 36

- BHSC 225 - Global Social Issues **Credits: 3**
- BSAD 365 - International Environment of Business **Credits: 3**
- COMM 336 - Intercultural Communication **Credits: 3**
- ENGL 440 - Language and Culture **Credits: 3**
- GBST 101 - Introduction to Global Studies **Credits: 3**
- GBST 205 - World Cultures **Credits: 3**
- PLSC 230 - International Relations **Credits: 3**

PLSC 405 - Globalization **Credits:** 3  
RELG 350 - World Religions **Credits:** 3

**Choose one of the following courses:**

ILGS 490 - Internship **Credits:** 3  
3 credits of ILGS 495 - Directed Study/Readings/Research/Project **Credits:** 1–3

**Electives**

Choose 6 credits in consultation with academic advisor.

## Cognates - 6

ANTH 200 - Cultural Anthropology **Credits:** 3 \*  
HIST 110 - Worldviews, Cultures and Gods **Credits:** 3 \*

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will:

- Demonstrate a critical understanding of global interactions and cross-cultural communication.
- Demonstrate a critical understanding of the ideas, value systems, practices, and structures of a culture other than their own.
- Demonstrate knowledge of global affairs and linguistics skills needed to communicate with people from some specific regions of the world.
- Identify how the world goes through permanent global changes.
- Analyze global issues and data from a biblical and philosophical perspective.
- Identify cultural differences (lifestyle, traditions, ceremonies, relationships, worships, personal interactions, genders, and ages).
- Compare and contrast their own culture to that of another country.
- Demonstrate respect for cultural traditions that may not be similar to their own.

## Language for International Trade BA

This program integrates the study of international languages and cultures with preparation in international trade and business. The Language for International Trade BA includes all the pre-requisites for an MBA degree.

The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in French/Spanish participate in an internship in a business/industrial work environment either in the U.S. or abroad where French/Spanish is spoken. Students may take examinations leading to certification in Business French/Spanish. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates.

**Dual Degree Option:**

This program is available as a dual degree with the International Business BBA:

- International Business/Language Dual Degree BBA/BA

## Total Credits - 120

## Major - 54

**Business and Economics Core - 24**

ACCT 121 - Principles of Accounting I **Credits:** 3  
ACCT 122 - Principles of Accounting II **Credits:** 3  
BSAD 355 - Principles of Management **Credits:** 3

BSAD 365 - International Environment of Business **Credits:** 3  
ECON 226 - Principles of Microeconomics **Credits:** 3  
FNCE 317 - Business Finance **Credits:** 3  
MKTG 310 - Principles of Marketing **Credits:** 3

**Choose one of the following courses:**

BSAD 450 - Multicultural Business Relations **Credits:** 3  
BSAD 467 - International Management **Credits:** 3

**Concentrations**

Choose one of the following concentrations:

French - 30+

All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

**ACA Courses - 9**

FREN321 - 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 the following sets of courses:**

*Set 1*

FREN 171 - Elementary French I **Credits:** 3  
FREN 172 - Elementary French II **Credits:** 3

*Set 2*

FREN 275 - Intermediate French **Credits:** 4  
FREN 280 - French Conversation and Composition **Credits:** 3

*Set 3*

FREN 415 - Advanced French Communication **Credits:** 3

**Take the following courses:**

FREN 430 - Contemporary French Culture and Society **Credits:** 3  
FREN 460 - French for Business **Credits:** 3  
ILGS 490 - Internship **Credits:** 3  
Additional FREN/ILGS courses to complete 30 credits.

Spanish - 30+

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**

**Choose one course from each of the following sets:**

Advanced Grammar: SPAN 351, 352, 353, 451, 452, 453  
Advanced Composition: SPAN 361, 362, 363, 461, 462, 463  
Advanced Conversation: SPAN 371, 372, 373, 471, 472, 473

**AU Courses - 21-22**

**Take one of the following sets of courses:**

*Set 1*

SPAN 171 - Elementary Spanish I **Credits:** 3  
SPAN 172 - Elementary Spanish II **Credits:** 3

*Set 2*

SPAN 275 - Intermediate Spanish **Credits:** 4  
SPAN 280 - Spanish Conversation and Composition **Credits:** 3

**Choose one of the following courses:**

SPAN 416 - Spanish for Native Speakers **Credits:** 3  
SPAN 420 - Advanced Spanish **Credits:** 3

**Choose one of the following courses:**

SPAN 426 - Culture of Spain **Credits:** 3  
SPAN 436 - South American Culture **Credits:** 3

**Choose two of the following courses:**

SPAN 470 - Spanish for Business **Credits:** 3  
SPAN 488 - Spanish for International Relations **Credits:** 3

ILGS 490 - Internship **Credits: 3**

Additional SPAN/ILGS courses to complete 30 credits.

## Cognates - 6

ECON 225 - Principles of Macroeconomics **Credits: 3 \***

Choose one of the following courses:

ECON 454 - International Economics **Credits: 3**

MKTG 465 - International Marketing **Credits: 3**

\*Course fulfills ACE requirements.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

- Students will demonstrate an advanced level of proficiency in the target language in speaking, writing, listening and reading consistent with the Advanced levels as defined by the American Council of the Teaching of Foreign Languages (ACTFL).
- Students will demonstrate full understanding of linguistic concepts related to the target language such as phonetics, semantics, morphology, and syntax.
- Students will use their skills to translate specific terminology and concepts of the business world from and to the target language and English.
- Students will apply their knowledge of the target language and culture to business decisions in intercultural settings.
- Students will provide linguistics, culture, and business advice on decisions involving the target language and culture.
- Students will integrate their knowledge of both business and the target language in the work setting.

## 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."

**Dual Degree Option:**

This program is available as a dual degree with Speech-Language Pathology and Audiology:

- Spanish/Speech-Language Pathology and Audiology Dual Degree BA/BS

## Total Credits - 120

## Major - 36+

Choose 24 credits from the following courses by advisement:\*

SPAN 171 - Elementary Spanish I **Credits: 3**

SPAN 172 - Elementary Spanish II **Credits: 3**

SPAN 275 - Intermediate Spanish **Credits: 4** (or ACA equivalent)

SPAN 280 - Spanish Conversation and Composition **Credits: 3** (or ACA equivalent)

SPAN 416 - Spanish for Native Speakers **Credits: 3**

or

SPAN 420 - Advanced Spanish **Credits: 3**

SPAN 426 - Culture of Spain **Credits: 3**

Or

SPAN 436 - South American Culture **Credits: 3**

**Electives**

Spanish major electives selected in consultation with an advisor from SPAN/GBST/ILGS courses to total 24 credits.

\*All non-native speakers 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.

**Concentrations - 12**

Choose one of the following concentrations:

Language, Literature and Culture

SPAN 438 - Mexico and Central American Culture **Credits: 3**

SPAN 439 - Hispanic Caribbean Culture **Credits: 3**

SPAN 446 - Spanish and Latin American Drama **Credits: 3**

SPAN 448 - Spanish and Latin American Literature and Film **Credits: 3**

Translation and Interpretation

SPAN 325 - Spanish for the Medical Professions **Credits: 3**

SPAN 457 - Spanish Media Translation **Credits: 3**

Choose one of the following courses:

SPAN 447 - Spanish for Translation **Credits: 3**

SPAN 449 - Spanish for Interpreters **Credits: 3**

Choose one of the following courses:

SPAN 470 - Spanish for Business **Credits: 3**

SPAN 488 - Spanish for International Relations **Credits: 3**

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

- Students will demonstrate an advanced level of proficiency in the target language in speaking, writing, listening and reading consistent with the Advanced levels as defined by the American Council of the Teaching of Foreign Languages (ACTFL).
- Students will demonstrate full understanding of linguistic concepts related to the target language such as phonetics, semantics, morphology, and syntax.
- Students will demonstrate knowledge of major literary, artistic, and cultural works associated with the target language and its societies. They will analyze and critique the products of the target culture (film, literature, art, popular culture, media, etc.) within their context, including conducting basic research tasks.
- Students will demonstrate knowledge of the diverse components of the cultures associated to the target language. They will recognize and describe the historical, social, economic, and political forces that shape society in the target culture.
- Students will integrate target language proficiencies, intercultural competencies, and critical analysis to perform tasks associated with a globalized work environment, including communications, translation, interpretation, and project completion.
- Students will demonstrate intercultural competence by obtaining knowledge and understanding of other cultures and their products. They will examine the validity of one's own cultural beliefs, behaviors and norms by contrasting and comparing them with those of the target culture.
- Students will value cultural diversity and reinterpret the place of the self as an identity culturally situated in the global context.

## Spanish for K-12 Education BA

This degree is for students seeking secondary Spanish teaching certification.

## Total Credits - 120

## Major - 36

All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad program at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

### ACA Courses - 21+

Choose one course from each of the following sets:

Advanced Grammar: SPAN 351, 352, 353, 451, 452, 453  
Advanced Composition: SPAN 361, 362, 363, 461, 462, 463  
Advanced Conversation: SPAN 371, 372, 373, 471, 472, 473

### AU Courses - 12+

ILGS 458 - Methods of Foreign Language Instruction: K -- 12 **Credits: 3**

Choose one of the following courses:

SPAN 416 - Spanish for Native Speakers **Credits: 3**  
SPAN 420 - Advanced Spanish **Credits: 3**

Choose one of the following courses:

SPAN 426 - Culture of Spain **Credits: 3**  
SPAN 436 - South American Culture **Credits: 3**

Choose one of the following courses:

SPAN 447 - Spanish for Translation **Credits: 3**  
SPAN 449 - Spanish for Interpreters **Credits: 3**

### Electives

Spanish major electives selected in consultation with an advisor from SPAN/ILGS courses to fulfill the minimum of 36 credits.

## Secondary Education BA/BS

Click to view the Secondary Education BA/BS requirements.

## Additional Requirement

A language proficiency exit exam required.

## Student Learning Outcomes

- Students will demonstrate an advanced level of proficiency in the target language in speaking, writing, listening and reading consistent with the Advanced levels as defined by the American Council of the Teaching of Foreign Languages (ACTFL).
- Students will demonstrate full understanding of linguistic concepts related to the target language such as phonetics, semantics, morphology, and syntax.
- Students will demonstrate knowledge of major literary, artistic, and cultural works associated with the target language and its societies. They will analyze and critique the products of the target culture (film, literature, art, popular culture, media, etc.) within their context, including conducting basic research tasks.
- Students will demonstrate knowledge of the diverse components of the cultures associated to the target language. They will recognize and describe the historical, social, economic, and political forces that shape society in the target culture.
- Students will integrate target language proficiencies, intercultural competencies, and critical analysis to perform tasks associated with a globalized work environment, including communications, translation, interpretation, and project completion.
- Students will demonstrate intercultural competence by obtaining knowledge and understanding of other cultures and their products. They will examine the validity of one's own cultural beliefs, behaviors and norms by contrasting and comparing them with those of the target culture.
- Students will value cultural diversity and reinterpret the place of the self as an identity culturally situated in the global context.
- Students will apply foreign language teaching techniques and methodologies in classroom settings.

## Bachelors 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.

## Language/International Business Dual Degree BA/BBA

To see requirements for this program, go to the Language/International Business Dual Degree BA/BBA

## Spanish/Speech-Language Pathology and Audiology Dual Degree BA/BS

To see requirements for this program, go to the Speech-Language Pathology/Spanish Dual Degree BS/BA

## Undergraduate Minors

## French for Education Minor

For students seeking secondary teacher certification. For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

## Total Credits - 21

Choose from the following courses by advisement:

FREN 401 - Fundamentals of Translation **Credits: 3**  
FREN 415 - Advanced French Communication **Credits: 3**  
FREN 430 - Contemporary French Culture and Society **Credits: 3**  
ILGS 458 - Methods of Foreign Language Instruction: K -- 12 **Credits: 3**

### ACA Courses - 9

One semester, or summer session, of advanced courses in France through Adventist Colleges Abroad (ACA) is required or take a challenge exam in advanced grammar, composition and conversation courses.

### Electives

French electives selected in consultation with an advisor from FREN/ILGS courses to fulfill the minimum of 21 credits.

## French Minor

## Total Credits - 24

Choose from the following courses by advisement:\*

FREN 171 - Elementary French I **Credits: 3**  
FREN 172 - Elementary French II **Credits: 3**  
FREN 275 - Intermediate French **Credits: 4** (or ACA equivalent)

### Electives

6 upper division elective credits from FREN/ILGS courses

Remaining electives selected in consultation with an advisor from FREN/GBST courses to fulfill the minimum of 24 credits.

\*One semester, or summer session, of intermediate or advanced courses at the Centre Universitaire et Pédagogique du Salève, Collonges, France through the Adventist Colleges Abroad (ACA) program is required.

# Global Studies Minor

## Total Credits - 21

BHSC 225 - Global Social Issues **Credits:** 3  
COMM 336 - Intercultural Communication **Credits:** 3  
GBST 101 - Introduction to Global Studies **Credits:** 3  
GBST 205 - World Cultures **Credits:** 3  
HIST 110 - Worldviews, Cultures and Gods **Credits:** 3  
PLSC 230 - International Relations **Credits:** 3  
PLSC 405 - Globalization **Credits:** 3

## Languages Minor

The Languages minor requires a focus area in one of the following languages: Arabic, German, Italian, or Portuguese. Students are required to complete a minimum of 18 semester credits in two quarters abroad in Adventist Colleges Abroad (ACA). Six credits are required in residence on the main Andrews University campus.

## Total Credits - 24

### ACA Courses - 18

This minor requires two quarters abroad (18 semester credits) studying a focus area language (Arabic, German, Italian, or Portuguese) in the Adventist Colleges Abroad (ACA) program. (**NOTE:** This minor *cannot* be completed by attending ACA for two summer sessions.)

Intermediate Grammar, Conversation, and Composition in the target language (9 credits)  
Advanced Grammar, Conversation, and Composition in the target language (9 credits)

### On-Campus Courses - 6

The following courses must be taken while in residence on the main Andrews University campus.

GBST 101 - Introduction to Global Studies **Credits:** 3 (or GBST 201 Cultural Awareness; or ITLN 141 or 142 for students focusing on Italian language)  
A 3-credit upper division course in a related discipline chosen in consultation with the academic advisor (upon return to main campus)

## Spanish for Education Minor

For students seeking secondary teacher certification. For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

## Total Credits - 21

ILGS 458 - Methods of Foreign Language Instruction: K -- 12 **Credits:** 3

### Choose one course from each of the following sets:

SPAN 416 - Spanish for Native Speakers **Credits:** 3 **or**  
SPAN 420 - Advanced Spanish **Credits:** 3

SPAN 426 - Culture of Spain **Credits:** 3 **or**  
SPAN 436 - South American Culture **Credits:** 3

SPAN 447 - Spanish for Translation **Credits:** 3 **or**  
SPAN 449 - Spanish for Interpreters **Credits:** 3

### ACA Courses - 9

One semester of advanced courses in Spain or Argentina through Adventist Colleges Abroad (ACA) is required and take a challenge exam in advanced grammar, composition and conversation courses to complete this requirement.

### Choose one course from each of the following sets:

SPAN 351, 352, 353

SPAN 361, 362, 363  
SPAN 371, 372, 373

### Electives

Electives the equivalent of 4 SPAN semester credits from 300- level and above. Spanish electives selected in consultation with an advisor from SPAN/GBST courses to fulfill the minimum of 21 credits.

## Spanish Minor

## Total Credits - 24

### Choose from the following courses by advisement:\*

SPAN 171 - Elementary Spanish I **Credits:** 3  
SPAN 172 - Elementary Spanish II **Credits:** 3  
SPAN 275 - Intermediate Spanish **Credits:** 4 (or ACA equivalent)

### Electives

6 upper division elective credits from SPAN/ILGS courses

Remaining electives selected in consultation with an advisor from SPAN/GBST courses to fulfill the minimum of 24 credits.

\*One semester, or summer session, of intermediate or advanced courses in Argentina or Spain through the Adventist Colleges Abroad (ACA) program is required.

## Certificates

### Business French Certificate

Andrews University is an approved examination center of the Paris Chamber of Commerce. Students may take the Diplome de Francais des Affaires I or II 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 **Credits:** 3

SPAN 426 - Culture of Spain **Credits:** 3 **or**  
SPAN 436 - South American Culture **Credits:** 3

SPAN 447 - Spanish for Translation **Credits:** 3  
SPAN 449 - Spanish for Interpreters **Credits:** 3  
SPAN 470 - Spanish for Business **Credits:** 3  
SPAN 488 - Spanish for International Relations **Credits:** 3



## Other Programs

# Adventist Colleges Abroad Program

Andrews University, as a member institution, participates in the Adventist Colleges Abroad (ACA) program which gives North American students an opportunity to enhance their ability to use a foreign language and to experience a foreign culture while completing the requirements for a baccalaureate degree in the regular four-year period without losing credits or extending their courses of study.

The Adventist Colleges Abroad program offers a wide variety of courses in composition, phonetics, reading, literature, folklore, culture, business, and civilization. Other courses may be taken to fulfill Andrews Core Experience requirements. In addition, students participate in on-site guided field trips of geographic, historic, or economic significance.

## Admission Requirements

- Admission as a student at Andrews University.
- Competence in the language at the intermediate level is recommended. However, applicants with two to three years of secondary or one year of elementary-level college language study may be admitted.
- GPA of 2.25 in the language and 2.00 overall.
- Good citizenship record
- Completion of ACA application with all required information and signatures (academic and financial arrangements).

### Fulfilling Major/Minor Requirements.

Adventist Colleges Abroad students with majors or minors in a language are encouraged to take the required conversation, composition, civilization, and literature courses at the upper division level while studying abroad if their level of proficiency enables them to do so (see major requirements). Upon their return to Andrews University, students must take in residence the following minimum number of credits:

- For a language major: 12 upper division credits
- For a language minor: 6 upper division credits

These requirements apply to all students who spend a full school year abroad, including transfer students. Students should take a normal load of 16 credits each quarter or 12 credits per semester. Students also are encouraged to take as many Andrews Core Experience courses as possible.

## Adventist Colleges Abroad Full-year Study Options

- Adventist University of France, Collonges-sous-Salève, France
- Centro Universitário Adventista de São Paulo, Brazil
- Colegio Adventista de Sagunto, Sagunto (Valencia), Spain
- Universidad Adventista del Plata, Entre Ríos, Argentina

**Adventist Colleges Abroad Summer Program** offers students an opportunity to take, during a six-week session, beginning-, intermediate-, or advanced-level courses in the following languages:

### French

Adventist University of France  
Collonges-sous-Salève, France

### German

Seminar Schloss Bogenhofen, St. Peter am Hart near Braunau Austria

### Greek/Hebrew

Athens Study Center, Athens, Greece

### Italian

Instituto 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 Grammar Credits: 4, 4, 4  
SPAN361, 362, 363 - Advanced Spanish Composition Credits: 2, 2, 2  
SPAN371, 372, 373 - Advanced Spanish Conversation Credits: 2, 2, 2  
SPAN451, 452, 453 - Advanced Spanish Grammar II Credits: 4, 4, 4  
SPAN461, 462, 463 - Advanced Spanish Composition II Credits: 2, 2, 2  
SPAN471, 472, 473 - Advanced Spanish Conversation II Credits: 2, 2, 2  
RELH/SPAN211 - Hist of the Church in South America Credits: 2  
RELH/SPAN313 - The Adventist Professional Credits: 2  
RELH/SPAN310 - Contemporary Religious Outlook Credits: 2  
SPAN/GEOG205/306 - Geography of Latin America Credits: 2/2  
SPAN232 - Phonetics Credits: 2  
SPAN240 - Orthography Credits: 1  
SPAN293 - Language Through Drama Credits: 1  
SPAN301, 302, 303 - Folklore of Argentina Credits: 2, 2, 2  
SPAN326, 327 - Translation & Interpretation Credits: 2, 2  
SPAN332, 333 - Latin American Literature Credits: 3, 3  
SPAN/HIST342, 343 - History of Argentina Credits: 2, 2  
SPAN381, 382 - Current Events in South America Credits: 1, 1  
SPAN422, 423 - Translation & Interpretation Credits: 2, 2  
SPAN495 - Independent Study Credits: 1-4  
MUPF126 - Private Lessons Credits: 1  
MUPF136 - Choir Credits: 1  
MUPF146 - Orchestra or Band Credits: 1  
MUPF156 - Ensemble Credits: 1

### Austria

#### (Quarter Credits)

GRMN101, 102, 103 - Beginning German Credits: 6, 6, 6  
GRMN111, 112, 113 - Elementary German Credits: 3, 3, 3  
GRMN121, 122, 123 - Elementary Phonetics Credits: 1, 1, 1  
GRMN215, 216, 217 - Intermediate Oral Expression Credits: 3, 3, 3  
GRMN211, 212, 213 - Intermediate Written Expression Credits: 2, 2, 2  
GRMN221, 222, 223 - Intermed. Reading Comprehension Credits: 3, 3, 3  
GRMN235, 236, 237 - Intermed. Listening Comprehension Credits: 2, 2, 2  
GRMN306, 307, 308 - Advanced Oral Expression Credits: 3, 3, 3  
GRMN311, 312, 313 - Advanced Written Expression Credits: 2, 2, 2  
GRMN325, 326, 327 - Advanced Reading Comprehension Credits: 3, 3, 3  
GRMN335, 336, 337 - Advanced Listening Comprehension Credits: 3, 3, 3  
HIST204, 205, 206 - European Civilization Credits: 2, 2, 2  
HIST304, 305, 306 - European Civilization Credits: 2, 2, 2  
RELB101, 102, 103 - Dogmatics Credits: 2, 2, 2  
RELB301, 302, 303 - Dogmatics Credits: 2, 2, 2  
BUAD/GRMN105, 106 - Business German Credits: 3, 3  
BUAD/GRMN401, 402, 403 - Advanced Business German Credits: 2, 2, 2  
GRMN254, 255, 256 - Survey of German Literature Credits: 3, 3, 3  
GRMN495 - Independent Study Credits: 2-6  
HMEC102 - Vegetarian Cooking & Nutrition Credits: 1.5  
MUPF165, 166, 167 - Private Music Lessons Credits: .5-1, .5-1, .5-1  
MUPF171, 172, 173 - Choir Credits: 1, 1, 1  
MUPF146 - Chamber Orchestra Credits: 1  
FTES104, 105, 106 - Physical Education Credits: 1, 1, 1  
FREN101, 102, 103 - Elementary French Credits: 2, 2, 2  
BUAD/GRMN115, 116, 117 - Elem. Business German & Internship Credits: 1, 1, 1

BUAD/GRMN215, 216, 217 - Intermed. Bus. German & Internship Credits: 1, 1, 1

## Brazil

### (Semester Credits)

PORT350 - Intermediate Portuguese Grammar Credits: 3  
PORT360 - Intermediate Portuguese Composition Credits: 3  
PORT370 - Intermediate Portuguese Conversation Credits: 3  
PORT300 - Folklore of Brazil Credits: 3  
PORT330 - Brazilian Literature Credits: 2  
PORT310 - Contemporary Religious Outlook Credits: 3  
PORT381 - Current Events in Brazil Credits: 2  
FTES120 - Beginning Soccer Credits: 1

## France

### (Quarter Credits)

FREN101 - Beginning French Credits: 4  
FREN121 - Comprehension and Written Expression Credits: 3  
FREN131 - Spelling and Grammar Credits: 4  
FREN151 - Elementary Spoken Language Credits: 4  
FREN111 - Phonetics Credits: 1  
FREN191 - Intensive Elementary French Credits: 11  
FREN201 - Intermediate French Credits: 3  
FREN221 - Intermediate Composition Credits: 3  
FREN231 - Spelling and Grammar Credits: 4  
FREN251 - Intermediate Spoken Language Credits: 4  
FREN261 - Reading Comprehension Credits: 2  
FREN291 - Intensive Intermediate French Credits: 9  
FREN321 - Advanced Composition Credits: 3  
FREN331 - Advanced Orthography Credits: 2  
FREN341 - Advanced Grammar Credits: 6  
FREN351 - Advanced Spoken Language Credits: 3  
FREN361 - Text Analysis Credits: 2  
FREN422, 423 - Literary Analysis, Summary Tech. Credits: 2, 2  
FREN424, 425 - Document Analysis and Synthesis Credits: 2, 2  
FREN421 - French Composition Credits: 3  
FREN431, 432 - Advanced Orthography Credits: 2, 2  
FREN441 - Morphology/Syntax of the Simple Sentence Credits: 4  
FREN442 - Morphology/Syntax of the Complex Sent. Credits: 4  
FREN451, 452 - Oral Communication Credits: 2, 2  
FREN493 - Advanced Oral Communication Credits: 4  
FREN461 - Advanced Literary Studies Credits: 3  
FREN/HIST457, 458 - France and Its History Credits: 2, 2  
FREN/PLSC459, 460 - French Institutions Credits: 2, 2  
FREN/SOCI476, 477 - Changes in French Society Credits: 2, 2  
FREN/SOCI479, 480 - Cultures in French-Speaking World Credits: 2, 2  
FREN/RELG254, 354 - Religion (Conversation Topics) Credits: 2, 2  
FREN269/369 - Independent Reading Credits: 1, 1  
MUPF171, 271, 371 - Campus Choir Credits: 1, 1, 1  
FREN/GEOG272, 372 - Regional France Credits: 1, 1  
FREN/ARTS273, 373 - French Fine Arts and Monuments Credits: 1, 1  
FREN/PLSC374 - European Institutions Credits: 2  
FREN/PLSC375 - International organizations Credits: 2  
FREN/SOCI376 - French Civilization Credits: 2  
FREN378, 478 - Language Through Drama Credits: 2, 2

## Germany

### (Semester Credits)

GRMN105, 106 - Elementary German Credits: 6, 6  
GRMN115, 116 - Elementary Oral Expression Credits: 4, 4  
GRMN125 - Phonetics Credits: 2  
GRMN208, 209 - Intermediate German Credits: 4, 4  
GRMN225 - Intermediate Phonetics Credits: 2  
GRMN235, 236 - Intermediate Oral Expression Credits: 4, 4  
GRMN141, 142 - Multimedia Language Lab Credits: 2, 2  
GRMN195, 196 - Independent Reading Credits: 2, 2  
GRMN175, 176 - Cultural Studies Credits: 2, 2  
GRMN248, 249 - Multimedia Language Lab Credits: 2, 2  
GRMN257, 258 - Survey of German Literature Credits: 2, 2

GRMN295, 296 - Independent Reading Credits: 2, 2  
GRMN281, 282 - Cultural Studies Credits: 2, 2  
GRMN/HIST288 - German History Credits: 1  
GRMN318, 319 - Advanced Comprehensive German Credits: 4, 4  
GRMN309, 310 - Advanced Grammar Credits: 2, 2  
GRMN328, 329 - Advanced Reading Credits: 2, 2  
GRMN338, 339 - Cultural Studies Credits: 2, 2  
GRMN361, 362 - Survey of German Literature Credits: 2, 2  
RELB351, 352 - Theology Credits: 2, 2  
HIST381, 382 - German History Credits: 1, 1  
SOWK301, 302 - Social Work Credits: 2, 2  
GRMN388, 389 - Adv Grammar & Reading Comprehension Credits: 2, 2  
ART321, 322 - Ceramics: Drawing/Handicraft Credits: 2, 2  
MUPF131, 132 - Music Lessons Credits: 1, 1  
MUPF141, 142 - Choir Credits: 1, 1  
MUPF151, 152 - Brass Ensemble Credits: 1, 1  
HMEC107 - International Cooking Credits: 1  
FTES111, 112 - Physical Education Credits: 1, 1

## Italy

### (Quarter Credits)

ITLN111 - Phonetics Credits: 1  
ITLN151, 152, 153 - Elementary Grammar Credits: 5, 5, 5  
ITLN181, 182, 183 - Elementary Conversation Credits: 3, 3, 3  
ITLN212 - Italian Culture Credits: 2  
ITLN251, 252, 253 - Intermediate Grammar Credits: 5, 5, 5  
ITLN281, 282, 283 - Intermediate Conversation Credits: 2, 2, 2  
ITLN262 - Intermediate Composition Credits: 2  
ITLN313 - Advanced Italian Culture Credits: 2  
ITLN351, 352, 353 - Advanced Grammar Credits: 3, 3, 3  
ITLN361 - Advanced Composition Credits: 2  
ITLN381, 382, 383 - Advanced Conversation Credits: 2, 2, 2  
ITLN451 - Advanced Grammar II Credits: 3  
ITLN461 - Advanced Composition II Credits: 2  
ITLN471 - Advanced Conversation II Credits: 3  
ITLN/HIST303 - Italian History Credits: 2  
ITLN/LITT333 - Italian Literature Credits: 2  
ITLN431 - Advanced Italian Literature Credits: 2  
ITLN/ART/HIST230, 330 - History of Italian Art Credits: 3, 3  
ITLN/GEOG310 - Geography of Italy Credits: 1  
ITLN/MUHL/HIST375 - History of Italian Music Credits: 2  
ART/HMEC315, 316 - The Art of Tailoring Credits: 1, 1  
ART311, 312, 313 - Ceramics Credits: 2, 2, 2  
ART322, 323 - Fashion Design Credits: 2, 2  
ART341, 342, 343 - Fine Arts Drawing Credits: 2, 2, 2  
ITLN/LITT/ENGL360 - Italy & its Culture in British & American Literature Credits: 2  
ITLN370, 470 - History of the Italian Cinema Credits: 2, 2  
ITLN380, 480 - Current Events Credits: 1, 1  
FREN101, 102, 103 - French I Credits: 2, 2, 2  
HMEC101, 102 - Mediterranean Cooking Credits: 1, 1  
ITLN278, 378 - Language Through Drama Credits: 2, 2  
ITLN/ART172, 272, 372 - Italian Fine Arts and Monument Credits: 1, 1, 1  
ITLN/ART/RELB399 - Independent Study Credits: 1-4  
ITLN422, 423 - Translation and Interpretation Credits: 2, 2  
MUPF101, 202, 303 - Piano Credits: 1, 1, 1  
MUPF171, 172, 173 - Choir Credits: 1, 1, 1  
MUPF291 - Voice Credits: 1  
FTES101, 102, 103 - General Fitness Program Credits: 1, 1, 1  
RELB101, 201, 301 - Religion Credits: 1, 1, 1  
RELH301 - History of the Adventist Church Credits: 2

## Spain

### (Quarter Credits)

SPAN201, 202, 203 - Spanish Folklore Credits: 2, 2, 2  
SPAN225 - Spanish in Contemporary Music Credits: 1  
SPAN228 - Spanish and European Movies Credits: 1  
SPAN241, 242, 243 - Preparation for the Spanish Diploma Credits: 1, 1, 1  
SPAN251, 252, 253 - Intermediate Spanish Grammar Credits: 4, 4, 4  
SPAN261, 262, 263 - Intermediate Spanish Composition Credits: 3, 3, 3

SPAN271, 272, 273 - Intermediate Spanish Conversation Credits: 2, 2, 2  
 SPAN281, 282, 283 - Current Events in Spain Credits: 1, 1, 1  
 SPAN301, 302, 303 - History of Spain Credits: 3, 3, 3  
 SPAN312, 313 - Spain and Its Culture Credits: 2, 2  
 SPAN/BUAD321, 322 - Business Spanish Credits: 2, 2  
 SPAN331, 332, 333 - History of Spanish Literature Credits: 3, 3, 3  
 SPAN341, 342, 343 - Preparation for the Spanish Diploma Credits: 1, 1, 1  
 SPAN351, 352, 353 - Advanced Spanish Grammar Credits: 4, 4, 4  
 SPAN361, 362, 363 - Advanced Spanish Composition 3, 3, 3  
 SPAN371, 372, 373 - Advanced Spanish Conversation 2, 2, 2  
 SPAN375 - Spanish for Health Professionals Credits: 2  
 SPAN421, 422, 423 - Translation and Interpretation Credits: 2, 2, 2  
 SPAN441, 442, 443 - Preparation for the Spanish Diploma Credits: 1, 1, 1  
 SPAN451, 452, 453 - Advanced Spanish Grammar II Credits: 4, 4, 4  
 SPAN461, 462, 463 - Advanced Spanish Composition II Credits: 3, 3, 3  
 SPAN471, 472, 473 - Advanced Spanish Conversation II Credits: 2, 2, 2  
 SPAN495 - Independent Study Credits: 1-4  
 ART321, 322, 323 - History of European Art Credits: 3, 3, 3  
 GEOG311 - Geography of Spain Credits: 2  
 HIST301, 302, 303 - History of Spain Credits: 3, 3, 3  
 RELB291, 292, 293 - The Gospel & Contemporary Culture Credits: 2, 2, 2  
 MUPF126 - Private Lessons Credits: 1-3  
 MUPF171, 172, 173 - Choir Credits: 1, 1, 1  
 MUPF146, 147, 148 - Orchestra Credits: 1, 1, 1  
 FTES121, 122, 123 - Physical Education Credits: 1, 1, 1

## ACA Summer Courses

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

### Austria

#### (Quarter Credits)

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

### Brazil

#### (Semester Credits)

PORT101, 102 - Beginning Portuguese Credits: 3, 3  
 PORT191, 192 - Intensive Portuguese Review Credits: 3, 3  
 PORT211, 212 - Intermediate Portuguese Credits: 3, 3  
 PORT291, 292 - Intensive Portuguese Review II Credits: 3, 3  
 PORT321, 322 - Advanced Portuguese I Credits: 3, 3

### France

#### (Quarter Credits)

FREN102 - Beginning French Credits: 3  
 FREN122 - Written Comprehension & Expression Credits: 2  
 FREN132 - Spelling and Grammar Credits: 1  
 FREN152 - Elementary Oral Expression Credits: 3  
 FREN192 - Intensive Elementary French Credits: 6  
 FREN202 - Intermediate French Credits: 2  
 FREN222 - Intermediate Composition Credits: 2  
 FREN232 - Spelling and Grammar Credits: 2  
 FREN252 - Intermediate Oral Expression Credits: 2  
 FREN262 - Reading Comprehension Credits: 1  
 FREN292 - Intensive Intermediate French Credits: 5  
 FREN322 - Advanced Composition Credits: 2  
 FREN332 - Orthography Credits: 1  
 FREN342 - Advanced Grammar Credits: 2  
 FREN352 - Advanced Oral Expression Credits: 2  
 FREN362 - Literary Studies Credits: 2

FREN422 - Literary Analysis, Summary Techniques Credits: 2  
 FREN462 - Advanced Literary Studies Credits: 2

### Greece

#### (Quarter Credits)

GREK/RELL331, 332, 333 - Intermediate Greek I, II, III Credits: 3, 3, 3  
 HEBR331, 332, 333 - Hebrew Credits: 3, 3, 3

### Italy

#### (Quarter Credits)

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

### Mexico

#### (Quarter Credits)

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

### Spain

#### (Quarter Credits)

SPAN101, 102, 103 - Beginning Spanish Credits: 3, 3, 3  
 SPAN191, 192, 193 - Intensive Spanish Review Credits: 3, 3, 3  
 SPAN211, 212, 213 - Intermediate Spanish Credits: 3, 3, 3  
 SPAN291, 292, 293 - Intensive Spanish Review II Credits: 3, 3, 3  
 SPAN311 - Spain and Its Culture Credits: 2  
 SPAN350 - Advanced Spanish Grammar Credits: 3  
 SPAN360 - Advanced Spanish Composition Credits: 2  
 SPAN370 - Advanced Spanish Conversation Credits: 2

### Ukraine

#### (Quarter Credits)

RUSS101, 102, 103 - Beginning Russian Credits: 3, 3, 3  
 RUSS211, 212, 213 - Intermediate Russian Credits: 3, 3, 3  
 RUSS351 - Advanced Russian Grammar Credits: 3  
 RUSS361 - Advanced Russian Composition Credits: 3  
 RUSS371 - Advanced Russian Conversation Credits: 3

## Additional Information

**Language Honor Society.** The local Beta Kappa chapter of AlphaMu Gamma, the national collegiate honor society for foreign languages, gives recognition to outstanding students.

**Language Clubs.** The Department of International Language Studies sponsors two language clubs. The purpose is to promote cultural, academic, social and spiritual activities. "Adelante" is the Spanish club and "Oh la la" is the French club. Both clubs require membership fees.

**Language Requirements for Andrews Core Experience.** Students who wish to have the language requirement waived (with or without credit) by passing a proficiency exam should apply at the Department of International Language Studies. Exams are given in the languages taught at the department: French, German, Korean, Portuguese, and Spanish. Exceptions can be made for other languages by the chair of the Department of International Language Studies. The examination will reflect the student-performance outcomes expected at the intermediate level in the four language skills of reading, writing, listening, and speaking according to the American Council of Teaching Foreign Languages (ACTFL) guidelines. Upon written approval by the instructor, the Department of International Language Studies will grant up to 12 credits per language examined. See here for fees for Language Proficiency exams. See p. 44 for CLEP options.

**Preparation for Teaching.** Students preparing to teach French or Spanish at the elementary or secondary level must qualify for teaching credentials as outlined in

the School of Education (College of Education & International Services) section of this bulletin. The program leading to the Master of Arts in Teaching (MAT) degree in French or Spanish is described in the School of Education (College of Education & International Services) section of this bulletin.

## French

### FREN 171 - Elementary French I

**Credits:** 3

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

**Lecture/Lab:** Weekly: one 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

### FREN 172 - Elementary French II

**Credits:** 3

Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 23 years of high-school French. A one-hour lab per week is required.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FREN 171 with a minimum grade of C or permission of the instructor.

**Schedule Type:** Lecture/Lab

**College Code:** CAS

### FREN 235 - Intercultural Influences Between France and the United States

**Credits:** 3

An interdisciplinary overview of the cultural influences and historical relationships between France and the United States of America. The class will touch on History, Politics, Business, Arts, Language, and Cuisine through lectures and readings. Students will enjoy field trips and guest lecturers as part of the class. (Conducted entirely in English)

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### FREN 255 - French Culture and Cuisine

**Credits:** 3

Food provides a unique window on culture. Get acquainted with the rich culture of the French speaking countries of the world, their interesting customs and etiquette, holidays and feasts, through their culinary traditions. Discover their particular lifestyle, social behaviors, family rituals and shared values. Discover what makes French cuisine so appealing, and France the culinary capital of the world. Learn about the different regions of France gastronomy, the history of some famous dishes, the essential French vocabulary related to food and how to prepare your own French specialties! Course taught in both English and French. One hour of lab per week is required.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

### FREN 275 - Intermediate French

**Credits:** 4

Grammar, reading, composition, and oral and aural exercises in the context of significant aspects of French culture.

**Lecture/Lab:** Weekly: one 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FREN 172 with a minimum grade of C or permission of the instructor.

**Schedule Type:** Blended Learning, Lecture/Lab

**College Code:** CAS

### FREN 280 - French Conversation and Composition

**Credits:** 3

Training in oral and writing self-expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking and writing levels that exist within the French language. Special attention to important differences that exist among all Francophone countries when speaking and writing. Reading comprehension and study of grammatical structures are important components of this course.

**Lecture/Lab:** Weekly: 3 lectures and a 1-hour lab

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FREN 275 with a minimum grade of C or instructor permission

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

### FREN 401 - Fundamentals of Translation

**Credits:** 3

Techniques of translation processes in rendering into French and English materials ranging from official documents to technical essays and literary texts. Conducted entirely in French.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lecture/Lab

**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:** Lab 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:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## FREN 445 - French Literature and Film

**Credits:** 3

Analysis and comparison of artistic differences between selected pieces of French literature and their film adaptation. Conducted entirely in French.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## FREN 460 - French for Business

**Credits:** 3

Spoken and written French common to the French-speaking world of business and industry, emphasizing business practices and cultural tools required to communicate in the French-speaking economic environment: business operations and socio-economics in France; the economy of France. This course provides an intensive preparation of the Diplôme Français des Affaires I conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French.

**Lecture/Lab:** Weekly: 3 lectures and a 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Alternate Years

**Term Offering:** Spring

**College Code:** CAS

## FREN 505 - Reading French

**Credits:** 5

For students without a working knowledge in French; an introduction to the grammar and syntax of French for the purpose of translating written French into English. May count toward a general elective only.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

# Global Studies

## GBST 101 - Introduction to Global Studies

**Credits:** 3

This course presents essential information on global civilizations and cultures in order to understand and deal with major issues such as equity, peace, genders and interactions among people from different cultural settings. It includes studies of geography, culture, customs, media, families, genders and work habits.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## GBST 205 - World Cultures

**Credits:** 3

This course presents major trends and themes in contemporary global cultures such as family life, economic power, exchange, trafficking, integration, connectivity, development, and respect. It includes the study of major cultures of the world and their community interaction at the individual and collective levels. Emphasis in developing cultural competencies.

**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)

**Schedule Type:** Lecture

**College Code:** CAS

# International Language & Global Studies

## ILGS 121 - Elementary \_\_\_\_\_ I

**Credits:** 3

significant aspects of culture of the foreign language—oral and listening work stressed. A one-hour lab per week is required. Language options can be discussed with the Department of INLS.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## ILGS 122 - Elementary \_\_\_\_\_ II

**Credits:** 3

Grammar with reading and writing continued in the context of significant aspects of culture of the foreign language—oral and listening work progressively increased. Language options can be discussed with the Department of INLS.

**Course/Lab Fee:** Yes

**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.

**Course/Lab Fee:** Yes

**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:** Independent

**College Code:** CAS

## ILGS 330 - French/Spanish Service Fieldwork

**Credits:** 1,2

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

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 2 credits

**Schedule Type:** Practicum

**College Code:** CAS

## ILGS 400 - Topics in \_\_\_\_\_

**Credits:** 3

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

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** CAS

## ILGS 458 - Methods of Foreign Language Instruction: K -- 12

**Credits:** 3

ical practices and research in FL teaching, ways of using that research, and practical applications of instructional methods. This course focuses on methods for K–12. Attending the Michigan World Language Association Conference in Lansing is required. Required for teacher certification.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## ILGS 478 - Study Tour:

**Credits:** 0

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

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning

**College Code:** CAS

## ILGS 490 - Internship

**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

**Term Offering:** Fall

**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 (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** CAS

## ILGS 590 - Directed Study/Reading/Research/Project

**Credits:** 1–3

Studies in the area of French/Spanish language, literature, or civilization, as determined in consultation with the instructor.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

# Italian

## ITLN 141 - Elementary Italian I

**Credits:** 3

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

# Portuguese

## PORT 171 - Elementary Portuguese I

**Credits:** 3

Grammar with reading and writing of simple Portuguese in the context of significant aspects of culture—oral and listening work stressed.

**Lecture/Lab:** Weekly: one 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Year Offering:** Alternate years

**College Code:** CAS

## PORT 172 - Elementary Portuguese II

**Credits:** 3

Grammar and reading continued: oral and listening work progressively increased.

**Lecture/Lab:** Weekly: one 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PORT 171 with a minimum grade of C or permission of instructor.

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## PORT 420 - Portuguese Literature & Culture

**Credits:** 3

A study of selected major Portuguese and Brazilian writers whose works reflect important political, social, moral, and cultural aspects of Portuguese societies. Conducted entirely in Portuguese.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## PORT 430 - Contemporary Brazilian Culture

**Credits:** 3

An introduction to the life and people of Brazil through lectures and readings in Brazilian Portuguese on the geography, history, politics, social problems, arts, business and literature of the region. Conducted entirely in Portuguese.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

# Spanish

## SPAN 171 - Elementary Spanish I

**Credits:** 3

Grammar with reading and writing of simple Spanish in the context of significant aspects of culture—oral and listening work stressed. Elementary Spanish I is designed for students who have studied no Spanish or less than 2 years of high-school Spanish or its equivalent.

**Lecture/Lab:** Weekly: one 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## SPAN 172 - Elementary Spanish II

**Credits:** 3

Grammar and reading continued: oral and listening work progressively increased. Designed for students with 2-3 years of high-school Spanish or its equivalent.

**Lecture/Lab:** Weekly: one 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** SPAN 171 with a minimum grade of C or permission of instructor.

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## SPAN 275 - Intermediate Spanish

**Credits:** 4

Grammar, reading, composition, oral and listening exercises on the intermediate level, including significant aspects of Spanish culture.

**Lecture/Lab:** Weekly: one 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** SPAN 172 with a minimum grade of C or permission of instructor.

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## SPAN 280 - Spanish Conversation and Composition

**Credits:** 3

Training in oral and writing self-expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking and writing levels that exist within the Spanish language. Special attention to important differences that exist among all Spanish speaking countries when using the language in both speaking and writing. Reading comprehension and study of grammatical structures are important components of this course.

**Lecture/Lab:** Weekly: 3 lectures and a 1-hour lab

**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:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**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

**College Code:** CAS

## SPAN 420 - Advanced Spanish

**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

**Term Offering:** Fall

**College Code:** CAS

## SPAN 426 - Culture of Spain

**Credits:** 3

An overview of 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.

**Lecture/Lab:** Weekly: 3 lectures

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**Term Offering:** Summer

**College Code:** CAS

## SPAN 436 - South American Culture

**Credits:** 3

An introduction to the life and people of South 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.

**Lecture/Lab:** Weekly: 3 lectures

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate Years

**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 - Hispanic Caribbean Culture

**Credits:** 3

A course designed to explore Hispanic culture and tradition 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. Course offered every other year during fall semester.

**Lecture/Lab:** Weekly: 3 lectures

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate Years

**College Code:** CAS

## SPAN 446 - Spanish and Latin American Drama

**Credits:** 3

A study of selected major Spanish and Latin American writers whose works reflect important political, social, moral, and cultural aspects of Hispanic societies. Conducted entirely in Spanish.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## SPAN 447 - Spanish for Translation

**Credits:** 3

An introduction to the basic principles of translation from English to Spanish and from Spanish to English. An approach to techniques used in writing translation. Strong emphasis on written translations. Conducted entirely in Spanish.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, Lecture/Lab

**College Code:** CAS

## SPAN 448 - Spanish and Latin American Literature and Film

**Credits:** 3

Comparison of artistic and linguistic differences between selected pieces of Spanish and Latin American literature and their film adaptation. Emphasis on language, characters, and cultural aspects of society. Conducted entirely in Spanish.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## SPAN 449 - Spanish for Interpreters

**Credits:** 3

A study of the basic principles of oral interpretation from English to Spanish and from Spanish to English. An approach to techniques used in oral interpretation. Strong emphasis on oral communication. Conducted entirely in Spanish.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

### **SPAN 456 - Spanish for Speech Pathologists and Audiologists**

**Credits:** 3  
Spoken and written Spanish used by speech pathologists and audiologists in both the medical and the educational fields in the United States of America as well as Spanish-speaking countries in the world. Strong emphasis on vocabulary, including specific terminology used in medical settings. This course is specifically oriented to students completing a degree in Spanish and Speech Language Pathology and Audiology as well as to those completing a degree in translation.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### **SPAN 457 - Spanish Media Translation**

**Credits:** 3  
A study of the basic principles of translation in the media. Comparison between translation of written documents and oral messages. Special attention to translating news, commercials, movies, websites, speeches, newspapers, and magazines. Conducted in both English and Spanish.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

### **SPAN 470 - Spanish for Business**

**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. An arranged lab is required. Course offered every other year during spring semester.

**Lecture/Lab:** Weekly: 3 lectures and a 1-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Year Offering:** Alternate Years  
**Term Offering:** Spring  
**College Code:** CAS

### **SPAN 488 - Spanish for International Relations**

**Credits:** 3  
Spoken and written Spanish common to the Spanish-speaking world of international relations with emphasis in vocabulary related to government agencies, non-profit organizations, diplomacy, religious entities, independent agencies (UN, OEA). Special emphasis in communication. Conducted entirely in Spanish.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS



# Liberal Arts, General Studies & Interdisciplinary Studies

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**On-Campus Degree Programs**  
Aaron Moushon, *Advisor*  
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Griggs Hall, Room 120  
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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.

## Associates

### General Studies AA

E-mail: generalstudies@andrews.edu

The General Studies Associate of Arts degree is designed to serve students seeking to complete a degree for personal or professional goals.

**Program 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 an interactive online asynchronous format (see School of Distance Education Definitions). This online degree does not require any on-campus time unless on-campus courses are selected.

### Total Credits - 60

### Major - 27

**Focus Area - 15**  
Student must complete 15 credits in a chosen focus area of study.

**Electives - 12**  
Student must select 12 credits of electives.

### Additional Requirements

- The student must complete the Andrews Core Experience courses for an Associate degree.
- Selection of courses is made in consultation with the academic advisor.
- A minimum of 15 semester credits must be earned through Andrews University.

## Student Learning Outcomes

- 1: Specialized Knowledge: Skills and Competencies
  - Students learn specialized skills and competencies necessary to develop a discipline specific vocabulary across core curriculum in preparation for the student's area of emphasis.
  - Develop a strong foundation in communication that spans across disciplines.
  - Define a personal language that allows for how those views fit in relation to others and the world around them.
  - Convey ideas with clarity and confidence in their speech and writing.
  - Convey ideas with clarity and confidence in their work.
- 2: Critical Thinking and Creative Process
  - Students gain a discipline specific vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.
  - Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
  - Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
  - Incorporate an adaptable approach to a rapidly changing media landscape.
- 3: Cultural Literacy and Contextual Adaptability
  - Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.
  - Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
  - Demonstrate knowledge of historical, current, and innovative events across disciplines.
  - Develop familiarity of discipline ideologies across a range of media and various applications.
- 4: Intentional Exploration with Interdisciplinary Connections
  - Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.
  - Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
  - Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
  - Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.
- 5: Quality of Execution + Professional Practices
  - Students develop a discipline focused portfolio in conjunction with their chosen discipline development.
  - Students develop insight into business practices and principles that are specific to their chosen field.
  - Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
  - Students learn effective research and conceptualization approaches to assignments and presentations.
  - Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.
- 6: Development and Integration of Faith and Ethics
  - The integration of faith and ethics within the context of their chosen discipline focused careers is explored in terms of affecting personal, community, and environmental self-awareness and integrity.
  - Placed within the diverse setting of Andrews University, students explore ways in which their faith informs their creative practices.
  - Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
  - Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

### General Studies AS

E-mail: generalstudies@andrews.edu

The General Studies Associate of Science degree is designed to serve students seeking to complete a degree for personal or professional goals.

**Program 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 an interactive online asynchronous format (see School of Distance Education Definitions). This online degree does not require any on-campus time unless on-campus courses are selected.

## Total Credits - 60

### Major - 27

#### Focus Area – 15

Student must complete 15 credits in a chosen focus area of study.

#### Electives – 12

Student must select 12 credits of electives.

### Additional Requirements

- The student must complete the Andrews Core Experience courses for an Associate degree.
- Selection of courses is made in consultation with the academic advisor.
- A minimum of 15 semester credits must be earned through Andrews University.

### Student Learning Outcomes

- 1: Specialized Knowledge: Skills and Competencies
  - Students learn specialized skills and competencies necessary to develop a discipline specific vocabulary across core curriculum in preparation for the student's area of emphasis.
  - Develop a strong foundation in communication that spans across disciplines.
  - Define a personal language that allows for how those views fit in relation to others and the world around them.
  - Convey ideas with clarity and confidence in their speech and writing.
  - Convey ideas with clarity and confidence in their work.
- 2: Critical Thinking and Creative Process
  - Students gain a discipline specific vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.
  - Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
  - Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
  - Incorporate an adaptable approach to a rapidly changing media landscape.
- 3: Cultural Literacy and Contextual Adaptability
  - Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.
  - Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
  - Demonstrate knowledge of historical, current, and innovative events across disciplines.
  - Develop familiarity of discipline ideologies across a range of media and various applications.
- 4: Intentional Exploration with Interdisciplinary Connections
  - Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.
  - Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
  - Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
  - Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.
- 5: Quality of Execution + Professional Practices
  - Students develop a discipline focused portfolio in conjunction with their chosen discipline development.
  - Students develop insight into business practices and principles that are specific to their chosen field.

- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.
- 6: Development and Integration of Faith and Ethics
  - The integration of faith and ethics within the context of their chosen discipline focused careers is explored in terms of affecting personal, community, and environmental self-awareness and integrity.
  - Placed within the diverse setting of Andrews University, students explore ways in which their faith informs their creative practices.
  - Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
  - Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Bachelors

### General Studies BA

E-mail: [generalstudies@andrews.edu](mailto:generalstudies@andrews.edu)

The General Studies Bachelor of Arts degree is designed to serve students seeking to complete a degree for personal or professional goals.

**Program 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 an interactive online asynchronous format (see School of Distance Education Definitions). This online degree does not require any on-campus time unless on-campus courses are selected.

## Total Credits - 120

### Major - 33

Student must complete a minimum of 33 credits in a chosen major focus area, with at least 11 credits numbered 300 or above.

#### Electives

Student must select elective courses to fill the balance of 124 semester credits.

### Additional Requirements

- Selection of courses is made in consultation with the academic advisor.
- A minimum of 30 semester credits must be earned through Andrews University.

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Student Learning Outcomes

- 1: Specialized Knowledge: Skills and Competencies
  - Students learn specialized skills and competencies necessary to develop a discipline specific vocabulary across core curriculum in preparation for the student's area of emphasis.
  - Develop a strong foundation in communication that spans across disciplines.
  - Define a personal language that allows for how those views fit in relation to others and the world around them.
  - Convey ideas with clarity and confidence in their speech and writing.
  - Convey ideas with clarity and confidence in their work.
- 2: Critical Thinking and Creative Process

- Students gain a discipline specific vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.
- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.
- 3: Cultural Literacy and Contextual Adaptability
  - Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.
  - Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
  - Demonstrate knowledge of historical, current, and innovative events across disciplines.
  - Develop familiarity of discipline ideologies across a range of media and various applications.
- 4: Intentional Exploration with Interdisciplinary Connections
  - Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.
  - Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
  - Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
  - Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.
- 5: Quality of Execution + Professional Practices
  - Students develop a discipline focused portfolio in conjunction with their chosen discipline development.
  - Students develop insight into business practices and principles that are specific to their chosen field.
  - Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
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- 6: Development and Integration of Faith and Ethics
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  - Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## General Studies BS

E-mail: [generalstudies@andrews.edu](mailto:generalstudies@andrews.edu)

The General Studies Bachelor of Science degree is designed to serve students seeking to complete a degree for personal or professional goals.

**Program 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 an interactive online asynchronous format (see School of Distance Education Definitions). This online degree does not require any on-campus time unless on-campus courses are selected.

### Total Credits - 120

### Major - 39

Student must complete a minimum of 39 credits in a chosen major focus area, with at least 13 credits numbered 300 or above.

#### Electives

Student must select elective courses to fill the balance of 124 semester credits.

## Additional Requirements

- Selection of courses is made in consultation with the academic advisor.
- A minimum of 30 semester credits must be earned through Andrews University.
- No course with a grade below C- may count toward the major focus area.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

- 1: Specialized Knowledge: Skills and Competencies
  - Students learn specialized skills and competencies necessary to develop a discipline specific vocabulary across core curriculum in preparation for the student's area of emphasis.
  - Develop a strong foundation in communication that spans across disciplines.
  - Define a personal language that allows for how those views fit in relation to others and the world around them.
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  - Convey ideas with clarity and confidence in their work.
- 2: Critical Thinking and Creative Process
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- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Liberal Arts BA

E-mail: [generalstudies@andrews.edu](mailto:generalstudies@andrews.edu)

The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

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.

### 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

### Divided into two concentrations

- Humanities
- Interdisciplinary

## Total Credits - 120

### Major - 43-45

PHIL 224 - Introduction to Philosophy **Credits: 3**

### Concentration - 40-42

#### Humanities Concentration - 42

RELG 350 - World Religions **Credits: 3**

#### Choose 2 of the following courses:

ARTH 220 - Language of Art **Credits: 3**

MUHL 214 - Enjoyment of Music **Credits: 3**

ENGL 255 - Studies in Literature: \_\_\_\_\_ **Credits: 3**

Take 33 credits 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

#### Interdisciplinary Concentration - 40

This concentration requires students to choose the equivalent of two 20-credit hour focus areas approved by the Andrews liberal arts advisory committee. At least 15 credits must be chosen from upper division courses.

## Additional Requirements

- Selection of courses is made in consultation with the academic advisor.
- A minimum of 30 semester credits must be earned through Andrews University.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Additional Information

The Liberal Arts degree program will be administered from the College of Arts and Sciences Dean's Office, with the director of the Explore Andrews program assigned the responsibility to coordinate the advising of students.

Restrictions on available concentrations for affiliate sites will be impacted by the terms and conditions of the specific affiliation agreement.

## Student Learning Outcomes

Graduates of this program will demonstrate:

- Critical thinking skills.
- Effective communication.
- Commitment to lifelong learning and the preparation for lives of leadership and service.

## Liberal Arts BS

E-mail: [generalstudies@andrews.edu](mailto:generalstudies@andrews.edu)

The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

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

### 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

### Concentrations Options:

- Sciences
- Social Sciences
- Interdisciplinary

## Total Credits - 120

### Major - 43-45

PHIL 224 - Introduction to Philosophy **Credits: 3**

### Concentration - 40-42

#### Sciences Concentration - 42

##### Choose one of the following courses:

MATH 168 - Precalculus **Credits: 4**

MATH 191 - Calculus I **Credits: 4**

MATH 195 - Calculus I for Biology **Credits: 4**

##### Choose two of the following sequences:

BIOL 165 - Foundations of Biology **Credits: 4,5** and BIOL 166 - Foundations of Biology **Credits: 4,5**

CHEM 131 - General Chemistry I **Credits: 4** and CHEM 132 - General Chemistry II **Credits: 4**

PHYS 141 - General Physics I **Credits: 4** and PHYS 142 - General Physics II **Credits: 4**

PHYS 241 - Physics for Scientists and Engineers I **Credits: 4** and PHYS 242 - Physics for Scientists and Engineers II **Credits: 4**

### Sciences Concentration Electives

Choose the remaining credits from post-foundation courses in BIOL, CHEM, BCHM, PHYS, or MATH.

#### Social Sciences Concentration - 42

PSYC 101 - Introduction to Psychology **Credits: 3**

SOCI 119 - Principles of Sociology **Credits: 3**

PLSC 104 - American Government **Credits:** 3  
ECON 225 - Principles of Macroeconomics **Credits:** 3  
ECON 226 - Principles of Microeconomics **Credits:** 3

**Take 27 credits in 2 of the following focus areas with a minimum of 6 upper-division credits from each focus area (for a total of 12 credits):**

Anthropology  
Psychology  
Sociology  
Political Science  
Economics

#### **Social Sciences Concentration Electives**

Choose 6 credits from the following acronyms: ANTH, FMST, PSYC, SOCI, PLSC, or ECON.

#### **Interdisciplinary Concentration - 40**

This concentration requires students to choose the equivalent of two 20-credit hour focus areas approved by the Andrews liberal arts advisory committee. At least 15 credits must be chosen from upper division courses.

## **Additional Requirements**

- Selection of courses is made in consultation with the academic advisor.
- A minimum of 30 semester credits must be earned through Andrews University.

## **General Education (Andrews Core Experience)**

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## **Additional Information**

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.

Restrictions on available minors for affiliate sites will be impacted by the terms and conditions of the specific affiliation agreement.

## **Student Learning Outcomes**

Graduates of this program will demonstrate:

- Critical thinking skills.
- Effective communication.
- Commitment to lifelong learning and the preparation for lives of leadership and service.

## **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 (S,U,I,W)

**Prerequisite(s):** Consent of the instructor required.

**Schedule Type:** Independent

**College Code:** CAS

### **GNST 295 - Topics:**

**Credits:** 0–3

Topic content and format of this course is variable. May be repeated in different topic areas.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Blended Learning, Interactive Online

**Special Approval:** Instructor permission required

**College Code:** CAS

### **GNST 297 - Independent Study:**

**Credits:** 0–3

Individually-directed study and readings on topics in consultation with advisor and/or instructor.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Independent

**Special Approval:** Instructor permission required

**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 495 - Topics:**

**Credits:** 0–3

Topic content and format of this course is variable. May be repeated in different topic areas.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture, Blended Learning, Interactive Online

**College Code:** CAS

### **GNST 497 - Independent Study:**

**Credits:** 0–3

Individually directed study or readings on topics, under the guidance of the instructor, and in consultation with advisor and/or instructor.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Independent

**Special Approval:** Instructor permission required

**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:** By examination (P)  
**Schedule Type:** Independent  
**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:** .5,1  
Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences.  
**Repeatable:** Repeatable up to 1 credit  
**Schedule Type:** Independent  
**College Code:** CAS

### IDSC 294 - Off-Campus Study in \_\_\_\_\_

**Credits:** 3–15  
See advisor for details.

**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable up to 12 credits  
**Schedule Type:** Independent  
**College Code:** CAS

### IDSC 296 - Student Missionary/Taskforce Experience

**Credits:** 0  
This course qualifies for full-time status, requiring a minimum of 540 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### IDSC 380 - Cooperative Education in \_\_\_\_\_(subject area)

**Credits:** .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 425 - STEM Boost

**Credits:** 3  
Hands-on learning in the major STEM disciplines which includes agriculture, biology, chemistry, engineering, math, and physics. This is designed to be blended course, combination of online distance learning and on-campus labs. The knowledge and experiences gained in this course is designed to be executed in both small and large schools settings, inexpensive, with easy setup/cleanup. This class satisfies continuing education academic credit for teacher re-certification. It is designed specifically for middle and high school educators teaching grades 5-12. Elementary educators teaching grades K-4 science are also welcome and encouraged to attend.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Schedule Type:** Blended Learning  
**Term Offering:** Summer  
**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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### IDSC 525 - STEM Graduate Boost

**Credits:** 3  
A graduate level, hands-on experience in the major STEM disciplines which include agriculture, biology, chemistry, engineering, math, and physics. This is designed to be a blended course - a combination of online distance learning and an on-campus lab intensive. The knowledge and experiences gained in this course is designed to be implemented in both small and large schools settings, inexpensive, with easy setup/cleanup. This class satisfies continuing education academic credit for teacher re-certification. It is designed specifically for middle and high school educators teaching grades 5-12. Elementary educators teaching grades K-4 science are also welcome and encouraged to attend. Participants will draft feasible prospective lesson plans as well as appropriate assessment tools and equipment acquisition and management strategies in the context of their classroom(s) and institution(s).

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Blended Learning  
**Term Offering:** Summer  
**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  
**Course Attribute:** Full-time status  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

# Mathematics

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## Faculty

Anthony Bosman, *Chair*  
Shandelle M. Henson  
Joon Hyuk Kang  
Said Kas-Danouche  
Yun Myung Oh  
Lynelle Weldon  
Marian Prince (Adjunct Faculty)  
Chantel Blackburn (Mathematics & Science Center)  
Amanda Umlauf (Mathematics & Science Center)

## Distance Education Faculty

Shannon Burton (Adjunct Faculty)  
Marian Prince (Adjunct Faculty)  
Cleon White (Adjunct Faculty)

## Emeriti

Kenneth L. Franz  
Theodore R. Hatcher  
Robert C. Moore

## Mission

Through teaching, research, and service, the Department of Mathematics seeks to provide leadership by

- Preparing a diverse student body with the mathematical understanding, problem-solving skills, and dispositions that enable career excellence;
- Increasing mathematical and scientific knowledge through publication and presentation and engaging undergraduates in research;
- Supporting the broader mathematics education community and mentoring others for generous service through a committed Christian life.

Mathematics is foundational to physics, engineering, and computer science, and is increasingly important in many fields of study such as finance, accounting, economics, biology, medicine, and environmental science. Students majoring in these and other fields will find that acquiring an additional major in mathematics or mathematical studies greatly enhances the marketability of their degree.

## Special Requirements and Placement Test

### Non-overlapping Credit Restrictions

Because there is substantial overlap in material covered in the following groups of courses, no student is granted credit (other than general elective credit) in more than one course from each group:

MATH182, 191, 195 (Calculus with Applications, Calculus I, Calculus I for Biology)

MATH145, 165, 166 (Mathematics in the (Mis)Information Age, College Algebra, College Algebra for Business)

### Minimum Grade for Prerequisites

Except for MATH191 and 195 which require a C in the prerequisite class (MATH168), the minimum grade to satisfy prerequisites is C-.

### Mathematics Placement Examination (MPE) and General Education Mathematics Requirement

Information on the MPE and Andrews Core Experience Mathematics requirements is available in the section on Andrews Core Experience Mathematics and on the Department of Mathematics Web site.

# Bachelors

## Data Science BS

Data Scientists provide insight and predictions from data. They work in research labs, startups, corporations, universities, governments, and nonprofits. A degree in data science provides students with skills for acquiring, managing, visualizing, mining, and modeling data. Students in this program learn tools and techniques for working with Big Data and using machine learning for making predictions. They consider implications of decisions made with data for human rights and privacy from an appropriate ethical, legal, and Christian framework (covered in ACE and reinforced in program courses). The program consists of a core set of data science, computer science, mathematics, and statistics courses and the choice of one track where students learn discipline-specific techniques and issues.

The Data Science BS program is shared between the Department of Mathematics in the College of Arts and Sciences and the Department of Computing in the College of Professions.

See [Department of Computing](#) for detailed information about the Data Science BS.

## Mathematics BS

The mathematics degree exposes students to a broad range of themes in mathematics, allowing them to specialize based on their goals in one of three concentrations: theoretical mathematics, applied mathematics, or statistics. In all concentrations, the deep study of mathematics equips students with analytical problem-solving skills and abstract reasoning abilities that help them stand out to employers and graduate programs. Many students combine their study of mathematics with a minor or major in a second area. Majors desiring secondary-teaching certification can earn this certification as a master's degree or switch to a Secondary Education major to include the certification in the bachelor's degree.

The theoretical mathematics concentration gives students a rigorous exposure to the major branches of mathematics, emphasizing logical deduction and proof-writing. It is designed to prepare students for graduate school in mathematics as well as a variety of careers that value analytical thinking, including software engineering and law school. Students are especially encouraged to pursue advanced special topic courses and research experience in their study.

The statistics concentration prepares students to analyze and interpret data utilizing statistical techniques that build upon a solid mathematical foundation, preparing students for a wide range of industry careers. It may be coupled with relevant coursework in business, biology, or computing to prepare students for a career or graduate work in actuarial science, biostatistics, or data analysis.

The applied mathematics concentration trains students with the mathematical tools most relevant for solving problems in the natural and social sciences, preparing students for a range of quantitative careers or graduate school. It is often paired with a major or minor such as engineering, physics, or chemistry where students can exercise mathematical problem solving.

Mathematics majors at Andrews learn and grow within one of the nation's most internationally and ethnically diverse campuses, preparing them to serve humanity as citizens of the world and to excel in a global marketplace. As mathematics is a universal language, students learn to solve problems with peers across cultural lines and break down barriers to advance the kingdom of God.

### Alternatives:

- Mathematical Studies major (if you want two majors but have a tight schedule and don't plan to go to math graduate school)
- Add a Computing minor to the Statistics concentration (if you want to prepare for Data Science)
- Add a Business or Finance minor to the Statistics concentration (if you want to prepare for Actuarial Science)
- Add a Biology or Public Health minor to the Statistics concentration (if you want to prepare for Biostatistics)

## Total Credits - 120

## Major - 39

### Core - 21

MATH 191 - Calculus I **Credits:** 4  
MATH 192 - Calculus II **Credits:** 4  
MATH 240 - Calculus III **Credits:** 4  
MATH 215 - Introduction to Linear Algebra **Credits:** 3  
MATH 355 - Foundations of Advanced Mathematics **Credits:** 3  
MATH 431 - Real Analysis I **Credits:** 3  
or MATH 441 - Abstract Algebra I **Credits:** 3

### Choose one of the following courses each semester (4 semesters):

MATH 389 - Mathematics Colloquium **Credits:** 0,1  
PHYS 277 - Physics Colloquium **Credits:** 0

### Concentration - 12

Choose one of the following:

#### Theoretical Mathematics Concentration

MATH 286 - Differential Equations **Credits:** 3  
MATH 315 - Advanced Linear Algebra **Credits:** 3  
MATH 431 - Real Analysis I **Credits:** 3  
MATH 441 - Abstract Algebra I **Credits:** 3  
MATH 432 - Real Analysis II **Credits:** 3  
or MATH 442 - Abstract Algebra II **Credits:** 3

#### Applied Mathematics Concentration

MATH 286 - Differential Equations **Credits:** 3  
MATH 405 - Applied Mathematics **Credits:** 3  
MATH 408 - Complex Analysis **Credits:** 3  
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3  
or MATH 426 - Mathematical Modeling **Credits:** 3

#### Statistics Concentration

MATH 426 - Mathematical Modeling **Credits:** 3  
STAT 285 - Introduction to Applied Statistics **Credits:** 3  
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3  
STAT 440 - Mathematical Statistics **Credits:** 3

### Electives - 6

Choose 6 additional credits from the following in consultation with an advisor:

MATH 286 - Differential Equations **Credits:** 3  
MATH 315 - Advanced Linear Algebra **Credits:** 3  
MATH 405 - Applied Mathematics **Credits:** 3  
MATH 408 - Complex Analysis **Credits:** 3  
MATH 426 - Mathematical Modeling **Credits:** 3  
MATH 431 - Real Analysis I **Credits:** 3  
MATH 432 - Real Analysis II **Credits:** 3  
MATH 441 - Abstract Algebra I **Credits:** 3  
MATH 442 - Abstract Algebra II **Credits:** 3  
MATH 475 - Geometry **Credits:** 3  
MATH 487 - Special Topics in \_\_\_\_\_ **Credits:** 1–3  
MATH 495 - Independent Study **Credits:** 1–3  
MATH 497 - Research in Mathematics **Credits:** 0–3  
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3  
STAT 440 - Mathematical Statistics **Credits:** 3

### Additional Requirements

A major field test in mathematics is required during the senior year.

Students in a secondary teacher certification program are required to take the following courses:

MATH 475 - Geometry **Credits:** 3  
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3  
STAT 285 - Introduction to Applied Statistics **Credits:** 3  
or STAT 440 - Mathematical Statistics **Credits:** 3

## Cognates - 3

Choose one course (3 credits) from the following:

CPTR 151 - Computer Science I **Credits:** 3

CPTR 235 - Data Analytics Fundamentals **Credits:** 3

ENGR 365 - Numerical Methods for Engineers **Credits:** 3

## Student Learning Outcomes

- 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.

## Non-degree Majors

## Mathematical Studies Major

This program provides an opportunity for students earning degrees in other areas to strengthen their career preparation and portfolio by adding a second major in mathematics that takes their mathematical skill level beyond that offered by a minor. Because mathematics is foundational to physics, engineering, and computer science and is increasingly important in many fields of study such as finance, accounting, economics, biology, medicine, and environmental science, students majoring in these and other fields find that acquiring an additional major in mathematical studies greatly enhances the marketability of their degree. Mathematical Studies is a second major that must be paired with a primary major in another discipline, such as Engineering or Physics, so the required curriculum is more flexible than that of the BS Mathematics degree.

### Alternative:

- BS Mathematics (if you can fit four more courses into your curriculum, then you can probably upgrade your Mathematical Studies major to a full degree)

## Total Credits - 124

## Major – 30

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

### Choose one of the following courses each semester (2 semesters):

MATH 389 - Mathematics Colloquium **Credits:** 0,1

PHYS 277 - Physics Colloquium **Credits:** 0

### Choose 15 credits from the following in consultation with advisor:

CPTR 151 - Computer Science I **Credits:** 3

ENGR 365 - Numerical Methods for Engineers **Credits:** 3

MATH 286 - Differential Equations **Credits:** 3

MATH 315 - Advanced 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 **Credits:** 3

MATH 431 - Real Analysis I **Credits:** 3

MATH 432 - Real Analysis II **Credits:** 3

MATH 441 - Abstract Algebra I **Credits:** 3

MATH 442 - Abstract Algebra II **Credits:** 3

MATH 475 - Geometry **Credits:** 3

MATH 487 - Special Topics in \_\_\_\_\_ **Credits:** 1–3

MATH 495 - Independent Study **Credits:** 1–3

MATH 497 - Research in Mathematics **Credits:** 0–3

STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

STAT 440 - Mathematical Statistics **Credits:** 3



## Student Learning Outcomes

- 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.

## Undergraduate Minors

### Mathematics Minor

If you enjoy math but are not quite ready to commit to a major, a minor in mathematics will communicate to others your interest and abilities in logical thought, persistence, attention to detail, and problem-solving. If you start with a Mathematical Studies major and discover that your schedule or passion doesn't allow you to finish, then you can still have a minor showing on your transcript.

#### Total Credits - 20

MATH 191 - Calculus I **Credits:** 4 or MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

MATH 215 - Introduction to Linear Algebra **Credits:** 3

**Choose 9 credits from the following in consultation with a departmental advisor:**

MATH 240 - Calculus III **Credits:** 4

MATH 286 - Differential Equations **Credits:** 3

MATH 315 - Advanced 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 **Credits:** 3

MATH 431 - Real Analysis I **Credits:** 3

MATH 432 - Real Analysis II **Credits:** 3

MATH 441 - Abstract Algebra I **Credits:** 3

MATH 442 - Abstract Algebra II **Credits:** 3

MATH 475 - Geometry **Credits:** 3

MATH 487 - Special Topics in \_\_\_\_\_ **Credits:** 1–3

MATH 495 - Independent Study **Credits:** 1–3

MATH 497 - Research in Mathematics **Credits:** 0–3

STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

#### Minor Requirements for Elementary or Secondary Certification

For more information regarding teacher certification with a minor, see the Department of Teaching, Learning & Curriculum. Students in an elementary or secondary teacher certification program are required to take the following courses:

MATH 355 - Foundations of Advanced Mathematics **Credits:** 3

MATH 475 - Geometry **Credits:** 3

STAT 285 - Introduction to Applied Statistics **Credits:** 3

STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

**NOTE:** A major field test in mathematics is required during the senior year.

**For Secondary Certification only:**

MATH 375 - Secondary School Mathematics Teaching **Credits:** 3 **For Elementary Certification only:**

MATH 201 - Mathematics for Teachers I **Credits:** 2

MATH 202 - Mathematics for Teachers II **Credits:** 2

MATH 211 - Mathematics Activities for Teachers I: **Credits:** 1

MATH 212 - Mathematics Activities for Teachers II: **Credits:** 1

## Student Learning Outcomes

Students in this program will:

- Achieve practical fluency in the methods and applications of calculus and introductory linear algebra.
- Use appropriate mathematical techniques and ideas to solve problems and analyze real-world systems.
- Become acquainted with formal mathematical reasoning, including proofs.

## Mathematics of Economics and Finance Minor

This minor is highly recommended for students planning to go to graduate school in areas such as accounting, finance, business insurance, and actuarial science. A graduate degree in economics will need more mathematics, so consider a Mathematical Studies major and consult with your academic advisor. The minor is available only to students obtaining a degree in the School of Business Administration.

#### Total Credits - 20

MATH 191 - Calculus I **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

MATH 215 - Introduction to Linear Algebra **Credits:** 3

MATH 286 - Differential Equations **Credits:** 3

STAT 285 - Introduction to Applied Statistics **Credits:** 3

STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

## Student Learning Outcomes

Students in this program will:

- Achieve fluency in the methods and applications of calculus and introductory linear algebra.
- Obtain an undergraduate level of understanding of differential equations and probability theory with applications in finance.
- Become acquainted with formal mathematical reasoning, including proofs.

## Mathematics

MATH 091 and MATH 092 are provided for students not achieving a score of at least P2 on the Mathematics Placement Examination (MPE).

Students complete the sequence MATH091/092 by passing a set of proficiency tests in arithmetic and algebra, at which time a P2 score is awarded. When this occurs, the student has completed the Math Skill part of the General Education requirement, and is considered ready to take MATH 145, MATH 165, MATH 166 or STAT 285. Depending on the diligence and previous preparation of the student, this may occur at any time in the MATH 091/MATH 092 sequence.

#### MATH 091 - Arithmetic and Algebra Review I

**Credits:** 3

Individualized review of arithmetic and algebra skills. Algebra topics include linear, quadratic and rational equations; graphs and systems of linear equations; and polynomial operations and factoring. Students completing all of the required topics and exams while enrolled in MATH091 will receive an MPE score of P2 and are not required to take MATH 092. Students earning a passing grade in MATH 091 but not completing all of the required topics and exams must enroll in MATH 092. This developmental course does not count toward college credit.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal with R (A-F,I,W,R)

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring

**College Code:** CAS

#### MATH 092 - Arithmetic and Algebra Review II

**Credits:** 3

Continuation of MATH 091. Students not completing the sequence requirements but fulfilling attendance, participation, and progress requirements may receive an R grade requiring re-registration the next semester. This developmental course does not count toward college credit.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal with R (A-F,I,W,R)

**Prerequisite(s):** MATH 091  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### MATH 145 - Mathematics for the (Mis)Information Age

**Credits:** 3  
A quantitative reasoning course that teaches how to use algebraic tools and real-world data to make informed decisions and avoid being misled in public policy, science, health, and business. Topics include logic; interpreting graphs and tables; functions such as linear, quadratic, exponential, and logarithmic with applications to population growth and personal finance; and fundamentals of probability and statistics such as false positives and statistical significance.

**Course Attribute:** Fulfills the General Education Mathematics reasoning requirement  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MPE  $\geq$  P2.  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### MATH 165 - College Algebra

**Credits:** 3  
Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts.

**Course Attribute:** Fulfills the General Education Mathematics reasoning requirement  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MPE  $\geq$  P2.  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### MATH 166 - College Algebra for Business

**Credits:** 3  
Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts.

**Course Attribute:** Fulfills the General Education Mathematics reasoning requirement  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MPE  $\geq$  P2  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### MATH 167 - Precalculus Trigonometry

**Credits:** 1  
Trigonometric functions and their inverses, identities, trigonometric equations; laws of sines and cosines, vectors, applications, and selected topics.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MPE  $\geq$  P3 or MATH 165 or MATH 166  
**Schedule Type:** Lecture  
**College Code:** CAS

### MATH 168 - Precalculus

**Credits:** 4  
Linear, quadratic, and absolute value equations and inequalities with applications; radical equations; polynomial, rational, exponential, logarithmic, inverse, trigonometric functions; higher order equations; exponential and logarithmic equations; the unit circle, trigonometric identities and equations; Law of Sines and Cosines; vectors in the plane, polar coordinates and graphs; complex numbers and De Moivre's Theorem; conic sections.

**Course Attribute:** Fulfills the General Education Mathematics reasoning requirement  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MPE  $\geq$  P3 or MATH 165 or MATH 166  
**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring  
**College Code:** CAS

### MATH 182 - Calculus with Applications

**Credits:** 3  
Introduction to single-variable calculus, including limits, differentiation, optimization, and integration with applications to problems in business and the social sciences. Some topics from multivariable calculus, including partial derivatives and extrema of functions of two variables.

**Course Attribute:** Fulfills the General Education Mathematics reasoning requirement  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MPE  $\geq$  P4 or MATH 167 or MATH 168  
**Schedule Type:** Lecture  
**College Code:** CAS

### MATH 191 - Calculus I

**Credits:** 4  
MATH191, 192 is a standard introduction to single-variable calculus. MATH 191 includes limits, continuity, derivatives, applications and integration up through substitution and integration by parts. Formal definitions of limit, derivative, and Riemann integral. Proofs of standard theorems, including the Fundamental Theorem of Calculus.

**Course Attribute:** Fulfills the General Education Mathematics reasoning requirement  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MPE=P5 or MATH 167 or MATH 168 with grade no lower than C.  
**Schedule Type:** Lecture, Interactive Online, Self-Paced, Blended Learning  
**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 MATH 191 .

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** BIOL 165 or BIOL 166 or consent of the instructor  
**Prerequisite(s):** MPE=P5 or MATH 167 or MATH 168 with grade no lower than C  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

### MATH 201 - Mathematics for Teachers I

**Credits:** 2  
This course equips prospective teachers with the deep conceptual knowledge, reasoning skills, and teaching methods for becoming effective mathematics teachers. This course emphasizes active engagement, conceptual understanding, mathematical reasoning, and hands-on teaching methods. Topics include numeration systems, sets of numbers (whole numbers, integers, rational numbers, and real numbers) and their properties, computational algorithms, and proportional reasoning.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** MATH 211  
**Prerequisite(s):** MPE  $\geq$  P2  
**Schedule Type:** Lecture  
**Year Offering:** Annually

**Term Offering:** Fall  
**College Code:** CAS

## MATH 202 - Mathematics for Teachers II

**Credits:** 2

This course equips prospective 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 basic concepts of algebra and functions, geometric figures and their properties, proofs in algebra and geometry, geometric transformation, measurement, data analysis, and probability.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** MATH 212  
**Prerequisite(s):** MPE  $\geq$  P3  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CAS

## MATH 211 - Mathematics Activities for Teachers I:

**Credits:** 1

Content activities for grade levels.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** MATH 201  
**Prerequisite(s):** MPE  $\geq$  P2  
**Schedule Type:** Lab  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CAS

## MATH 212 - Mathematics Activities for Teachers II:

**Credits:** 1

Content activities for grade levels.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** MATH 202  
**Prerequisite(s):** MPE  $\geq$  P3  
**Schedule Type:** Lab  
**Year Offering:** Annually  
**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 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 w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Special Approval:** Instructor permission required  
**College Code:** CAS

## MATH 315 - Advanced Linear Algebra

**Credits:** 3

A rigorous proof course on vector spaces, linear systems, linear transformations, matrix representations, eigenspaces, and diagonalization.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 215, MATH 355.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**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:** 0,1

Current topics and issues of interest to the mathematics community.

Interchangeable with PHYS

277. When taking it for credit there will be additional requirements beyond attendance.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable up to 2 credits  
**Schedule Type:** Lecture  
**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

**Credits:** 3  
Theory and application of linear and nonlinear mathematical models of biological and other 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 191 or MATH 195.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Fall  
**College Code:** CAS

## MATH 431 - Real Analysis I

**Credits:** 3  
The completeness property of real numbers, cluster points, open and closed sets in  $\mathbb{R}$ , convergence and divergence of sequences of real numbers, Bolzano-Weierstrass theorem, Cauchy sequences, limits of functions, continuity and uniform continuity of functions, compact sets in  $\mathbb{R}$ , differentiation, Mean Value Theorem, and Taylor's Theorem.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 240, MATH 355.  
**Schedule Type:** Lecture  
**College Code:** CAS

## MATH 432 - Real Analysis II

**Credits:** 3  
Riemann integral, Fundamental Theorem of Calculus, pointwise and uniform convergence of sequences of functions, interchange of limits, convergence and divergence of infinite series, tests for convergence for infinite series, and series of functions. Additional topics as time permits.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 240, MATH 355, MATH 431.  
**Schedule Type:** Lecture  
**College Code:** CAS

## MATH 441 - Abstract Algebra I

**Credits:** 3  
A rigorous proof course on groups, rings, fields, and homomorphisms. Topics include cyclic groups, Cayley's Theorem, Lagrange's Theorem, factor groups, integral domains, and factor rings.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 240, MATH 355.  
**Schedule Type:** Lecture  
**Year Offering:** Even years  
**Term Offering:** Fall  
**College Code:** CAS

## MATH 442 - Abstract Algebra II

**Credits:** 3  
A continuation of MATH 441. Topics include polynomial rings, divisibility in integral domains, and extension fields. Additional topics may include geometric constructions, Sylow Theorems, and Galois Theory.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 240, MATH 355, MATH 441  
**Schedule Type:** Lecture  
**College Code:** CAS

## MATH 475 - Geometry

**Credits:** 3  
Axiomatic development and history of Euclidean and non-Euclidean geometries, constructions, geometric transformations, and selected topics from finite, fractal, affine, and projective geometries. Relation of these topics to secondary teaching.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 355.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Fall  
**College Code:** CAS

## MATH 487 - Special Topics in \_\_\_\_\_

**Credits:** 1–3  
Consult the instructor in regard to the topic to be covered.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Consent of the instructor.  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**College Code:** CAS

## MATH 495 - Independent Study

**Credits:** 1–3  
Independent study of selected topics in mathematics to enable advanced students to pursue topics not offered in other scheduled courses. The student will study under the supervision of a mathematics professor whose prior approval is required. Ordinarily a minimum of three hours of study per week is expected for each credit. Grades are assigned on the basis of an instructor-selected procedure such as oral or written exams or reports.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Prerequisite(s):** Consent of the instructor.  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

## MATH 497 - Research in Mathematics

**Credits:** 0–3  
A research project in mathematics supervised by a faculty mentor. A minimum of 4 work hours per week is required for each credit earned and a minimum of 4 work hours per week is required for the zero-credit option. A written paper is required for both the zero-credit option and all other credit options. Students register for each semester of ongoing research.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite(s):** Approval of the instructor.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CAS

## MATH 530 - Topics in Teaching \_\_\_\_\_

**Credits:** 2,3  
A. Algebra; B. Geometry; C. Analysis; D. Applications; Consult with department chair regarding availability in any given year.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Lecture  
**College Code:** CAS

## MATH 540 - Topics in \_\_\_\_\_

**Credits:** 2,3  
Consult with the instructor in regard to the topic to be covered.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Consent of the instructor.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Lecture  
**College Code:** CAS

# Statistics

## STAT 285 - Introduction to Applied Statistics

**Credits:** 3

A data-driven study of basic descriptive and inferential statistics. Concepts such as null distributions, hypotheses, test statistics, and p-values are emphasized while applying standard statistical tests including logistic regression.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MPE  $\geq$  P2.

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring

**College Code:** CAS

## STAT 340 - Probability Theory with Statistical Applications

**Credits:** 3

Probability theory and statistics for students having preparation in calculus. Topics include probability models, combinatoric problems, random variables, discrete and continuous distributions, expectation, moment generating functions, central limit theorem.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MATH 191 or MATH 195.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## STAT 440 - Mathematical Statistics

**Credits:** 3

A continuation of STAT 340. Calculus-based inferential statistics and data analysis. Topics include hypothesis testing, theory of estimation, non-parametric methods, and regression analysis.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** STAT 340

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**College Code:** CAS

# Music

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

Please visit the Department of Music website for additional information.

## Faculty

Max Keller, *Chair*  
Marc Élysée  
Byron Graves  
Charles Reid  
Karin Thompson  
Carla L. Trynchuk  
Chi Yong Yun  
Stephen P. Zork

Lilianne Doukhan, Emerita  
Carlos Flores, Emeritus  
Claudio Gonzalez, Emeritus  
Alan Mitchell, Emeritus

Rose Eide-Altman, Adjunct

Academic Programs	Credits
BA: Music	41
BS in Music	92
BMus: Composition	78
BMus: Music Education	87
Teacher Certification	35+
BMus: Performance	89-91
Minor in Music	19
MA: Music	32
MMus: Conducting	33
MMus: Music Education	33
MMus: Music Ministry	34
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 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

Students who have declared a music major or minor meet with the Music Department freshman advisor who facilitates the admission and enrollment process. Status as an undergraduate music major is provisional until the student demonstrates academic and performance skills on an acceptable level. See the *Department of Music Student Handbook* for further information.

**Student Handbook.** The *Department of Music Student Handbook*, available on the Department of Music website, 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 large ensemble corresponding to their area of emphasis each semester of residence for a minimum of 8 credits. Students who require more than eight semesters to complete their degree must continue to participate in an ensemble during each semester of residence.

**Minimum Passing Grades.** For music majors pursuing the BMus in music education, no grade lower than a C in an applied lesson, ensemble, or music class will count towards fulfillment of degree or program requirements. This includes transfer music credits. All other undergraduate music degrees follow the university standard for minimum passing grades in the major or minor.

**Piano Proficiency.** All music majors and minors are required to achieve an acceptable level of piano proficiency. This requirement may be met in 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 website, or 2) by taking four semesters of piano proficiency instruction for credit (majors) or two semesters (minors) at the Andrews University Department of Music with a satisfactory grade 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 enroll in the course sequence MUPF117-120 Piano Proficiency 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 (College of Education & International Services).

**Denominational Certification** is not automatic with state certification and is not required for graduation. Contact the certification clerk in the School of Education (College of Education & International Services) for full information.

## Music Performance Credits

The Department of Music offers individual instruction in all major instruments and voice which may fulfill music major or non-music major elective requirements. Course outlines detailing specific course content are available from the instructor. The requirements correlate with guidelines suggested by the National Association of Schools of Music as outlined in the *Department of Music Student Handbook*.

## Graduate Information

Master curricula in Music provide a comprehensive exposure to and experience with the performance, history, and theory of music. Students receive hands-on supervised teaching experience in studio or classroom teaching.

Non-music graduate students may take courses in music or participate in music lessons or ensembles for credit or non-credit. The Andrews University Department of Music has been a member of the National Association of Schools of Music (NASM) since 1964. Music Education students may choose to join the student chapter of Music Educators National Conference.

## Graduate Programs Admission Requirements

- General requirements for admission to graduate study as stated in the Admissions section of this bulletin.
- Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:
  - 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 Present); and mastery of level of performance appropriate to the specific chosen master's program.

- Students who have completed programs comparable to the baccalaureate degree from non-United States institutions, with the level of mastery described in segment 1.
- **Entrance Examinations.** The Department of Music requires entrance examinations in music history and literature, music theory, and an audition in the major area of performance for all entering students prior to admission. Students scoring above 70% on both exams may start their program without review courses. Students scoring from 40-70% on either or both exams must take review courses in those area(s) and earn a minimum of a B grade. Students scoring below 40% will not be admitted to the graduate program, although they may re-take the exams once after a waiting period of 3 months. Another option is to take remedial undergraduate courses in the deficient area.
- 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 website, 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.** Graduate students are required to achieve an acceptable level of piano proficiency. Those who have not demonstrated their proficiency on the undergraduate level may meet this requirement in 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 website, prior to the first registration, or 2) by taking four semesters of MUPF117-120 Piano Proficiency with a satisfactory grade in each semester.
- **Language Proficiency.** For admission to the Master of Music in Performance (voice specialization), proficiency in at least one other language besides English is required as preparation for applying principles of phonetics, diction, and comprehension in the languages of English, German, French, and Italian.

Students must possess adequate language skills to apply principles of diction to other languages also. This includes proficiency with the International Phonetic Alphabet (IPA) prior to entering the master's program. Prospective students who are not yet familiar with IPA at the time of application to the Graduate School must communicate with the Coordinator for Voice Studies to prepare an IPA study plan prior to matriculation in the program.

Students whose native language is English and who have not formally studied any other language in addition to English must achieve at least an elementary skill level in one other language, as documented on an official transcript or through a placement test administered by the modern languages faculty. Remedial coursework does not count toward completion of the graduate degree.

Verification of language proficiency for students who do not have documentation on an academic transcript but who possess fluency in at least one other language beyond English may request fulfillment of the language proficiency requirement by a formal letter to the music department chair and the graduate music program director. The request must be submitted in the first semester of full-time graduate studies and must be approved by the student's applied voice teacher.

- **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.
- **English Proficiency Tests.** English is the language of instruction at Andrews University. International and domestic prospective students whose first language is not English must submit English proficiency test scores. English proficiency tests must be taken within two years prior to admission.

Minimum English proficiency tests scores:

English Proficiency Test	Minimum Scores Required
Internet-based TOEFL (iBT)*	80
IELTS (Academic)	6.5
PTE (Academic)	54

\*Paper-based TOEFL is only accepted when administered by our Department of Intensive English Programs.

## Ensemble Requirements

- Participation on a no-credit basis is required for four semesters in one of the following Andrews University ensembles according to a student's area of emphasis: Wind Symphony, University Singers or AU Symphony Orchestra. Keyboard students: 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.
- Students pursuing piano or organ performance 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.

## Practical Training Requirement

All students pursuing master's programs (MA: Music, MMus: Conducting, MMus: Music Education, MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUED655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the master's 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 the Graduate Program Director for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the master's 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, MMus 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.

**Comprehensive Examinations.** All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam toward the end of their studies. Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

**Active Status.** After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeatable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. Students who fail to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until they apply to the Department of Music for degree reactivation and pay the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

# Bachelors

## Music BA

The Bachelor of Arts in Music is a liberal arts program with a strong emphasis in music. It is a viable option for a double major. The orientation of the Music BA is toward a broad coverage of music rather than intensive concentration on a single specialization. However, an emphasis can be chosen. The Music BA may fulfill the requirements for entrance into a Master of Music program. Students ordinarily complete the program in 4 years.

### Total Credits - 120

### Major - 45

- MUCT 141 - Music Theory I: Introduction to Harmony **Credits: 3**
- MUCT 142 - Music Theory II: Diatonic Harmony **Credits: 3**
- MUCT 151 - Ear Training Laboratory I **Credits: 1**
- MUCT 152 - Ear Training Laboratory II **Credits: 1**
- MUCT 153 - Ear Training Laboratory III **Credits: 1**
- MUCT 154 - Ear Training Laboratory IV **Credits: 1**
- MUCT 241 - Music Theory III: Chromatic Harmony **Credits: 3**
- MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony **Credits: 3**
- MUCT 251 - Music Technology Laboratory **Credits: 1**
- MUHL 250 - Music to Change the World **Credits: 3**
- MUHL 446 - Music Literature and Style (Antiquity - 17th Century) **Credits: 3**
- MUHL 447 - Music Literature and Style (17th Century - 19th Century) **Credits: 3**
- MUHL 448 - Music Literature and Style (19th Century - Present) **Credits: 3**
- MUPF 489 - Recital Attendance **Credits: 0** (every semester)

### Ensemble - 8

8 credits of ensemble (must be in a large instrumental or choral ensemble: University Singers, Chorale, Wind Symphony or Symphony Orchestra).  
Keyboard focus (piano or organ): Must take 1 credit of MUPF 405 - Keyboard Accompaniment and 1 credit of MUPF 410 - Collaborative Piano as part of 8 credits of ensemble. Remaining 6 credits must be taken in one of the large ensembles.

### Performance - 8

6-7 credits of MUPF 164, 264, 364, or 464 in area of focus  
1-2 credits of MUPF 497 or MUPF 499

### Additional Requirements

- A minimum of 4 credits in applied music must be taken as upper-division credits.
- At least one course other than ensemble or applied music must be taken in residence.
- Attendance required each semester in major area master classes.  
Piano Proficiency.

## Cognates - 4

PHYS 225 - Sound and Waves **Credits: 4 \***

\* Fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit effective technical and artistic skills in music performance of repertoire from a broad range of stylistic periods.
- Learn and apply pedagogical methods, techniques and tools related to their area of expertise as appropriate to their degree track.

- Demonstrate basic proficiency in the theoretical foundations of Western music through aural skills, analysis, composition, and improvisation.
- Demonstrate understanding of music history—including the development of musical styles and the contextual forces that shaped their development, primarily in the context of Western music, but also to a basic extent in American and world music.
- Hone critical thinking skills by consciously making informed interpretation choices, connecting theoretical and historical understanding to musical performance, and developing a personal and discerning philosophy of music.
- Apprentice in a spirit of artistic community.

## Music BSM

The Bachelor of Science in Music 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. Students ordinarily complete this program in 4 years.

### Total Credits - 120

### Major - 45

- MUCT 141 - Music Theory I: Introduction to Harmony **Credits: 3**
- MUCT 142 - Music Theory II: Diatonic Harmony **Credits: 3**
- MUCT 151 - Ear Training Laboratory I **Credits: 1**
- MUCT 152 - Ear Training Laboratory II **Credits: 1**
- MUCT 153 - Ear Training Laboratory III **Credits: 1**
- MUCT 154 - Ear Training Laboratory IV **Credits: 1**
- MUCT 241 - Music Theory III: Chromatic Harmony **Credits: 3**
- MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony **Credits: 3**
- MUCT 251 - Music Technology Laboratory **Credits: 1**
- MUHL 250 - Music to Change the World **Credits: 3**
- MUHL 446 - Music Literature and Style (Antiquity - 17th Century) **Credits: 3**
- MUHL 447 - Music Literature and Style (17th Century - 19th Century) **Credits: 3**
- MUHL 448 - Music Literature and Style (19th Century - Present) **Credits: 3**
- MUPF 489 - Recital Attendance **Credits: 0** (every semester)

### Ensemble - 8

8 credits of ensemble (must be in a large instrumental or choral ensemble: University Singers, Chorale, Wind Symphony or Symphony Orchestra).  
Keyboard focus (piano or organ): Must take 1 credit of MUPF 405 - Keyboard Accompaniment and 1 credit of MUPF 410 - Collaborative Piano as part of 8 credits of ensemble. Remaining 6 credits must be taken in one of the large ensembles.

### Performance - 8

6-7 credits of MUPF 164, 264, 364, or 464 in area of focus  
1-2-credits of MUPF 497 or MUPF 499

### Additional Requirements

- A minimum of 4 credits in applied music must be taken as upper-division credits.
- At least one course other than ensemble or applied music must be taken in residence.
- Attendance required each semester in major area master classes.  
Piano Proficiency.

## Cognates - 47

- 5 credits of BIOL 165 - Foundations of Biology **Credits: 4,5**
- 5 credits of BIOL 166 - Foundations of Biology **Credits: 4,5**
- CHEM 131 - General Chemistry I **Credits: 4 \***
- CHEM 132 - General Chemistry II **Credits: 4**
- CHEM 231 - Organic Chemistry I **Credits: 3**
- CHEM 232 - Organic Chemistry II **Credits: 3**
- CHEM 241 - Organic Chemistry Laboratory I **Credits: 1**
- CHEM 242 - Organic Chemistry Laboratory II **Credits: 1**
- PHYS 141 - General Physics I **Credits: 4 \***
- PHYS 142 - General Physics II **Credits: 4**
- BCHM 421 - Biochemistry I **Credits: 4**
- PSYC 101 - Introduction to Psychology **Credits: 3 \***



SOCI 119 - Principles of Sociology **Credits:** 3 \*

STAT 285 - Introduction to Applied Statistics **Credits:** 3 \*

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit effective technical and artistic skills in music **performance** of repertoire from a broad range of stylistic periods.
- Learn and apply **pedagogical** methods, techniques and tools related to their area of expertise as appropriate to their degree track.
- Demonstrate basic proficiency in the **theoretical foundations** of Western music through aural skills, analysis, composition, and improvisation.
- Demonstrate understanding of **music history**—including the development of musical styles and the contextual forces that shaped their development, primarily in the context of Western music, but also to a basic extent in American and world music.
- Demonstrate basic competencies in **music technology** (including digital notation and sequencing) and **music research**.
- Hone **critical thinking** skills by consciously making informed interpretation choices, connecting theoretical and historical understanding to musical performance, and developing a personal and discerning philosophy of music.
- Apprentice in a spirit of **artistic community**.
- **Integrate faith and learning** by hymnology/worship and music.
- Apprentice in a spirit of **service**.

## Music Composition BMus

The Bachelor of Music in Composition (Composition BMus) degree is designed for students who are considering a future as a composer, orchestrator, arranger, copyist, producer, or academic. This degree prepares students to pursue a career in or related to music composition and/or to continue on to higher degree programs in music. Students ordinarily complete this program in 4 years.

### Total Credits - 120

### Major - 78

#### BMus Core - 33

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  
MUED 301 - Conducting I **Credits:** 2  
MUED 302 - Conducting II **Credits:** 2  
MUHL 250 - Music to Change the World **Credits:** 3  
MUHL 446 - Music Literature and Style (Antiquity - 17th Century) **Credits:** 3  
MUHL 447 - Music Literature and Style (17th Century - 19th Century) **Credits:** 3  
MUHL 448 - Music Literature and Style (19th Century - Present) **Credits:** 3  
MUPF 489 - Recital Attendance **Credits:** 0 (every semester)

#### Ensemble - 8

All music majors must enroll in a large ensemble corresponding to their area of emphasis each semester of residence for a minimum of 8 credits. Students who require more than eight semesters to complete their degree must continue to participate in a large ensemble during each semester of residence. Varied ensemble experiences (size and type) are required to be documented on jury forms prior to graduation.

#### Composition - 37

MUCT 252 - Music Technology Laboratory II **Credits:** 1  
MUCT 330 - Synthesis and Virtual Instruments **Credits:** 2  
MUCT 334 - Song Writing **Credits:** 2  
MUCT 350 - Music Technology Internship **Credits:** 1  
MUCT 425 - Counterpoint **Credits:** 3  
MUCT 454 - Orchestration **Credits:** 3  
MUCT 470 - Form Analysis **Credits:** 2  
MUED 316 - Instrumental Literature **Credits:** 2  
MUED 317 - Choral Literature **Credits:** 2

Choose 1 of the following courses:

MUED 426 - Piano Literature **Credits:** 3  
MUED 436 - Vocal Literature **Credits:** 3

#### Composition Lessons (14 credits total):

MUPF 165 - Applied Music **Credits:** 1,2  
MUPF 265 - Applied Music—Sophomore **Credits:** 1,2  
MUPF 365 - Applied Music—Junior **Credits:** 1,2  
MUPF 465 - Applied Music—Senior **Credits:** 1,2  
2 credits of MUPF 497 - Recital—Senior **Credits:** 1,2 or MUPF 499 - Senior Project

## Cognate - 4

PHYS 225 - Sound and Waves **Credits:** 4

## Additional Requirements

- A minimum of 6 credits in applied music must be taken as upper-division credits.
- Attendance at major area master classes
- Piano Proficiency

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will:

- **Compose** and engage in the performance of new music.
- Develop a foundational proficiency in **music production**.
- Learn and apply **pedagogical** methods, techniques and tools related to their area of expertise as appropriate to their degree track.
- Demonstrate basic proficiency in the **theoretical foundations** of Western music through aural skills, analysis, composition, and improvisation.
- Demonstrate understanding of **music history**—including the development of musical styles and the contextual forces that shaped their development, primarily in the context of Western music, but also to a basic extent in American and world music.
- Students will demonstrate basic competencies in **music technology** (including digital notation and sequencing) and **music research**.
- Hone **critical thinking** skills by: consciously making informed interpretation choices, connecting theoretical and historical understanding to musical performance, developing a personal and discerning philosophy of music.
- Apprentice in a spirit of **artistic community**.
- **Integrate faith** and learning by hymnology/worship and music.
- Apprentice in a spirit of **service**.

## Music Education, Teacher Certification BMus

The Bachelor of Music in Music Education degree is designed 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

(College of Education & International Services) to keep abreast of certification requirements. Students can choose from the following focus areas: wind instruments, string instruments, keyboard, voice, or composition.

## Total Credits - 120

## Major - 83

### BMus Core - 41

- 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**
- MUED 301 - Conducting I **Credits: 2**
- MUED 302 - Conducting II **Credits: 2**
- MUHL 250 - Music to Change the World **Credits: 3**
- MUHL 446 - Music Literature and Style (Antiquity - 17th Century) **Credits: 3**
- MUHL 447 - Music Literature and Style (17th Century - 19th Century) **Credits: 3**
- MUHL 448 - Music Literature and Style (19th Century - Present) **Credits: 3**
- MUPF 489 - Recital Attendance **Credits: 0** (every semester)

### Choose from the following courses for a total of 3 credits:

- MUCT 252 - Music Technology Laboratory II **Credits: 1**
- MUCT 334 - Song Writing **Credits: 2**
- MUCT 335 - Writing Music for Worship **Credits: 2**
- MUCT 425 - Counterpoint **Credits: 3**

### Music Education - 42

- 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**

### Choose one of the following courses:

- MUED 421 - Organ Literature and Pedagogy I **Credits: 3**
- MUED 423 - String Pedagogy I **Credits: 3**
- MUED 424 - String Pedagogy II **Credits: 3**
- MUED 427 - Piano Pedagogy **Credits: 3**
- MUED 437 - Vocal Pedagogy **Credits: 3**
- MUPF 420 - Diction for Singers **Credits: 3**

### Ensemble - 8

- 8 credits of ensemble (must be in a large instrumental or choral ensemble: University Singers, Chorale, Wind Symphony or Symphony Orchestra).
- Keyboard focus (piano or organ): must take 1 credit of MUPF 405 Keyboard Accompaniment and 1 credit of MUPF 410 Collaborative Piano as part of 8 credits of ensemble. Remaining 6 credits must be taken in one of the large ensembles.

### Major applied area - 8

- 6-7 credits of MUPF 164, 264, 364, or 464 in area of focus
- 1-2 credits of MUPF 497 or MUPF 499

### Minor performance area - 3

- 3 credits of MUPF 164, 264, 364, or 464 in a non-focus area

### Additional Requirements

- A minimum of 4 credits in applied music must be taken as upper-division credits.
- Attendance at major area master classes
- Piano Proficiency

## Cognates - 4

PHYS 225 - Sound and Waves **Credits: 4 \***

\*Course fulfills ACE requirement

## Secondary Education BA/BS

Click to view the Secondary Education BA/BS requirements.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit effective technical and artistic skills in music **performance** of repertoire from a broad range of stylistic periods.
- Learn and apply **pedagogical** methods, techniques and tools related to their area of expertise as appropriate to their degree track.
- Demonstrate basic proficiency in the **theoretical foundations** of Western music through aural skills, analysis, composition, and improvisation.
- Demonstrate understanding of **music history**—including the development of musical styles and the contextual forces that shaped their development, primarily in the context of Western music, but also to a basic extent in American and world music.
- Demonstrate basic competencies in **music technology** (including digital notation and sequencing) and **music research**.
- Hone **critical thinking** skills by consciously making informed interpretation choices, connecting theoretical and historical understanding to musical performance, and developing a personal and discerning philosophy of music.
- Apprentice in a spirit of **artistic community**.
- Integrate faith and learning** by hymnology/worship and music.
- Apprentice in a spirit of **service**.

## Music Performance BMus

The Bachelor of Music in Performance degree is designed for students who are considering a future as professional performers. The Bachelor's degree in Music Performance requires concentrated study in one of the following areas: piano or organ, stringed instruments, wind instruments, percussion instruments, or voice. This degree prepares students for a Master's degree in performance. Students ordinarily complete this program in 4 years.

## Total Credits - 120

## Major - 85+

### BMus Core - 39

- 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**
- MUED 301 - Conducting I **Credits: 2**
- MUHL 250 - Music to Change the World **Credits: 3**
- MUHL 446 - Music Literature and Style (Antiquity - 17th Century) **Credits: 3**
- MUHL 447 - Music Literature and Style (17th Century - 19th Century) **Credits: 3**
- MUHL 448 - Music Literature and Style (19th Century - Present) **Credits: 3**
- MUPF 489 - Recital Attendance **Credits: 0** (every semester)

### Choose from the following courses for a total of 3 credits:

- MUCT 425 - Counterpoint **Credits: 3**
- MUCT 252 - Music Technology Laboratory II **Credits: 1**
- MUCT 334 - Song Writing **Credits: 2**
- MUCT 335 - Writing Music for Worship **Credits: 2**

### Performance - 36+

Major Instrument and voice: 16 credits (4 credits each of MUPF 165 , MUPF 265 , MUPF 365 , and MUPF 465 ).

Ensemble: 8 credits. Bachelor of Music degree students majoring in piano or organ performance must take 2 credits of MUPF 405 Keyboard Accompaniment and 2 credits of MUPF 410 Collaborative Piano. The remaining 4 credits must be taken in one of the major ensembles.

Recital: 3 credits. MUPF 397 - Recital - Junior (1 credit) and MUPF 497 - Recital - Senior (2 credits)

### Choose one of the following courses:

MUPF 339 - Chamber Music Ensemble **Credits:** 1 (3 credits required for instrumentalists only)

MUPF 420 - Diction for Singers **Credits:** 3 (for voice majors only)

### Choose from one of the following sets:

MUED 316 - Instrumental Literature **Credits:** 2

MUED 430 - Topics in \_\_\_\_\_ **Credits:** 1–3 [Instrumental] Pedagogy  
**or**

MUED 421 - Organ Literature and Pedagogy I **Credits:** 3

MUED 422 - Organ Literature and Pedagogy II **Credits:** 3

**or**

MUED 426 - Piano Literature **Credits:** 3

MUED 427 - Piano Pedagogy **Credits:** 3

**or**

MUED 423 - String Pedagogy I **Credits:** 3

MUED 424 - String Pedagogy II **Credits:** 3

**or**

MUED 436 - Vocal Literature **Credits:** 3

MUED 437 - Vocal Pedagogy **Credits:** 3

### Other Music Requirements - 10+

For piano and instrumental majors only: 10 credits of music electives

For voice majors only: 12 credits of languages (minimum 2 different languages) to be selected from French, German, Italian, or Spanish

### Additional Requirements

- Attendance at major area master classes
- Piano Proficiency

## Cognate - 4

PHYS 225 - Sound and Waves **Credits:** 4 \*

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit effective technical and artistic skills in music **performance** of repertoire from a broad range of stylistic periods.
- Learn and apply **pedagogical** methods, techniques and tools related to their area of expertise as appropriate to their degree track.
- Demonstrate basic proficiency in the **theoretical foundations** of Western music through aural skills, analysis, composition, and improvisation.
- Demonstrate understanding of **music history**—including the development of musical styles and the contextual forces that shaped their development, primarily in the context of Western music, but also to a basic extent in American and world music.
- Demonstrate basic competencies in **music technology** (including digital notation and sequencing) and **music research**.
- Hone **critical thinking** skills by consciously making informed interpretation choices, connecting theoretical and historical understanding to musical performance, and developing a personal and discerning philosophy of music.
- Apprentice in a spirit of **artistic community**.
- **Integrate faith and learning** by hymnology/worship and music.
- Apprentice in a spirit of **service**.

## Undergraduate Minors

### Music Minor

The Music Minor is for students who desire to strengthen their knowledge and skills in this field while majoring in another academic area. This minor is available to students who are enrolled in bachelor's degree programs at Andrews University.

Admission to the Music Minor requires an audition. The Department of Music accepts applications for the Music Minor for Spring or Fall semester entrance.

### Total Credits - 19

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

MUHL 250 - Music to Change the World **Credits:** 3

### Ensemble - 4

Four semesters of enrollment in a large ensemble corresponding to area of emphasis. Keyboard focus (piano or organ): Must take 1 credit of MUPF 405 - Keyboard Accompaniment and 1 credit of MUPF 410 - Collaborative Piano as part of their 4 credits of ensemble. Remaining 2 credits must be fulfilled in one of the large ensembles.

### Performance - 4

4 credits of MUPF 164, 264, 364, or 464 in area of focus

### Additional Requirements

- MUPF 489 - Recital Attendance **Credits:** 0 (four semesters)
- Piano Proficiency - Music minor requirement fulfilled by passing the piano proficiency examination or enrolling in two semesters of the piano proficiency class

## Student Learning Outcomes

Graduates of this program will:

- Exhibit effective technical and artistic skills in music performance of repertoire from a range of stylistic periods.
- Learn and apply techniques and tools related to their area of expertise, as appropriate to their degree track.
- Demonstrate basic proficiency in the theoretical foundations of Western music through aural skills, analysis, composition, and improvisation.
- Apprentice in a spirit of artistic community.

## Masters

### Conducting MMus

This degree gives students professional training in either choral or instrumental conducting. The degree prepares students for professional choral, orchestral, or band conducting positions. It also prepares students who wish to pursue a doctoral degree in conducting. Students ordinarily complete the program in two years of full-time study.

### Total Credits - 33

#### MMus Core - 13

MUCT 535 - Analytical Techniques I **Credits:** 2

MUCT 536 - Analytical Techniques II **Credits:** 2

MUED 648 - Workshop **Credits:** 1

MUED 655 - Practical Training **Credits:** 0

MUHL 519 - Studies in 20th Century Music **Credits:** 2

4 credits of MUHL 524 - Music Literature Seminar **Credits:** 2 (two times with different content)

MUHL 670 - Comprehensive Exam **Credits:** 0

MUHL 695 - Bibliography and Research in Music **Credits:** 2

## Conducting - 20

MUED 564 - Score Study **Credits:** 2

MUPF 520 - Diction for Singers **Credits:** 2

## Concentration - 16

### Choral Conducting

MUED 537 - Vocal Pedagogy **Credits:** 2

8 credits in focus area MUPF 506 - Advanced Conducting **Credits:** 1,2

1 credit in related area of MUPF 506 - Advanced Conducting

2 credits of MUPF 575 - Recital **Credits:** 1,2

Music electives (3 credits) selected in consultation with an advisor from MUCT, MUED, MUHL, MUPF, MURE courses to fulfill the minimum of 33 credits

### Instrumental Conducting

2 credits of 500-level MUED course in Pedagogy or Music Education **Credits:** 2-3

8 credits in focus area of MUPF 506 - Advanced Conducting **Credits:** 1,2

1 credit in related area of MUPF 506 - Advanced Conducting

2 credits of MUPF 575 - Recital **Credits:** 1,2

Music electives (2-3 credits) selected in consultation with an advisor from MUCT, MUED, MUHL, MUPF, MURE courses to fulfill the minimum of 33 credits

### Electives

Music electives selected in consultation with an advisor from MUCT, MUED, MUHL, MUPF, MURE courses to fulfill the minimum of 33 credits

## Additional Requirements

### Practical Training:

- All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 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 master's 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 master's program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

### Ensemble:

- Registration is required in one of the following, each semester in residence, for a minimum of 4 semesters: an Andrews University Department of Music large ensemble (band, choir or orchestra) that corresponds to the student's area of specialty.
- Keyboard students are required to enroll in the following courses which may apply to the minimum four-semester ensemble requirement: Non-performance keyboard students are required to enroll for one semester of MUPF 505 Keyboard Accompaniment or one semester of MUPF 510 Collaborative Piano. Students pursuing a performance concentration with specialization in piano or organ are required to enroll for one semester of MUPF 510 Collaborative Piano and one semester of MUPF 515 Recital Accompaniment.

### Piano Proficiency:

- 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 the undergraduate piano proficiency sequence.

### Comprehensive Exam:

- Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

## Maintaining 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.

## 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:
  - 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.
  - 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.

**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.

**English Proficiency Tests.** English is the language of instruction at Andrews University. International and domestic prospective students whose first language is not English must submit English proficiency test scores. English proficiency tests must be taken within two years prior to admission.

### Minimum English proficiency tests scores:

English Proficiency Test	Minimum Scores Required
Internet-based TOEFL (iBT)*	80
IELTS (Academic)	6.5
PTE (Academic)	54

\* Paper-based TOEFL is only accepted when administered by our Department of Intensive English Programs.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit advanced technical and artistic skills in their area of expertise.
- Learn and apply pedagogical methods, techniques, and tools related to their area of expertise, as appropriate to their degree track.
- Demonstrate their understanding of music history – including the development of musical styles and the contextual forces that have influenced and shaped their development, primarily in the Western art music tradition.
- Demonstrate advanced proficiency in the theoretical foundations of Western music through aural skills, analysis, and understanding of historical context.
- Demonstrate astute skills in music research and writing.
- Hone critical thinking skills by:
  - Responding to scholarly research both orally and in written form.

- Preparing informed musical performances (or compositions) based on their theoretical and historical understanding of the repertoire.
- Preparing and bringing to completion their capstone.

## Music Education MMus

This degree provides students with further preparation and qualification to teach music in the elementary and secondary levels. Because state certification is required for all K-12 teaching positions in the United States, students planning to teach in the United States must be prepared to fulfill certification requirements. This may be accomplished either as a result of holding a bachelor's degree in music education prior to starting the master's degree or taking specific undergraduate courses in music education as remedial requirements. The curriculum leads to a capstone that may be in the form of a recital, a thesis, or a project. Students ordinarily complete the program in two years of full-time study, except when the student does not have prior certification to teach. The program length in that case will depend on the number of remedial courses required to attain certification.

### Total Credits - 33+

#### MMus Core - 13

- MUCT 535 - Analytical Techniques I **Credits: 2**
- MUCT 536 - Analytical Techniques II **Credits: 2**
- MUED 648 - Workshop **Credits: 1**
- MUED 655 - Practical Training **Credits: 0**
- MUHL 519 - Studies in 20th Century Music **Credits: 2**
- 4 credits of MUHL 524 - Music Literature Seminar **Credits: 2** (two times with different content)
- MUHL 670 - Comprehensive Exam **Credits: 0**
- MUHL 695 - Bibliography and Research in Music **Credits: 2**

#### Music Education - 16+

- 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**
- 2 credits of 500-level MUED course in Area Literature or Area Pedagogy\*
- 1 credit of MUPF 506 - Advanced Conducting **Credits: 1,2**

\*Students who took these courses during their undergraduate program at Andrews University will substitute with electives.

#### Project/Recital/Thesis - 4+

Choose one of the following:\*

- 4 credits of MUHL 698 - Project **Credits: 2** (two projects total)
- 2 credits of MUPF 575 - Recital **Credits: 1,2** and 6 credits of MUPF 500 - Applied Music (non-performance track) **Credits: 1,2**
- 6 credits of MUHL 699 - Master's Thesis **Credits: 2-6**
- 2 credits of MUHL 698 - Project **Credits: 2**, plus 1 credit of MUPF 575 - Recital **Credits: 1,2** and a minimum of 4 credits of MUPF 500 - Applied Music (non-performance track) **Credits: 1,2**

#### Electives

Music electives selected in consultation with an advisor from MUCT, MUED, MUHL, MUPF, MURE courses to fulfill the minimum of 33 credits.

## Additional Requirements

#### Practical Training:

- All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 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 master's 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 master's program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

#### Ensemble:

- Registration is required in one of the following, each semester in residence, for a minimum of 4 semesters: an Andrews University Department of Music large ensemble (band, choir or orchestra) that corresponds to the student's area of specialty.
- Keyboard students are required to enroll in the following courses which may apply to the minimum four-semester ensemble requirement: Non-performance keyboard students are required to enroll for one semester of MUPF 505 Keyboard Accompaniment or one semester of MUPF 510 Collaborative Piano. Students pursuing a performance concentration with specialization in piano or organ are required to enroll for one semester of MUPF 510 Collaborative Piano and one semester of MUPF 515 Recital Accompaniment.

#### Piano Proficiency:

- 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 the undergraduate piano proficiency sequence.

#### Comprehensive Exam:

- Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

## Maintaining 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.

## Graduation Requirements

Students majoring in music education must qualify for a state teaching certificate prior to conferral of degree.

## 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:
- 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.
- 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.

**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.

**English Proficiency Tests.** English is the language of instruction at Andrews University. International and domestic prospective students whose first language is not English must submit English proficiency test scores. English proficiency tests must be taken within two years prior to admission.

**Minimum English proficiency tests scores:**

English Proficiency Test	Minimum Scores Required
Internet-based TOEFL (iBT)*	80
IELTS (Academic)	6.5
PTE (Academic)	54

\* Paper-based TOEFL is only accepted when administered by our Center for Intensive English Programs.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit advanced technical and artistic skills in their area of expertise.
- Learn and apply pedagogical methods, techniques, and tools related to their area of expertise, as appropriate to their degree track.
- Demonstrate their understanding of music history – including the development of musical styles and the contextual forces that have influenced and shaped their development, primarily in the Western art music tradition.
- Demonstrate advanced proficiency in the theoretical foundations of Western music through aural skills, analysis, and understanding of historical context.
- Demonstrate astute skills in music research and writing.
- Hone critical thinking skills by:
  - Responding to scholarly research both orally and in written form.
  - Preparing informed musical performances (or compositions) based on their theoretical and historical understanding of the repertoire.
  - Preparing and bringing to completion their capstone.

## Music MA

This degree program provides graduate-level training in music, with variables and choices allowing students to pursue an emphasis based on their interests and aptitude. Possible emphases include composition, piano pedagogy, collaborative piano, or other areas of music study provided the courses are offered in the curriculum. This degree gives students graduate-level qualification for positions that require a master's degree of any kind, or it can serve to prepare students wishing to continue with a doctoral degree in music. Students ordinarily complete the program in two years of full-time study.

### Total Credits - 32+

MUCT 535 - Analytical Techniques I **Credits:** 2  
MUCT 536 - Analytical Techniques II **Credits:** 2  
2 credits of 500-level MUED course in Music Education **Credits:**2-3  
MUED 648 - Workshop **Credits:** 1  
MUED 655 - Practical Training **Credits:** 0  
MUHL 519 - Studies in 20th Century Music **Credits:** 2  
4 credits of MUHL 524 - Music Literature Seminar **Credits:** 2 (two times with different content)  
MUHL 670 - Comprehensive Exam **Credits:** 0  
MUHL 695 - Bibliography and Research in Music **Credits:** 2  
2 credits of MUPF 500 - Applied Music (non-performance track) **Credits:** 1,2

### Project/Recital/Thesis - 4+

This requirement may be met by choosing one of the following:

- A thesis: 6 credits of MUHL 699 - Master's Thesis and/or EDRM 505 - Research Methods.
- Two projects: 2 credits of MUHL 698 - Project for each project.
- A credit recital: 2 credits of MUPF 575 - Recital plus a minimum of 6 credits of MUPF 500 - Applied Music (non-performance track).
- One project plus a one-credit recital: 2 credits of MUHL 698 - Project, 1 credit of MUPF 575 - Recital, and a minimum of 4 credits of MUPF 500.

**\*Note:** 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.

### Electives

Music electives selected in consultation with an advisor from MUCT, MUED, MUHL, MUPF, MURE courses to fulfill the minimum of 32 credits.

## Additional Requirements

### Practical Training:

- All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: Music Education; MMus: Music Ministry; MMus: Performance) are required to take the course MUED 655 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 master's 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 master's program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

### Ensemble:

- Registration is required in one of the following, each semester in residence, for a minimum of 4 semesters: an Andrews University Department of Music large ensemble (band, choir or orchestra) that corresponds to the student's area of specialty.
- Keyboard students are required to enroll in the following courses which may apply to the minimum four-semester ensemble requirement: Non-performance keyboard students are required to enroll for one semester of MUPF 505 Keyboard Accompaniment or one semester of MUPF 510 Collaborative Piano. Students pursuing a performance concentration with specialization in piano or organ are required to enroll for one semester of MUPF 510 Collaborative Piano and one semester of MUPF 515 Recital Accompaniment.

### Piano Proficiency:

- 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 the undergraduate piano proficiency sequence.

### Comprehensive Examinations:

- All graduate students in music take the course MUHL 670 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.

## Maintaining 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 MUHL 665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL 670 Comprehensive Exam (non-repeatable), or MUHL 655 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 MUHL 655 Program Continuation.

## 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:
- 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.
- 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.

**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.

**English Proficiency Tests.** English is the language of instruction at Andrews University. International and domestic prospective students whose first language is not English must submit English proficiency test scores. English proficiency tests must be taken within two years prior to admission.

### Minimum English proficiency tests scores:

English Proficiency Test	Minimum Scores Required
Internet-based TOEFL (iBT)*	80
IELTS (Academic)	6.5
PTE (Academic)	54

\* Paper-based TOEFL is only accepted when administered by our Center for Intensive English Programs.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit advanced technical and artistic skills in their area of expertise.
- Learn and apply pedagogical methods, techniques, and tools related to their area of expertise, as appropriate to their degree track.
- Demonstrate their understanding of music history – including the development of musical styles and the contextual forces that have influenced and shaped their development, primarily in the Western art music tradition.
- Demonstrate advanced proficiency in the theoretical foundations of Western music through aural skills, analysis, and understanding of historical context.
- Demonstrate astute skills in music research and writing.
- Hone critical thinking skills by:
  - Responding to scholarly research both orally and in written form.
  - Preparing informed musical performances (or compositions) based on their theoretical and historical understanding of the repertoire.
  - Preparing and bringing to completion their capstone.

## Music Ministry MMus

This degree provides students with valuable knowledge and experience designed to better prepare them for a variety of music ministry positions. Together the Department of Music and the Seminary provide courses in music history and analysis, church music, worship, and leadership along with requirements that give practical experience in worship settings. The capstone requirement can be in the form of a recital in the student's chosen area of performance, a thesis, or project. Students ordinarily complete the program in two years of full-time study.

## Total Credits - 32+

### MMus Core - 15

- MUCT 535 - Analytical Techniques I **Credits:** 2
- MUED 655 - Practical Training **Credits:** 0
- MUHL 519 - Studies in 20th Century Music **Credits:** 2
- 4 credits of MUHL 524 - Music Literature Seminar **Credits:** 2 (two times with different content)
- MUHL 670 - Comprehensive Exam **Credits:** 0
- MUHL 695 - Bibliography and Research in Music **Credits:** 2
- 3 credits of MUPF 500 - Applied Music (non-performance track) **Credits:** 1,2 (1 credit must be taken in either keyboard or guitar, on a different instrument than the other 2 credits.)
- 2 credits of MUPF 506 - Advanced Conducting **Credits:** 1,2

### Music Ministry - 17+

- 2 credits of CHIS 689 - History of Worship and Liturgy **Credits:** 2, 3
- MURE 590 - Ministry of Music Practicum **Credits:** 1 (with portfolio)
- 2 credits of PATH 523 - Worship: Word and Music **Credits:** 2,3
- PATH 552 - Foundations of Pastoral Ministry **Credits:** 2
- PATH 590 - Ministry of Music **Credits:** 2,3
- PATH 602 - History of Christian Worship Music **Credits:** 2
- 2 credits of PATH 654 - History and Theology in Adventist Worship **Credits:** 2,3

### Project/Recital/Thesis - 4+

Choose one of the following:

- 4 credits of MUHL 698 - Project **Credits:** 2 (two projects total)
- MUHL 698 - Project **Credits:** 2, and 1 credit of MUPF 575 - Recital **Credits:** 1,2, and 4 credits of MUPF 500 - Applied Music (non-performance track) **Credits:** 1,2
- 2 credits of MUPF 575 - Recital **Credits:** 1,2 and 6 credits of MUPF 500 - Applied Music (non-performance track) **Credits:** 1,2
- 6 credits of MUHL 699 - Master's Thesis **Credits:** 2-6
- 3 credits of MUHL 699 - Master's Thesis **Credits:** 2-6 and EDRM 505 - Research Methods **Credits:** 3

## Additional Requirements

### Workshop

- All students must attend a workshop. This is normally completed through PATH 523 - Worship: Word and Music in the spring. However, if PATH 523 is not taken in a spring semester students will be required to register for MUED 648 - Workshop.

### Practical Training:

- All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 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 master's 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 master's program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

### Ensemble:

- Registration is required in one of the following, each semester in residence, for a minimum of 4 semesters: an Andrews University Department of Music large ensemble (band, choir or orchestra) that corresponds to the student's area of specialty.
- Keyboard students are required to enroll in the following courses which may apply to the minimum four-semester ensemble requirement: Non-

performance keyboard students are required to enroll for one semester of MUPF 505 Keyboard Accompaniment or one semester of MUPF 510 Collaborative Piano. Students pursuing a performance concentration with specialization in piano or organ are required to enroll for one semester of MUPF 510 Collaborative Piano and one semester of MUPF 515 Recital Accompaniment.

#### Piano Proficiency:

- 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 the undergraduate piano proficiency sequence.

#### Comprehensive Exam:

- Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

## Maintaining 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.

## 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:
- 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.
- 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.

**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.

**English Proficiency Tests.** English is the language of instruction at Andrews University. International and domestic prospective students whose first language is not English must submit English proficiency test scores. English proficiency tests must be taken within two years prior to admission.

Minimum English proficiency tests scores:

English Proficiency Test	Minimum Scores Required
Internet-based TOEFL (iBT)*	80
IELTS (Academic)	6.5
PTE (Academic)	54

\*Paper-based TOEFL is only accepted when administered by our Department of Intensive English Programs.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit advanced technical and artistic skills in their area of expertise.
- Learn and apply pedagogical methods, techniques, and tools related to their area of expertise, as appropriate to their degree track.
- Demonstrate their understanding of music history – including the development of musical styles and the contextual forces that have influenced and shaped their development, primarily in the Western art music tradition.
- Demonstrate advanced proficiency in the theoretical foundations of Western music through aural skills, analysis, and understanding of historical context.
- Demonstrate astute skills in music research and writing.
- Hone critical thinking skills by:
  - Responding to scholarly research both orally and in written form.
  - Preparing informed musical performances (or compositions) based on their theoretical and historical understanding of the repertoire.
  - Preparing and bringing to completion their capstone.

## Performance MMus

A prior advanced level of performance in one area is required in order to pursue a master's degree in performance. Students focus on one area of performance, giving them further advanced training and graduate-level qualification in music. It prepares them for a performance profession or pursuit of doctoral studies in music. Students ordinarily complete the program in two years of full-time study.

## Total Credits - 32+

### MMus Core - 13

- MUCT 535 - Analytical Techniques I **Credits:** 2
- MUCT 536 - Analytical Techniques II **Credits:** 2
- MUED 648 - Workshop **Credits:** 1
- MUED 655 - Practical Training **Credits:** 0
- MUHL 519 - Studies in 20th Century Music **Credits:** 2
- 4 credits of MUHL 524 - Music Literature Seminar **Credits:** 2 (two times with different content)
- MUHL 670 - Comprehensive Exam **Credits:** 0
- MUHL 695 - Bibliography and Research in Music **Credits:** 2

### Recital - 2

- 2 credits of MUPF 575 - Recital **Credits:** 1,2
- 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.

### Concentration - 12+

#### Instrumental - 12

- 8 credits in focus instrument of MUPF 560 - Applied Music (performance track) **Credits:** 1,2
- 4 credits of 500-level courses in Literature and/or Pedagogy\*

#### Strings - 13+

- 1 credit of MUPF 538 - Chamber Music Ensemble **Credits:** 0,1
- 8 credits in focus strings of MUPF 560 - Applied Music (performance track) **Credits:** 1,2
- 4 credits of 500-level courses in Literature and/or Pedagogy\*

#### Voice -14

- MUPF 520 - Diction for Singers **Credits:** 2 \*
- 8 credits in voice of MUPF 560 - Applied Music (performance track) **Credits:** 1,2
- 4 credits of 500-level courses in Literature and/or Pedagogy\*

\* Students who took area literature and/or pedagogy courses during their undergraduate program at Andrews University will substitute with electives.



## Electives

Music electives selected in consultation with an advisor from MUCT, MUED, MUHL, MUPF, MURE courses to fulfill the minimum of 32 credits.

## Additional Requirements

### Practical Training:

- All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 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 master's 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
  - Instrumentalist 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 master's program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.
- Ensemble:**
- Registration is required in one of the following, each semester in residence, for a minimum of 4 semesters: an Andrews University Department of Music large ensemble (band, choir or orchestra) that corresponds to the student's area of specialty.
- Keyboard students are required to enroll in the following courses which may apply to the minimum four-semester ensemble requirement: Non-performance keyboard students are required to enroll for one semester of MUPF 505 Keyboard Accompaniment or one semester of MUPF 510 Collaborative Piano. Students pursuing a performance concentration with specialization in piano or organ are required to enroll for one semester of MUPF 510 Collaborative Piano and one semester of MUPF 515 Recital Accompaniment.

### Piano Proficiency:

- 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 the undergraduate piano proficiency sequence.

### Comprehensive Exam:

- Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

## Maintaining 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.

## 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:
- 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.

- 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.

**Language Proficiency.** For admission to the Master of Music in Performance (voice specialization), proficiency in at least one other language besides English is required as preparation for applying principles of phonetics, diction, and comprehension in the languages of English, German, French, and Italian.

Students must possess adequate language skills to apply principles of diction to other languages also. This includes proficiency with the International Phonetic Alphabet (IPA) prior to entering the master's program. Prospective students who are not yet familiar with IPA at the time of application to the Graduate School must communicate with the Coordinator for Voice Studies to prepare an IPA study plan prior to matriculation in the program.

Students whose native language is English and who have not formally studied any other language in addition to English must achieve at least an elementary skill level in one other language, as documented on an official transcript or through a placement test administered by the modern languages faculty. Remedial coursework does not count toward completion of the graduate degree.

Verification of language proficiency for students who do not have documentation on an academic transcript but who possess fluency in at least one other language beyond English may request fulfillment of the language proficiency requirement by a formal letter to the music department chair and the graduate music program director. The request must be submitted in the first semester of full-time graduate studies and must be approved by the student's applied voice teacher.

**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.

**English Proficiency Tests.** English is the language of instruction at Andrews University. International and domestic prospective students whose first language is not English must submit English proficiency test scores. English proficiency tests must be taken within two years prior to admission.

Minimum English proficiency tests scores:

English Proficiency Test	Minimum Scores Required
Internet-based TOEFL (iBT)*	80
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PTE (Academic)	54

\*Paper-based TOEFL is only accepted when administered by our Center for Intensive English Programs.

## Student Learning Outcomes

Graduates of this program will:

- Exhibit advanced technical and artistic skills in their area of expertise.
- Learn and apply pedagogical methods, techniques, and tools related to their area of expertise, as appropriate to their degree track.
- Demonstrate their understanding of music history – including the development of musical styles and the contextual forces that have influenced and shaped their development, primarily in the Western art music tradition.
- Demonstrate advanced proficiency in the theoretical foundations of Western music through aural skills, analysis, and understanding of historical context.
- Demonstrate astute skills in music research and writing.
- Hone critical thinking skills by:
  - Responding to scholarly research both orally and in written form.
  - Preparing informed musical performances (or compositions) based on their theoretical and historical understanding of the repertoire.

- Preparing and bringing to completion their capstone.

# Music Composition & Theory

## MUCT 141 - Music Theory I: Introduction to Harmony

**Credits:** 3

Review of music fundamentals, including the music vocabulary, keys and rhythm, as well as the basic elements of melody and harmony (scales, intervals, and triads) and a basic study of the principles of chord progression utilizing triads in root position. Requires concurrent enrollment in MUCT 151.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## MUCT 142 - Music Theory II: Diatonic Harmony

**Credits:** 3

Study of the principles of voice leading and chord progression in applied four-part harmonization. Emphasis will be placed on interpretation and realization of Figured 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 MUCT 152.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MUCT 141.

**Schedule Type:** Lecture

**College Code:** CAS

## MUCT 151 - Ear Training Laboratory I

**Credits:** 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lab

**College Code:** CAS

## MUCT 152 - Ear Training Laboratory II

**Credits:** 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lab

**College Code:** CAS

## MUCT 153 - Ear Training Laboratory III

**Credits:** 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lab

**College Code:** CAS

## MUCT 154 - Ear Training Laboratory IV

**Credits:** 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lab

**College Code:** CAS

## MUCT 241 - Music Theory III: Chromatic Harmony

**Credits:** 3

Theoretical and practical study of the entire spectrum of chromatic harmony vocabulary with emphasis in composition and analysis. Requires concurrent

enrollment in MUCT 153.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MUCT 142.

**Schedule Type:** Lecture

**College Code:** CAS

## MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony

**Credits:** 3

Continuation of Music Theory III with an introduction to the compositional practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** Requires concurrent enrollment in MUCT 154.

**Prerequisite(s):** MUCT 241.

**Schedule Type:** Lecture

**College Code:** CAS

## MUCT 251 - Music Technology Laboratory

**Credits:** 1

Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing and MIDI systems.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## MUCT 252 - Music Technology Laboratory II

**Credits:** 1

Introduction to digital audio workstations and other audio software with an emphasis on recording, audio editing, sampling, mixing, and music production.

**Grade Mode:** Normal (A-F,I,W)

**Recommended:** MUCT 251 - Music Technology Laboratory

**Schedule Type:** Lab

**College Code:** CAS

## MUCT 330 - Synthesis and Virtual Instruments

**Credits:** 2

An introduction to the creation of music and sounds utilizing to a variety of software audio synthesizers as well as sample libraries in a DAW.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MUCT 252 - Music Technology Laboratory II

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Spring

**College Code:** CAS

## MUCT 334 - Song Writing

**Credits:** 2

Explore principles and practices of effective songwriting in varied musical styles. Emphasis will be placed on lyrics, melody, chord progression, rhythm, and structure. Students will learn to write songs for both concert performance and congregational worship.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):**

MUCT 141 - Music Theory I: Introduction to Harmony

MUCT 142 - Music Theory II: Diatonic Harmony

MUCT 151 - Ear Training Laboratory I

MUCT 152 - Ear Training Laboratory II

**Schedule Type:** Lecture, Blended Learning

**Year Offering:** Alternate years (odd)

**Term Offering:** Fall

**College Code:** CAS

## MUCT 335 - Writing Music for Worship

**Credits:** 2

Learn to compose and arrange a variety of music forms, including hymns, for use in congregational worship. Emphasis will be placed on melody, voice leading, text setting, and chord progression in a cappella and accompanied sacred works.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):**

MUCT 141 - Music Theory I: Introduction to Harmony

MUCT 142 - Music Theory II: Diatonic Harmony

MUCT 151 - Ear Training Laboratory I

MUCT 152 - Ear Training Laboratory II

**Schedule Type:** Lecture, Blended Learning

**Year Offering:** Alternate years (even)

**Term Offering:** Spring

**College Code:** CAS

### MUCT 350 - Music Technology Internship

**Credits:** 1

Students enrolled will work as an intern for an entity that is active in utilizing audio and/or other music related technology with the goal of gaining experience outside the classroom in fields directly related to music composition and/or production. All internships, both on and off campus, must be approved by the major advisor for credit enrollment.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Practicum

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

### MUCT 425 - Counterpoint

**Credits:** 3

Historical overview of counterpoint with emphasis on the practice and analysis of 18th-century contrapuntal techniques.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Odd years

**Term Offering:** Spring

**College Code:** CAS

### MUCT 454 - Orchestration

**Credits:** 3

Scoring for chamber groups, larger ensembles and full orchestra.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Fall

**College Code:** CAS

### MUCT 470 - Form Analysis

**Credits:** 2

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

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Spring

**College Code:** CAS

### MUCT 525 - Counterpoint

**Credits:** 2

Historical overview of counterpoint with emphasis on the practice and analysis of 18th-century contrapuntal techniques.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (odd)

**Term Offering:** Spring

**College Code:** CAS

### MUCT 535 - Analytical Techniques I

**Credits:** 2

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

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### MUCT 536 - Analytical Techniques II

**Credits:** 2

Detailed comprehensive analysis of representative works from literature of the post-tonal and 20th Century periods. Music Education

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### MUCT 540 - Music Theory Review

**Credits:** 2

Review of the theory principles regarded essential for success in a graduate program in music. Focuses on basic concepts, vocabulary, and skills as a foundation for graduate-level theory courses.

**Course Attribute:** Music Theory

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** Complete sequence of undergraduate Music Theory courses or equivalent.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

### MUCT 554 - Orchestration

**Credits:** 2

Scoring for chamber groups, larger ensembles and full orchestra.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**College Code:** CAS

### MUCT 570 - Form Analysis

**Credits:** 2

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

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Spring

**College Code:** CAS

## Music Education

### MUED 301 - Conducting I

**Credits:** 2

The theory and application of basic conducting principles.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Fall

**College Code:** CAS

### MUED 302 - Conducting II

**Credits:** 2

The application of theory and techniques unique to the conducting of both choral and instrumental ensembles.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MUED 301 or equivalent.

**Schedule Type:** Lecture

**Year Offering:** Odd years

**Term Offering:** Spring

**College Code:** CAS

### MUED 316 - Instrumental Literature

**Credits:** 2

Score analysis; score preparation and programming; study of significant band, orchestra and ensemble literature.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Spring

**College Code:** CAS

### MUED 317 - Choral Literature

**Credits:** 2

Score analysis; score preparation and programming; study and survey of significant

choral literature.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Odd years

**Term Offering:** Fall

**College Code:** CAS

### MUED 376 - Brass Methods

**Credits:** 2

Fundamentals of performing and teaching brass instruments with emphasis on their use in band and orchestra.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Odd years

**Term Offering:** Fall

**College Code:** CAS

### MUED 377 - Percussion Methods

**Credits:** 2

Fundamentals of performing and teaching percussion-instruments with emphasis on their use in band and orchestra.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Spring

**College Code:** CAS

### MUED 378 - Vocal Methods

**Credits:** 2

Fundamentals of performing and teaching voice with emphasis on their use in choir.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Fall

**College Code:** CAS

### MUED 379 - String Methods

**Credits:** 2

Fundamentals of performing and teaching string instruments with emphasis on their use in orchestra.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Odd years

**Term Offering:** Spring

**College Code:** CAS

### MUED 380 - Woodwind Methods

**Credits:** 2

Fundamentals of performing and teaching woodwind instruments with emphasis on their use in band and orchestra.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Fall

**College Code:** CAS

### MUED 421 - Organ Literature and Pedagogy I

**Credits:** 3

A chronological survey of organ literature and the development of the instrument along with study of organ teaching and emphasis on keyboard and pedal technique, interpretation, sight reading, and teaching repertoire.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

### MUED 422 - Organ Literature and Pedagogy II

**Credits:** 3

Continuation of MUED 421.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MUED 421 or permission of instructor.

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

### MUED 423 - String Pedagogy I

**Credits:** 3

The study of beginning through intermediate pedagogical techniques, including basic setup and basic bow strokes.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**College Code:** CAS

### MUED 424 - String Pedagogy II

**Credits:** 3

The study of intermediate through advanced pedagogy, including vibrato, tone production, advanced bow strokes, and the Galamian approach to violin technique.

**Course Attribute:** Music Education

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (odd)

**Term Offering:** Fall

**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 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 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 515 - Introduction to Research in Music Education

**Credits:** 3  
Research techniques appropriate to research in music education, principles of research design, organization of the research report, and critical examination of representative research studies in music education. Emphasis on developing knowledgeable and discriminating readers and interpreters of completed research.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Spring  
**College Code:** CAS

### MUED 518 - Instrumental Methods

**Credits:** 3  
Comprehensive study of current methodology, emphasizing one of the following areas: woodwinds, brass, percussion, strings.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### MUED 521 - Historical and Philosophical Foundations of Music Education

**Credits:** 3  
Study of the philosophy and practice of Music Education from the 1920s to the present.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Fall  
**College Code:** CAS

### MUED 523 - String Pedagogy I

**Credits:** 2  
The study of beginning through intermediate pedagogical techniques, including basic setup and basic bow strokes.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture  
**College Code:** CAS

### MUED 524 - String Pedagogy II

**Credits:** 2  
The study of intermediate through advanced pedagogy, including vibrato, tone production, advanced bow strokes, and the Galamian approach to violin technique.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**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 530 - Current Issues and Trends in Music Education

**Credits:** 3  
Study of current issues and trends in music education.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Even years  
**Term Offering:** Fall  
**College Code:** CAS

### MUED 531 - Organ Lit and Pedagogy I

**Credits:** 2  
A chronological survey of organ literature and the development of the instrument along with study of organ teaching and emphasis on keyboard and pedal technique, interpretation, sight reading, and teaching repertoire.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate Years  
**College Code:** CAS

### MUED 532 - Organ Lit and Pedagogy II

**Credits:** 2  
Continuation of MUED 5xx

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MUED 531 or permission of instructor.  
**Schedule Type:** Lecture  
**Year Offering:** Alternate Years  
**College Code:** CAS

### MUED 535 - Topics in \_\_\_\_\_

**Credits:** 2  
A study of selected topics related to the music profession. Consult current class schedule for topics covered each year.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** repeatable  
**Schedule Type:** Lecture  
**Special Approval:** Instructor permission required.

**Term Offering:** fall, Spring  
**College Code:** CAS

## MUED 536 - Vocal Literature

**Credits:** 2

Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Odd years

**Term Offering:** Fall

**College Code:** CAS

## MUED 537 - Vocal Pedagogy

**Credits:** 2

A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Spring

**College Code:** CAS

## MUED 558 - Music in the Elementary School

**Credits:** 2

Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Spring

**College Code:** CAS

## MUED 559 - Music Methods and Materials

**Credits:** 2

Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Odd years

**Term Offering:** Fall

**College Code:** CAS

## MUED 564 - Score Study

**Credits:** 2

A course designed to develop the essential abilities in the student to translate musical notation into a mental image, through the development of analytical tools to understand the larger design of a musical composition. Students will also be introduced to an effective method of score marking.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Odd years

**Term Offering:** Fall

**College Code:** CAS

## MUED 648 - Workshop

**Credits:** 1

Participation in a professional music conference or workshop, in consultation with the graduate music program director and academic advisor.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**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, Interactive Online, Self-Paced

**College Code:** CAS

## MUHL 250 - Music to Change the World

**Credits:** 3

A study of music from around the globe, including folk, native, popular, and classical traditions. Special attention is given to the social, religious, and cultural contexts in which music is performed, with emphasis on the meaningful uses of music for expressing identity, building community, conveying political messages, and promoting human rights.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## MUHL 446 - Music Literature and Style (Antiquity - 17th Century)

**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, cultural, and bibliographical materials.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## MUHL 447 - Music Literature and Style (17th Century - 19th Century)

**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, cultural, and bibliographical materials.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## MUHL 448 - Music Literature and Style (19th Century - Present)

**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, cultural, and bibliographical materials.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## MUHL 490 - Research Pro Seminar

**Credits:** 0

The Research ProSeminar is designed to provide a safe, supportive environment for undergraduate musician scholars working on a research project in music, to provide constructive critique and encouragement for each other. While largely driven by the needs of the group members, the Research ProSeminar is conducted under the guidance of a faculty member, who, in addition to facilitating group discussion, will give short presentations on relevant aspects of scholarship in music.

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** CAS

## MUHL 495 - Independent Study

**Credits:** 1–3

In consultation with a member of the music faculty, a student may choose independent study in a special area of music. A brief outline of the study to be

pursued must be submitted to the department chair. A minimum of 45 hours of work is required for each credit.

**Grade Mode:** Normal w S (A-F,I,S,U,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

**Year Offering:** Alternate years (odd)

**Term Offering:** Fall

**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:** Seminar

**Term Offering:** Spring

**College Code:** CAS

### MUHL 550 - Music History Review

**Credits:** 2

Review of the musical genres, styles, and performance trends throughout Western music history. Focuses on representative compositions, composers, and essential concepts as a foundation for graduate-level music history courses.

**Course Attribute:** Music History

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** Complete sequence of undergraduate Music History courses or equivalent.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

### MUHL 590 - Research Pro Seminar

**Credits:** 0

The Research Pro Seminar is designed to provide a safe, supportive environment for graduate musician scholars working on a research project in music, to provide constructive critique and encouragement for each other. While largely driven by the needs of the group members, the Research Pro Seminar is conducted under the guidance of a faculty member, who, in addition to facilitating group discussion, will give short presentations on relevant aspects of scholarship in music.

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**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

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### MUHL 665 - Comprehensive Exam Preparation

**Credits:** 0

Advisor approval required. This course qualifies for full-time status, requiring a

minimum of 480 hours of work per semester of registration. .

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Independent

**College Code:** CAS

### MUHL 670 - Comprehensive Exam

**Credits:** 0

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Independent

**College Code:** CAS

### MUHL 695 - Bibliography and Research in Music

**Credits:** 2

An introduction to the tools and materials available in music research, with a critical analysis of sources. An examination of the goals and methods of research in music and an introduction to scholarly writing.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**College Code:** CAS

### MUHL 697 - Independent Study

**Credits:** 1-3

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### MUHL 698 - Project

**Credits:** 2

A project must be approved by the graduate program director and must reveal research and creative skills appropriate to the discipline. Original musical compositions must be submitted with a written introduction and an analysis of the form and style.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 4 credits

**Schedule Type:** Independent

**College Code:** CAS

### MUHL 699 - Master's Thesis

**Credits:** 2-6

The thesis requires extensive in-depth research, demonstrating the candidate's capacity for original and independent work. The thesis approval, process, and standards must follow the guidelines set by the department and the university. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CAS

## Music Performance

### MUPF 117 - Piano Proficiency I

**Credits:** 1

Level I: The development of basic keyboard skills required for building musicianship for all music majors and minors: scales and chords, sight reading, accompaniment of melodies, and playing simple pieces and hymns.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Lab

**Special Approval:** Instructor permission required.

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CAS

## MUPF 118 - Piano Proficiency II

**Credits:** 1

Level II: The continued development of basic keyboard skills required for building musicianship for all music majors and minors: scales and chords, sight reading, accompaniment of melodies, and playing simple pieces and hymns.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** MUPF 117 or permission of the instructor

**Schedule Type:** Lab

**Special Approval:** Instructor permission required.

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CAS

## MUPF 119 - Piano Proficiency III

**Credits:** 1

Level III: The progressive development of basic keyboard skills required for building musicianship for all music majors and minors: scales and chords, sight reading, accompaniment of melodies, and playing simple pieces and hymns.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** MUPF 118 or permission of the instructor

**Schedule Type:** Lab

**Special Approval:** Instructor permission required.

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CAS

## MUPF 120 - Piano Proficiency IV

**Credits:** 1

Level IV: The culminating development of basic keyboard skills required for building musicianship for all music majors and minors: scales and chords, sight reading, accompaniment of melodies, and playing simple pieces and hymns.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** MUPF 119 or permission of the instructor

**Schedule Type:** Lab

**Special Approval:** Instructor permission required.

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CAS

## MUPF 135 - College Choir

**Credits:** 1

The College Choir is open to all students who are interested in participating in choral singing and who pass a short audition. It may be taken for one credit per semester and the grade is determined by attendance and participation. *Available only to Andrews University students attending Newbold College.*

**Grade Mode:** A-F,I,W

**Repeatable:** Repeatable

**Schedule Type:** Music Organization

**College Code:** CAS

## MUPF 160 - Applied Music Non-Degree

**Credits:** 1,2

Applied Music Non-Degree. The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. These courses do not apply toward fulfilling music degree requirements without specific music faculty action.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** repeatable

**Schedule Type:** Independent

**Special Approval:** Instructor permission required.

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

## MUPF 164 - Applied Music

**Credits:** 1,2

Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level

160

skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

## MUPF 165 - Applied Music

**Credits:** 1,2

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 264 - Applied Music—Sophomore

**Credits:** 1,2

Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 265 - Applied Music—Sophomore

**Credits:** 1,2

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 330 - University Orchestra

**Credits:** 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Music Organization

**College Code:** CAS

## MUPF 334 - Wind Symphony

**Credits:** 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble



must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

### MUPF 336 - University 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

### 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 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:** Independent  
**Special Approval:** Instructor permission required.  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

### MUPF 364 - Applied Music—Junior

**Credits:** 1,2  
Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### MUPF 365 - Applied Music—Junior

**Credits:** 1,2  
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable

**Schedule Type:** Independent  
**College Code:** CAS

### MUPF 385 - University Singers

**Credits:** 1  
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

### MUPF 396H - Honors Music Recital (Junior)

**Credits:** 1  
A memorized recital under the supervision of a music honors committee. Research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Independent  
**College Code:** CAS

### MUPF 397 - Recital—Junior

**Credits:** 1  
Recitals

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Schedule Type:** Independent  
**College Code:** CAS

### MUPF 405 - Keyboard Accompaniment

**Credits:** 1  
Accompanying of instrumental and vocal soloists. Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

### MUPF 410 - Collaborative Piano

**Credits:** 1  
Coaching and instruction in collaborative piano; the study of piano ensemble repertoire, such as piano duos, piano duets, chamber music and other forms featuring the piano as a collaborative instrument. Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Music Organization  
**College Code:** CAS

### MUPF 420 - Diction for Singers

**Credits:** 3  
The study of the rules for pronunciation and diction of the major languages used by singers. Study of Italian, French, German and Latin with application of International Phonetic Alphabet symbols.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

## MUPF 464 - Applied Music—Senior

**Credits:** 1,2

Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 465 - Applied Music—Senior

**Credits:** 1,2

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 478 - Study Tour:

**Credits:** 0

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

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning

**College Code:** CAS

## MUPF 489 - Recital Attendance

**Credits:** 0

Attendance of on- and off-campus live musical events. Required for all music majors each semester in full-time residence and four (4) semesters for music minors. Students are required to attend nine (9) live musical events each semester in order to pass the course, at least seven (7) of which must be sponsored by the Department of Music. Students may count ensemble concerts in which they perform, but note that multiple performances of a given concert may only be counted as one (1) concert. Music majors and minors who do not achieve a "pass" for one (1) semester may risk losing their standing as a music major or minor.

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 497 - Recital—Senior

**Credits:** 1,2

Recitals

**Course/Lab Fee:** Yes

**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

The project must be approved at the proposal stage and upon completion by the project advisor and department chair. It must follow the guidelines regarding subject, scope, and formatting provided by the Department of Music.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 500 - Applied Music (non-performance track)

**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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## MUPF 505 - Keyboard Accompaniment

**Credits:** 0,1

Accompanying of instrumental and vocal soloists.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Music Organization

**College Code:** CAS

## MUPF 506 - Advanced Conducting

**Credits:** 1,2

Choral Section 01: Study of the art and techniques of conducting relative to the score and to the chorus as a performance instrument.

Instrumental 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall, Spring

**College Code:** CAS

## MUPF 510 - Collaborative Piano

**Credits:** 0,1

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:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Music Organization

**Year Offering:** Annually

**Term Offering:** Fall, Spring

**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 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 560 - Applied Music (performance track)

**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 in 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 (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. This course does 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:** Independent

**College Code:** CAS

## MUPF 575 - Recital

**Credits:** 1,2

**Course/Lab Fee:** Yes

**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

# Music - Religious

## MURE 423 - Christian Worship and Music

**Credits:** 3

The class explores biblical principles of Christian worship and the musical experience as they relate to practices in the church. Emphasis will be placed upon Biblical principles shaping music ministry. The study of psychological and physiological foundations for perceiving music are a basis for examining principles of worship music, followed by discussion of applications to relevant situations.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**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 523 - Christian Worship and Music

**Credits:** 2

The class explores biblical principles of Christian worship and the musical experience as they relate to practices in the church. Emphasis will be placed upon biblical principles shaping music ministry. The study of psychological and physiological foundations for perceiving music are a basis for examining principles of worship music, followed by discussion of applications to relevant situations.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**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  
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http://andrews.edu/physics

## Faculty

Margarita C. K. Mattingly, *Chair*  
Gary W. Burdick  
Sable Canales (Mathematics & Science Center)  
G. Brendan Cross  
Jay Johnson

## Research Faculty

Frank Cheng  
Eun-Hwa Kim  
Simon Wing

## Adjunct Faculty

Saulo de Oliveira Cantanhêde

## Emeriti

Robert E. Kingman  
Mickey D. Kutzner

## Physics Enterprises

Michael Bryson, Director

## 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. 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 (College of Education & International Services) throughout their program.

# Bachelors

## Biophysics BS

This degree seeks to build comprehensive, fundamental knowledge and research training in biophysics – an interdisciplinary approach to the study of physics, biology, chemistry, and mathematics. Students with interest and aptitude in physics, as well as goals involving interdisciplinary science, business, law, or medicine, will find this degree beneficial for direct entry into medical, bioengineering, and related basic scientific research or subsequent professional practice, research, associated support services, and consulting. Those completing this degree would have enhanced prospects of admission into advanced professional graduate schools of medicine, veterinary medicine, dentistry, and related fields (completion of pre-professional admission course requirements and preparation for admission examinations such as the MCAT are recommended). This degree could also lead to admission into a master's degree program in physics, medical physics, or biophysics. Students typically complete the degree in 4 years.

## Total Credits - 120

### Major - 40

5 credits of BIOL 165 - Foundations of Biology **Credits: 4,5 \***  
5 credits of 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 311 - Classical Mechanics I **Credits: 3**  
PHYS 316 - Biophysics **Credits: 3**  
PHYS 330 - Thermodynamics and Statistical Mechanics **Credits: 3**  
PHYS 377 - Advanced Physics Laboratory I **Credits: 1**  
PHYS 431 - Electricity and Magnetism I **Credits: 3**  
1 Credit minimum of PHYS 495 - Physics Research **Credits: 0-3**

### Choose one of the following courses (register every semester in residence):

PHYS 277 - Physics Colloquium **Credits: 0 \*\*\***  
MATH 389 - Mathematics Colloquium **Credits: 0,1**

\*By taking the cognate courses and BCHM 421, a student qualifies for a minor in chemistry.

### Electives

Recommended general electives in consultation with advisor (BCHM, MATH)

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**

### Additional Requirement

**Thesis Option:** 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.

### Cognates - 27

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 192 - Calculus II **Credits: 4**  
MATH 286 - Differential Equations **Credits: 3**

Choose one of the following courses:

MATH 191 - Calculus I **Credits:** 4

MATH 195 - Calculus I for Biology **Credits:** 4

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program, students should possess:

- Successful problem-solving skills based on demonstrated critical and analytical thinking.
- Mastery of essential natural science concepts and principles.
- Familiarity with topics in general and modern physics, electricity and magnetism, thermodynamics, calculus, introductory and cell biology, general and organic chemistry to be applied theoretically and in laboratory experimentation.
- Practical application of biophysics interdisciplinary theories and principles. Scientific communication skills

## Physics BS

This degree seeks to build comprehensive, fundamental knowledge and research training in physics for students with a broad spectrum of interests or aptitudes in mathematics, computing, and natural science who desire to deeply understand the world at the most fundamental levels. The Physics BS is recommended for entry into scientific, technical, or administrative jobs in engineering, industry, law, government, education, medicine, or business that are enhanced by physics problem-solving and analytic skills. This degree is suitable for preparing students for doctoral programs in physics as well as other graduate programs in physics, engineering, chemistry and the life sciences, or professional programs in medicine, law, or business. Students typically complete the degree in 4 years.

**Secondary Teaching Certification:** Physics majors desiring secondary-teaching certification should also consult with the School of Education (College of Education & International Services). BIOL 165 is required in addition to all other cognates. Program is certified by the Michigan Department of Education.

## Total Credits - 120

### Major - 40

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4

PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4

PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1

PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

PHYS 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

1 credit of PHYS 495 - Physics Research **Credits:** 0-3

Choose one of the following courses (register every semester in residence):

PHYS 277 - Physics Colloquium **Credits:** 0

MATH 389 - Mathematics Colloquium **Credits:** 0,1

Choose 15 upper division credits (numbered 300 and above) in consultation with advisor (PHYS)

### Cognates - 29

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

Choose one of the following courses:

CPTR 151 - Computer Science I **Credits:** 3

2 credits of PHYS 235 - MATLAB **Credits:** 2,3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program, students should possess:

- Demonstrated creativity and higher-order reasoning.
- Evidence of advanced problem-solving skills using technical and analytical tools and modeling.
- Scientific writing and communication skills.
- Interpersonal and team skills.
- Facility in experimental and theoretical physics methods, results, and applications.
- Knowledge in classical and modern physics including statistical and quantum mechanics, and electromagnetism.

## Physics Education BS

This degree seeks to develop students for teaching physics at the secondary school level with optimal content, methods, and results consistent with evidence-based active learning and the needs of modern students. Students with interest and aptitude in physics and the desire to empower future generations with its exciting concepts, applied successes, and practical skills will find the Physics Education BS to be a strong preparation for teaching physics in SDA and other private or public secondary institutions. This baccalaureate degree is sufficient to enter into high school teaching; however, a master's degree is preferred by many school systems and, without it, teachers are often required to make annual progress towards completing it. Students typically complete this program in 4.5 years, including Michigan Teaching Certification (in collaboration with the School of Education [College of Education & International Services]).

NOTE: This major is designed to connect with multiple pathways to licensure:

- North American Division SDA Teaching Certification.
- State Alternative Licensure Paths.
- In-state Preparatory Programs for Secondary Teacher Certification by the Michigan Department of Education and recognized by the National Science Teachers Association (coordinated by the School of Education [College of Education & International Services]).

## Total Credits - 120

### Major - 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 311 - Classical Mechanics I **Credits:** 3

PHYS 330 - Thermodynamics and Statistical Mechanics **Credits:** 3

PHYS 377 - Advanced Physics Laboratory I **Credits:** 1

PHYS 431 - Electricity and Magnetism I **Credits:** 3

PHYS 481 - Quantum Mechanics I **Credits:** 3

1 credit of PHYS 495 - Physics Research **Credits:** 0-3

Choose one of the following courses (register every semester in residence):

PHYS 277 - Physics Colloquium **Credits:** 0

MATH 389 - Mathematics Colloquium **Credits:** 0,1

### Electives chosen in consultation with advisor (PHYS)

Additional 6 upper division credits (numbered 300 and above) in consultation with advisor.

## Cognate - 24

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

5 credits of BIOL 165 - Foundations of Biology **Credits:** 4,5

## Secondary Education BA/BS

Click to view the Secondary Education BA/BS requirements

## Student Learning Outcomes

Upon completion of the Physics Education BS, students will demonstrate:

- Evidence-based knowledge of pedagogical principles, methods, and content effective in transmitting physics concepts, problem-solving, critical thinking and analysis, and applied results (instructing students with learning plans designed for 12 or more students).
- Curriculum development and engaging instructional skills in various in-classroom and in-lab physics practica (applying physics knowledge for learners to access information in real world settings and assure learner mastery).
- Assessment of student learning in physics, reflection on practice, and modifications that support student diversity (integrating assessment, planning, and instructional strategies).
- Awareness of whole-student development in physics curricula as they pertain to practical, social, and civic contexts (participating in creating safe and supportive learning environments in diverse cultures, with discernable commitment to the ethical and professional dimensions of teaching).

## Non-degree Majors

## Physics Studies Major

The Physics Studies major seeks to develop students who can add value to problem solving in any field by using the approaches, techniques, skills, and equipment unique to the physics discipline. Students with broad interests and skills who show an aptitude in STEM will find this major helpful in seeking jobs in engineering, computing, mathematics, chemistry, and other careers serving the industrial, research, academic, or public service sectors. Physics Studies is a second major that, when paired with a primary major in another discipline such as Engineering or Mathematics, prepares students for entry into masters and doctoral programs in engineering, computing, mathematics, and chemistry as well as business, architecture, or any of the liberal arts, business, architecture, and other professional programs.

## Major - 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 311 - Classical Mechanics I **Credits:** 3 (or ENGR 285 and PHYS 412)

PHYS 330 - Thermodynamics and Statistical Mechanics **Credits:** 3

PHYS 377 - Advanced Physics Laboratory I **Credits:** 1

PHYS 431 - Electricity and Magnetism I **Credits:** 3 (or ENGR 435 and PHYS 432)

PHYS 481 - Quantum Mechanics I **Credits:** 3

1 credit of PHYS 495 - Physics Research **Credits:** 0-3

Choose one of the following courses (register every semester in residence):

PHYS 277 - Physics Colloquium **Credits:** 0

MATH 389 - Mathematics Colloquium **Credits:** 0,1

### Electives chosen in consultation with advisor (PHYS)

Additional 3-6 upper division credits (numbered 300 and above) in consultation with advisor.

## Cognates - 15

Choose one of the following courses:

MATH 191 - Calculus I **Credits:** 4

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

## Student Learning Outcomes

Graduates of this program will possess:

- Demonstrated creativity and higher-order reasoning.
- Evidence of advanced problem-solving skills using technical and analytical tools and modeling.
- Writing and communication skills.
- Interpersonal and team skills.
- Facility in experimental and theoretical physics methods, results, and applications.
- Knowledge in classical and modern physics including statistical and quantum mechanics, and electromagnetism.

## Undergraduate Minors

### Physics Minor

The Physics minor seeks to develop students who can add value to problem solving in any field by using the approaches, techniques, skills, and equipment unique to the physics discipline. Students with broad interests and skills who show an aptitude in STEM will find this minor helpful in seeking jobs in engineering, computing, mathematics, chemistry, and other careers serving the industrial, research, academic, or public service sectors. This minor, which also serves students who are interested in become physics teachers in secondary schools, meets minimum requirements necessary for State of Michigan Teacher Certification and is recognized by the National Science Teacher Association. The Physics minor prepares students for entry into masters and doctoral programs in engineering, computing, mathematics, chemistry, as well as business, architecture, or any of the liberal arts, business, architecture, and other professional programs, including the Master of Arts in Teaching (MAT).

### Minor - 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 311 - Classical Mechanics I **Credits:** 3

Choose one of the following courses (register every semester in residence):

PHYS 277 - Physics Colloquium **Credits:** 0

MATH 389 - Mathematics Colloquium **Credits:** 0,1

Electives chosen in consultation with the department chair (PHYS)

## Requirements for Secondary Certification

Program is certified by the State of Michigan Department of Education and is recognized by the National Science Teachers Association. For more information regarding Secondary Certification with a minor, see the department of Teaching, Learning & Curriculum. Students in a teacher certification program are required to take the following courses:

PHYS 330 - Thermodynamics and Statistical Mechanics

PHYS 377 - Advanced Physics Laboratory I

1 credit of PHYS 495 - Physics Research

## Cognates

MATH 191 - Calculus I  
CHEM 131 - General Chemistry I  
BIOL 165 - Foundations of Biology

## Student Learning Outcomes

Graduates of this program will possess:

- Demonstrated creativity and higher-order reasoning.
- Evidence of advanced problem-solving skills using technical and analytical tools and modeling.
- Writing and communication skills.
- Interpersonal and team skills.
- Facility in experimental and theoretical physics methods, results, and applications.
- Knowledge in classical and modern physics including statistical and quantum mechanics, and electromagnetism.

## 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 PHYS 107, 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, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring

**College Code:** CAS

### PHYS 115 - Mythbusting

**Credits:** 4

Examining what is commonly believed about the physical world and how to realign it with measureable reality. A conceptual and relevant understanding of physics— forces, matter and energy with 21st century applications. Meets the General Education Physical Science requirement. Does not apply to a major or minor.

**Lecture/Lab:** Weekly: 3 lectures and a 2-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MPE P2 or any GE-level math course.

**Schedule Type:** Lecture/Lab

**College Code:** CAS

### PHYS 117 - Observational Astronomy Lab

**Credits:** 0,1

Practical experience and background in observational astronomy with modern optical instruments in laboratory, field or remote facilities. As weather permits, lab will include sessions at the Kingman Observatory with departmental or personal telescopes. This is a standalone laboratory course suitable for students in any major and for the general public. General Education Physical Science credit is limited to transfer students who are articulating a lecture course in astronomy or a Physical Science with 3 or more credits. Does not apply to a major or minor.

**Lecture/Lab:** Weekly: one 3-hour activity

**Course/Lab Fee:** Yes

**Grade Mode:** Normal w S (A-F,I,S,U,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

**College Code:** CAS

### PHYS 188 - Active Teaching I

**Credits:** .5,1

Supervised participation as a first year Learning Assistant (LA), Teaching Lab Assistant (TA), Classroom Assistant (CA), Support Assistant (SA), and Tutor Assistant (TU) in middle and secondary school settings. Particular emphasis will be given to show-and-tell demonstrations, hands-on active learning projects, collaborative work, writing learning objectives/outcomes/standards, evaluation, and assessment. Includes a weekly collaborative colloquium dedicated to current topics in physics teaching. A minimum of 60 hours are required for one credit, and 38 hours for a half credit.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** MATH 168

PHYS 115

**Repeatable:** Repeatable to 1 credit in an academic year

**Schedule Type:** Practicum

**Special Approval:** Instructor permission required.

**Term Offering:** Fall, Spring, Summer

**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 241  
**Schedule Type:** Lab  
**College Code:** CAS

### PHYS 272 - Physics for Scientists and Engineers Laboratory II

**Credits:** 1  
Laboratory experiments in electricity, magnetism, geometric and physical optics, and modern physics associated with the PHYS242 course.

**Lecture/Lab:** Weekly: one 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PHYS 242  
**Schedule Type:** Lab  
**College Code:** CAS

### PHYS 277 - Physics Colloquium

**Credits:** 0  
Current topics and issues of interest to the physics community. Required each semester of all students with a physics major or minor. Interchangeable with MATH 389.

**Lecture/Lab:** Weekly: 1 lecture or activity  
**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** CAS

### PHYS 280 - Topics in \_\_\_\_\_

**Credits:** 0-3  
Introductory-level topics in astrophysics, other current physics area or associated scientific programming.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Approval of the instructor.  
**Repeatable:** Repeatable up to 4 credits. Minimum of 4 hours per week is required for each credit earned.  
**Schedule Type:** Seminar  
**College Code:** CAS

### PHYS 282 - Physics Learning and Pedagogy Seminar

**Credits:** 0,1  
Learning Assistant (LA), Teaching Lab Assistant (TA), Classroom Assistant (CA), Support Assistant (SA), and Tutor Assistant (TU) training and coordination in support of Active Teaching and Small Group Learning activities.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** CAS

### PHYS 288 - Active Teaching II

**Credits:** .5,1  
Supervised participation as a second year Learning Assistant (LA), Teaching Lab Assistant (TA), Classroom Assistant (CA), Support Assistant (SA), and Tutor Assistant (TU) in middle and secondary school settings. Particular emphasis on small group active learning. Includes participation in a weekly collaborative colloquium dedicated to current topics in physics teaching. A minimum of 60 hours are required for one credit, and 38 hours for a half credit.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHYS 188  
**Repeatable:** Repeatable to 1 credit in an academic year  
**Schedule Type:** Practicum  
**Special Approval:** Instructor permission required.  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

### PHYS 295 - Independent Study/Research

**Credits:** 1,2  
Individually directed reading and lab projects in physics (e.g., holography and astrophotography). A minimum of 4 hours per week is required for each credit earned.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite(s):** Approval of the instructor.  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Independent  
**College Code:** CAS

### PHYS 311 - Classical Mechanics I

**Credits:** 3  
Statics, kinematics, and dynamics for single particles, including Lagrangian and Hamiltonian formalisms.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 192  
**Prerequisite/Corequisite:** PHYS 241 or PHYS 142  
**Recommended:** PHYS 242  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

### PHYS 316 - Biophysics

**Credits:** 3  
Modeling and describing physical phenomena of living systems, including transport and diffusion across membranes and electrical processes in muscle and nerve tissue.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHYS 242 (recommended) or PHYS 142; MATH 192  
**Schedule Type:** Lecture  
**College Code:** CAS

## PHYS 325 - Astrophysics

**Credits:** 3

The application of physics to astronomical objects and systems. Includes orbital mechanics, observing with light, planetary systems, stellar mechanics, galaxies, and cosmology.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PHYS 242 (recommended) or PHYS 142 ; MATH 192

**Schedule Type:** Lecture

**College Code:** CAS

## PHYS 326 - Biomedical Mathematics

**Credits:** 4

Essential applied mathematics for biomedical physics including ordinary differential equations, Fourier techniques, numerical analysis, linear algebra, and statistics.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MATH191 and Math 192

CPTR151

**Schedule Type:** Lecture

**Term Offering:** Summer

**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 (A-F,I,W)

**Prerequisite(s):** PHYS272

**Schedule Type:** Lab

**Term Offering:** Spring

**College Code:** CAS

## PHYS 388 - Active Teaching III

**Credits:** .5,1

Supervised participation as a third year Learning Assistant (LA), Teaching Lab Assistant (TA), Classroom Assistant (CA), Support Assistant (SA), and Tutor Assistant (TU) in middle and secondary school settings. Particular emphasis on innovative and effective technology. Includes participation in a weekly collaborative colloquium dedicated to current topics in physics teaching. A minimum of 60 hours are required for one credit, and 38 hours for a half credit.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PHYS 288

**Repeatable:** Repeatable to 1 credit in an academic year

**Schedule Type:** Practicum

**Term Offering:** Fall, Spring, Summer

**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 (A-F,I,W)

**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 (A-F,I,W)

**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 (A-F,I,W)

**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 (A-F,I,W)

**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 (A-F,I,W)

**Prerequisite(s):** PHYS377

**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 488 - Active Teaching IV

**Credits:** .5,1

Supervised participation as a fourth year Learning Assistant (LA), Teaching Lab Assistant (TA), Classroom Assistant (CA), Support Assistant (SA), and Tutor Assistant (TU) in middle and secondary school settings. Particular emphasis on classroom & lab management: basic techniques of lab inventory, management of equipment, and classroom management. Includes participation in a weekly collaborative colloquium dedicated to current topics in physics teaching. A minimum of 60 hours are required for one credit, and 38 hours for a half credit.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PHYS 388

**Repeatable:** Repeatable to 1 credit in an academic year

**Schedule Type:** Practicum

**Special Approval:** Instructor permission required.

**Term Offering:** Fall, Spring, Summer

**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 (A-F,I,S,U,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 (A-F,I,S,U,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 (A-F,I,W)

**Repeatable:** Repeatable up to 9 credits

**Schedule Type:** Lecture

**College Code:** CAS

## PHYS 577 - Physics Colloquium

**Credits:** 0–1

Current topics and issues of interest in the physics community. For non-zero credit options, includes specialized study and the preparation and delivery of a public presentation.

**Lecture/Lab:** Weekly: 1 lecture or activity

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable up to 1 credit

**Schedule Type:** Seminar

**College Code:** CAS

## PHYS 648 - Workshop

**Credits:** 1–3

An intensive program for middle school and secondary teachers and teachers-in-training who seek certification or endorsement in physics and who wish to update and expand their skills in the physics laboratory.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CAS

## PHYS 690 - Independent Study/Research

**Credits:** 1–3

Individually directed study, problem-solving, or research in selected fields of physics. Open to qualified students who show ability and initiative. A minimum of 4 hours work per week expected for each credit earned.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Prerequisite(s):** Consent of department chair.

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CAS

# Religion & Biblical Languages

Buller Hall, Room 111  
269-471-3177  
religion@andrews.edu  
www.andrews.edu/relg/

## Faculty

Rodney Palmer, *Chair*  
Erhard Gallos  
Ruben Muñoz-Larrondo  
Paulo Cândido de Oliveira  
Davide Sciarabba  
Rahel Wells

## Adjunct Faculty

Gavin Anthony  
José Bourget  
Enrique Baez Garcia  
Adilson S De Pina  
Martha Duah  
Daniel Duffis Gordon  
Eriks Galenieks  
Natashia McVay  
Alexej Muran  
Abelardo Rivas Santini  
Ronald Rojas  
Jan Aage Sigvartsen  
Augustin Tchamba

## Research

Paul B. Petersen  
**Emeriti**  
Lael O. Caesar  
A. Josef Greig  
Keith E. Mattingly  
Glenn E. Russell  
Woodrow Whidden  
Susan P. Zork

## Mission

The Department of Religion & Biblical Languages seeks to engage majors and general education students through a biblically grounded, theologically astute, and relevant process of spiritual formation, equipping and inspiring them to passionately serve the Seventh-day Adventist Church and the wider world beyond as dedicated lay persons and committed denominational employees in the expectation of the soon coming of Jesus Christ.

Religion and theology majors must be in good and regular standing regarding student life citizenship. As future ministers of the church, they are expected to live in harmony with Seventh-day Adventist beliefs and practices. Failure in any of these areas may lead to a student being placed on probation or dismissed from the program. Academic requirements and other program standards are stated in detail in the departmental handbook.

## Associates

### Christian Discipleship AA

This degree prepares students for personal outreach ministries, including Bible instruction, and offers an opportunity to study a broad spectrum of courses covering both Old and New Testament.

**Online Delivery:** All course requirements can be completed online, with no time required on the main campus. Online courses are offered in a primarily interactive online asynchronous format (see Global Campus Online Delivery Definitions).

**Total Credits - 60**

## Major - 33

RELB 111 - Introduction to the Old Testament **Credits:** 3  
RELB 112 - Introduction to the New Testament **Credits:** 3  
RELB 210 - Jesus in His Time and Ours **Credits:** 3  
RELB 245 - Hermeneutics **Credits:** 3  
RELB 335 - Acts and Epistles **Credits:** 3  
3 credits of RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4  
RELT 115 - Introduction to Christian Discipleship **Credits:** 3  
RELT 225 - Doctrines of the Adventist Faith **Credits:** 3  
RELT 315 - Christian Discipleship **Credits:** 3

### Choose one of the following courses:

RELB 235 - Studies in Daniel and Revelation **Credits:** 3  
RELB 406 - Advanced Studies in Daniel and Revelation **Credits:** 3

### Choose one of the following courses:

RELG 225 - Foundations of Missions **Credits:** 3  
3 credits of RELP 240 - Personal Witnessing **Credits:** 2,3  
RELP 335 - Foundations of Youth Ministry **Credits:** 3  
RELT 250 - Personal Spirituality and Faith **Credits:** 3

## Student Learning Outcomes

### PO 1: Foundational Knowledge

- Document foundational knowledge in the areas of Bible, history, and theology from an SDA perspective.

### PO 3: Effectively Communicate Mission

- Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church.

### PO 4: Exhibit Growth

- Exhibit growth in awareness of Christian values and life skills.

### PO 5: Document Service Experiences & Skills

- Document service experiences & skills in community and cross-cultural contexts.

## Bachelors

### Religion BA

The BA in Religion is designed for students seeking a mastery of basic principles of biblical interpretation, theological reasoning, and practical ministry. This degree does not aim for intentional integration with a student's primary major and related vocational goals, but instead provides a broad-based immersion into Adventist theology and practice. It is suited as a degree for non-traditional students who for various reasons are not in the position to complete a BA in Theology. The degree does not meet pre-Seminary requirements and students are encouraged to add another major.

## Total Credits - 120

## Major - 41

### 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 - Advanced 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 216 is a seminary prerequisite.)  
RELB 274 - Prophetic Writings of the Old Testament **Credits:** 3  
RELB 335 - Acts and Epistles **Credits:** 3

### Theological Studies - 15-16

3 credits of RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4  
RELT 325 - Theology I **Credits:** 3

RELT 326 - Theology II **Credits:** 3

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Choose one of the following courses:

RELT 250 - Personal Spirituality and Faith **Credits:** 3

RELT 315 - Christian Discipleship **Credits:** 3

**Practical Studies - 5-6**

REL P 200 - Religion Forum **Credits:** 0 (required every semester registered)

Choose 5-6 credits from the following courses:

REL P 240 - Personal Witnessing **Credits:** 2,3

Any RELP/RELG course.

**Electives - 6**

Choose 6 credits from RELB, RELG, RELH, RELP, or RELT.

**NOTE:** Students, please consult your academic advisor to plan your electives and practical studies electives if you are planning on entering the Seventh-day Adventist Theological Seminary after graduation to plan prerequisites accordingly!

## Additional Requirements

- A 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.

### God and Human Life Challenge Exam

Students must take the God and Human Life test. If they fail this test, they are required to take RELT 100, God and Human Life.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Additional Information

For students wishing to directly enter the seminary, it is recommended that you choose the following prerequisite courses in addition to the prerequisites built into the degree: RELP 485 (Pastoral Ministry), RELH 316 (History of the Christian Church I), RELH 317 (History of the Christian Church II), and RELP 330 (Homiletics). One of the RELP courses can count towards your practical studies elective component of the degree, and two of the three remaining courses can fit into your general departmental electives, leaving you with only one additional course.

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. Not all prerequisites are necessarily met.

## Off-Campus Locations

This program is also offered at approved off-campus locations.

## Student Learning Outcomes

Graduates of this program will be able to:

- Document foundational knowledge in the areas of Bible, history, and theology from a Seventh-day Adventist perspective. (Seek Knowledge)
- Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church. (Affirm Faith)
- Exhibit growth in awareness of Christian values and life skills. (Affirm Faith)
- Document service experiences & skills in community and cross cultural contexts. (Change the World)

# Religion BA (Distance Ed)

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 the seminary prerequisites, it is a good fit for non-traditional students as they can finish their remaining prerequisites in the seminary.

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.

**Online Delivery:** This degree is offered in a primarily interactive online asynchronous format (see Global Campus definitions). This program does not require any time on campus.

## Total Credits - 120

## Major - 41

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

RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4

RELT 325 - Theology I **Credits:** 3

RELT 326 - Theology II **Credits:** 3

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Choose one of the following courses:

RELB 216 - Law and Writings of the Old Testament **Credits:** 3

RELB 274 - Prophetic Writings of the Old Testament **Credits:** 3

RELB 335 - Acts and Epistles **Credits:** 3

Choose one of the following courses:

RELB 304 - Studies in Daniel **Credits:** 3

RELB 305 - Studies in Revelation **Credits:** 3

RELB 406 - Advanced Studies in Daniel and Revelation **Credits:** 3

Choose 5-6 credits from the following courses:

REL P 240 - Personal Witnessing **Credits:** 2,3

Any RELP/RELG courses

Choose one of the following courses:

RELT 250 - Personal Spirituality and Faith **Credits:** 3

RELT 315 - Christian Discipleship **Credits:** 3

**Electives - 6**

Take 6 credits from any RELB, RELG, RELH, RELP, or RELT courses. Please check seminary prerequisites and notes under Religion BA (on-campus) degree if you are planning to enter the seminary.

## Additional Requirements

### God and Human Life Challenge Exam

Students must take the God and Human Life test. If they fail this test, they are required to take RELT 100 God and Human Life.

## Student Learning Outcomes

Graduates of this program will be able to:

- Document foundational knowledge in the areas of Bible, history, and theology from a Seventh-day Adventist perspective. (Seek Knowledge)
- Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church. (Affirm Faith)
- Exhibit growth in awareness of Christian values and life skills. (Affirm Faith)
- Document service experiences & skills in community and cross cultural contexts. (Change the World)

# Religion, Secondary Education

## Concentration BA

The BA in Religion for Secondary Education includes all requirements in Religion for Seventh-day Adventist 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 (College of Education & International Services) and consult regularly with that advisor as well as their Religion advisor.

Students planning to enter the seminary should select a major in theology. A religion major must be supplemented with seminary prerequisite courses. For entrance requirements, please consult the seminary portion of this bulletin.

### Total Credits - 120

### Major - 33-34

- 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 406 - Advanced Studies in Daniel and Revelation **Credits: 3**
- 3 credits of RELH 400 - SDA History and Prophetic Heritage **Credits: 3,4**
- RELT 100 - God and Human Life **Credits: 3**
- RELT 326 - Theology II **Credits: 3**

#### Choose one course from the following:

- 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**

#### Choose two courses from the following:

- RELP 335 - Foundations of Youth Ministry **Credits: 3**
- RELT 250 - Personal Spirituality and Faith **Credits: 3**
- RELT 340 - Religion and Ethics in Modern Society **Credits: 3**
- RELT 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Additional Requirements

- A minimum grade of "C" for all major classes.
- Minimum overall GPA of 2.5.
- Major GPA of 2.50.
- Practical service in accordance with the requirements of the department.
- See Department of School of Education (Formerly Teaching, Learning & Curriculum) for Additional Secondary Education graduation requirements.

#### Denominational Certification

Religion for Secondary Education includes all requirements in Religion for Seventh-day Adventist 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 (College of Education & International Services) and consult regularly with that advisor as well as their Religion advisor.

### Student Learning Outcomes

Graduates of this program will:

- Document foundational knowledge in the areas of Bible, history, and theology from a Seventh-day Adventist perspective. (PO 1: Foundational Knowledge)
- Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church. (PO 3: Effectively Communicate Mission)

- Exhibit growth in awareness of Christian values and life skills. (PO 4: Exhibit Growth)
- Document service experiences & skills in community and cross-cultural contexts. (PO 5: Document Service Experiences & Skills)

## Theology BA

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.

#### Andrews University BA Theology & MDiv Accelerated Program Collaboration

Students in the BA Theology degree at Andrews University are encouraged to enter the MDiv program following the completion of their undergraduate studies. A collaboration has been established that shares a total of 15 credits that will be counted towards both degrees and may reduce the student's time in the MDiv by approximately one semester. Five credits will be completed at the Seminary level and ten credits at the undergraduate level.

UNDERGRADUATE THEOLOGY COURSE	SEMINARY COURSE	TAKEN AT
RELP 350 Evangelism (3)	PATH 562 Field Evangelism (3)	Undergraduate
RELP 480 Practicum Capstone (1)	PATH 560 Advanced Min Development (2)	Undergraduate
RELP 301 Marriage & Family (3)	DSLE 503 Marriage & Family (2)	Undergraduate
RELT 315 Christian Discipleship (3)	DSLE 541 Found of Biblical Spirituality (3)	Seminary
RELP 335 Foundations of Youth Ministry (3)	DSLE 534 Ministry to Youth & Young Adults (2)	Seminary
RELB 335 Acts and the Epistles (3)	MDiv Elective (3)	Undergraduate
	TOTAL CREDITS = 15	

### Total Credits - 120

### Major - 68

#### Biblical Studies - 24

- 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 - Advanced Studies in Daniel and Revelation **Credits: 3**

#### Choose one of the following courses:

- RELB 274 - Prophetic Writings of the Old Testament **Credits: 3**
- RELB 474 - Advanced Study in Old Testament Prophets **Credits: 3**

#### Choose one of the following courses:

- RELB 216 - Law and Writings of the Old Testament **Credits: 3**
- RELB 416 - Advanced Study in Law and Writings **Credits: 3**

(NOTE: Either Law and Writings or Prophetic Writings must be 400 level.)

#### Systematic Theology/Ethics - 10

- RELT 325 - Theology I **Credits: 3**
- RELT 326 - Theology II **Credits: 3**
- RELT 340 - Religion and Ethics in Modern Society **Credits: 3**

(Other ethics classes may be petitioned in consultation with the department chair if applies to second major.)

#### Choose one of the following courses:

- RELT 295 - Introduction to Theological Research **Credits: 1**
- HONS 398H - Research Pro-Seminar **Credits: 1**

#### Religious History - 10

- RELH 316 - History of the Christian Church I **Credits: 3**

RELH 317 - History of the Christian Church II **Credits:** 3

4 credits of RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4

### Practical Studies - 15

RELP 105 - Introduction to Pastoral Service **Credits:** 1

RELP 200 - Religion Forum **Credits:** 0 (*Students must register for RELP 200 each semester registered at Andrews University as a Theology major.*)

RELP 240 - Personal Witnessing **Credits:** 2,3

RELP 330 - Homiletics—Introduction to Preaching **Credits:** 2

RELP 301 - Marriage and Family Ministry **Credits:** 3

RELP 350 - Evangelism **Credits:** 3

RELP 480 - Practicum Capstone **Credits:** 1

RELP 485 - Pastoral Ministry **Credits:** 3

### Discipleship - 3

Choose one of the following courses:

RELT 115 - Introduction to Christian Discipleship **Credits:** 3

RELT 250 - Personal Spirituality and Faith **Credits:** 3

RELT 315 - Christian Discipleship **Credits:** 3 (Students who plan on going to the Seminary should take this course, cross-listed as DSLE 541 Foundations of Biblical Spirituality in the Seminary bulletin.)

RELT 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

### Missions - 6

RELG 350 - World Religions **Credits:** 3

Choose one of the following courses:

RELG 225 - Foundations of Missions **Credits:** 3

RELG 335 - Foundations of Youth Ministry **Credits:** 3 (Students who plan on going to the Seminary should take this course, cross-listed as DSLE 534 Ministry to Youth & Young Adults in the Seminary bulletin.)

## Cognates - 15

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

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Additional Requirements

### Graduation Requirements

- A minimum grade of "C-" for all major classes and cognates.
- A minimum overall 2.25 GPA.
- A major GPA of 2.50.
- A practical ministry portfolio in accordance with the requirements of the department.
- Successfully test out of RELT 100 or take the class, which shall count as a major elective.

## Admission Requirements

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.

## Student Learning Outcomes

Graduates of this program will:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)

- Possess skills in the major biblical languages of Hebrew & Greek. (Seek Knowledge)
- Be able to articulate the Seventh-day Adventist view of life both orally and in writing in the context of present society, history, and theology. (Affirm Faith)
- Exhibit growth in Christian values and life skills. (Change the World)
- Document experience & skills in personal ministry and evangelism on the level of local church and community and in a cross cultural context. (Change the World)

## Undergraduate Minors

### Biblical Languages Minor

For students dedicated to pursuing studies in the Biblical Languages on a deeper level.

#### Total Credits - 18

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

3 credits of BIBL 495 - Independent Study **Credits:** 1-3

### Student Learning Outcomes

#### PO 2: Biblical Languages

Possess skills in the major biblical languages of Hebrew & Greek.

## Missions Minor

This program is designed for students interested in further studies in missions.

### Minor Requirements - 20

RELG 225 - Foundations of Missions **Credits:** 3

RELG 350 - World Religions **Credits:** 3

RELP 240 - Personal Witnessing **Credits:** 2,3

RELT 250 - Personal Spirituality and Faith **Credits:** 3

ANTH 200 - Cultural Anthropology **Credits:** 3

Choose remaining credits from the following courses:

BSAD 365 - International Environment of Business **Credits:** 3

BSAD 450 - Multicultural Business Relations **Credits:** 3

EDTE 165 - Introduction to Teaching **Credits:** 3

ENGL 465 - TESOL Methods **Credits:** 2

FDNT 469 - International Nutrition **Credits:** 2,3

FREN 275 - Intermediate French **Credits:** 4

GEOG 260 - Cultural Geography **Credits:** 3

RELP 350 - Evangelism **Credits:** 3

SOCI 431 - Needs Assessment and Capacity Mapping **Credits:** 3

SPAN 275 - Intermediate Spanish **Credits:** 4

### Student Learning Outcomes

Graduates from this program will be able to:

- Document foundational knowledge in the areas of Bible, history, and theology from an SDA perspective. (PO 1: Foundational Knowledge)
- Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church. (PO 3: Effectively Communicate Mission)
- Exhibit growth in awareness of Christian values and life skills. (PO 4: Exhibit Growth)
- Document service experiences & skills in community and cross-cultural contexts. (PO 5: Document Service Experiences & Skills)



# Religion Minor

This minor is designed for students desiring a minor in religious studies specified to courses that they wish to gain a greater knowledge in.

## Minor Requirements - 20

15 credits from RELB, RELG, RELP, and RELT.

5 credits from any course in the department subject to consultation with your academic advisor.

6 of the 20 credits must be from upper-division classes.

## Student Learning Outcomes

Graduates of this program will be able to:

- Document foundational knowledge in the areas of Bible, history, and theology from a Seventh-day Adventist perspective. (PO 1: Foundational Knowledge)
- Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church. (PO 3: Effectively Communicate Mission)
- Exhibit growth in awareness of Christian values and life skills. (PO 4: Exhibit Growth)
- Document service experiences & skills in community and cross-cultural contexts. (PO 5: Document Service Experiences & Skills)

## Certificates

### Christian Discipleship Certificate

This program is designed for students desiring limited studies in Christian Discipleship.

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.

This certificate is available on the main campus and online.

**Online delivery:** This program is also offered in a primarily interactive online asynchronous format (see Global Campus definitions). This program does not require any on-campus time, unless one is enrolled in the on-campus delivery.

### Total Credits - 17-18

RELG 225 - Foundations of Missions **Credits:** 3

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

RELT 100 - God and Human Life **Credits:** 3

RELT 225 - Doctrines of the Adventist Faith **Credits:** 3

RELP 240 - Personal Witnessing **Credits:** 2,3

RELP 350 - Evangelism **Credits:** 3

## Additional Requirements

### Practicum

The certificate requires a practical ministry component. This component is done in consultation with your advisor.

## Student Learning 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.

## Foundations of Christian Ministry Certificate 1

There are three Foundations of Christian Ministry certificates designed to provide a basic understanding of biblical, theological and pastoral principles. These certificates are intended for non-traditional students who do not have an undergraduate theology or religion degree. The stackable certificates fulfill many seminary pre-requisites.

**Online Delivery:** This degree is offered in a primarily interactive online asynchronous format (see Global Campus definitions). This program does not require any time on campus.

### Total Credits - 18

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 216 - Law and Writings of the Old Testament **Credits:** 3

RELB 316 - History of the Christian Church I **Credits:** 3

3 credits of RELP 240 - Personal Witnessing **Credits:** 2,3

## Admission Requirements

- High School diploma.
- One year of Adventist ministry experience.

## Student Learning Outcomes

- Articulate a biblical worldview to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

## Foundations of Christian Ministry Certificate 2

There are three Foundations of Christian Ministry certificates designed to provide a basic understanding of biblical, theological and pastoral principles. These certificates are intended for non-traditional students who do not have an undergraduate theology or religion degree. The stackable certificates fulfill many seminary pre-requisites.

**Online Delivery:** This degree is offered in a primarily interactive online asynchronous format (see Global Campus definitions). This program does not require any time on campus.

### Total Credits - 17

RELB 274 - Prophetic Writings of the Old Testament **Credits:** 3

RELB 335 - Acts and Epistles **Credits:** 3

RELG 350 - World Religions **Credits:** 3

RELP 330 - Homiletics—Introduction to Preaching **Credits:** 2

## Admission Requirements

- High School diploma
- Three years of Adventist ministry experience
- Completion of Foundations of Christian Ministry Certificate 1

## Student Learning Outcomes

- Articulate a biblical worldview to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

## Foundations of Christian Ministry Certificate 3

There are three Foundations of Christian Ministry certificates designed to provide a basic understanding of biblical, theological and pastoral principles. These certificates are intended for non-traditional students who do not have an undergraduate theology or religion degree. The stackable certificates fulfill many seminary pre-requisites.

**Online Delivery:** This degree is offered in a primarily interactive online asynchronous format (see Global Campus definitions). This program does not require any time on campus.

## Total Credits - 16

RELB 406 - Advanced Studies in Daniel and Revelation **Credits:** 3

RELH 317 - History of the Christian Church II **Credits:** 3

4 credits of RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4

REL 485 - Pastoral Ministry **Credits:** 3

REL 326 - Theology II **Credits:** 3

## Admission Requirements

- High School diploma
- Three years of Adventist ministry experience
- Completion of Foundations of Christian Ministry Certificates 1 and 2

## Student Learning Outcomes

- Articulate a biblical worldview to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

## Ministry Certificate (Spanish)

The Certificate in Ministry (Spanish) provides biblical and theological foundations for practical Hispanic ministry through blended learning. The certificate requires academic study and service learning in a practical life setting, with a portfolio as evidence of completing all certificate outcomes.

**Online Delivery:** This certificate is offered as an interactive online asynchronous program (see Global Campus Definitions). This program does not require any time on campus.

## Total Credits - 18

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

REL 210 - Jesus in His Time and Ours **Credits:** 3

RELB 245 - Hermeneutics **Credits:** 3

3 credits of RELP 240 - Personal Witnessing **Credits:** 2,3

REL 225 - Doctrines of the Adventist Faith **Credits:** 3

## Additional Requirements

### Practicum

The certificate requires a practical ministry component with mentored learning. This component is completed in consultation with the academic advisor.

## Student Learning Outcomes

At the end of the program the students should be able (in Spanish) to:

- Document foundational knowledge in the area of Bible and Adventist teachings.
- Communicate the biblical message employing proper hermeneutical tools.
- Document service experiences and skills in practical witnessing.

## Mission and Global Awareness Certificate

The Mission and Global Awareness Certificate prepares students for serving God and humanity in a cross-cultural context. The program provides theological foundations combined with sociological, anthropological and missiological understandings which equip the student for international service.

**Online delivery:** This certificate is also offered in an interactive online asynchronous format (see School of Distance Education definitions). This program does not require any on-campus time, unless one is enrolled in the on-campus delivery.

## Total Credits - 17-18

The below classes are available on-campus.

RELG 350 - World Religions **Credits:** 3

REL 240 - Personal Witnessing **Credits:** 2,3

REL 250 - Personal Spirituality and Faith **Credits:** 3

ANTH 200 - Cultural Anthropology **Credits:** 3

**Choose one of the following courses:**

RELG 225 - Foundations of Missions **Credits:** 3

**Choose remaining credits from the following courses:**

BSAD 365 - International Environment of Business **Credits:** 3

BSAD 450 - Multicultural Business Relations **Credits:** 3

EDTE 165 - Introduction to Teaching **Credits:** 3

EDTE 175 - Philosophy of Adventist Education **Credits:** 1 (for off-campus students)

ENGL 465 - TESOL Methods **Credits:** 2

FDNT 469 - International Nutrition **Credits:** 2,3

FREN 275 - Intermediate French **Credits:** 4

REL 350 - Evangelism **Credits:** 3

SPAN 275 - Intermediate Spanish **Credits:** 4

## Additional Requirements

- A mission trip or volunteer service in another country is required.

## Student Learning Outcomes

At the end of the program the students should be able to:

- Describe key factors which characterize the Seventh-day Adventist Church as a global movement.
- Identify significant challenges in cross-cultural mission from an SDA perspective.
- Discern how culture and mission interact in service for God and humanity.

## Biblical Languages

**BIBL 211 - Greek I**

**Credits:** 3

Elements of grammar of the koine Greek of the New Testament, including

vocabulary, translation, and reading.

**Lecture/Lab:** Weekly: lab required

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall

**College Code:** CAS

### BIBL 212 - Greek II

**Credits:** 3

Instruction in intermediate grammar and reading of selected portions of the New Testament.

**Lecture/Lab:** Weekly: lab required

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIBL 211

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Spring

**College Code:** CAS

### BIBL 221 - Elementary Latin

**Credits:** 2

Introduction to Latin grammar and syntax. Emphasis on biblical and ecclesiastical vocabulary and reading and translation of simple texts from Vulgate and church history.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

### BIBL 222 - Intermediate Latin

**Credits:** 2

Instruction in intermediate Latin grammar and syntax and reading and translation of selected texts from Vulgate and church history.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIBL 221

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

### BIBL 313 - Greek III

**Credits:** 3

Advanced Koine Reading. New Testament portions from Luke, Paul, the book of Hebrews, and James should be analyzed on the bases of Greek syntax and author specific vocabulary. Selections from the Septuagint and the early church fathers will be considered to illustrate the development of thought within Christianity. Furthermore, introducing students to selections from Philo and Josephus.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIBL 211 and BIBL 212

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

### BIBL 341 - Hebrew I

**Credits:** 3

Fundamentals of Biblical Hebrew including a practical vocabulary, an understanding of the grammatical structure of the language, and practice in translation.

**Lecture/Lab:** Weekly: lab required

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

### BIBL 342 - Hebrew II

**Credits:** 3

Development of reading ability in different portions of the Hebrew Bible on intermediate level. Application of the principles of Hebrew lexicography, grammar, syntax and style to the exegesis of selected passages of the Hebrew Old Testament. Emphasis placed upon practical and scholarly application of the text in an exegesis paper.

**Lecture/Lab:** Weekly: lab required

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIBL 341

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

### BIBL 495 - Independent Study

**Credits:** 1-3

Provides opportunity for further and independent investigation of the history, development, and exegesis of the biblical text.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

## Religion - Biblical Studies

### RELB 111 - Introduction to the Old Testament

**Credits:** 3

An introduction to the writings and theology of the Old Testament within their near eastern cultural, geographical, and historical backgrounds.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall

**College Code:** CAS

### RELB 112 - Introduction to the New Testament

**Credits:** 3

An introduction to the writings and theology of the New Testament within their Jewish and Greco-Roman cultural, geographical, and historical backgrounds.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Spring

**College Code:** CAS

### RELB 210 - Jesus in His Time and Ours

**Credits:** 3

Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? Also examines the connection between Christ's first Advent and His second. May be taught with specific emphasis on one of the four gospels.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

### RELB 216 - Law and Writings of the Old Testament

**Credits:** 3

An introduction to the Pentateuch and the "Writings" (historical books, Psalms, and Wisdom literature). May be taught with specific emphasis on a particular book or theme.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring

**College Code:** CAS

### RELB 235 - Studies in Daniel and Revelation

**Credits:** 3

A study of the meaning for the 21st century of biblical apocalyptic prophecy, describing the principles of reading and applying biblical prophecy in a modern world, comparing it with other modes of prophecy and prediction in the present culture, and assessing its relevance in view of modern global challenges. Does not count toward a Religion and Theology major.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**College Code:** CAS

### RELB 245 - Hermeneutics

**Credits:** 3

An introduction to the presuppositions beneath various interpretive approaches to the biblical text and application of the principles of interpretation to texts representing the various genres of the Old and New Testaments.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**Term Offering:** Fall  
**College Code:** CAS

### RELB 274 - Prophetic Writings of the Old Testament

**Credits:** 3  
An introduction to the prophets of the Old Testament and their writings. May be taught with specific emphasis on a particular book or theme.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### RELB 304 - Studies in Daniel

**Credits:** 3  
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online, Self-Paced  
**College Code:** CAS

### RELB 305 - Studies in Revelation

**Credits:** 3  
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online, Self-Paced  
**College Code:** CAS

### RELB 335 - Acts and Epistles

**Credits:** 3  
Brief introduction to principles of New Testament interpretation; a study of Acts, the Pauline Epistles, Hebrews, and the General Epistles. Research paper may be required. May be taught with specific emphasis on a particular book or theme.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### RELB 345 - The Sanctuary & Hebrews

**Credits:** 3  
For Seventh-day Adventists, the Sanctuary is a unique and essential doctrine. The Epistle to the Hebrews explores the implications of Jesus as our High Priest in the heavenly sanctuary.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Fall  
**College Code:** CAS

### RELB 406 - Advanced 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, Interactive Online, Self-Paced  
**Term Offering:** Fall  
**College Code:** CAS

### RELB 416 - Advanced Study in Law and Writings

**Credits:** 3  
Focused on a particular book or on themes in the law and writings of the Old Testament. Includes exegesis. Research paper required.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIBL 341 and BIBL 342  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### RELB 474 - Advanced Study in Old Testament Prophets

**Credits:** 3  
Focused on a particular book or on themes in the prophetic writings of the Old Testament. Includes exegesis. Research paper required.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** BIBL 341 and BIBL 342  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CAS

## Religion - General

### RELG 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, Interactive Online  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

### RELG 225 - Foundations of Missions

**Credits:** 3  
An undergraduate religion course which explores the theology and practice of missions. The objective of the course is to understand God's mission in our world and to experience personal involvement in that mission. A long-term goal of the course is to create an experience through which God can inspire students to a lifetime of service and missions. The class experience includes intensive short-term missions exposure by means of a class tour. Note: Student missionaries are required to take a different missions course: RELP 325 - Preparation for Mission Service.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**College Code:** CAS

### RELG 248 - Workshop

**Credits:** 1-3  
Provides flexibility for the occasional workshop where it is appropriate to offer religion credit. Workshop requirements must be approved by the department.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Blended Learning, Workshop  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### RELG 350 - World Religions

**Credits:** 3  
Explores major world views and religious traditions and their fundamental teachings, beliefs, and practices. Considers each major religion's analysis of basic human problems and the proposed solutions. Students learn to respect and understand diverse beliefs and practices. Taught from a Christian perspective, the course seeks to explore common ground and challenges between Christianity and the major world religions.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**College Code:** CAS

### RELG 360 - Topics in Religion

**Credits:** 1-3  
Designed to add flexibility to the department offerings and to meet diverse student needs. Consult the class schedule for the current topic. This course qualifies for a deferred grade when it requires research.

**Course Attribute:** Service course  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CAS

## RELG 378 - Study Tour:

**Credits:** 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. Religion and theology majors may apply up to 6 elective credits of classes taken on study tours toward their major if preapproved by department.

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning

**College Code:** CAS

## RELG 380H - Honors in Religion (topic specified)

**Credits:** 1-3

Readings and seminar observations on various topics. Area of study announced in advance.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring

**College Code:** CAS

## RELG 496 - Special Projects in Religion

**Credits:** 1-3

By special permission of the Department of Religion & Biblical Languages.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

# Religion - History

## RELH 316 - History of the Christian Church I

**Credits:** 3

Surveys the internal and external developments and conflicts which Christianity has experienced in time and space from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** HIST110 or HIST 118 or instructor permission

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**College Code:** CAS

## RELH 317 - History of the Christian Church II

**Credits:** 3

Surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, the world-wide mission expansion, and ecumenism.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** HIST110 or HIST 118 or instructor permission

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**College Code:** CAS

## RELH 400 - SDA History and Prophetic Heritage

**Credits:** 3,4

An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White. Theology majors take the class for 4 credits, Religion majors for 3 credits.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring, Summer

**College Code:** CAS

# Religion - Professional & Applied Studies

## REL P 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

## REL P 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

## REL P 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

## REL P 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, Interactive Online, Self-Paced

**Term Offering:** Fall

**College Code:** CAS

## REL P 301 - Marriage and Family Ministry

**Credits:** 3

This course will teach students the ministry dynamics of marriage, family, and interpersonal relationships from a Scripture-based perspective.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## REL P 326 - Preparation for Mission Service Practicum

**Credits:** 1

Establishes a theological foundation for mission and provides student missionaries with an orientation to culture and missions. The course focussing on the knowledge, skills, and attitudes necessary to begin successful student mission service. This class is required for all student missionaries (SMs) and includes the student missionary intensive usually conducted in the spring semester. The course also facilitates the application process for serving as a student missionary. This class fulfills 1 credits of the General Education religion requirement and is offered at the special reduced student missionary tuition rate. Students must enroll in the course before leaving as a student missionary. RELP327 Student Missions Practicum is designed to be taken after this course. Instructor permission required.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** CAS

## RELP 327 - Student Missions Practicum

### Credits: 1

Provides essential relational and functional resources for student missionaries in the field and informs and supports the re-entry experience after the completion of their mission service. The course provides resources and assignments to assist students as they learn how to understand cultural differences and how to live cross-culturally while serving God and humanity. This practicum course may extend over 1 or more semesters depending on the term of service for the student missionary. RELP 326 should be completed before this course. RELP327 is a required 1-2 credit course for all student missionaries and is offered at the discounted student missionary tuition rate.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** RELP 326

**Schedule Type:** Practicum

**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, Interactive Online, Self-Paced

**Term Offering:** Spring

**College Code:** CAS

## RELP 335 - Foundations of Youth Ministry

### Credits: 3

Designed for the youth specialist who wishes to work as a youth pastor, youth director, academy Bible teacher, or in any other youth-training capacity.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**College Code:** CAS

## RELP 339 - Contextualized Preaching

### Credits: 2

This course will equip students with the requisite skillset for effective sermon construction and delivery suited for different ethnically and culturally diverse congregations. The course will also assist students in assessing their own particular cultural situation and examine its impact on their preaching to their local community.

**Lecture/Lab:** Weekly: 2 lectures

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** RELP 330

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**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 341 - Ministry Praxis

### Credits: 1

The course will provide students with practical ministry experience in the local church setting, under the guidance of local church pastors. Students will serve in two different ethnically and culturally diverse ministry contexts, which are different from the one with which they identify.

**Lecture/Lab:** Weekly: 1 lecture & 1-hour lab

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Fall

**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, Interactive Online, 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

# Religion - Theology

## 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, Interactive Online, Self-Paced

**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, 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, 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:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, 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, Interactive Online, 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, Interactive Online, Self-Paced

**Term Offering:** Spring

**College Code:** CAS

## RELT 340 - Religion and Ethics in Modern Society

**Credits:** 3

Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT340 or RELT 390, but not in both.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring

**College Code:** CAS

## RELT 348 - Christians and the Environment

**Credits:** 3

A religious, philosophical, and activist approach to environmental issues, analyzing ideological causes of environmental degradation, and offering philosophical and theological perspectives which inform and sensitize the student to the Christian's environmental responsibility. Qualifies as an "S" course for General Education Service Learning. Contains a service component.

**Course Attribute:** Service course

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## RELT 385 - Bioethics and Christian Faith

**Credits:** 3

A capstone seminar for biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 166, COMM 104 or higher, ENGL 215

**Schedule Type:** Lecture

**College Code:** CAS

## RELT 390 - Christian Business Ethics

**Credits:** 3

Designed for the student to examine differing ethical models and to develop a personal model that will serve as the basis on which a Seventh-day Adventist Christian will make personal value decisions. The developed model is used in examining actual ethical issues which confront people in daily affairs of business life. Student can earn general education credit in either RELT 340 or 390, but not in

both. (Open only to upper division School of Business Administration students).

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

### RELT 415 - Topics in Theology

**Credits:** 3

Focused attention on select theological issues and their relationship to Christian practice. The selection of topics varies with any given course offering and might include some of the following: Trinity, theodicy, sanctuary, apocalypticism, justification by faith, revelation and inspiration, and doctrine of creation. Research paper required.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** RELT 325, RELT 326

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** CAS

### RELT 420 - Formative Thinkers in Religion

**Credits:** 3

An in-depth, seminar-style exploration of selected thinkers who have significantly impacted both Christian thought and the culture at large. Through a sustained attention of mostly primary texts, student explore the rich intersection of theology, philosophy, spirituality and ethics with the aim of probing the richness and complexity of human existence in relationship to God.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### RELT 425 - Seminar in Contemporary Theology

**Credits:** 3

A study of ideas of major theologians in modern times. Underlying philosophical presuppositions are analyzed. The relationship between theology and secularism is studied. The course critically examines some primary texts and evaluates their contribution and significance.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, 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

**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



# School of Engineering

Harrigan Hall, Room 229  
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engineering@andrews.edu  
<https://www.andrews.edu/engineering/>

## Faculty

Gunnar Lovhoiden, *Chair*  
Jay Johnson  
Hyun Kwon  
Gunnar Lovhoiden  
Boon-Chai Ng

## Adjunct Faculty

Matias Soto

## Mission

The School of Engineering aspires to be a place of choice for engineering 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 School of Engineering will:

### Seek Knowledge by:

- Exploring current knowledge in engineering and computing from a Christian viewpoint, within the broader context of the liberal arts.
- Creating a nurturing environment for a committed lifetime of intellectual discovery, problem-solving, and innovation.
- Enhancing learning through research and scholarship.
- Preparing students to join their chosen profession or attend graduate school.
- Engaging industry and professional stakeholders in the planning and assessing of our curriculum.

### Affirm Faith by:

- Acknowledging the leadership of God in their lives.
- Acting with personal and moral integrity.
- Serving humanity in a complex, technological, global society.

### Change the World by:

- Applying knowledge and skills to the care of their God-given home.
- Solving contemporary societal problems.
- Providing selfless service to others.

## Bachelors

## 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 - 131**

**Major - 57**

### Core Requirements - 32

ENGR 120 - Introduction to Engineering & Design **Credits: 2**  
ENGR 125 - Engineering Graphics **Credits: 3**  
ENGR 181 - Material Properties and Processes **Credits: 3**  
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 365 - Numerical Methods for Engineers **Credits: 3**  
ENGR 450 - Engineering Economy **Credits: 2**  
ENGR 491 - Review of Engineering Design **Credits: 1**  
ENGR 492 - Senior Design Project **Credits: 3**

### Concentration Requirements - 25

ENGR 323 - Chemical Reaction Engineering **Credits: 3** (no lab needed)  
ENGR 355 - Chemical Engineering Lab **Credits: 3,4**  
ENGR 360 - Fluid Dynamics **Credits: 3**  
ENGR 382 - Separation Processes **Credits: 3**  
ENGR 410 - Feedback Control Systems **Credits: 4**  
ENGR 440 - Heat and Mass Transfer **Credits: 3**  
ENGR 480 - Process Design **Credits: 3**  
ENGR 330 - Thermodynamics **Credits: 3**

## Cognates - 42

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**  
CHEM 330 - Quantitative Chemical Analysis **Credits: 4**  
CPTR 151 - Computer Science I **Credits: 3**  
INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play **Credits: 3**  
MATH 191 - Calculus I **Credits: 4**  
MATH 192 - Calculus II **Credits: 4**  
MATH 240 - Calculus III **Credits: 4**  
MATH 286 - Differential Equations **Credits: 3**  
PHYS 241 - Physics for Scientists and Engineers I **Credits: 4**  
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits: 1**

## Additional Requirements

No grade lower than C- may be counted toward any degree requirement. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

## Student Learning Outcomes

Graduates of the program will demonstrate the ability to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

# Engineering, Computer Engineering Concentration BSE

Engineering builds on a strong traditional mathematics, science, and engineering core. The Computer Engineering Concentration 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 - 128

## Major - 62

### Core - 32

ENGR 120 - Introduction to Engineering & Design **Credits: 2**  
ENGR 125 - Engineering Graphics **Credits: 3**  
ENGR 181 - Material Properties and Processes **Credits: 3**  
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 365 - Numerical Methods for Engineers **Credits: 3**  
ENGR 450 - Engineering Economy **Credits: 2**  
ENGR 491 - Review of Engineering Design **Credits: 1**  
ENGR 492 - Senior Design Project **Credits: 3**

### Concentration - 30

CPTR 152 - Computer Science II **Credits: 3**  
CPTR 276 - Data Structures and Algorithms **Credits: 3**  
ENGR 325 - Electronics II **Credits: 4**  
ENGR 335 - Logic Circuit Design **Credits: 3**  
ENGR 385 - Microprocessor Systems **Credits: 4**  
ENGR 455 - Communication Systems **Credits: 4**

### Concentration Electives - 9

Choose 3 of the following in consultation with the advisor.

CPTR 435 - Machine Learning **Credits: 3**  
CPTR 440 - Operating Systems **Credits: 3**  
CPTR 460 - Software Engineering **Credits: 3**  
ENGR 405 - Digital Interfacing **Credits: 3**  
ENGR 435 - Electromagnetic Fields **Credits: 4**

## Cognates - 34

CPTR 151 - Computer Science I **Credits: 3**  
MATH 191 - Calculus I **Credits: 4**  
MATH 192 - Calculus II **Credits: 4**  
MATH 240 - Calculus III **Credits: 4**  
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**  
STAT 340 - Probability Theory with Statistical Applications **Credits: 3**  
INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play **Credits: 3**

## Additional Requirements

No grade lower than C- may be counted toward any degree requirement. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

## Student Learning Outcomes

Graduates of the program will demonstrate the ability to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

# Engineering, Electrical Engineering Concentration BSE

Engineering builds on a strong traditional mathematics, science, and engineering core. The Electrical 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 - 130

## Major - 64

### Core Requirements - 32

ENGR 120 - Introduction to Engineering & Design **Credits: 2**  
ENGR 125 - Engineering Graphics **Credits: 3**  
ENGR 181 - Material Properties and Processes **Credits: 3**  
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 365 - Numerical Methods for Engineers **Credits: 3**  
ENGR 450 - Engineering Economy **Credits: 2**  
ENGR 491 - Review of Engineering Design **Credits: 1**  
ENGR 492 - Senior Design Project **Credits: 3**

### Concentration - 32

CPTR 152 - Computer Science II **Credits: 3**

ENGR 325 - Electronics II **Credits:** 4  
ENGR 335 - Logic Circuit Design **Credits:** 3  
ENGR 385 - Microprocessor Systems **Credits:** 4  
ENGR 410 - Feedback Control Systems **Credits:** 4  
ENGR 435 - Electromagnetic Fields **Credits:** 4  
ENGR 455 - Communication Systems **Credits:** 4

### Concentration Electives - 6

Choose 6 credits from the following in consultation with the advisor.

CPTR 276 - Data Structures and Algorithms **Credits:** 3  
ENGR 330 - Thermodynamics **Credits:** 3  
ENGR 390 - Engineering Measurements **Credits:** 3,4  
ENGR 405 - Digital Interfacing **Credits:** 3

### Cognates - 34

CPTR 151 - Computer Science I **Credits:** 3  
INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play **Credits:** 3  
MATH 191 - Calculus I **Credits:** 4  
MATH 192 - Calculus II **Credits:** 4  
MATH 240 - Calculus III **Credits:** 4  
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  
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

### Additional Requirements

No grade lower than C- may be counted toward any degree requirement. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for.

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Maintaining Academic Standing

An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

### Student Learning Outcomes

Graduates of the program will demonstrate the ability to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

# Engineering, Mechanical Engineering Concentration BSE

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 - 131

### Major - 61

#### Core Requirements - 32

ENGR 120 - Introduction to Engineering & Design **Credits:** 2  
ENGR 125 - Engineering Graphics **Credits:** 3  
ENGR 181 - Material Properties and Processes **Credits:** 3  
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 365 - Numerical Methods for Engineers **Credits:** 3  
ENGR 450 - Engineering Economy **Credits:** 2  
ENGR 491 - Review of Engineering Design **Credits:** 1  
ENGR 492 - Senior Design Project **Credits:** 3

#### Concentration - 29

ENGR 320 - Design and Prototyping **Credits:** 3  
ENGR 330 - Thermodynamics **Credits:** 3  
ENGR 340 - Mechanics of Materials **Credits:** 3  
ENGR 360 - Fluid Dynamics **Credits:** 3  
ENGR 390 - Engineering Measurements **Credits:** 3,4  
ENGR 391 - Electric Motors **Credits:** 1  
ENGR 410 - Feedback Control Systems **Credits:** 4  
ENGR 420 - Machine Design **Credits:** 3  
ENGR 440 - Heat and Mass Transfer **Credits:** 3

#### Concentration Electives - 3

Choose one 3-credit ENGR or CPTR course in consultation with advisor.

### Cognates - 38

CHEM 131 - General Chemistry I **Credits:** 4  
CPTR 151 - Computer Science I **Credits:** 3  
INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play **Credits:** 3  
MATH 191 - Calculus I **Credits:** 4  
MATH 192 - Calculus II **Credits:** 4  
MATH 240 - Calculus III **Credits:** 4  
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  
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

### Additional Requirements

No grade lower than C- may be counted toward any degree requirement. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for.

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

## Student Learning Outcomes

Graduates of the program will demonstrate the ability to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

## Undergraduate Minors

## Engineering Minor

### Total Credits - 20

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

### Electives

A minimum of 9 credits chosen from ENGR courses in consultation with an engineering advisor.

### Cognates - 8

MATH 191 - Calculus I **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

## Student Learning Outcomes

Graduates of the program will demonstrate the ability to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions.

- Acquire and apply new knowledge as needed, using appropriate learning strategies.

## Engineering

### ENGR 120 - Introduction to Engineering & Design

**Credits:** 2

An introductory course in engineering and design. It teaches the basic principles of design and related design tools from a basic level. Students will be taught to use computer tools for engineering analysis.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

### ENGR 125 - Engineering Graphics

**Credits:** 3

Fundamentals of drawing as applied to mechanical engineering problems. Orthographic projections, auxiliary and sectional views, dimensioning and tolerancing, oblique and isometric views, detail and assembly drawing. Sketching and computer aided drafting.

**Lecture/Lab:** Weekly: two 1-hour lectures and two 1.5-hour labs

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

### ENGR 181 - Material Properties and Processes

**Credits:** 3

An introduction to materials, their properties and common processes used to make useful components from these materials. This course includes a hands-on experience in the materials testing, heat treatment as well as machining practices.

**Lecture/Lab:** Weekly: 2 lectures and a 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** MATH 191

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

### ENGR 215 - Robotics Programing

**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

**Course/Lab Fee:** No

**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.

**Course/Lab Fee:** No

**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

This course is an introduction to the dynamics and vibrations of lumped-parameter models of mechanical systems. Topics covered include kinematics, force-momentum formulation for systems of particles and rigid bodies in planar motion, work-energy concepts, Keplerian motion, and elementary vibrations.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 185, PHYS 241, and MATH 192

**Prerequisite/Corequisite:** MATH 286

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MATH 215, MATH 286, CPTR 151

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## ENGR 315 - Critical Thinking for Engineers & Scientists

**Credits:** 3

This course focuses on patterns of thinking in an engineering and scientific context. Topics include decision making, systematic decomposition of problems, troubleshooting, and situational analysis. Emphasis on communication (written, verbal, visual, etc).

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PHYS 242 Physics for Scientist and Engineers or approval of instructor

**Recommended:** PHIL 320 Critical Thinking

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## ENGR 323 - Chemical Reaction Engineering

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHEM 132 and MATH 286

**Schedule Type:** Lecture

**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.

**Course/Lab Fee:** No

**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.

**Course/Lab Fee:** No

**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.

**Course/Lab Fee:** No

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 185

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## ENGR 355 - Chemical Engineering Lab

**Credits:** 3,4

Introduction to various measurement techniques available for chemical and general engineering application. National Instrument LabVIEW Data Acquisition system is used to collect data for analysis.

**Lecture/Lab:** Weekly: 1 lecture and two 2-hour labs

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 275 or ENGR 330

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## ENGR 360 - Fluid Dynamics

**Credits:** 3

Fluid statics and dynamics of fluid motion. Conservation of mass, momentum, and energy in laminar and turbulent flow. Boundary layer flow, lift and drag forces, viscous flow in conduits, open channel flow, flow measurements.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 285, ENGR 330, MATH 286

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## ENGR 365 - Numerical Methods for Engineers

**Credits:** 3

This course provides a basic introduction to numerical methods to solve engineering problems. Fundamental concepts from linear algebra are introduced and utilized in this course. Numerical methods covered will include root solving, solving systems of linear equations, optimization, numerical integration, and basic methods to solve systems of first order differential equations. MATLAB is used in this course to demonstrate how to successfully code each of the methods presented.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MATH 192

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CAS

## ENGR 382 - Separation Processes

**Credits:** 3

Fundamentals of thermodynamics of separation processes; Introduction to Separation Processes of gas absorption, distillations, leaching/extraction, membrane separation, etc.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 323 , ENGR 330 or , CHEM 131 - General Chemistry I

**Schedule Type:** Lecture

**College Code:** CAS

## ENGR 385 - Microprocessor Systems

**Credits:** 4

Introduction to computer organization, microprocessors, assembly language programming, memory devices, I/O devices, interfacing with emphasis on control applications.

**Lecture/Lab:** Weekly: 3 lectures & a 3-hour lab

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 275 or CPTR 276

**Schedule Type:** Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

## ENGR 390 - Engineering Measurements

**Credits:** 3,4

Introduction to measurement theory with statistics and uncertainty analysis. Principles of Instrumentation including temperature, pressure, velocity, strains and flow measurements. Use of National Instrument LabView Data Acquisition System to collect data for analysis.

**Lecture/Lab:** Weekly: 1 lecture and two 2-hour labs

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 275 or ENGR 330

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## ENGR 391 - Electric Motors

**Credits:** 1

Study of transformers, ac, dc, and stepping motors; and motor control requirements.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 275

**Recommended:** ENGR 390

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## ENGR 405 - Digital Interfacing

**Credits:** 3

Parallel and serial busses, basics of computer networking, wireless protocols, and peripheral interfaces. Emphasis on communication between microprocessor systems.

**Lecture/Lab:** Weekly: 2 lectures and a 1.5-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 385, CPTR 151

**Schedule Type:** Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

## ENGR 410 - Feedback Control Systems

**Credits:** 4

Fundamentals of control design and analysis of linear feedback systems, their characteristics, performance and stability. The Routh-Hurwitz stability, root-locus, Bode plots, and Nyquist techniques. Performance criteria, design, and compensation of feedback control systems.

**Lecture/Lab:** Weekly: 3-hour lecture and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 275 ENGR 285 ENGR 310

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Fall

**College Code:** CAS

## ENGR 415 - Virtual Instrumentation

**Credits:** 3

For engineering majors. Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 275, CPTR 151

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## ENGR 420 - Machine Design

**Credits:** 3

This course emphasizes both failure theory and analysis as well as the synthesis and design aspect of machine elements. It touches on the commonality of the analytical approaches needed to design a wide variety of elements and the need to use computer aided engineering as an approach to the design and analysis of these classes of problems.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 320 ENGR 390

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## ENGR 425 - Project Management

**Credits:** 3

Methodology used successfully to carry out a technical project including proposals, planning, work breakdown, scheduling, creativity, monitoring progress, and documentation.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** STAT 285 or STAT 340  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Fall  
**College Code:** CAS

### ENGR 430 - Quality Control

**Credits:** 3  
Analysis of the factors affecting product quality during manufacturing. Topics include use of basic statistics and probability for measurements, observations, sampling, control charts and reliability.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** STAT 285 or STAT 340  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

### ENGR 435 - Electromagnetic Fields

**Credits:** 4  
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.

**Course/Lab Fee:** No  
**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.

**Course/Lab Fee:** No  
**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.

**Course/Lab Fee:** No  
**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.

**Course/Lab Fee:** No  
**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.

**Course/Lab Fee:** No  
**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.

**Course/Lab Fee:** No  
**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):** Dependent on topic  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGR 323  
**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.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)

**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.

**Course/Lab Fee:** No

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 355 or ENGR 385 or ENGR 390

**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:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGR 491

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal w S (A-F,I,S,U,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.

**Course/Lab Fee:** No

**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



# School of Social & Behavioral Sciences

Buller Hall, Room 211  
Phone: 269-471-3152  
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Email: [ssbs@andrews.edu](mailto:ssbs@andrews.edu)  
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## Faculty & Staff

Harvey Burnett, *Psychology, School Chair*  
Melissa Ponce-Rodas, *Psychology, School Vice-Chair*  
Erica Bradfield, *Administrative Assistant & General Advisor*  
Karl Bailey, *Psychology, Psychology Program Director*  
Herbert Helm, *Psychology*  
Stacie Hatfield, *Anthropology & Community & Int'l Development, Behavioral Sciences Program Director*  
Kristen Witzel, *Sociology, Sociology Program Director*  
Joel Raveloharimisy, *Director, Community & Int'l Development Program (CIDP)*  
Marlena Maier, *Administrative Assistant, Community & Int'l Development Program (CIDP)*  
Dawn Dulhunty, *Director, off-campus Int'l Development Program (IDP)*  
Rodrick Snow, *Program Manager, Int'l Development Program*

## Senior Research Faculty

Øystein LaBianca, *Anthropology & Community & Int'l Development*  
Duane McBride, *Sociology & Community & Int'l Development*

## Faculty Emeritus

Dick Proctor, *Psychology*  
Larry Ulery, *Psychology & Service Learning*  
Lionel Matthews, *Sociology*

## Adjunct Faculty

Brad Byerle, *Criminal Justice*  
Carlisle Sutton, *Grant Writing*  
Delia Barone, *Psychology, Distance*  
James Newbold, *Criminal Justice*  
Jeffrey Hudon, *Archaeology & Anthropology*  
John Nay, *Geography*  
Justina Adalikwu-Obisike, *Sociology, Distance*  
Robert Bates, *Anthropology*  
Steven Torres, *Emergency Preparedness*

## Mission

The School of Social & Behavioral Sciences is concerned with the study of how human beings think and behave, both as individuals, and in social, spiritual, and cultural settings. The School is organized as a consortium where faculty share expertise and research endeavors in related disciplines with each other and students. By providing students with the discoveries and procedures accumulated from these versatile fields of study, our goal is to equip and empower students to utilize their knowledge abilities and skills to engage professionally within a diverse, inclusive, and global society; to further the mission of the worldwide Seventh-day Adventist Church; and to restore men and women to the image of our Maker.

## Undergraduate Program Policies and Administration

### School Aims

This school aims to introduce students to the salient discoveries and procedures accumulated from research in the social and behavioral sciences disciplines and to equip and empower them to use knowledge, abilities, and skills professionally. Students will be prepared to engage within diverse, inclusive, and global societies; to further the mission of the worldwide Seventh-day Adventist Church; and to restore men and women to the image of their Maker. The school fulfills these aims by three principal means: instruction by Christian professors; course work which develops a strong liberal-arts foundation and interdisciplinary preparation leading to many different fields of Christian service; and extracurricular participation by students in voluntary religious activities, community and civic engagement, and research activities that advance our academic fields and the mission of the Church.

## Minors, Cognates, and Electives

Students should take advantage of the variety of undergraduate courses available at Andrews to acquire a broad education. Combining social and behavioral science courses as a minor with other areas such as business, health, or language provides avenues for reaching individual professional goals. Students should seek counsel from their advisors in selecting cognates and electives. Community and civic engagement is an important pathway to professional opportunities and students are urged to seek opportunities to serve.

## Registering as an Undergraduate Researcher

Undergraduate research is another important pathway to graduate education and professional opportunities. Any undergraduate student wishing to do research with a faculty mentor must register for the research project course listed under that faculty member's supervision for a minimum of 0 credits in each semester for which a student is enrolled and engaged in a project. Students must confirm a topic with their faculty mentor prior to registration for a research project (BHSC498, PSYC498, SOCI498).

## Graduate Program Policies and Administration

### Buller Hall, Room 203

Phone: 269-471-6538

Fax: 269-471-3108

Email: [cidp@andrews.edu](mailto:cidp@andrews.edu)

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## Faculty & Staff

Joel Raveloharimisy, *Director*  
Marlena Maier, *Administrative Assistant*  
Stacie Hatfield, *Assistant Professor*  
Carlisle Sutton, *Adjunct Professor*

## Program Description

The School of Social & Behavioral Sciences offers 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; mastery of social research methods appropriate to the chosen field of concentration; and the ability to communicate effectively to stakeholders about community development programs and plans.

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 to opportunities in the humanitarian industry as the MSCID makes students viable candidates for a host of consultancy positions requiring persons with skills in grant writing, not-for-profit administration, education, and philanthropy.

## Bachelors

## Behavioral Sciences BS

Behavioral Sciences studies the ways in which people respond to the world around them. As a broad field, it encompasses several more specific fields including Psychology, Sociology, Anthropology, and Development. At Andrews University, Behavioral Sciences provides students with a broad understanding of human behavior by taking classes across these fields. Students will choose a concentration prior to graduation.

# Total Credits - 120

## Major - 40-45

### Core - 18

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
- PSYC 101 - Introduction to Psychology **Credits:** 3
- PSYC 450 - Social Psychology **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3
- SOCI 432 - Research Methods II: Introduction **Credits:** 3

### Choose one of the following:

- ANTH 417 - Cultural and Developmental Anthropology **Credits:** 3
- SOCI 474 - Social Thought and Theory **Credits:** 3

### Concentrations - 22-27

#### General Concentration - 24

Choose 24 credits of electives from at least two of the following areas in consultation with an advisor.

- Anthropology (ANTH)
- Behavioral Sciences (BHSC)
- Geography (GEOG)
- Psychology (PSYC)
- Sociology (SOCI)

Note: HONS 345H What is Other? also qualifies as a concentration elective for students who are in the J.N. Andrews Honors Program.

#### Anthropology Concentration - 27

Anthropology is the study of peoples and groups worldwide including their behavior, adaptation techniques, and social practices in both the present and the past. Anthropology has many subfields including cultural or social anthropology, biological or physical anthropology, archaeology, and linguistic anthropology.

- ANTH 200 - Cultural Anthropology **Credits:** 3
- ANTH 205 - Introduction to Archaeology **Credits:** 3
- ANTH 210 - Anthropologies in Motion **Credits:** 3
- ANTH 455 - Ethnography **Credits:** 3
- ENGL 440 - Language and Culture **Credits:** 3

**Concentration Electives:** Choose 12 credits from the following courses in consultation with an advisor.

- ANTH 435 - Museum and Lab Methods **Credits:** 3
- ANTH 440 - Topics: **Credits:** 1–3
- ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East **Credits:** 3
- ANTH 495 - Independent Studies/Readings in Anthropology **Credits:** 1–3
- ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology **Credits:** 1–8
- BHSC 440 - Topics: **Credits:** 1-4
- HONS 345H - What Is Other? The Non-Western World **Credits:** 3
- PLSC 460 - Area Study: **Credits:** 3
- SOCI 425 - Racial and Ethnic Relations **Credits:** 3

#### Archaeology Concentration - 27

As a subfield of anthropology, Archaeology studies people and cultures through material objects, primarily from the past.

- ANTH 200 - Cultural Anthropology **Credits:** 3
- ANTH 205 - Introduction to Archaeology **Credits:** 3
- ANTH 210 - Anthropologies in Motion **Credits:** 3
- ANTH 435 - Museum and Lab Methods **Credits:** 3
- ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East **Credits:** 3
- 3 credits of ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology **Credits:** 1–8

**Concentration Electives:** Choose 9 credits from the following courses.

- ANTH 440 - Topics: **Credits:** 1–3 (ANTH 440 may be repeated with different topics.)
- ANTH 495 - Independent Studies/Readings in Anthropology **Credits:** 1–3
- COMM 336 - Intercultural Communication **Credits:** 3
- ENGL 440 - Language and Culture **Credits:** 3
- FDNT 469 - International Nutrition **Credits:** 2,3

- HONS 345H - What Is Other? The Non-Western World **Credits:** 3
- HORT 340 - Land Surveying **Credits:** 2
- PSYC 355 - Cultural Psychology **Credits:** 2,3
- SOCI 425 - Racial and Ethnic Relations **Credits:** 3

#### Community & International Development Concentration - 22

The Community and International Development concentration offers a unique interdisciplinary approach to equip students with the skills to identify and respond to social and economic challenges across the globe. Community and international development workers perform a wide array of tasks that enable communities at the local, national, or international level to change and improve various aspects in the lives of their residents.

- SOCI 421 - Development Theory & Practice **Credits:** 3
- SOCI 424 - Humanitarian Studies: Theory & Practice **Credits:** 3
- SOCI 431 - Needs Assessment and Capacity Mapping **Credits:** 3
- 1 credit of SOCI 497 - Internship **Credits:** 1,2

**Concentration Electives:** Choose a minimum of 12 credits from the courses listed below or those approved by your advisor & department chair.

- BHSC 225 - Global Social Issues **Credits:** 3
- ECON 225 - Principles of Macroeconomics **Credits:** 3
- HONS 345H - What Is Other? The Non-Western World **Credits:** 3
- PSYC 468 - Community Psychology **Credits:** 3
- SOCI 215 - Introduction to Criminal Justice **Credits:** 3
- SOCI 255 - Juvenile Delinquency **Credits:** 3
- SOCI 350 - Social Policy **Credits:** 2
- SOCI 366 - Drugs and Behavior **Credits:** 3
- SOCI 408 - Emergency Preparedness **Credits:** 2
- SOCI 410 - Social Gerontology **Credits:** 3
- SOCI 420 - Medical Sociology **Credits:** 3
- SOCI 425 - Racial and Ethnic Relations **Credits:** 3
- SOCI 430 - Gender Roles in Contemporary Society **Credits:** 3
- SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 3
- SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 3
- SOCI 460 - Death and Grief in Contemporary Society **Credits:** 2
- SOCI 470 - Demography **Credits:** 3
- SOCI 475 - Topics: **Credits:** 1–4

## Additional Requirements

Students graduating with a Bachelor of Science degree in Behavioral Sciences at Andrews University must complete 27 credits from courses numbered 300 or above.

## Suggested General Electives

The following courses are recommended general electives that may also count towards ACE requirements.

- BHSC 225 - Global Social Issues **Credits:** 3
- BIOL 208 - Environmental Science **Credits:** 4
- GEOG 110 - Survey of Geography **Credits:** 3
- PHIL 224 - Introduction to Philosophy **Credits:** 3
- RELT 348 - Christians and the Environment **Credits:** 3

#### *Recommended for Anthropology students:*

- BIOL 165 - Foundations of Biology **Credits:** 4,5
- ECON 208 - Principles of Economics **Credits:** 3

#### *Recommended for Archaeology students:*

- AGRI 118 - Soil Science **Credits:** 4
- BIOL 100 - Human Biology **Credits:** 4
- HIST 117 - Civilizations and Ideas I **Credits:** 3
- RELB 111 - Introduction to the Old Testament **Credits:** 3
- RELB 112 - Introduction to the New Testament **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

# Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems
- Select credible sources of evidence from the behavioral sciences, and specifically in the areas of anthropology, sociology and psychology science
- Conduct effective research projects from design through data interpretation
- Apply ethical standards to scholarship and practice in the Behavioral Sciences
- Apply principles and skills from Behavioral Sciences to serve their communities
- Write effectively about theories, data, and practice in the Behavioral Sciences
- Speak effectively about theories, data, and practice in the Behavioral Sciences
- Prepare a professional plan for life after graduation
- Apply principles from the Behavioral Sciences to understand and influence the development of faith across the life span
- Know the key themes in relevant disciplines in the Behavioral Sciences

## Psychology BA

Psychology is the study of mind and behavior, including conscious and unconscious phenomena, feelings, and thoughts. An undergraduate degree in Psychology is applicable to a wide range of occupations. Within the Psychology BA at Andrews University there are two concentrations available: General and Pre-Professional. Students enrolled in the Psychology BA will need to select a concentration prior to graduation. Whichever concentration students choose, they should consult their advisors and classes should be chosen with educational and occupational goals in mind.

## Total Credits - 120

### Major - 31

#### Core - 12

- PSYC 101 - Introduction to Psychology **Credits: 3**
- PSYC 105 - Careers and Plans for the Psychology Major **Credits: 0**
- PSYC 201 - Human Development **Credits: 3**
- PSYC 432 - Research Methods II: Introduction **Credits: 3**
- PSYC 465 - Physiological Psychology **Credits: 3**

#### Concentrations - 19

##### General Concentration - 15-18

###### Choose one of the following:

- PSYC 364 - Learning and Behavior **Credits: 3**
- PSYC 445 - Cognitive Psychology **Credits: 3**

###### Choose two of the following:

- 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**

**Concentration Electives:** Choose 6-9 additional credits from available PSYC courses, or those approved by your advisor and the department chair, to equal a minimum of 31 major credits.

##### Pre-Professional Concentration - 16-19

The Pre-Professional concentration is designed for students planning a graduate degree in the social sciences, as it includes additional training in statistics and research methods.

- PSYC 405 - Midwestern Psychological Association Meeting **Credits: 1**
- PSYC 433 - Research Methods III: Advanced Research Design **Credits: 3**
- PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS **Credits: 3**

###### Choose one of the following:

- PSYC 364 - Learning and Behavior **Credits: 3**
- PSYC 445 - Cognitive Psychology **Credits: 3**

###### Choose two of the following:

- 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**

**Concentration Electives:** Choose courses as needed from available PSYC courses, or those approved by the advisor and department chair, to equal a minimum of 31 major credits.

#### Capstone - 1-4

Choose one of the following capstone options:

##### Option 1:

- PSYC 405 - Midwestern Psychological Association Meeting **Credits: 1** (with a presentation at the meetings)
- PSYC 498 - Research Project in Psychology **Credits: 0-3**

##### Option 2:

- PSYC 405 - Midwestern Psychological Association Meeting
- PSYC 485 - Professional Portfolio **Credits: 0**

##### Option 3:

- 2 credits of PSYC 480 - Field Experience **Credits: 0-8**

##### Option 4:

- PSYC 490 - Practicum in Psychology **Credits: 3**

##### Option 5:

- LEAD 498 - Leadership Change Project **Credits: 1-3**
  - PSYC 480 - Field Experience
- (Students electing this option must be in the undergraduate leadership program and the change project must be approved and monitored by psychology faculty. PSYC490 Practicum is recommended as preparation for Psychology students completing a leadership program.)

## Cognates - 13-20

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits: 3**

**Choose one of the following ethics options:** Note: Honors students who take HONS 105H, HONS 106H, and HONS 415H will meet this requirement.

- RELT 340 - Religion and Ethics in Modern Society **Credits: 3**
- RELT 385 - Bioethics and Christian Faith **Credits: 3**
- RELT 390 - Christian Business Ethics **Credits: 3**
- RELT 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**

**Choose one of the following:** Note: students in a pre-professional program may be required to take BIOL 222 or BIOL 166 as well. Consult with your pre-professional advisor regarding the requirements for your pre-professional program.

- BIOL 165 - Foundations of Biology **Credits: 4,5**
- BIOL 221 - Anatomy and Physiology I **Credits: 4**

###### Choose one of the following:

- ANTH 200 - Cultural Anthropology **Credits: 3**
- SOCI 119 - Principles of Sociology **Credits: 3**

**Choose one of the following sociocultural awareness options:** Note: Coming from or having lived in a country other than the USA does not meet the requirements for this section. Student mission experiences must be a minimum of 3 months and include a student or academic component in order to qualify. Tours must include an academic focus on cultural or sociocultural topics in order to qualify.

- ANTH 200 - Cultural Anthropology **Credits: 3**
- BHSC 225 - Global Social Issues **Credits: 3**
- PSYC 355 - Cultural Psychology **Credits: 2,3**
- PSYC 468 - Community Psychology **Credits: 3**

An international student missionary experience  
Attending Adventist Colleges Abroad

An AU tour which deals with cultural concepts

###### Additional Cognate for Pre-Professional Concentration:

- PHIL 224 - Introduction to Philosophy **Credits: 3**

## Additional 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.

Students graduating with a Bachelor of Arts degree in Psychology at Andrews University must complete 21 credits from courses numbered 300 or above. Transfer courses taken at the lower division level will not count towards the upper division requirement.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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.

## Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems
- Select credible sources of evidence from the behavioral sciences, and specifically in the area of psychology science
- Conduct effective research projects from design through data interpretation
- Apply ethical standards to scholarship and practice in Psychology
- Apply principles and skills from Psychology to serve their communities
- Write effectively about theories, data, and practice in Psychology
- Speak effectively about theories, data, and practice in Psychology
- Prepare a professional plan for life after graduation
- Apply principles from Psychology to understand and influence the development of faith across the life span
- Know the key themes in relevant disciplines in Psychology

## Psychology BS

Psychology is the study of mind and behavior, including conscious and unconscious phenomena, feelings and thoughts. An undergraduate degree in Psychology is applicable to a wide range of occupations. Within the Psychology BS at Andrews University there are four concentrations available: General, Pre-Professional, Brain & Cognition, and Pre-Occupational Therapy. Students enrolled in the Psychology BS will need to select a concentration prior to graduation. Whichever concentration students choose, they should consult their advisors and classes should be chosen with educational and occupational goals in mind.

## Total Credits - 120

### Major - 39-59

#### Core - 12

- PSYC 101 - Introduction to Psychology **Credits: 3**
- PSYC 105 - Careers and Plans for the Psychology Major **Credits: 0**
- PSYC 201 - Human Development **Credits: 3**
- PSYC 432 - Research Methods II: Introduction **Credits: 3**
- PSYC 465 - Physiological Psychology **Credits: 3**

#### Concentrations - 27-47

##### General Concentration - 28

###### Choose one of the following:

- PSYC 364 - Learning and Behavior **Credits: 3**
- PSYC 445 - Cognitive Psychology **Credits: 3**

###### Choose two of the following:

- 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**

##### General Concentration Capstone - 1-4

Choose one of the following capstone options:

###### Option 1:

- PSYC 405 - Midwestern Psychological Association Meeting **Credits: 1** (with a presentation at the meetings)
- PSYC 498 - Research Project in Psychology **Credits: 0-3**

###### Option 2:

- PSYC 405 - Midwestern Psychological Association Meeting
- PSYC 485 - Professional Portfolio **Credits: 0**

###### Option 3

- 2 credits of PSYC 480 - Field Experience **Credits: 0-8**

###### Option 4

- PSYC 490 - Practicum in Psychology **Credits: 3**

###### Option 5:

- LEAD 498 - Leadership Change Project **Credits: 1-3**
- PSYC 480 - Field Experience

(Students electing this option must be in the undergraduate leadership program and the change project must be approved and monitored by psychology faculty. PSYC 490 Practicum is recommended as preparation for Psychology students completing a leadership program.)

##### General Concentration Electives - 15-18

Choose 15-18 additional credits from available PSYC courses as needed to meet the minimum of 28 concentration credits (40 total major credits) in Psychology.

##### Pre-Professional Concentration - 28

The Pre-Professional concentration is designed for students planning a graduate degree in the social sciences, as it includes additional training in statistics and research methods.

- PSYC 405 - Midwestern Psychological Association Meeting **Credits: 1**
- PSYC 433 - Research Methods III: Advanced Research Design **Credits: 3**
- PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS **Credits: 3**

###### Choose one of the following:

- PSYC 364 - Learning and Behavior **Credits: 3**
- PSYC 445 - Cognitive Psychology **Credits: 3**

###### Choose three of the following:

- 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**

##### Pre-Professional Concentration Capstone - 1-4

Choose one of the following capstone options:

###### Option 1:

- PSYC 405 - Midwestern Psychological Association Meeting **Credits: 1** (with a presentation at the meetings)
- PSYC 498 - Research Project in Psychology **Credits: 0-3**

###### Option 2:

- PSYC 405 - Midwestern Psychological Association Meeting
- PSYC 485 - Professional Portfolio **Credits: 0**

###### Option 3:

- 2 credits of PSYC 480 - Field Experience **Credits: 0-8**

###### Option 4:

- PSYC 490 - Practicum in Psychology **Credits: 3**

###### Option 5:

- LEAD 498 - Leadership Change Project **Credits: 1-3**
- PSYC 480 - Field Experience

(Students electing this option must be in the undergraduate leadership program and the change project must be approved and monitored by psychology faculty. PSYC 490 Practicum is recommended as preparation for Psychology students completing a leadership program.)

## Pre-Professional Concentration Electives - 6-9

Choose 6-9 additional credits from available PSYC courses as needed to meet the minimum of 28 concentration credits (40 total major credits) in Psychology.

## Brain & Cognition Concentration - 27-28

The Psychology, Brain and Cognition concentration 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.

BIOL 477 - Neurobiology **Credits:** 3

PSYC 364 - Learning and Behavior **Credits:** 3

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1

PSYC 433 - Research Methods III: Advanced Research Design **Credits:** 3

PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS **Credits:** 3

PSYC 445 - Cognitive Psychology **Credits:** 3

PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3

Choose an upper division elective from biology (BIOL), mathematics (MATH), biochemistry (BCHM), or psychology (PSYC)

### Choose one of the following:

PSYC 366 - Drugs and Behavior **Credits:** 3

PSYC 449 - Neuropsychopharmacology **Credits:** 3

BIOL 450 - Neuropsychopharmacology **Credits:** 3

## Brain & Cognition Capstone - 2-3

### Choose one of the following capstone options:

#### Option 1:

PSYC 498 - Research Project in Psychology **Credits:** 0-3

or

HONS 497H - Senior Honors Project **Credits:** 0-6

Note: This option requires students to be accepted as an undergraduate researcher by a specific faculty member through a competitive process or direct faculty invitation prior to enrolling in either of these project courses. Please see the Research Application Process on the School's bulletin page for more information.

#### Option 2:

PSYC 485 - Professional Portfolio **Credits:** 0

and

Upper Division Psychology elective

## Pre-Occupational Therapy Concentration - 47

Occupational Therapists assist individuals in learning or re-learning skills to improve their lives. It requires getting to know individuals personally, understanding their goals, and identifying creative ways to allow them to reach their desired levels of independence and productivity. As such, Psychology forms a strong base upon which to build the skills required to become an Occupational Therapist.

The BS Psychology: Pre-Occupational Therapy concentration (pre-OT) is designed as a pre-professional interim degree for students pursuing a Doctor of Occupational Therapy (OTD) degree at Andrews University through the "3+3" track. This degree with concentration prepares the pre-OT student with the prerequisite knowledge required for the OTD degree. Once accepted into the OTD program, the 3+3 track allows students to enter the professional OTD program before completion of the Psychology: Pre-Occupational Therapy bachelors degree. The 3+3 students' senior (fourth) year is the first two semesters of the OTD program. Students successfully completing these requirements qualify for the Bachelor of Psychology degree.

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1

PSYC 433 - Research Methods III: Advanced Research Design **Credits:** 3

PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS **Credits:** 3

PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3

PSYC 485 - Professional Portfolio **Credits:** 0

### Choose two of the following:

PSYC 269 - History and Systems of Psychology **Credits:** 3

PSYC 450 - Social Psychology **Credits:** 3

PSYC 454 - Theories of Personality **Credits:** 3

### Choose one of the following:

PSYC 364 - Learning and Behavior **Credits:** 3

PSYC 445 - Cognitive Psychology **Credits:** 3

**Swing Courses:** Students will complete all of these courses during their fourth year, which will also count as the first year in the graduate OTD program.

OTH 500 - Introduction to Occupational Science **Credits:** 3

OTH 501 - Foundations of Occupational Therapy Practice **Credits:** 3

OTH 505 - Anatomy **Credits:** 4

OTH 515 - Anatomy Laboratory **Credits:** 3

OTH 516 - Movement and Occupational Performance **Credits:** 3

OTH 520 - Human Development and Occupation **Credits:** 3

OTH 530 - Pathophysiology I **Credits:** 2

OTH 553 - Clinical Reasoning I **Credits:** 1

OTH 562 - Topics in Comparative Religion **Credits:** 2

OTH 565 - Neuroscience and Motor Control **Credits:** 3

OTH 575 - Neuroscience and Motor Control Laboratory **Credits:** 1

## Cognates - 13-35

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

**Choose one of the following:** Note: Honors students who take HONS 105H, HONS 106H, and HONS 415H will meet this requirement.

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

RELT 385 - Bioethics and Christian Faith **Credits:** 3

RELT 390 - Christian Business Ethics **Credits:** 3

RELT 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3  
(recommended for Pre-OT Concentration)

**Choose one of the following:** Note: Students in a healthcare pre-professional program may be required to take BIOL 222 or BIOL 166 as well. Consult with your advisor(s) regarding the requirements for your pre-professional program.

BIOL 165 - Foundations of Biology **Credits:** 4,5 (required for Brain & Cognition concentration)

BIOL 221 - Anatomy and Physiology I **Credits:** 4 (required for Pre-OT Concentration)

### Choose one of the following:

ANTH 200 - Cultural Anthropology **Credits:** 3

SOCI 119 - Principles of Sociology **Credits:** 3 (required for Brain & Cognition concentration)

**Choose one of the following sociocultural awareness options:** Note: Coming from or having lived in a country other than the USA does not meet the requirements for this section. Student mission experiences must be a minimum of 3 months and include a student or academic component in order to qualify. Tours must include an academic focus on cultural or sociocultural topics in order to qualify

ANTH 200 - Cultural Anthropology

BHSC 225 - Global Social Issues **Credits:** 3

PSYC 355 - Cultural Psychology **Credits:** 2,3

PSYC 468 - Community Psychology **Credits:** 3

An international student missionary experience

Attending Adventist Colleges Abroad

An AU tour which deals with cultural concepts

### Additional Cognate for Pre-Professional Concentration:

PHIL 224 - Introduction to Philosophy **Credits:** 3

### Additional Cognates for Pre-Occupational Therapy Concentration:

BIOL 222 - Anatomy and Physiology II **Credits:** 4

CHEM 131 - General Chemistry I **Credits:** 4

FTES 475 - Kinesiology **Credits:** 3

MLSC 205 - Medical Terminology **Credits:** 1

PHYS 141 - General Physics I **Credits:** 4

Choose one upper division 3 credit course from Anthropology (ANTH), Behavioral Sciences (BHSC), Geography (GEOG), Psychology (PSYC), or Sociology (SOCI)

### Additional Cognates for Brain & Cognition Concentration:

BIOL 166 - Foundations of Biology **Credits:** 4,5

CHEM 131 - General Chemistry I

## Additional 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.

Students graduating with a Bachelor of Science in Psychology from Andrews University must complete 27 credits from courses numbered 300 or above.

Transfer courses taken at the lower division level will not count towards the upper division requirement.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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.

### Teaching Sites

This Psychology BS program (General Concentration only) is also offered at Hong Kong Adventist College.

## Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems
- Select credible sources of evidence from the behavioral sciences, and specifically in the area of psychology science
- Conduct effective research projects from design through data interpretation
- Apply ethical standards to scholarship and practice in Psychology
- Apply principles and skills from Psychology to serve their communities
- Write effectively about theories, data, and practice in Psychology
- Speak effectively about theories, data, and practice in Psychology
- Prepare a professional plan for life after graduation
- Apply principles from Psychology to understand and influence the development of faith across the life span
- Know the key themes in relevant disciplines in Psychology

## 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.

## Total Credits - 120

### Major - 29

- BHSC 225 - Global Social Issues **Credits: 3**
- SOCI 119 - Principles of 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:

- SOCI 215 - Introduction to Criminal Justice **Credits: 3**
- SOCI 255 - Juvenile Delinquency **Credits: 3**

#### Choose one of the following courses:

- SOCI 366 - Drugs and Behavior **Credits: 3**
- SOCI 420 - Medical Sociology **Credits: 3**

#### Choose two of the following three courses:

- SOCI 350 - Social Policy **Credits: 2**
- SOCI 455 - Development Policy and Analysis **Credits: 3**
- SOCI 470 - Demography **Credits: 3**

### Additional Requirements

Major field test is required.

It is expected that all majors will attend at least one professional conference before graduation.

## Cognates - 18

- ANTH 200 - Cultural Anthropology **Credits: 3**
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits: 3**
- PHIL 224 - Introduction to Philosophy **Credits: 3**
- PSYC 101 - Introduction to Psychology **Credits: 3**
- PSYC 450 - Social Psychology **Credits: 3**
- RELT 340 - Religion and Ethics in Modern Society **Credits: 3**

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems.
- Select credible sources of evidence from the behavioral sciences, and specifically in the area of sociology science.
- Conduct effective research projects in sociology from design through data interpretation.
- Apply ethical standards to scholarship and practice in Sociology.
- Apply principles and skills from Sociology to serve their communities.
- Write effectively about theories, data, and practice in Sociology.
- Speak effectively about theories, data, and practice in Sociology.
- Will prepare a professional plan for life after graduation.
- Apply principles from Sociology to understand and influence the development of faith across the life span.
- Know the key themes in relevant areas in Sociology.

## Sociology BS

Sociologists study the formation and interaction of human groups and the individual's relationship to social groups by using a theoretical framework which 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 shape and are shaped by surrounding cultural and social structures.

## Total Credits - 120

### Major - 35-41

#### Core - 17

- SOCI 119 - Principles of Sociology **Credits: 3**
- SOCI 350 - Social Policy **Credits: 2**
- 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**

#### Concentrations - 18-24

##### General Concentration - 18

Choose 18 credits from SOCI courses in consultation with an advisor.

*Recommended electives for students seeking admission to graduate school:*

- SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits: 3**
- SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits: 3**

##### Criminal Justice Concentration - 24

The criminal justice concentration provides a foundation in law and criminology for students seeking a career in criminal justice. As there are a broad range of careers

in the field of criminal justice, students should consult their advisor to choose classes related to their educational or occupational goals.

LGST 260 - Introduction to American Law **Credits:** 3  
LGST 335 - Criminal Law **Credits:** 3  
PLSC 326 - American Political Institutions: Judiciary **Credits:** 3  
SOCI 215 - Introduction to Criminal Justice **Credits:** 3  
SOCI 235 - Police Organization, Administration and Community Dynamics **Credits:** 3  
SOCI 255 - Juvenile Delinquency **Credits:** 3

Choose 6 credits from the following:

COMM 435 - Crisis Communications **Credits:** 3  
PLSC 350 - State and Local Government **Credits:** 3  
PLSC 366 - Terrorism and Political Theory **Credits:** 3  
PSYC 315 - Organization and Human Resources **Credits:** 3  
PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3  
SOCI 366 - Drugs and Behavior **Credits:** 3  
SOCI 408 - Emergency Preparedness **Credits:** 2  
SOCI 425 - Racial and Ethnic Relations **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 445 - Emergency Planning **Credits:** 2  
SOCI 449 - Disaster Response and Emergency Operations **Credits:** 2  
SOCI 460 - Death and Grief in Contemporary Society **Credits:** 2  
SOCI 474 - Social Thought and Theory **Credits:** 3  
SOCI 478 - Principles and Practice of Hazards Mitigation **Credits:** 3  
SOCI 480 - Field Experience **Credits:** 0-8  
SOCI 497 - Internship **Credits:** 1,2  
SOCI 498 - Research Project in Sociology **Credits:** 0-3

## Cognates - 9

BHSC 225 - Global Social Issues **Credits:** 3  
BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3  
PSYC 450 - Social Psychology **Credits:** 3

## Additional Requirements

- Students completing the Sociology BS are required to take the Major Field Test in Sociology before graduation.
- Students completing the Sociology BS must take 27 credits from courses numbered 300 or above.

## Recommendations

- Majors are encouraged to attend at least one professional conference before graduation.
- A reading knowledge of a foreign language is strongly recommended for those planning on graduate work in Sociology.

The following courses are recommended as ACE choices or general electives:

CHEM 100 - Consumer Chemistry **Credits:** 4  
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems
- Select credible sources of evidence from the behavioral sciences, and specifically in the area of sociology science
- Conduct effective research projects in sociology from design through data interpretation
- Apply ethical standards to scholarship and practice in Sociology

- Apply principles and skills from Sociology to serve their communities
- Write effectively about theories, data, and practice in Sociology
- Speak effectively about theories, data, and practice in Sociology
- Will prepare a professional plan for life after graduation
- Apply principles from Sociology to understand and influence the development of faith across the life span
- Know the key themes in relevant areas in Sociology

## Undergraduate Minors

### Anthropology Minor

Anthropology is the study of peoples and groups worldwide including their behavior, adaptation techniques, and social practices in both the present and the past. Anthropology has many subfields including cultural anthropology, social anthropology, archaeology, and linguistic anthropology.

### Total Credits - 21

ANTH 200 - Cultural Anthropology **Credits:** 3  
ANTH 210 - Anthropologies in Motion **Credits:** 3

Choose one of the following courses:

ANTH 455 - Ethnography **Credits:** 3  
ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology **Credits:** 1-8

### Electives

Anthropology electives selected in consultation with an advisor from ANTH courses to total 21 credits

**Recommended major electives for students interested in emphasizing archaeology:**

ANTH 205 - Introduction to Archaeology **Credits:** 3  
ANTH 435 - Museum and Lab Methods **Credits:** 3

### Recommended General Electives

Recommended general electives include:

BHSC 225 - Global Social Issues **Credits:** 3  
SOCI 432 - Research Methods II: Introduction **Credits:** 3

## Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems
- Select credible sources of evidence from the behavioral sciences, and specifically in the areas of anthropology, sociology and psychology science
- Conduct effective research projects from design through data interpretation
- Apply ethical standards to scholarship and practice in the Behavioral Sciences
- Apply principles and skills from Behavioral Sciences to serve their communities
- Write effectively about theories, data, and practice in the Behavioral Sciences
- Speak effectively about theories, data, and practice in the Behavioral Sciences
- Prepare a professional plan for life after graduation
- Apply principles from the Behavioral Sciences to understand and influence the development of faith across the life span
- Know the key themes in relevant disciplines in the Behavioral Sciences

## Behavioral Sciences Minor

Behavioral Sciences studies the ways in which people respond to the world around them. As a broad field, it encompasses several more specific fields including Psychology, Sociology, and Anthropology. At Andrews University, Behavioral

Sciences provides students with a broad understanding of human behavior by taking classes in all three fields.

## Total Credits - 18

To complete a minor in Behavioral Sciences, a student must choose 18 credits from the following areas. A minimum of 9 credits must be selected from courses numbered 300 or above:

Anthropology (ANTH)  
Behavioral Sciences (BHSC)  
Geography (GEOG)  
Psychology (PSYC)  
Sociology (SOCL)

## Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems.
- Select credible sources of evidence from the behavioral sciences, and specifically in the areas of anthropology, sociology and psychology science.
- Conduct effective research projects from design through data interpretation.
- Apply ethical standards to scholarship and practice in the Behavioral Sciences.
- Apply principles and skills from Behavioral Sciences to serve their communities.
- Write effectively about theories, data, and practice in the Behavioral Sciences.
- Speak effectively about theories, data, and practice in the Behavioral Sciences.
- Prepare a professional plan for life after graduation.
- Apply principles from the Behavioral Sciences to understand and influence the development of faith across the life span.
- Know the key themes in relevant disciplines in the Behavioral Sciences.

## Community and International Development Minor

Community development workers perform a wide array of tasks that enable communities at the local or international level to change and improve various aspects in the lives of their residents. They work in different settings such as inner-city agencies, service-learning organizations, community service organizations, community advocacy groups, etc. Additionally, community development workers could work overseas in international relief and development agencies as well as for church-based mission programs.

## Total Credits - 20

BHSC 225 - Global Social Issues **Credits:** 3  
BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3  
SOCL 408 - Emergency Preparedness **Credits:** 2  
SOCL 421 - Development Theory & Practice **Credits:** 3  
SOCL 432 - Research Methods II: Introduction **Credits:** 3  
Choose an additional 3 credits from BHSC, PSYC, SOCL, or ANTH (SOCL480 Field Experience is recommended)

**Choose one of the following courses:**

PSYC 315 - Organization and Human Resources **Credits:** 3  
BSAD 355 - Principles of Management **Credits:** 3

## Cognate

ANTH 200 - Cultural Anthropology **Credits:** 3

## Additional Requirements

A minimum of 9 credits must come from courses numbered 300 or above.

## 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.

## Total Credits - 21

LGST 260 - Introduction to American Law **Credits:** 3  
PLSC 326 - American Political Institutions: Judiciary **Credits:** 3  
SOCL 119 - Principles of Sociology **Credits:** 3  
SOCL 215 - Introduction to Criminal Justice **Credits:** 3

**Choose one of the following courses:**

LGST 335 - Criminal Law **Credits:** 3  
SOCL 235 - Police Organization, Administration and Community Dynamics **Credits:** 3  
SOCL 255 - Juvenile Delinquency **Credits:** 3

**Choose 6 credits from the following courses:**

BHSC 225 - Global Social Issues **Credits:** 3  
COMM 435 - Crisis Communications **Credits:** 3  
PLSC 366 - Terrorism and Political Theory **Credits:** 3  
PSYC 450 - Social Psychology **Credits:** 3  
PSYC 454 - Theories of Personality **Credits:** 3  
PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3  
SOCL 366 - Drugs and Behavior **Credits:** 3  
SOCL 408 - Emergency Preparedness **Credits:** 2  
SOCL 425 - Racial and Ethnic Relations **Credits:** 3  
SOWK 440 - Assessment and Treatment of Victims of Violence **Credits:** 2

### Additional Requirements

A minimum of 9 credits must come from courses numbered 300 or above.

## Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems
- Select credible sources of evidence from the behavioral sciences, and specifically in the area of sociology science
- Conduct effective research projects in sociology from design through data interpretation
- Apply ethical standards to scholarship and practice in Sociology
- Apply principles and skills from Sociology to serve their communities
- Write effectively about theories, data, and practice in Sociology
- Speak effectively about theories, data, and practice in Sociology
- Will prepare a professional plan for life after graduation
- Apply principles from Sociology to understand and influence the development of faith across the life span
- Know the key themes in relevant areas in Sociology

## Emergency Preparedness Minor

The Emergency Preparedness minor provides students with an "all hazards" approach to the emergency preparedness process which includes understanding the core tenets 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. Students will also have opportunities to develop essential skills such as ethical decision making, critical thinking, analytical inquiry, strategic planning, and risk and vulnerability assessments 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.



## Total Credits - 21

### Core - 12

- SOCI 119 - Principles of Sociology **Credits:** 3
- 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

### Electives - 9

Choose 9 credits from the following courses:

- ANTH 200 - Cultural Anthropology **Credits:** 3
- BHSC 225 - Global Social Issues **Credits:** 3
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
- COMM 435 - Crisis Communications **Credits:** 3
- PLSC 366 - Terrorism and Political Theory **Credits:** 3
- PSYC 483 - Disaster Psychology **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 460 - Death and Grief in Contemporary Society **Credits:** 2
- SOCI 475 - Topics: **Credits:** 1–4
- SOCI 490 - Capstone in Emergency Preparedness (Practicum) **Credits:** 1–3
- SOCI 497 - Internship **Credits:** 1,2
- SOCI 498 - Research Project in Sociology **Credits:** 0–3
- SOWK 477 - Community Assessment and Capacity Mapping **Credits:** 2

#### Additional Requirements

A minimum of 9 credits must be selected from upper division courses.

## Psychology Minor

Psychologists study behavior and the mind including conscious and unconscious phenomena, both normal and abnormal functioning and concentrate on behaviors that affect the mental and emotional health of humans.

### Total Credits - 21

- PSYC 101 - Introduction to Psychology **Credits:** 3

#### Choose one of the following:

- 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

#### Choose one of the following:

- 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

#### Electives - 12

Choose 12 credits from PSYC courses.

#### Additional Requirements

A minimum of 9 credits must come from courses numbered 300 or above.

### Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems
- Select credible sources of evidence from the behavioral sciences, and specifically in the area of psychology science

- Conduct effective research projects from design through data interpretation
- Apply ethical standards to scholarship and practice in Psychology
- Apply principles and skills from Psychology to serve their communities
- Write effectively about theories, data, and practice in Psychology
- Speak effectively about theories, data, and practice in Psychology
- Prepare a professional plan for life after graduation
- Apply principles from Psychology to understand and influence the development of faith across the life span
- Know the key themes in relevant disciplines in Psychology

## 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.

### Total Credits - 20

- BHSC 225 - Global Social Issues **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3
- SOCI 350 - Social Policy **Credits:** 2
- SOCI 474 - Social Thought and Theory **Credits:** 3

#### Electives - 9

Choose 9 credits from SOCI courses in consultation with an advisor.

#### Additional Requirements

A minimum of 8 credits must come from courses numbered 300 or above.

### Student Learning Outcomes

At the end of the program a student will be able to:

- Think critically about human thought and behavior in individuals, sociocultural and ecological systems
- Select credible sources of evidence from the behavioral sciences, and specifically in the area of sociology science
- Conduct effective research projects in sociology from design through data interpretation
- Apply ethical standards to scholarship and practice in Sociology
- Apply principles and skills from Sociology to serve their communities
- Write effectively about theories, data, and practice in Sociology
- Speak effectively about theories, data, and practice in Sociology
- Will prepare a professional plan for life after graduation
- Apply principles from Sociology to understand and influence the development of faith across the life span
- Know the key themes in relevant areas in Sociology

## Masters

### Community and International Development MSCID

The Community and International Development program offers interdisciplinary study in the humanitarian and development field at the graduate level. This unique approach equips students with the skills needed to identify and respond to social and economic challenges across the globe. Program concentration options offer in depth training - preparing students for professional service in academia, policy, advocacy, project management, and administration.

In order to receive a Masters in Community and International Development, students will complete 30 credits of required coursework. Up to 6 credits may be

transferred from another accredited/recognized institution and applied towards the 30 required credits according to the criteria listed in the official Andrews University Graduate Transfer Policy.

**Delivery:** This degree is offered in both an on-campus and as an interactive online synchronous program. Most courses are taught in-person and online simultaneously (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

**MSCID Dual Degree Options:**

The MSCID is also available with the following dual degree options:

- Community and International Development/Divinity Dual Degree MSCID/MDiv
- Community and International Development/Social Work Dual Degree MSCID/MSW

## Total Credits - 30

**Foundations - 18**

CIDS 632 - Portfolio Development Seminar **Credits:** 1  
CIDS 680 - Field Practicum **Credits:** 1  
CIDS 698 - Research Project **Credits:** 2,3

**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:*

EDRM 611 - Applied Statistical Methods I **Credits:** 3

**Choose from the following courses to equal 18 total credits in Foundations:**

CIDS 535 - Grant Writing **Credits:** 2  
CIDS 575 - Topics: **Credits:** 1-6  
CIDS 623 - Humanitarian and Development Practice **Credits:** 1-3  
CIDS 663 - Political Economy Analysis **Credits:** 3  
CIDS 673 - Project Cycle Management **Credits:** 3

**Program Electives - 12**

Choose 12 credits from the following options in consultation with the program advisor:

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  
BSAD 670 - Management of Human Resources **Credits:** 3  
CIDS 520 - Development Theory and Practice **Credits:** 3  
CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3  
CIDS 526 - Global Health & Development **Credits:** 3  
CIDS 554 - Poverty Analysis & Reduction Strategies **Credits:** 3  
CIDS 568 - Community Change **Credits:** 3  
CIDS 575 - Topics: **Credits:** 1-6  
CIDS 640 - Human Rights and Global Development **Credits:** 3  
CIDS 675 - Institutions in Development **Credits:** 3  
CIDS 697 - Portfolio Project **Credits:** 2  
FNCE 675 - Financial Management **Credits:** 3  
MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3 (only available to MSCID/MDiv Dual Degree Students)  
PSYC 525 - Disaster Psychology **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  
SOWK 630 - Policy for Social Change **Credits:** 3 (only available to MSCID/MSW Dual Degree Students)

## 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.

## Admission Requirements

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 3.0 in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program.
- Completed Graduate Application packet.
- Completed coursework in Statistics and Research. Provisional acceptance may be granted without these courses with the expectation that the student will take them during the first year of enrollment. Credits for these prerequisites will not apply toward the MSCID.

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

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the exam is not required.

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

## 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.

## Community and International Development/Divinity Dual Degree MSCID/MDiv

[Click here to see the requirements for the Community and International Development/Divinity Dual Degree MSCID/MDiv](#)

## Community and International Development/Social Work Dual Degree MSCID/MSW

Click here to see the requirements for the Community & International Development/Social Work Dual Degree MSCID/MSW

# Anthropology

## 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, Interactive Online, 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## ANTH 210 - Anthropologies in Motion

**Credits:** 3

An exploration of anthropology's multiple subfields drawing from foundational literatures and theorists. Topics include cognitive and social aspects of language, biology and human diversity, religious and non-religious approaches to studies of human origins, archaeology and material culture, cultural beginnings, variation, and models of culture in global perspective.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**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

**College Code:** CAS

## ANTH 435 - Museum and Lab Methods

**Credits:** 3

Methods for preparation and preservation of archaeological finds. Conservation, cleaning, cataloguing, and classification. Analysis of lithics, ceramics, faunal and floral remains, metals, and glass.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## ANTH 440 - Topics:

**Credits:** 1-3

Topics in cross-cultural anthropology.

**Grade Mode:** Normal w S (A-F,I,S,U,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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East

**Credits:** 3

Perspectives on the Middle East History of exploration. Beginnings of sedentary food production and pastoralism. Rise of Egyptian and Mesopotamian civilization. Israel, Ammon, Moab, and Edom. Rome and Christianity. History of the Arabs and Islamic civilization. Ethnographical perspectives on women, families, tribes, and states. Islam and the modern world. Offered as credit on summer tours.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## ANTH 495 - Independent Studies/Readings in Anthropology

**Credits:** 1-3

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology

**Credits:** 1-8

Students may apply to participate as trainees on research projects sponsored either by the Department of Behavioral Sciences or the Institute of Archaeology.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 8 credits

**Schedule Type:** 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

**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 anthropocentric 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 240 - Topics:

**Credits:** 1-4

Examines emerging issues in the behavioral sciences at the lower division level.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** CAS

## BHSC 300 - Community Engagement Fieldwork

**Credits:** 1,2

Provides an opportunity for the practical application of the theories, principles and concepts learned through academic courses, social activities, and faith engagement opportunities across campus. Students will be required to complete a volunteer service project of 40 hours per registered credit as well as post-project reflection assignments.

**Course/Lab Fee:** Yes

**Course Attribute:** Service course

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Schedule Type:** 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 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Interactive Online, Workshop

**College Code:** CAS

## BHSC 440 - Topics:

**Credits:** 1-4

Examines emerging issues in the behavioral sciences.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Interactive Online

**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 (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CAS

## BHSC 495 - Independent Study/Readings in Behavioral Sciences

**Credits:** 1-3

Individual assignments and/or reports and/or individualized research in behavioral sciences are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CAS

## BHSC 498 - Research Project in Behavioral Sciences

**Credits:** 0-3

An independent research project in behavioral sciences typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**Special Approval:** Instructor permission required.

**College Code:** CAS

## BHSC 575 - Topics:

**Credits:** 1-5

Examines emerging issues in the Behavioral Sciences.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** CAS

## BHSC 578 - Study Tour

**Credits:** 0

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

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning

**College Code:** CAS

## BHSC 648 - Workshop

**Credits:** 1,2

Provides an opportunity to study in a focused area within the behavioral sciences.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Interactive Online, Workshop

**College Code:** CAS

# Community & Intl Dev Studies

## CIDS 520 - Development Theory and Practice

**Credits:** 3

Provide an introduction to different theoretical perspectives of development. Review of the history of development which provides a critical and ethical

understanding of the social, economic, and political dimension of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**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, Interactive Online  
**College Code:** CAS

### CIDS 526 - Global Health & Development

**Credits:** 3  
From global pandemics to natural or man-made disasters, health, illness, and relief are experienced in diverse ways. This course draws from the work of scholars and practitioners in anthropology, public health, disaster relief, and community and international development to provide theoretically informed approaches to health promotion, illness prevention, and healthcare intervention in community development and humanitarian relief contexts.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### CIDS 534 - Fundraising

**Credits:** 3  
This course covers all aspects of fundraising in theory and practice. It also discusses different approaches to funding and financing humanitarian and development programs/projects. By the end of the semester, students will have completed a fundraising campaign for a cause that they care about.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### CIDS 535 - Grant Writing

**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, Interactive Online  
**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, Interactive Online  
**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, Interactive Online  
**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, Interactive Online  
**College Code:** CAS

### CIDS 568 - Community Change

**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.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### CIDS 575 - Topics:

**Credits:** 1–6  
Examines emerging issues in Community & International Development.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### CIDS 578 - Study Tour

**Credits:** 0  
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**Course/Lab Fee:** Yes  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Blended Learning  
**College Code:** CAS

### CIDS 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 (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Workshop  
**Special Approval:** Instructor permission required.  
**College Code:** CAS

### CIDS 623 - Humanitarian and Development Practice

**Credits:** 1–3  
Develop strategic approaches to understanding and addressing challenges in the relationship between humanitarian and development practice. Cross-cutting topics will be grounded in ethics, faith, and religious principles and practice.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### CIDS 631 - Professional Development Seminar

**Credits:** 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 (A-F,I,W)  
**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Seminar, Interactive Online  
**College Code:** CAS

### CIDS 632 - Portfolio Development Seminar

**Credits:** 1  
Introduces practices and requirements for the portfolio project during a student's final year in the program.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Seminar, Interactive Online  
**College Code:** CAS

### CIDS 640 - Human Rights and Global Development

**Credits:** 3  
This course examines the philosophical and legal origins of human rights, the evolution of human rights, and key human rights documents. The course explores the contemporary conceptions and meanings of human rights and development, examining points of convergence and tensions between human rights and development theory and practice. The course adopts a human-rights based approach regarding how plans, policies, and processes of development are anchored in a system of rights and corresponding obligations established by international law.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### CIDS 650 - Project Continuation

**Credits:** 0  
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### CIDS 655 - Program Continuation

**Credits:** 0  
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. Registration does not indicate full-time status.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### CIDS 660 - Thesis Continuation

**Credits:** 0  
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### CIDS 663 - 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, Interactive Online  
**College Code:** CAS

### CIDS 670 - Comprehensive Exam

**Credits:** 0  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### CIDS 673 - 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, Interactive Online  
**College Code:** CAS

### CIDS 675 - 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, Interactive Online  
**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 (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** CAS

### CIDS 680 - Field Practicum

**Credits:** 1  
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 does a presentation about the field practicum. Registration for this course qualifies for full-time status.

**Course Attribute:** Full-time Status  
**Grade Mode:** Normal with DG (A-F,W,DG,DN)  
**Repeatable:** Repeatable up to 3 credits  
**Schedule Type:** Practicum  
**College Code:** CAS

### CIDS 689 - Seminar

**Credits:** 1-3  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** CAS

### CIDS 690 - Independent Study

**Credits:** 1-3  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### CIDS 697 - Portfolio Project

**Credits:** 2  
Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment, and explores issues related to career development and life-long learning. Students will include at least one significant research project. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Schedule Type:** Independent  
**College Code:** CAS

### CIDS 698 - Research Project

**Credits:** 2,3

A research project is carried out by a master's degree candidate in which the student's mastery of the research process is demonstrated. Students can submit one of the following: 1) Grant proposal and application or 2) Research for publication. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** No

**Course Attribute:** Full-time status

**Grade Mode:** Normal with DG (A-F,W,DG,DN)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CAS

### CIDS 699 - Master's Thesis

**Credits:** 3,4

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Independent

**College Code:** CAS

## Geography

### GEOG 110 - Survey of Geography

**Credits:** 3

A survey of major geographic perspectives: physical, human, and regional.

**Course/Lab Fee:** No

**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:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### GEOG 260 - Cultural Geography

**Credits:** 3

The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**College Code:** CAS

### GEOG 460 - Topics:

**Credits:** 2,3

Study of selected topics in geography. Topic and credit to be announced in advance.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable up to 9 credits with different topics

**Schedule Type:** Lecture

**College Code:** CAS

### GEOG 495 - Independent Study/Rdgs/Res

**Credits:** 1-3

Independent work on a specified topic under the guidance of department advisor.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable up to 9 credits with permission of Department Chair

**Schedule Type:** Independent  
**College Code:** CAS

## International Development Administration Studies

### IDAS 597 - Portfolio

**Credits:** 1

An organized collection of educational and professional accomplishments is produced. This will include basic personal and background information, a profile of the Focus area, outstanding academic work, and other artifacts acquired to demonstrate achievements and competencies related to international development.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### IDAS 610 - Ethics in Development

**Credits:** 2

Overview of the philosophical field of ethics and introduction to frameworks for ethical decision-making. Examine the development process and analyze ethical problems pertaining to the confrontation between development objectives and culture, religion, gender, and the environment. Biblical resources are offered to approach potential dilemmas at work and home in an ethical way.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Schedule Type:** Lecture

**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 (A-F,I,W)

**Schedule Type:** Blended Learning, 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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### IDAS 623 - Development Research Methods

**Credits:** 2

Background and experience in understanding quantitative and qualitative research designs as they relate to the student's Focus area. Topics include the research process, defining variables, formulating and stating the problem, planning and designing the research, conducting literature review, instrumentation, data collection procedures, researchers ethical and legal responsibilities and basic data analysis. Students are expected to develop a research proposal. Pre- or co-requisite IDAS613.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** IDAS 613

**Schedule Type:** Blended Learning, Interactive Online

**College Code:** CAS

### IDAS 630 - Concepts of Project Management

**Credits:** 3

Introduce concepts and methods of conducting community assessment and capacity mapping. Develop skills in selecting, analyzing, interpreting and presenting data affecting program planning and implementation. Consider complex interactions affecting program accountability and outcomes. Provides

practical opportunity to exercise skills needed for project design and evaluation.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Schedule Type:** Lecture

**College Code:** CAS

### IDAS 635 - Professional Training: Focus Area

**Credits:** 2,3

Students are required to participate in Professional Training related to the selected Focus area, culminating in a synthesis paper on best practices learned during the training. In addition, the student will design and implement a Colloquium to present best practices in the Focus area.

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### IDAS 640 - Topics:

**Credits:** 1–3

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** CAS

### IDAS 650 - Project Continuation

**Credits:** 0

Student may register for this title while clearing deferred grade (DG) with advisor approval only.

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### IDAS 655 - Program Continuation

**Credits:** 0

Students may register for this non-credit continuation course to maintain active status.

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### IDAS 670 - Comprehensive Examinations

**Credits:** 0

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### IDAS 680 - Field Practicum: Focus Area

**Credits:** 2

The Field Practicum integrates International Development theory into practice. There are two options to fulfill the Field Practicum. Students will complete either: (1) a baseline and benchmarking study to understand best practices in the focus area; or (2) complete an internship of 300 hours in a sponsoring organization. The course culminates with an oral presentation of the students' findings and experiences.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**College Code:** CAS

### IDAS 690 - Independent Study

**Credits:** 1–3

Individualized reading or research in a specified area under the guidance of an instructor.

**Grade Mode:** Normal w S (A-F,I,S,U,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 (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

### IDAS 697 - Research Project

**Credits:** 3

A research project is carried out by a master's degree candidate in which mastery of the research process is demonstrated. The student is expected to choose a research topic related to his/her Focus area.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 4 credits

**Schedule Type:** Independent

**College Code:** CAS

## Psychology

### PSYC 101 - Introduction to Psychology

**Credits:** 3

Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**College Code:** CAS

### PSYC 105 - Careers and Plans for the Psychology Major

**Credits:** 0

This course focuses on career and academic planning issues for psychology majors. Information presented in the course will focus on the clarification, selection, and pursuit of a career in psychology or a related field. Topics will include an overview of the skills and knowledge expected of an undergraduate major in psychology, career options in psychology and related fields, preparation for employment with a bachelor's degree, and preparation for graduate school. Students will develop an academic and career timeline, prepare for their remaining years in the psychology program, and explore interest areas in psychology.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CAS

### PSYC 201 - 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**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 315 - Organization and Human Resources

**Credits:** 3  
This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly as well as how to conduct empirical research in organizational settings.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 319 - Stress Management

**Credits:** 3  
An introduction to stress along with signs and symptoms of stress and identification of stressors in a person's life. Students learn how to increase stress tolerance and implement change.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 355 - Cultural Psychology

**Credits:** 2,3  
Course is taught only in conjunction with an Academic Tour. Provides a theoretical and practical basis for understanding the relationship which exists between psychology and culture. While the reading materials include writing on a number of cultures, the practical application will be associated with the tour's destination. Note: without going on the complete tour, a student will not pass this class.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 364 - Learning and Behavior

**Credits:** 3  
A study of theories of learning which evaluates connections between learning and behavioral processes within and between humans and animals. A lab fee may be required.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PSYC 101.  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 366 - Drugs and Behavior

**Credits:** 3  
An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment as well as debates on controversial topics in the field of drugs.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PSYC 101  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 405 - Midwestern Psychological Association Meeting

**Credits:** 1  
The Midwestern Psychological Association Meeting is an annual meeting at which scientific papers and symposia are presented and functions to encourage psychology as a scientific profession. The goal of this class is to expose students to this approach to psychology, and increase their interest in psychology as a science, as well as develop a professional plan for life after graduation.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 410 - Introduction to Theories in Counseling & Psychotherapy

**Credits:** 3  
An introduction to the major theoretical models and concepts for counseling and psychotherapy. Concepts such as the philosophical assumptions, the therapeutic process, and the client/therapist relationship are discussed. Limited to psychology majors and minors, or permission of the instructor.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PSYC 101, and one of the following: PSYC 454, PSYC 269 or PSYC 460.  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 420 - Human Sexuality

**Credits:** 3  
A study of the multiple aspects of sexuality within a framework of Christian values.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 432 - Research Methods II: Introduction

**Credits:** 3  
Research methodology introduces quantitative and qualitative approaches and includes discussion of instrumentation, subject selection, and data collection procedures. This course focuses on writing as a process for thinking carefully about social science research and includes learning about asking researchable question, reviewing the literature, hypothesis formulation, Institutional Review Board process and informed consent. A personal computer capable of running SPSS is required.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** BHSC 230 or STAT 285.  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 433 - Research Methods III: Advanced Research Design

**Credits:** 3  
The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PSYC 434/SOCI 434.  
**Prerequisite(s):** BHSC 230 or STAT 285 and PSYC 432.  
**Schedule Type:** Lecture  
**College Code:** CAS

### PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS

**Credits:** 3  
A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PSYC 433 , SOCI 433 .  
**Prerequisite(s):** BHSC 230 or STAT 285 and PSYC 432 , SOCI 432 . Must have

achieved a grade of "C" (not C-) in either BHSC 230 or STAT 285 .

**Schedule Type:** Lecture

**College Code:** CAS

### PSYC 438 - Workshop

**Credits:** 1-3

Provides an opportunity to study in a focused area within the Behavioral Sciences.

A paper is required for more than one credit and may be required for one credit.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Interactive Online, Workshop

**College Code:** CAS

### PSYC 445 - Cognitive Psychology

**Credits:** 3

A study of how people use and acquire knowledge with emphasis on how people perceive, think, remember, store information, solve problems, and acquire and use language. A weekly lab focuses on experimental techniques that have been used to examine mental processing.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101

**Schedule Type:** Lecture, Lecture/Lab

**College Code:** CAS

### PSYC 449 - Neuropsychopharmacology

**Credits:** 3

A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101; BIOL 221, BIOL 222 or BIOL 165, BIOL 166.

**Schedule Type:** Lecture/Lab

**College Code:** CAS

### PSYC 450 - Social Psychology

**Credits:** 3

A study of human behavior within a group context. Included are attitudes, social roles, collective behavior, and the dynamic aspects of human interaction.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101 or SOCI 119

**Schedule Type:** Lecture, Lecture/Lab

**College Code:** CAS

### PSYC 454 - Theories of Personality

**Credits:** 3

Integrates subfields of psychology to enhance understanding of the individual personality.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101.

**Schedule Type:** Lecture

**College Code:** CAS

### PSYC 460 - Psychology of Abnormal Behavior

**Credits:** 3

A study of deviant human behavior and theories of causation and remediation.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101.

**Schedule Type:** Lecture

**College Code:** CAS

### PSYC 465 - Physiological Psychology

**Credits:** 3

Introduces the biological bases of behavior. Examination of the neuroanatomical and physiological foundations of such topics as the mind/body problem, the development of language and learning, sexual behavior, recovery from brain damage, and psychopathology.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101. Normally offered odd years.

**Schedule Type:** Lecture

**College Code:** CAS

### PSYC 468 - Community Psychology

**Credits:** 3

This course will introduce you to the field of Community Psychology. Community Psychology is an interdisciplinary field that emerged from clinical psychology, but incorporates perspectives and theories from sociology, public health, and anthropology. Utilizing a strengths-based approach, it goes beyond an individual focus to promote positive change, health, and empowerment at individual and systemic levels. This course can serve as preparation for those taking the practicum course as their capstone requirement.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101 or SOCI 119

**Schedule Type:** Lecture, Interactive Online

**College Code:** CAS

### PSYC 471 - Behavior Modification

**Credits:** 3

The theory and techniques of behavior change utilizing principles of conditioning. Applications relevant to health-centered and educational settings are emphasized.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101.

**Schedule Type:** Lecture

**College Code:** CAS

### PSYC 475 - Topics:

**Credits:** 1-4

Examines emerging issues in Psychology

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** CAS

### PSYC 480 - Field Experience

**Credits:** 0-8

Supervised field placement in a human services setting is approved in advance by the department chair or program director. A minimum of 45 hours of fieldwork activity is required for each credit. Consult staff before registering. Open only to departmental majors.

**Course/Lab Fee:** No

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 8 credits

**Schedule Type:** Practicum

**College Code:** CAS

### PSYC 483 - Disaster Psychology

**Credits:** 3

This course focuses on the psychological and physiological human response to natural and man-made disasters. Using research from the field, students will examine normal and abnormal reactions, the recovery process, resilience, and various disaster mental health response modalities. Differences between natural and man-made disasters are explored, along with factors that contribute to and mitigate post-traumatic effects.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101

**Schedule Type:** Lecture

**College Code:** CAS

### PSYC 485 - Professional Portfolio

**Credits:** 0

A student portfolio demonstrating that the student has met the program learning outcomes in the psychology major. Required alongside PSYC405 MPA Meeting as an option to complete the Psychology program capstone. The portfolio will be introduced along with other capstone options in PSYC105 Careers and Plans for Psychology. Only available to students in their last semester.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Independent  
**College Code:** CAS

### PSYC 486 - Psychological Assessment

**Credits:** 3

Theory and practice in individual and group testing in the areas of intelligence, aptitude, achievement, personality, and interest. Evaluation of tests and other instruments for measurement with a focus on their worth and limitations.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101, BHSC 230 or STAT 285.

**Schedule Type:** Lecture

**College Code:** CAS

### PSYC 490 - Practicum in Psychology

**Credits:** 3

This course is designed to build on psychological knowledge gained in previous coursework, explore different theories outlining how to work with agencies, and apply this knowledge to working in a community agency. The course requires students to spend 90 hours at the agency field site during the semester, and meet weekly as a class to discuss theories of intervention and their field experiences. Student's final grade in this course will be based on feedback from the site supervisor as well as the instructor's evaluation of classwork and fieldwork. It is recommended that students meet with the instructor the semester beforehand to discuss class requirements and placement options. Enrollment in this class is limited to psychology majors and minors of junior or senior status, or permission of the instructor.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101 and six additional credits of psychology courses

**Schedule Type:** Practicum

**College Code:** CAS

### PSYC 495 - Independent Study/Readings in Psychology

**Credits:** 1-3

Individual assignments and/or reports and/or individualized research in psychology on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses up to 6 credits. Consult staff before registering.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CAS

### PSYC 498 - Research Project in Psychology

**Credits:** 0-3

An independent research project in psychology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**Special Approval:** Instructor permission required.

**College Code:** CAS

### PSYC 525 - Disaster Psychology

**Credits:** 2

This course focuses on the psychological and physiological human response to natural and man-made disasters. Using research from the field, students will examine normal and abnormal reactions, the recovery process, resilience, and various disaster mental health response modalities. Differences between natural and man-made disasters are explored, along with factors that contribute to and mitigate post-traumatic effects.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## Sociology

### SOCI 119 - Principles of Sociology

**Credits:** 3

A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**College Code:** CAS

### SOCI 215 - Introduction to Criminal Justice

**Credits:** 3

Provides an overview of the Criminal Justice System in the United States focusing on its organization including criminal law, police organization and practices, judicial systems, and penal systems.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**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 255 - Juvenile Delinquency

**Credits:** 3

Topics related to modern youth in trouble, sociological analysis of the problems of youth, legal and societal factors involved in delinquency, and some of the remedial measures now being used.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### SOCI 314 - Migrant & Refugee Issues

**Credits:** 2,3

This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic, and environmental push-and-pull factors that influence immigration and emigration within the framework of globalization.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### SOCI 335 - Criminology

**Credits:** 3

Explores the theories of the cause and prevention of crime, its effect on society, and the theories and techniques associated with the apprehension, conviction, and detention of individuals who infringe criminal law in society.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### SOCI 350 - Social Policy

**Credits:** 2

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 366 - Drugs and Behavior

**Credits:** 3

An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment as well as debates on controversial topics in the field of drugs.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PSYC 101  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 408 - Emergency Preparedness

**Credits:** 2

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA—provided modules in the Professional Development Series, Incident Command Systems (100 and 200), and the National Incident Management System (700 and 800). A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion. Evidence of current CPR/AED certification must be provided before the end of the course.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### SOCI 410 - Social Gerontology

**Credits:** 3

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 420 - Medical Sociology

**Credits:** 3

Analysis of the relationship between social characteristics and the incidence and prevalence of disease, as well as geographical determinants of health and medical systems.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 421 - Development Theory & Practice

**Credits:** 3

Provide an introduction to different theoretical perspectives of development. Review of the history of development which provides a critical and ethical understanding of the social, economic, and political dimension of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts. Open to seniors only.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 424 - Humanitarian Studies: Theory & Practice

**Credits:** 3

This course offers 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

### SOCI 425 - Racial and Ethnic Relations

**Credits:** 3

A study of the distinctive racial and cultural minorities in American society with an

emphasis on problems and adjustments within the larger society.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 430 - Gender Roles in Contemporary Society

**Credits:** 3

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

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 431 - Needs Assessment and Capacity Mapping

**Credits:** 3

Introduction to concepts and methods of conducting a Community needs assessment and mapping community capacity to address those needs. Development of skills in selecting, analyzing, understanding, and interpreting assessment outcomes to inform policy and practice. Consider complex interactions between community and international development stakeholders and other factors affecting accountability, project planning, and outcomes. Open to seniors only.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 432 - Research Methods II: Introduction

**Credits:** 3

Research methodology introduces quantitative and qualitative approaches and includes discussion of instrumentation, subject selection, and data collection procedures. This course focuses on writing as a process for thinking carefully about social science research and includes learning about asking researchable question, reviewing the literature, hypothesis formulation, Institutional Review Board process and informed consent. A personal computer capable of running SPSS is required.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** BHSC 230 or STAT 285.  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOCI 433 - Research Methods III: Advanced Research Design- Experimental and Survey

**Credits:** 3

The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PSYC 434.  
**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 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

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BSAD 526; SOCI 408 or SOCI 508

**Schedule Type:** Lecture, Interactive Online

**College Code:** CAS

## **SOCI 454 - Poverty Seminar**

**Credits:** 3

This seminar will examine the nature, extent and measures of rural and urban poverty, its causes and consequences, and the antipoverty programs proposed by government, activists, anti-poverty organizations such as NGOs, academic community, international and bilateral aid organizations.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## **SOCI 455 - Development Policy and Analysis**

**Credits:** 3

Examine the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and policy tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## **SOCI 460 - Death and Grief in Contemporary Society**

**Credits:** 2

The study of cultural and societal perspectives on death and personal and interpersonal dynamics of death and dying.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## **SOCI 468 - Community Change**

**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

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** SOCI 119

**Schedule Type:** Lecture

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** SOCI 408 or SOCI 508 or SOWK 408 .

**Schedule Type:** Lecture, Interactive Online

**College Code:** CAS

## **SOCI 480 - Field Experience**

**Credits:** 0-8

Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork is required for each credit. Open only to departmental majors.

**Course/Lab Fee:** No

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 8 credits

**Schedule Type:** Practicum

**College Code:** CAS

## **SOCI 486 - Gender, Ethnicity and Family in Development**

**Credits:** 3

This course provides an overview of the role of and issues surrounding gender and ethnicity in society. Particular attention will focus on how ethnic and gender roles impact family structure, function and interaction patterns as well as how these patterns impact community and international development.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## **SOCI 490 - Capstone in Emergency Preparedness (Practicum)**

**Credits:** 1–3

Experience in Disaster Preparedness exercises. Individually planned with the student by the instructor in consultation with local campus and community Emergency Coordinators. Briefing and reflections with the instructor will be expected of students enrolled in this course. Permission of instructor required.

**Course Attribute:** Service course

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** SOCI 408/SOWK 408 or equivalent and one other core course in Emergency Preparedness.

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Practicum

**College Code:** CAS

### SOCI 495 - Independent Study/Readings in Sociology

**Credits:** 1–3

Individual assignments and/or reports and/or individualized research in sociology are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CAS

### SOCI 497 - Internship

**Credits:** 1,2

Supervised internship in a human services setting is approved in advance by department chair or program director. A minimum of 100 hours of internship is required for each credit. Open only to departmental majors.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 2 credits

**Schedule Type:** Practicum

**College Code:** CAS

### SOCI 498 - Research Project in Sociology

**Credits:** 0–3

An independent research project in sociology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Special Approval:** Instructor permission required.

**College Code:** CAS

### SOCI 508 - Emergency Preparedness

**Credits:** 2

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA-provided modules in the Professional Development Series, Incident Command Systems (100 and 200), and the National Incident Management System (700 and 800). A passing grade is required on each module for satisfactory grade and receipt of a Professional Development Series Certificate of Completion. Evidence of current CPR/AED certification must be provided before the end of the course.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**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, Interactive Online

**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

Research methodology introduces quantitative and qualitative approaches and includes discussion of instrumentation, subject selection, and data collection procedures. This course focuses on writing as a process for thinking carefully about social science research and includes learning about asking researchable question, reviewing the literature, hypothesis formulation, Institutional Review Board process and informed consent. A personal computer capable of running SPSS is required.

**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, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** SOCI 534.

**Prerequisite(s):** BHSC 230 or STAT 285 and SOCI 532.

**Schedule Type:** Lecture

**College Code:** CAS

### SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS

**Credits:** 2

A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** SOCI 533

**Prerequisite(s):** BHSC 230 or STAT 285 and SOCI 532. Must have achieved a grade of "C" (not C-) in either BHSC 230 or STAT 285.

Graduate students who have not achieved a grade of "C" or better will be encouraged to take EDRM 605 Qualitative Research Methods in Education and Psychology.

**Schedule Type:** Lecture

**College Code:** CAS

### SOCI 549 - Disaster Response and Emergency Operations

**Credits:** 2

Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Includes the use of related FEMA-provided modules.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BSAD 526; SOCI 408 or SOCI 508

**Schedule Type:** Lecture, Interactive Online

**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 555 - Emergency Planning**

**Credits:** 2

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes the use of related FEMA-provided modules

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** SOCI 408 or SOCI 508 or SOWK 408.

**Schedule Type:** Lecture

**College Code:** CAS

## **SOCI 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** SOCI 408 or SOCI 508 or SOWK 408 .

**Schedule Type:** Lecture, Interactive Online

**College Code:** CAS

# School of Social Work

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www.andrews.edu/socialwork

## Faculty

Shannon Trecartin, Ph.D., LMSW, *Chair*  
Alina Baltazar, PhD, MSW, LMSW, CFLE, *MSW Program Director*  
Desiree E. Davis, Ph.D., MSW, LMSW, LCSW, ACSW, *BSW Program Director*  
Yazmik Cantillano, MSW, LMSW, CCPT, CCATP-CA  
Lloyd Hamilton, Ph.D. Candidate, MSW, MDiv, *Dual Degree Program Director*  
Ingrid A. Slikkers, MSW, LMSW, Executive Director for International Center for Trauma Education & Care  
Twyla E. Smith, MSW, LLMSW, CCTP, *Director of Field Education*  
Curtis J. VanderWaal, Ph.D., ACSW  
Jan F. Wrenn, Emerita, MSW, ACSW, LMSW  
Dustin R. Young, DSW, LCSW, MSW

## Mission

The Andrews University School of Social Work, through excellence in teaching, research, and service, prepares students to be effective, knowledgeable, and qualified for practice in the twenty-first century. Using a person and environment perspective, graduates will enhance individual, family, group, organizational, and community well-being, celebrate differences, and promote social and economic justice for vulnerable populations. As a Seventh-day Adventist Christian institution, we build and disseminate knowledge, values, and skills that positively impact local, national, and international communities; affirm faith by integrating Christian compassion in action within generalist and advanced generalist social work practice; and change the world by enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.

## Bachelors

### Social Work BSW

The Bachelor of Social Work (BSW) is a professional degree which prepares graduates for generalist professional practice and/or the opportunity to be admitted to a Master of Social Work (MSW) program with advanced standing within appropriate advanced standing GPA guidelines. The baccalaureate program is accredited by the Council on Social Work Education through the year 2027.

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.

### Total Credits - 120

### Major - 43

SOWK 100 - Introduction to Social Work **Credits: 3**  
SOWK 215 - Diversity, Values and Ethics **Credits: 3**  
SOWK 220 - Critical Thinking **Credits: 2**  
SOWK 320 - Introduction to Counseling Skills **Credits: 3**  
SOWK 325 - Social Welfare Institutions and Services **Credits: 3**  
SOWK 331 - Human Behavior and the Social Environment I **Credits: 2**  
SOWK 332 - Human Behavior and the Social Environment II **Credits: 2**  
SOWK 347 - Understanding Trauma **Credits: 2**  
SOWK 350 - Social Policy **Credits: 3**  
SOWK 401 - Foundations of Practice I **Credits: 4**  
SOWK 402 - Foundations of Practice II **Credits: 4**  
5 credits of SOWK 435 - Field Instruction **Credits: 1-5**  
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**  
Choose 2 credits of SOWK electives in consultation with academic advisor.

### Cognates - 22+

BIOL 100 - Human Biology **Credits: 4 \***  
Choose an additional science course with no lab from BIOL, CHEM, or PHYS.  
PLSC 104 - American Government **Credits: 3**  
PSYC 101 - Introduction to Psychology **Credits: 3**  
SOC 119 - Principles of Sociology **Credits: 3**  
STAT 285 - Introduction to Applied Statistics **Credits: 3 \***

#### Choose one of the following courses:

ECON 225 - Principles of Macroeconomics **Credits: 3**  
PLSC 237 - The Individual, State, and Marketplace **Credits: 3**

\*Course fulfills ACE requirement

## Additional Requirements

### Field Practicum

Students are required to complete a 400-hour field placement in a local human-service agency. Students are not eligible to take SOWK 401, SOWK 402, or SOWK 435 before being admitted into the BSW program. The practicum is normally completed during the student's senior year. Prerequisites include the following courses (which must be completed with a grade of C- or above): SOWK 331, SOWK 332, SOWK 350 and SOWK 402, and a human biology course. Students may be dropped from the program or be required to complete additional practicum hours for the following reasons:

- Inability to demonstrate the skills, knowledge, and professional responsibilities required of a baccalaureate-level social work intern
- Clear violation of the NASW Code of Ethics

*Past experience strengthens all BSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.*

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Active Status

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 School 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.

## Admission Requirements

Students qualify for entry into the BSW program when they:

- Earn a minimum GPA of 2.5 overall.
- Receive grades of C- or better in all required program prerequisite and cognate courses.
- Complete SOWK 100, SOWK 315, SOWK 320, SOWK 325. Maintain a GPA of at least 2.50 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive an acceptance letter from the Undergraduate Program Director.

### English Language Requirement

For those applicants whose native language is not English, the following is required:



- 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
- Nelson Denny - score of 13.
- Personal interview with BSW program director or designee.

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

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

## Resources

### BSW Student Handbook

The BSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, the School of Social Work, 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 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.

## Student Learning Outcomes

Students who complete this program will:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess and Plan with individuals, families, groups, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate Practice with individuals, families, groups, organizations, and communities.
- Demonstrate a Christian social work perspective.

## Undergraduate Minors

### Human Services Minor

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, other elective graduate courses must be used to replace those courses in the total credit load. Students will be more prepared for jobs in human service fields.

## Total Credits - 18

SOWK 100 - Introduction to Social Work **Credits: 3**  
 SOWK 320 - Introduction to Counseling Skills **Credits: 3**

### Choose 12 credits from the following courses by advisement:

SOWK 325 - Social Welfare Institutions and Services **Credits: 3**  
 SOWK 331 - Human Behavior and the Social Environment I **Credits: 2**  
 SOWK 332 - Human Behavior and the Social Environment II **Credits: 2**  
 SOWK 350 - Social Policy **Credits: 3**  
 SOWK 410 - Children and Families at Risk **Credits: 2**  
 SOWK 424 - Social Gerontology **Credits: 2**  
 SOWK 437 - International Social Work **Credits: 2**  
 SOWK 440 - Assessment and Treatment of Victims of Violence **Credits: 2**  
 SOWK 455 - Treatment of Substance Abuse **Credits: 2-4**  
 SOWK 460 - Death and Grief in Contemporary Society **Credits: 2**  
 SOWK 461 - Social Work Research I **Credits: 2**  
 SOWK 462 - Social Work Research II **Credits: 2**

## 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.

### Prerequisites

SOWK 100 must be completed before taking SOWK 320 and SOWK 350.  
 SOWK 331 must be completed before proceeding to SOWK 332.  
 SOWK 461 must be completed before proceeding to SOWK 462.

Social Work practice courses (SOWK 401, SOWK 402), Field Placement courses (SOWK 420, SOWK 435), and Professional Seminar classes (SOWK 489) are not available to minors.

## Social Work Minor

The Social Work minor consists of eight courses (20 credit hours) and creates eligibility for reduced credit entry into the Andrews University MSW program. However, acceptance into the MSW program is NOT guaranteed by completing the minor. Students MUST complete all 20 credit hours to become eligible for this reduced credit entry. This "fast track" helps students to graduate more quickly from the MSW program, saving them over \$11,000 (18%) in MSW costs.

## Total Credits - 20

SOWK 100 - Introduction to Social Work **Credits: 3**  
 SOWK 215 - Diversity, Values and Ethics **Credits: 3** (SOWK elective may be substituted)  
 SOWK 320 - Introduction to Counseling Skills **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.

## 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.

## Trauma and Disaster Response Minor

This minor will equip students with knowledge and skills to respond to immediate disasters and other crisis events as well as provide training in long-term recovery and healing from the effects of trauma in areas such as domestic violence, traumatic childhood experience, war, and natural disasters. Students will learn the biological, psychosocial, and spiritual mechanisms of trauma. Students will receive emergency preparedness certifications from FEMA in areas of Professional Development, Incident Command Systems, and National Incident Management Systems. Students will also have the opportunity to be trained in Critical Incident Stress Management and become certified to serve on Community Emergency Response Teams (CERT). Students who complete this minor will also be equipped to provide trauma-informed awareness, education, and tools to support longer-term healing for those who have suffered from the effects of child abuse, domestic violence, post-traumatic stress, or other overwhelming experiences.

## Total Credits - 20-21

### Behavioral Sciences - 8

- PSYC 475 - Topics: **Credits:** 1-4 (CISM Basic Training or CERT Certification)
- PSYC 483 - Disaster Psychology **Credits:** 3
- SOCI 408 - Emergency Preparedness **Credits:** 2
- SOCI 445 - Emergency Planning **Credits:** 2

### Social Work - 8

- SOWK 331 - Human Behavior and the Social Environment I **Credits:** 2
- SOWK 332 - Human Behavior and the Social Environment II **Credits:** 2
- SOWK 347 - Understanding Trauma **Credits:** 2
- SOWK 460 - Death and Grief in Contemporary Society **Credits:** 2

## Electives - 4-5

Choose from the following courses to complete 4-5 credits.

- PSYC 319 - Stress Management **Credits:** 3
- SOCI 449 - Disaster Response and Emergency Operations **Credits:** 2
- SOWK 410 - Children and Families at Risk **Credits:** 2
- SOWK 440 - Assessment and Treatment of Victims of Violence **Credits:** 2

## 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 9 core competencies that are required for every accredited MSW program: 1) Demonstrate ethical and professional behavior; 2) Engage diversity and difference in practice; 3) Advance human rights and social, economic, and environmental justice; 4) Engage in practice-informed research and research-informed practice; 5) Engage in policy practice; 6) Engage with individuals, families, groups, organizations and communities; 7) Assess and plan with individuals, families, groups, organizations and communities; 8) Intervene with individuals, families, groups, organizations and communities; and 9) Evaluate practice with individuals, families, groups, organizations and communities. In addition, our program has added an additional competency: 10) Demonstrate a Christian social work perspective. The curriculum is designed to teach students the knowledge, values and skills, along with understanding of the cognitive and affective reactions and judgement that accompany these dimensions. Measurement outcomes for these competencies can be found on the first page of the Andrews University School of Social Work website. The Andrews University MSW program is accredited by the Council of Social Work Education through the year 2027.

### Delivery

All tracks of the MSW program are available in the face-to-face format. The Regular Standing and Accelerated Regular Standing tracks are also available in the interactive online synchronous format (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

### Dual Degrees Options

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 School of Social Work 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, approximately 16 credits will be shared between the two programs. The following Dual Degree options are available:

- Business Administration/Social Work Dual Degree MBA/MSW
- Community & International Development/Social Work Dual Degree MSCID/MSW
- Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW
- Divinity/Social Work Dual Degree MDiv/MSW
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

## 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 may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

### MSW 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

### Areas of Focus

Students may choose to specialize in the following focus areas: Human Resources, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, and Medical Social Work. Please refer to the School of Social Work website for further information: [www.andrews.edu/cas/socialwork/](http://www.andrews.edu/cas/socialwork/). Students are not required to choose a focus area.

## Additional 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 as part of SOWK689 Advanced Professional Seminar. 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.

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.

## 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
  - 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  
\*with permission of the department
- 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.

### Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program are not required to take the GRE.

## Additional Information

### 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 School of Social Work as well as relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

### Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

## Student Learning Outcomes

Students who complete this program will:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess and Plan with Individuals, Families, Groups, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Demonstrate a Christian Social Work Perspective

## Regular Standing (Two Year) Program

Students in the regular two-year program are required to take all foundation year courses.

### Total Credits - 56

- 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
- 2 credits of SOWK 550 - Social Policy **Credits:** 2,3
- SOWK 561 - Social Work Research I **Credits:** 2 (MPH/MSW dual degree students, replace this course with FDNT 560 - Health Research Methods **Credits:** 3)
- SOWK 562 - Social Work Research II **Credits:** 2 (MPH/MSW dual degree students, replace this course with PBHL 575 - Integrated Learning Experience **Credits:** 1 and PBHL 580 - Applied Practice Experience **Credits:** 3)
- 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 -11

- 5 credits of SOWK 535 - Generalist Field Experience **Credits:** 1-5 (400 hours)
- 6 credits of SOWK 635 - Advanced Field Experience **Credits:** 1-6 (500 hours)  
(MSW/MPH Dual Degree students will complete this at a county public health department)

### Electives - 10

Choose 10 credits of SOWK electives in consultation with academic advisor.

Dual Degree students:

- MSW/MBA Dual Degree students may use 10 credits of MBA coursework for elective credits.
- MSW/MDiv Dual Degree students may use elective credits toward the completion of the dual degree program.

- MSW/MPH Dual Degree students fulfill MSW electives by taking PBHL 521 - Principles of Epidemiology **Credits: 3**, PBHL 525 - Principles of Environmental Health **Credits: 3**, PBHL 535 - Principles of Health Administration **Credits: 3**, and PBHL 540 - Grant Writing **Credits: 2**.
- MSW/MSCID Dual Degree students may use 10 credits of MSCID coursework for elective credits.

## Admission Requirements

The following admission criteria must be met:

- Hold a baccalaureate degree from an accredited college or university.
- Provide transcripts that demonstrate course work with a strong liberal arts background. The following minimum semester credits of liberal arts must be met:
  - Human Biology or Anatomy and Physiology: 3 (or pass non-credit equivalency course)
  - Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media): 6
  - Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity): 8
  - Humanities/History (philosophy, religion, arts, government, political science, economics, or literature): 14
  - Beginning-level Statistics course (or pass non-credit equivalency course): 3
  - Previous computer skills, either in course work (1 or more credit) or extensive hands-on experience evidenced by the Computer Skills Assessment Form.
- Satisfy one of the criteria below:
  - Have an overall GPA of at least 2.75 in undergraduate courses.
  - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
  - Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A–F.
  - Hold a previous master's degree.
- A professional résumé documenting related experience.
- A statement of professional interest and purpose for MSW graduate study.
- Two strong professional references.
- The faculty may request a personal interview or a third reference and/or other information.

## Accelerated Regular Standing (Two Year) Program

### Total Credits - 46

SOWK 501 - Foundations of Practice I **Credits: 4**  
 SOWK 502 - Foundations of Practice II **Credits: 4**  
 SOWK 515 - Christian Perspectives on Professional Ethics **Credits: 3**  
 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 -11

4 credits of SOWK 535 - Generalist Field Experience **Credits: 1-5**  
 5 credits of SOWK 635 - Advanced Field Experience **Credits: 1-6**

### Electives - 10

Choose 10 credits of SOWK electives in consultation with academic advisor.

## Admission Requirements

The following admission criteria must be met:

- Hold a baccalaureate degree from an accredited college or university.
- Complete a Minor in Social Work from Andrews University or equivalent coursework from another CSWE approved institution.

- Provide transcripts that demonstrate course work with a strong liberal arts background. The following minimum semester credits of liberal arts must be met:
  - Human Biology or Anatomy and Physiology: 3 (or pass non-credit equivalency course)
  - Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media): 6
  - Social and Behavioral Sciences (sociology, anthropology, psychology, social psychology, diversity): 8
  - Humanities/History (philosophy, religion, arts, government, political science, economics, or literature): 14
  - Beginning-level statistics course (or pass non-credit equivalency course): 3
  - Previous computer skills, either in course work (1 or more credit) or extensive hands-on experience evidenced by the Computer Skills Assessment Form
- Satisfy one of the criteria below:
  - Have an overall GPA of at least 2.75 in undergraduate courses.
  - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
  - Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A–F.
  - Hold a previous master's degree.
- A professional résumé documenting related experience.
- A statement of professional interest and purpose for MSW graduate study.
- Two strong professional references.
- The faculty may request a personal interview or a third reference and/or other information.

## Advanced Standing (One Year) Program

### Total Credits - 33

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**

### Field Experience - 7

7 Credits of SOWK 637 - Advanced Standing Field Experience **Credits: 1-7**

### Electives - 9

Choose 9 credits of SOWK electives in consultation with academic advisor.

## 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

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

### Field Experience - 7

5 credits of SOWK 637 - Advanced Standing Field Experience **Credits:** 1-7

### Electives - 15

Choose 15 credits of SOWK electives in consultation with academic advisor

## 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.

## Social Work/Business Administration Dual Degree MSW/MBA

[Click here to see the requirements for the Social Work/Business Administration Dual Degree MSW/MBA](#)

## Social Work/Community & International Development Dual Degree MSW/MSCID

Andrews University has chosen to explore a collaborative between the Community & International Development Program (CIDP) and the School 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.

### 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. MSW students who take a social work focus area in International Social Work can choose a dual degree with CIDP.

## Total Credits - 75

MSCID students are required to complete 33 credit hours (if they don't add a concentration. The two-year regular MSW degree requires 56 core credit 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.

This program model creates a curriculum that allows for the integration of 21–24 Social Work and CIDP credits, giving students the advantage of being able to reduce their total credit load. Since both MSCID and MSW programs already share courses in order to reduce costs and achieve a more streamlined and efficient program, the course work for both degrees must be taken either simultaneously or within one academic year of completion of one of the degrees in order to fulfill the requirements of either degree.

Because of CSWE requirements, students in the MSW/MSCID dual degree program will register for social work core classes in lieu of certain CIDP courses and will take a social work focus area in International Social Work. Students will take shared courses as outlined below.

## Program Information

Information for the two programs (Social Work MSW and Community & International Development MSCID) follows:

## 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 9 core competencies that are required for every accredited MSW program: 1) Demonstrate ethical and professional behavior; 2) Engage diversity and difference in practice; 3) Advance human rights and social, economic, and environmental justice; 4) Engage in practice-informed research and research-informed practice; 5) Engage in policy practice; 6) Engage with individuals, families, groups, organizations and communities; 7) Assess and plan with individuals, families, groups, organizations and communities; 8) Intervene with individuals, families, groups, organizations and communities; and 9) Evaluate practice with individuals, families, groups, organizations and communities. In addition, our program has added an additional competency: 10) Demonstrate a Christian social work perspective. The curriculum is designed to teach students the knowledge, values and skills, along with understanding of the cognitive and affective reactions and judgement that accompany these dimensions. Measurement outcomes for these competencies can be found on the first page of the Andrews University School of Social Work website. The Andrews University MSW program is accredited by the Council of Social Work Education through the year 2027.

### Delivery

All tracks of the MSW program are available in the face-to-face format. The Regular Standing and Accelerated Regular Standing tracks are also available in the interactive online synchronous format (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

### Dual Degrees Options

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 School of Social Work 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, approximately 16 credits will be shared between the two programs. The following Dual Degree options are available:

- Business Administration/Social Work Dual Degree MBA/MSW
- Community & International Development/Social Work Dual Degree MSCID/MSW
- Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW
- Divinity/Social Work Dual Degree MDiv/MSW
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

## 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 may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

## MSW 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

## Areas of Focus

Students may choose to specialize in the following focus areas: Human Resources, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, and Medical Social Work. Please refer to the School of Social Work website for further information: [www.andrews.edu/cas/socialwork/](http://www.andrews.edu/cas/socialwork/). Students are not required to choose a focus area.

## Additional 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 as part of SOWK689 Advanced Professional Seminar. 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.

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.

## 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
  - 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  
\*with permission of the department
- 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.

### Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program are not required to take the GRE.

## Additional Information

### 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

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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.

### Student Learning Outcomes

Students who complete this program will:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess and Plan with Individuals, Families, Groups, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Demonstrate a Christian Social Work Perspective

## Community and International Development MSCID

The Community and International Development program offers interdisciplinary study in the humanitarian and development field at the graduate level. This unique approach equips students with the skills needed to identify and respond to social and economic challenges across the globe. Program concentration options offer in depth training - preparing students for professional service in academia, policy, advocacy, project management, and administration.

In order to receive a Masters in Community and International Development, students will complete 30 credits of required coursework. Up to 6 credits may be transferred from another accredited/recognized institution and applied towards the 30 required credits according to the criteria listed in the official Andrews University Graduate Transfer Policy.

**Delivery:** This degree is offered in both an on-campus and as an interactive online synchronous program. Most courses are taught in-person and online simultaneously (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

#### MSCID Dual Degree Options:

The MSCID is also available with the following dual degree options:

- Community and International Development/Divinity Dual Degree MSCID/MDiv
- Community and International Development/Social Work Dual Degree MSCID/MSW

## Total Credits - 30

### Foundations - 18

CIDS 632 - Portfolio Development Seminar **Credits:** 1

CIDS 680 - Field Practicum **Credits:** 1

CIDS 698 - Research Project **Credits:** 2,3

#### 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:

EDRM 611 - Applied Statistical Methods I **Credits:** 3

#### Choose from the following courses to equal 18 total credits in Foundations:

CIDS 535 - Grant Writing **Credits:** 2

CIDS 575 - Topics: **Credits:** 1-6

CIDS 623 - Humanitarian and Development Practice **Credits:** 1-3

CIDS 663 - Political Economy Analysis **Credits:** 3

CIDS 673 - Project Cycle Management **Credits:** 3

### Program Electives - 12

Choose 12 credits from the following options in consultation with the program advisor:

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

BSAD 670 - Management of Human Resources **Credits:** 3

CIDS 520 - Development Theory and Practice **Credits:** 3

CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3

CIDS 526 - Global Health & Development **Credits:** 3

CIDS 554 - Poverty Analysis & Reduction Strategies **Credits:** 3

CIDS 568 - Community Change **Credits:** 3

CIDS 575 - Topics: **Credits:** 1-6

CIDS 640 - Human Rights and Global Development **Credits:** 3

CIDS 675 - Institutions in Development **Credits:** 3

CIDS 697 - Portfolio Project **Credits:** 2

FNCE 675 - Financial Management **Credits:** 3

MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3 (only available to MSCID/MDiv Dual Degree Students)

PSYC 525 - Disaster Psychology **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

SOWK 630 - Policy for Social Change **Credits:** 3 (only available to MSCID/MSW Dual Degree Students)

### 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.

### Admission Requirements

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 3.0 in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program.
- Completed Graduate Application packet.
- Completed coursework in Statistics and Research. Provisional acceptance may be granted without these courses with the expectation that the student will take them during the first year of enrollment. Credits for these prerequisites will not apply toward the MSCID.

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

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the exam is not required.

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

## Social Work/Discipleship and Lifespan Education, Family Life Education Concentration Dual Degree MSW/MA

[Click here to see the Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW.](#)

## Social Work/Divinity Dual Degree MSW/MDiv

[Click here to see the requirements for the Social Work/Divinity Dual Degree MSW/MDiv](#)

## Social Work/Public Health, Nutrition and Wellness Concentration Dual Degree MSW/MPH

[Click here to see the requirements for the Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW](#)

# 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 215 - Diversity, Values and Ethics

**Credits:** 3

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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Pre/Corequisite: SOWK 100 or permission of instructor.

**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

**Term Offering:** Spring

**College Code:** CAS

## SOWK 347 - Understanding Trauma

**Credits:** 2

Students develop an understanding of the basics of psychological trauma and its impact in the lives of individuals, families and communities. Students will learn to identify various types of trauma, methods to support healing, and how to advocate for trauma recovery in communities and organizations.

**Lecture/Lab:** Weekly: 1 lecture

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## SOWK 350 - Social Policy

**Credits:** 3

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and social service practice.

**Course Attribute:** Service course

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PLSC 104.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## SOWK 366 - Drugs and Behavior

**Credits:** 3

An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment, as well as debates on controversial topics in the field of drugs.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PSYC 101

**Schedule Type:** Lecture

**College Code:** CAS

## SOWK 378 - Study Tour

**Credits:** 0

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

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable



**Schedule Type:** Blended Learning  
**College Code:** CAS

### SOWK 401 - Foundations of Practice I

**Credits:** 4

Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** SOWK 331  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**College Code:** CAS

### SOWK 402 - Foundations of Practice II

**Credits:** 4

Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** SOWK 331, SOWK 332  
**Prerequisite(s):** SOWK 401  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### SOWK 405 - Medical Social Work

**Credits:** 2

Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 408 - Introduction to Emergency Preparedness

**Credits:** 2

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA-provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### SOWK 410 - Children and Families at Risk

**Credits:** 2

This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 415 - Substance Use in American Society

**Credits:** 2

An overview of substance-use terminology, historical issues, definitions, epidemiology, consequences, and drugs of abuse within an American cultural and historical framework.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### SOWK 424 - Social Gerontology

**Credits:** 2

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Even years  
**College Code:** CAS

### SOWK 425 - Emergency Planning

**Credits:** 2

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Required course for Michigan Professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** SOWK 408.  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 435 - Field Instruction

**Credits:** 1-5

A lab course to give students experience and practice in a community agency under qualified supervision. A total of 400 clock hours required.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Corequisite(s):** SOWK 401 and SOWK 420  
**Prerequisite(s):** SOWK 401 and SOWK 420  
**Repeatable:** Repeatable up to 5 credits  
**Schedule Type:** Equivalency Assessment, Practicum  
**College Code:** CAS

### SOWK 437 - International Social Work

**Credits:** 2

This course reviews the concepts, issues and organizations related to international social work. It gives students the historical perspective of the involvement of social workers in international action including both development and human rights efforts. The course includes a discussion of international ethics, global policy and international exchange.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 438 - Workshop: \_\_\_\_\_

**Credits:** 1-4

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Workshop  
**College Code:** CAS

### SOWK 440 - Assessment and Treatment of Victims of Violence

**Credits:** 2

Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long- term therapy options including specific techniques are explored.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** SOWK 401 and SOWK 402 or SOWK 501 or permission of instructor.  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 444 - International Social Work Services and Programs

**Credits:** 2-4

Students will travel within the USA and/or abroad to develop thorough immersion cultural competency in the areas of research, policy and practice, and to gain practical experience from an international social work perspective. Additionally, this course will provide students with networking opportunities with various humanitarian organizations working in national and international settings.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 445 - Counseling and Spirituality

**Credits:** 3  
This course provides an introduction to counseling and spirituality. Working from a Christian worldview, students will integrate current therapeutic practice models with a variety of spiritual counseling principles and skills. Students will assess their own spiritual wellness and examine how it impacts their work with clients.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PSYC 101  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 446 - Crisis Intervention

**Credits:** 2  
Survey of brief treatment models. Direct application of various crisis intervention models to population in crisis. Juniors and seniors only.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**College Code:** CAS

### SOWK 449 - Disaster Response and Emergency Operations

**Credits:** 2  
Study of the phases of disaster response and recovery with attention to local, state, and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision-making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery on victims and communities and the implications of disaster recovery efforts. Required course for PEM certification.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BSAD426/526. Evidence of satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, IS546/547 Continuity of Operations, and IS(7)00 National Incident Management System.  
**Schedule Type:** Lecture  
**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  
**College Code:** CAS

### SOWK 477 - Community Assessment and Capacity Mapping

**Credits:** 2  
Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 478 - Principles & Practice of Hazards Mitigation

**Credits:** 3  
Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS271 Anticipating Hazardous Weather & Community Risk and IS340 Hazardous Materials Prevention.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Evidence of satisfactory completion of PDService course. modules IS5 Intro to Hazardous Materials and IS55 Hazardous Materials Guide for Citizens.  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 489 - BSW Professional Seminar

**Credits:** .5  
Introduces and monitors professionalism as evidenced in student's portfolio, scholarship skills, and their ability to exhibit positive behaviors that will ensure success in social work practice. Fall portfolios presented and graded in the spring.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Corequisite(s):** SOWK 435  
**Repeatable:** Repeatable up to 1 credit  
**Schedule Type:** Seminar  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### SOWK 495 - Independent Study/Project/Teachings

**Credits:** 1-4  
Consent of the instructor required.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### SOWK 501 - Foundations of Practice I

**Credits:** 4  
Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** SOWK 510  
**Prerequisite(s):** SOWK 531 or SOWK 532  
**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall  
**College Code:** CAS

## SOWK 502 - Foundations of Practice II

**Credits:** 4

Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** SOWK 510  
**Prerequisite(s):** SOWK 501  
**Schedule Type:** Lecture, Interactive Online  
**Term Offering:** Fall, Spring  
**College Code:** CAS

## SOWK 505 - Medical Social Work

**Credits:** 2

Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## SOWK 514 - Children & Families at Risk

**Credits:** 2

This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## SOWK 515 - Christian Perspectives on Professional Ethics

**Credits:** 2

Students will examine their personal beliefs and values in relation to ethical and diversity issues. Students will also apply a professional code of ethics to practice dilemmas they may face in the fields of social work and family life using a Christian theological framework.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

## SOWK 516 - Substance Use in American Society

**Credits:** 2

An overview of substance use terminology, historical issues, definitions, epidemiology, consequences, and drugs of abuse within an American cultural and historical framework.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

## SOWK 520 - Web & Media for Not-for-Profit

**Credits:** 2

This course emphasizes interpersonal competence, various professional standards and use of presentation and archival technologies for use in professional interviews. Electronic Portfolio, Web Development and CDROM Authoring technologies are presented.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## SOWK 524 - Social Gerontology

**Credits:** 2

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior

citizens in the cultural context of American society.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Even years  
**College Code:** CAS

## SOWK 525 - Emergency Planning

**Credits:** 2

Principles of emergency planning used in any type of diaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Required course for Michigan Professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** SOWK 408  
**Schedule Type:** Lecture  
**College Code:** CAS

## SOWK 531 - Human Behavior and the Social Environment I

**Credits:** 2

Ecological model for studying human behavior and an overview of normal individual development from conception through early childhood. Psycho-social, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Term Offering:** Fall  
**College Code:** CAS

## SOWK 532 - Human Behavior and the Social Environment II

**Credits:** 2

Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psycho-social, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Term Offering:** Spring  
**College Code:** CAS

## SOWK 535 - Generalist Field Experience

**Credits:** 1-5

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.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Corequisite(s):** SOWK 501 or SOWK 502  
**Repeatable:** Repeatable up to 5 credits  
**Schedule Type:** Practicum  
**College Code:** CAS

## SOWK 536 - Generalist Social Work/Theological Field Experience

**Credits:** 1-4

In this practicum, students will apply course-based knowledge and skills by working in a social service setting. A total of 400 clock hours are required. Cross-listed with CHMN560.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Corequisite(s):** SOWK 501, SOWK 510  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Practicum  
**College Code:** CAS

## SOWK 537 - International Social Work

**Credits:** 2

This course reviews the concepts, issues and organizations related to international social work. It gives students the historical perspective of the involvement of social workers in international action including both development and human rights efforts. The course includes a discussion of international ethics, global policy, and international exchange.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 543 - Assessment and Treatment of Victims of Violence

**Credits:** 2  
Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long- term therapy options including specific techniques are explored.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 544 - International Social Work Services and Programs

**Credits:** 2-4  
Students will travel within the USA and/or abroad to develop thorough immersion cultural competency in the areas of research, policy and practice, and to gain practical experience from an international social work perspective. Additionally, this course will provide students with networking opportunities with various humanitarian organizations working in national and international settings.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 545 - Counseling and Spirituality

**Credits:** 2  
This course provides an introduction to counseling and spirituality. Working from a Christian worldview, students will integrate current therapeutic practice models with a variety of spiritual counseling principles and skills. Students will assess their own spiritual wellness and examine how it impacts their work with clients.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MSW student or permission of instructor.  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 547 - Understanding Trauma

**Credits:** 2  
Students develop an understanding of the basics of psychological trauma and its impact in the lives of individuals, families and communities. Students will learn to identify various types of trauma, methods to support healing, and how to advocate for trauma recovery in communities and organizations.

**Lecture/Lab:** Weekly: 1 lecture  
**Grade Mode:** Normal (A-F,I,W)  
**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, Interactive Online  
**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, Interactive Online  
**Term Offering:** Spring  
**College Code:** CAS

### SOWK 567 - Drugs and Behavior

**Credits:** 2  
An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment, as well as debates on controversial topics in the field of drugs.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PSYC 101  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 568 - Treatment of Substance Abuse

**Credits:** 2  
An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 577 - Community Assessment and Capacity Mapping

**Credits:** 2  
Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### SOWK 578 - Study Tour

**Credits:** 0  
Travel to selected areas of social work interest combined with lectures, directed readings and assignments. The amount of credit and geographic location are designated at the time a study tour is announced.

**Course/Lab Fee:** Yes  
**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 and research into the causes of mental disorders. Emphasis on developing differential diagnostic skills and holistic assessment from strengths and trauma-informed perspectives.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Advanced-year status or permission of instructor.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## SOWK 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 615 - Therapy with Couples and Families

**Credits:** 2

This course teaches major couple and family therapy modalities with a trauma informed perspective. Research-based techniques are applied through role-play, case studies and other experiential activities that assist the student in working with couples and families using therapeutic skills to conduct therapy.

**Lecture/Lab:** Weekly: 1 lecture

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Complete first year requirements, or advanced standing status.

**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 623 - Therapy with Children, Adolescents & Families

**Credits:** 3

This course prepares the students to work with children, adolescents, and families. Information on therapeutic modalities and specific interventions are included as well as exposure to therapeutic individual and family perspectives while using a trauma-informed and culturally aware focus.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Advanced-year status or permission of instructor.

**Schedule Type:** Lecture

**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 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 (A-F,I,W)

**Prerequisite(s):** Advanced-year placement.

**Schedule Type:** Lecture

**College Code:** CAS

## SOWK 633 - Mental Health Treatment

**Credits:** 3

Examination of common adult mental disorders taking a life span approach with focus on primary clinical goals of assessment, diagnosis and treatment. In addition, this course will survey the ways that mental health professionals view the use of psychotropic medications and provide information on the effects and interaction of psychotropic and mood-altering chemicals in the treatment of mental and emotional disorders. Specific treatment techniques for each diagnosis are explored, including trauma-informed perspectives. Emphasis placed on cultural and psychosocial context of assessment, diagnosis, and treatment planning.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** SOWK 501, SOWK 502 or advanced placement.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CAS

## SOWK 635 - Advanced 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 500 clock hours is required.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Corequisite(s):** SOWK 535, SOWK 601 or SOWK 602

**Prerequisite(s):** SOWK 535, SOWK 601 or SOWK 602

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Practicum

**College Code:** CAS

## SOWK 637 - Advanced Standing Field Experience

**Credits:** 1-7

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.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Corequisite(s):** SOWK 601 or SOWK 602

**Prerequisite(s):** SOWK 601 or SOWK 602

**Repeatable:** Repeatable up to 7 credits

**Schedule Type:** Practicum

**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 with Couples

**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 644 - Treatment of Trauma

**Credits:** 2

This course will guide students in the core concepts of trauma informed care by theory, practical skills, and interventions to use within clinical practice. Strength-based, developmentally appropriate and culturally humble practice will be highlighted focusing on factors that foster resiliency, post-traumatic growth, and restorative processes. Students will receive treatment planning and training opportunities.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** SOWK 501

**Schedule Type:** Lecture

**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 and the importance of trauma-informed care.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Advanced-year status or permission of instructor.

**Schedule Type:** Lecture

**College Code:** CAS

## SOWK 651 - Foundations of Biblical Counseling

**Credits:** 2,3

This course equips students to apply biblical principles of counseling and psychological insights to human challenges in the emotional, spiritual, cognitive, and behavioral aspects of life.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## SOWK 655 - Organizational/Community Assessment

**Credits:** 2

The basic underpinnings of organizational dynamics. Students explore the historical influences on and current challenges faced by social-work managers. The basics of management-assessment skills and human issues that impact organization explored.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Advanced-year placement.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## SOWK 659 - Human Sexuality

**Credits:** 3

An understanding of the development and main tenets of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional and social aspects of sexual development and the Christian response to this God-given gift.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## SOWK 660 - Advanced Practice Evaluation

**Credits:** 3

Prepares students to examine their own practice's quality. Attention given to selecting appropriate measurement tools. The latest evaluation techniques are presented, offering students resources for 21st-century practice.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Prerequisite/Corequisite:** Co/Prerequisites: SOWK 635 and advanced-year placement or permission of instructor.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CAS

## SOWK 665 - Program Continuation

**Credits:** 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## SOWK 667 - Interventions in Gerontology

**Credits:** 2

This course will utilize bio-psychosocial knowledge about older adults to assess and apply advanced interventions in a variety of practice settings. Using case examples and practice activities, evidence-based therapeutic models and interventions will be examined to address these issues.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## SOWK 670 - Project Continuation

**Credits:** 0

Students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CAS

## SOWK 675 - Topics in:

**Credits:** 1-4

Students are able to select offerings from various contemporary social-work topics.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**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

# Sustainable Agriculture

Smith Hall, Room 109  
269-471-6006  
Fax: 269-471-3009  
agriculture@andrews.edu  
www.andrews.edu/agriculture/

## Faculty and Staff

Katherine A. Koudele, PhD, *Animal Science Program Director, Chair*  
Garth B. Woodruff, PhD(c), *Sustainable Horticulture Program Director*  
Rebecca Turk, MA, *Office Manager and Recruiter*  
Vlatko Benko, Asst. Manager *Agriculture Education Center*

## Emeritus

Thomas N. Chittick  
Stanley H. Beikmann

## Adjunct Faculty

Jolene Birney O'Brien, DVM  
Sara A. Lange, DVM  
Holly D. Shaffer, DVM  
Michael A. Villwock, BT  
Foster Woodruff, MLA

## Mission

The mission of the Department of Sustainable Agriculture at Andrews University is to transform our students as they are educated to:

- Seek Knowledge
  - Learn current, sustainable, practices and procedures in their chosen area of agriculture based on a strong scientific foundation and hands-on experience
- Affirm Faith
  - Realize our sacred, Christian obligation as the caretakers of this planet to preserve and improve it
- Change the World
  - Put the knowledge and experience gained into practice to improve:
    - the production and quality of life of animals and the humans who interact with them
    - the quality of the soil and water in agriculture areas
    - the beauty of outdoor living spaces with plants
    - food security for those in need now, and for all of us in the future

## Programs

**Bachelor of Science.** The BS degree prepares students for management-level employment in their chosen field. Students may select a minor to complement their intended career.

**Associate of Science.** The two-year AS degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

**Certificate.** The Horticulture Certificate is designed to be a supplemental credential to equip those who desire to achieve the goals of improving the health of themselves and others through healthy food production and/or beautiful landscape development and maintenance with the knowledge they need. The classroom knowledge is put into practice in laboratories associated with classes as well as in an on-campus internship in the University's gardens, orchards, and greenhouses.

## Associates

### Agriculture AS

The Associate of Science degree in Agriculture prepares students for entry-level positions in their chosen area of specialization. It also provides a science-based foundation for students who already have significant practical experience. The credits earned in this two-year degree are fully transferrable to the four-year Sustainable Agriculture BS degree at this university.

## Total Credits - 60

### Major - 26

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  
HORT 250 - History of Landscape Architecture **Credits:** 3

### Electives

Agriculture major electives selected in consultation with academic advisor from AGRI, ANSI, and HORT courses to fulfill the remaining credits required.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Understand the practices and principles of Agricultural disciplines.
- Manage human, financial and material resources in the fields of Agriculture.
- Demonstrate professionalism: such is punctuality, dependability, respect for supervisors and peers.
- Communicate effectively in written, verbal forms.
- Demonstrate ability to work collaboratively.

## Bachelors

### Animal Science BS

The Bachelor of Science degree in Animal Science prepares students for management-level employment in an animal-related field or admission to graduate school. Students interested in pursuing a career in veterinary medicine will need to complete additional science classes to meet the prerequisites for veterinary colleges. See "Recommended for Pre-Vet" below for more details.

## Total Credits - 120

### Major - 45

AGRI 175 - First Year Seminar **Credits:** 1  
AGRI 235 - Sustainable Agriculture Techniques **Credits:** 0-3 (minimum of two semesters required)  
AGRI 270 - Management of Agriculture Enterprises **Credits:** 3  
AGRI 335 - Research Methods **Credits:** 1  
AGRI 394 - Internship & Career Preparation **Credits:** 1  
AGRI 395 - Internship in \_\_\_\_\_ **Credits:** 1-6  
AGRI 415 - Senior Seminar **Credits:** 1  
AGRI 450 - Environmental Leadership **Credits:** 3  
AGRI 497 - Capstone In: **Credits:** 1-10  
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  
HORT 250 - History of Landscape Architecture **Credits:** 3 \*

\*Course fulfills ACE requirement.

### Electives

Students select major electives from any AGRI, ANSI, or HORT courses in consultation with their advisor to fulfill the credits remaining to reach the 45 required.

### Cognates - 8

CHEM 110 - Introduction to Inorganic Chemistry **Credits:** 4 OR higher level Chemistry course.



BIOL 110 - Principles of Biology **Credits:** 4  
OR  
BIOL 165 - Foundations of Biology **Credits:** 4,5

**Recommended for Pre-Vet students:**

BCHM 421 - Biochemistry I **Credits:** 4  
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  
PHYS 141 - General Physics I **Credits:** 4  
PHYS 142 - General Physics II **Credits:** 4

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Understand the practices and principles of agricultural disciplines.
- Manage human, financial and material resources in the fields of agriculture.
- Demonstrate professionalism, such is punctuality, dependability, respect for supervisors and peers.
- Communicate effectively in written and verbal forms.
- Demonstrate ability to work collaboratively.

## Sustainable Horticulture BS

The Bachelor of Science degree in Sustainable Horticulture is a professional degree for students looking for a future in management or supervision. All concentrations are based in the domesticated plant profession with uses in food systems, environmental design and systems planning. After a core of plant and natural sciences, history and development, the degree moves into three concentrations: International Agriculture Development, Agribusiness, and Landscape and Environmental Design.

**Agribusiness Concentration:** This concentration prepares professionals 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 Andrews University's MBA program. The elective portion is widely flexible to allow focus on a specific area of interest: crops, greenhouse production, horticulture, or another area of agricultural sciences.

**International Agriculture Development Concentration:** This concentration is designed to provide students with knowledge, skill and experience to prepare them for entry-level positions in agriculture or international development. Additionally, students who complete this concentration and suggested electives will be eligible to enter the Master of Science in Community & International Development program at Andrews University. 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.

**Landscape and Environmental Design Concentration:** This concentration is 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. Graduates of this degree are ready for immediate employment.

## Total Credits - 120

## Major - 66

**Core - 32**

AGRI 118 - Soil Science **Credits:** 4  
AGRI 175 - First Year Seminar **Credits:** 1

AGRI 235 - Sustainable Agriculture Techniques **Credits:** 0-3 (Minimum of two semesters required)

AGRI 270 - Management of Agriculture Enterprises **Credits:** 3

AGRI 335 - Research Methods **Credits:** 1

AGRI 394 - Internship & Career Preparation **Credits:** 1

2 credits of AGRI 395 - Internship in \_\_\_\_\_ **Credits:** 1-6

AGRI 415 - Senior Seminar **Credits:** 1

AGRI 450 - Environmental Leadership **Credits:** 3

4 credits of AGRI 497 - Capstone In: **Credits:** 1-10

HORT 205 - Plant Science **Credits:** 4

HORT 226 - Plant Systematics & ID **Credits:** 3

HORT 250 - History of Landscape Architecture **Credits:** 3

### Concentration - 34

Students must choose one of the following concentrations or complete 34 elective credits from ANSI, AGRI, or HORT in consultation with advisor.

#### Agribusiness

ACCT 205 - Accounting for Decision Making and Control **Credits:** 3

BSAD 210 - Small Business Management **Credits:** 3

BSAD 341 - Business Law **Credits:** 3

BSAD 355 - Principles of Management **Credits:** 3

FNCE 317 - Business Finance **Credits:** 3

MKTG 310 - Principles of Marketing **Credits:** 3

**Choose the remaining credits from AGRI, ANSI, BIOL, BSAD, and/or HORT in consultation with advisor.**

#### International Agriculture Development

ACCT 205 - Accounting for Decision Making and Control **Credits:** 3

2 credits of AGRI 498 - International Internship in \_\_\_\_\_ **Credits:** 1-6

ANSI 114 - Introduction to Animal Science **Credits:** 3

BHSC 225 - Global Social Issues **Credits:** 3

SOCI 421 - Development Theory & Practice **Credits:** 3

SOCI 431 - Needs Assessment and Capacity Mapping **Credits:** 3

**Choose the remaining credits from AGRI, ANSI, BHSC, BIOL, HORT, and/or SOCI in consultation with advisor.**

#### Landscape and Environmental Design

HORT 236 - Landscape Drafting and Graphics **Credits:** 4

HORT 315 - Landscape Structures and Materials **Credits:** 3

HORT 337 - Fundamentals of Landscape Design **Credits:** 4

HORT 441 - Advanced Landscape Graphics **Credits:** 4

HORT 442 - Advanced Site Design **Credits:** 4

**Choose the remaining credits from AGRI, ANSI, ARCH, ART, BIOL, HORT, and/or PHTO in consultation with advisor.**

## Cognate

Cognate required for the following concentrations: Agribusiness; International Agriculture Development

ECON 208 - Principles of Economics **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will:

- Understand the practices and principles of sustainable horticulture.
- Manage human, financial, and material resources in the field of horticulture.
- Demonstrate professionalism in the profession (punctuality, dependability, respect for supervisors and peers, etc.).
- Communicate effectively in written and verbal forms.
- Demonstrate ability to work collaboratively.

# Undergraduate Minors

## Agriculture Minor

The Agriculture minor is designed to provide a foundation in the study of Agriculture as well as electives allowing students to emphasize areas of study relevant to their interests or career preparation. This program of study serves a wide variety of career goals and is complimentary to the content of other majors.

### Total Credits - 20

Selected from AGRI, ANSI or HORT courses in consultation with advisor.

### Student Learning Outcomes

At the end of the program, students should be able to:

- Understand the practices and principles of Agricultural disciplines.
- Manage human, financial and material resources in the fields of Agriculture.
- Demonstrate professionalism: such is punctuality, dependability, respect for supervisors and peers.
- Communicate effectively in written, verbal forms.
- Demonstrate ability to work collaboratively.

## Pre-Professional

### Pre-Professional Program in

### Veterinary Medicine

Katherine Koudele, *Coordinator*  
269-471-6299  
Smith Hall 109

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](http://www.avma.org)). Students, in consultation with their departmental advisor, can develop individualized programs to meet the entrance requirements for their preferred veterinary schools.

## 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

AGRI 270 - Management of Agriculture Enterprises **Credits:** 3

1 Credit of AGRI 395 - Internship in \_\_\_\_\_ **Credits:** 1–6 (on campus)

HORT 150 - iGrow **Credits:** 4

HORT 250 - History of Landscape Architecture **Credits:** 3

### Electives - 3

Horticulture credits selected in consultation with an advisor from AGRI, ANSI, or HORT courses to fulfill the remaining 3 credits required.

### Student Learning Outcomes

At the end of the program, students should be able to:

- Have a basic understanding of the practices and principles of Agricultural disciplines.
- Demonstrate professionalism: such is punctuality, dependability, respect for supervisors and peers.
- Communicate effectively in written, verbal forms.
- Demonstrate ability to work collaboratively.

## 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 235 - Sustainable Agriculture Techniques

**Credits:** 0–3

This course focuses on producing plants and animals without harming the environment. This includes techniques and methods that protect the environment, public health, human communities, and animal welfare while producing food fiber, plant and animal products. Two semesters are required for all students in the Department and is limited to only students that are majors in the Department. Not to be combined with capstone or research. Work to be completed at the Agriculture Education Center. Each semester's contents planned in consultation with adviser.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable up to 8 credits with different topics

**Schedule Type:** Independent

**College Code:** CAS

### AGRI 240 - Fundamentals of Irrigation

**Credits:** 3

Design, installation, drawing, interpretation and maintenance of plastic or metal irrigation systems and control devices for proper sprinkler coverage.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**Term Offering:** Fall

**College Code:** CAS

## AGRI 270 - Management of Agriculture Enterprises

**Credits:** 3

An introduction to acquiring and analysis of management information for decision making; an understanding of basic economic principles that impact biological production systems and implementation of the principles for total quality management for increased productivity.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Alternate years

**College Code:** CAS

## AGRI 285 - Undergraduate Research

**Credits:** 0-3

Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are beginning to establish their knowledge of Agriculture, Horticulture or Animal Science at the college level.

**Lecture/Lab:** Weekly: a minimum of 4 hours of work per credit

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Independent

**Special Approval:** Instructor permission required.

**Term Offering:** fall, Spring

**College Code:** CAS

## AGRI 304 - Forage Crop Production

**Credits:** 3

Basic principles of forage crop production, emphasizing choice of crop, establishment, growth, maintenance, harvesting, storage and feeding.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**College Code:** CAS

## AGRI 308 - Principles of Weed Control

**Credits:** 3

Control of weeds in horticultural and field crops, utilizing biological, cultural, mechanical, and chemical practices. Class study also involves preparation and testing for pesticide applicator's license.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Year Offering:** Alternate years

**College Code:** CAS

## AGRI 330 - Economic Botany

**Credits:** 3

This class explores the botany of commercial crops worldwide including: importance, distribution, economic adaptation, and botany of leading farm crops, emphasizing rotation, seedbed preparation, and economic production. Production and management of commercial vegetable crops; includes planting, cultural care, harvesting and post-harvesting procedures and marketing.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## AGRI 335 - Research Methods

**Credits:** 1

A preparation for a successful project in Agriculture related fields, that has been explored and practiced: this includes learning how to ask a good research question, conduct a literature review, develop appropriate research methodology, find resources to fund research, and properly present project results

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CAS

## AGRI 345 - Topics in \_\_\_\_\_

**Credits:** 1-4

A class based on selected topics of current interest in agriculture.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** CAS

## AGRI 390 - Agriculture Study Tour

**Credits:** 0

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

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning

**College Code:** CAS

## AGRI 394 - Internship & Career Preparation

**Credits:** 1

An exploration of job possibilities in each student's area of study. Includes: job searching, expectation development, opportunity evaluation and professional communication skills. To be taken in tandem with first semester of AGRI 395.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** AGRI 395 or AGRI 498

**Schedule Type:** Practicum

**Term Offering:** Spring

**College Code:** CAS

## AGRI 395 - Internship in \_\_\_\_\_

**Credits:** 1-6

Supervised internship of on-the-job work experience in some field of agriculture under the direction of the employer and evaluated by a departmental faculty member. Students submit a report of their experience and must complete a minimum of 120 hours of work experience for each credit earned.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Practicum

**College Code:** CAS

## AGRI 415 - Senior Seminar

**Credits:** 1

A synthesis course required of all bachelor degree students, in which each student assembles a portfolio, conducts career research and prepares for job or graduate school interviews.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Seminar

**Term Offering:** Fall

**College Code:** CAS

## AGRI 440 - Topics in \_\_\_\_\_

**Credits:** 1-4

A class based on selected topics of current interest in agriculture.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**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:** 1–10  
A capstone class to combine and apply a student's learning and acquired skill-set to specific research, program development or design demands. This class will result in publishable quality artifacts used in senior portfolio development, and should consist of one sizable project in the senior's area of expertise. Planned to progress into Spring semester as AGRI 499, for a full year experience. To be taken in the Fall of the senior year.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Repeatable:** Repeatable up to 10 credits  
**Schedule Type:** Independent  
**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 project in a specialized area of agriculture, animal science or horticulture under the direction of faculty.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable up to 10 credits  
**Schedule Type:** Independent  
**College Code:** CAS

### AGRI 540 - Topics in:

**Credits:** 1–6  
Students are able to select offerings from various contemporary Agriculture topics.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**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, Interactive Online  
**Term Offering:** Fall  
**College Code:** CAS

### ANSI 125 - Animal Handling Methods

**Credits:** 3  
Principles and practices of handling animals including proper catching, restraint, examination, injections, tagging, grooming and hoof/nail trimming.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/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.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Alternate years  
**Term Offering:** Fall  
**College Code:** CAS

### ANSI 305 - Animal Nutrition

**Credits:** 3  
Principles of feed chemistry and nutrient utilization, digestive tract anatomy and physiology including digestion, absorption, metabolism of feeds by domestic species, nutrition related diseases/deficiencies, ration formulation and feeding management.

**Lecture/Lab:** Weekly: 3 lectures  
**Grade Mode:** Normal (A-F,I,W)  
**Recommended:** CHEM 131 or higher.  
**Schedule Type:** Lecture, Lab  
**Year Offering:** Alternate years  
**Term Offering:** Fall  
**College Code:** CAS

### ANSI 325 - Domestic Animal Behavior

**Credits:** 3  
Physiological basis for each type of behavior and its development, communication methods, normal and aberrant behavior in each domestic animal species as well as treatments for problem situations.

**Lecture/Lab:** Weekly: 2 lectures and 1 lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Alternate years  
**Term Offering:** Fall  
**College Code:** CAS

### ANSI 340 - Production/Management of \_\_\_\_\_

**Credits:** 3  
Production methods and management practices of domesticated livestock species including nutrition, reproduction, housing, health and specialized care of a particular species. Course is repeatable for study of dairy cattle, equine, poultry and small livestock.

**Lecture/Lab:** Weekly: 2 lectures and 1 lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### ANSI 379 - Small Animal Health and Disease

**Credits:** 3  
Proper handling and care, nutritional needs, and common health problems of companion animals such as dogs, cats, birds, pocket pets, reptiles.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture

**Term Offering:** Spring  
**College Code:** CAS

### ANSI 389 - Livestock Health and Disease

**Credits:** 3

Principles and practice of physical examination of various species of livestock, the causes, preventions and treatment of infectious and metabolic diseases by system.

**Lecture/Lab:** Weekly: one 2-hour lecture and one 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Term Offering:** Spring

**College Code:** CAS

### ANSI 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

**Term Offering:** Spring

**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.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate Years (odd)

**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

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**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

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**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)

**Recommended:** BIOL 166

**Schedule Type:** Lecture/Lab

**Year Offering:** Alternate years (odd)

**Term Offering:** Spring

**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

**Term Offering:** Spring

**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

**Term Offering:** Spring

**College Code:** CAS

## Horticulture

### 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/Lab Fee:** Yes

**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 226 - Plant Systematics & ID

**Credits:** 3  
Plant systematics, keying native plants & plant morphology. The identification and recognition of local woody and herbaceous specimen. Focus on identification, environmental requirements, domestic and native value,omenclature and preservation. Class introduces botanical principles and mastering a broad range of local flora.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**College Code:** CAS

## HORT 227 - Woody Plant Identification II

**Credits:** 3  
Introduction to the identification and recognition of the deciduous, evergreen and broad leafed evergreen shrubs and vines of the northern. Focus will be on shape, color, size, texture, environmental requirements and the landscape value of native and cultivated shrubs and vines of the northern temperate zone.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

## HORT 228 - Herbaceous Plant Identification

**Credits:** 3  
Identification and recognition of shape, size, color, texture, and environmental requirements of the nonwoody plants providing color and ground cover in the landscape.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**Term Offering:** Fall  
**College Code:** CAS

## HORT 236 - 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

## HORT 250 - 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 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 320 - 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 337 - 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 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 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

topics.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Blended Learning, Interactive Online  
**College Code:** CAS

### HORT 375 - Landscape Estimating

**Credits:** 3  
An introduction to the estimating process for landscape design, construction and maintenance work. Various schedules and forms are used to assign costs of equipment, plants, hardscape materials, labor and overhead. The many variables from project to project are explored and then formulas are applied to arrive at making landscape installations an efficient and profitable business.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CAS

### HORT 378 - Integrated Insect/Disease Management

**Credits:** 4  
Study of significant diseases and insects of agricultural and horticultural plant materials, including life cycles and influence of environmental conditions; determination of effective control methods for crop, ornamental and turfgrass production.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lecture/Lab  
**Year Offering:** Alternate years  
**Term Offering:** Spring  
**College Code:** CAS

### HORT 429 - Computer Landscape Design

**Credits:** 3  
Principles and practices of computer-aided landscape design, including creating scale perimeter plot plans, using drawing tools, plant/site relationships, and graphic imaging leading to a computer-generated landscape drawing. Studio emphasizes skill development and proficiency in integrating software and hardware to create CAD-generated landscape designs. Prior landscape drawing course work is recommended.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**Term Offering:** Spring  
**College Code:** CAS

### HORT 441 - Advanced Landscape Graphics

**Credits:** 4  
Advanced exploration and application of graphics applying to all aspects of landscape architecture. Working in multiple environments and media. Work will include plan view, 2D and 3D hand graphics. Products will be professional quality presentations including both artistic and verbal communication skills.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Recommended:** HORT 136 and HORT 137  
**Schedule Type:** Studio  
**Term Offering:** Fall  
**College Code:** CAS

### HORT 442 - Advanced Site Design

**Credits:** 4  
Landscape Architecture concepts relating to the challenging problems of design. Field application through live projects encompassing all aspects of landscape architecture and presentation. This class is focused on synthesizing significant previous class work and applying it to a real customer setting.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Recommended:** HORT 136 , HORT 137 , HORT 226, HORT 227, HORT 228 and HORT 441  
**Schedule Type:** Studio  
**Term Offering:** Spring  
**College Code:** CAS

### HORT 540 - Topics in:

**Credits:** 1–6  
Students are able to select offerings from various contemporary Horticulture

# Visual Art, Communication & Design

**VACD Offices**  
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**Faculty**  
Heather Day  
Stefanie Elkins  
Alyx Halsey  
Kaara Harris  
Diane Myers - *program director*  
David Sherwin  
Douglas Taylor  
Tamara Watson  
Daniel Weber - *chair*  
**Emeritus**  
Gregory J. Constantine

**Adjunct Faculty**  
Zechariah Ray

## 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.

## 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. In addition, we facilitate the Bachelor of Science in Communication for the Adult Degree Completion program (see Distance Education for more information).

## 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, and Photography Programs

The Department of Visual Art, Communication, and Design offers undergraduate degrees with majors in graphic design, photography, and fine art, which includes the disciplines of painting, drawing, and ceramics. Visual Art programs include Bachelor of Fine Art degrees with majors in Graphic Design, Photography, or Fine Art; Bachelor of Science degrees in Graphic Design or Photography; Bachelor of Art in Art; and a two-year Associate of Science in Photography. The BFA degree emphasize the development of a consistent, cohesive body of work and portfolio which includes a senior capstone project that includes the senior project class, ART496 Portfolio Development, and ART497 BFA Exhibition, which concludes in the culmination of a gallery exhibition.

## Internships

Students enrolled in certain programs must complete required internship hours to satisfy the degree, including the graphic design and photography degrees, the Communication Management emphasis, the Journalism and Communication Media degree. Students pursuing an internship must submit applications for required internships during their sophomore and/or junior years, and may apply and complete multiple internships to satisfy the requirement. Students must fulfill the required number of clock hours to meet the requirements for their degree. All VACD majors are encouraged to participate in internships throughout the course of their time at Andrews. Department approval, typically granted by the professor of the internship course (ART487), must be obtained prior to the start of an internship.

## International Academic Tours

VACD students have the opportunity to pursue international tours offering academic credit in related disciplines, including video and film courses, graphic design, art history, and photography. Previous tours include Cuba, India, Italy, Egypt, Jordan, and Iceland.

## Minors

VACD also offers several minors in communication studies, communication arts (secondary education), public relations, painting and drawing, art history, graphic design, and photography.

## 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 - 42

PHTO 115 - Photography I **Credits: 3**

or

PHTO 116 - Digital Photography I **Credits: 3**

ART 104 - Drawing I **Credits: 3**

ART 130 - Introduction to Digital Media **Credits: 3**

ART 207 - Basic Design **Credits: 3**

3 credits of ART 496 - Portfolio Development **Credits: 3**

PHTO 175 - Digital Imaging **Credits: 3**

PHTO 200 - Advanced Photography I **Credits: 3**



ARTH 210 - History of Photography **Credits:** 3  
PHTO 220 - Color Photography I **Credits:** 3  
PHTO 365 - Advanced Digital Imaging **Credits:** 3  
PHTO 380 - Lighting I **Credits:** 3  
PHTO 480 - Lighting II **Credits:** 3

#### Electives

Choose 6 credits of electives in consultation with your academic advisor from ART, COMM, DSGN, FILM, PHTO, BSAD, MKTG, or FNCE.

## Student Learning Outcomes

### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

### 2: Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

### 3: Cultural Literacy and Contextual Adaptability

Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.

- Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

### 4: Intentional Exploration with Interdisciplinary Connections

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

### 5: Quality of Execution + Professional Practices

Students develop a highly resolved and excellent portfolio in conjunction with professional development.

- Students develop insight into business practices and principles that are specific to their chosen field.
- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

### 6: Development and Integration of Faith and Ethics

The integration of faith and ethics within the context of professional creative careers is explored in terms of affecting personal, community, and environmental self-awareness and integrity. Placed within the diverse setting of Andrews University, students explore ways in which their faith informs their creative practices.

- Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## 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 academic discipline. This degree is appropriate for students who wish to integrate other educational pursuits with their visually creative interests. It 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 Bachelor of Arts degree requires a second language proficiency at the intermediate level. A minor in a secondary area is recommended but not required.

## Total Credits - 120

## Major - 42

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 **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  
DSGN 130 - Introduction to Digital Media **Credits:** 3  
PHTO 116 - Digital Photography I **Credits:** 3  
PHTO 300 - Media Ethics & Awareness **Credits:** 3

#### Major Electives

Choose 9 credits of electives in consultation with your advisor from ART, ARTH, COMM, DSGN or PHTO.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Minor (Recommended) - 21

*It is recommended that the student work with an advisor to choose an appropriate minor. Examples of suggested minors are as follows:*

- *Art History (for those wishing to pursue graduate studies in art history)*
- *Psychology (for those wishing to pursue graduate studies in art therapy ((to qualify as a pre-professional degree)) and counseling. Consult the graduate school offering the art therapy degree being sought to verify entrance requirements.*
- *French or Spanish (for those whose end goal is to work in an international setting)*
- *Anthropology (for those wishing to pursue graduate studies in archaeology or conservation)*
- *Accounting (for those wishing to start a business or run an art gallery)*
- *Leadership (for those wishing to work with youth or in the public sphere)*
- *Biology or Chemistry (for those wishing to pursue pre-med or pre-dent)*
- *Writing (for those wishing to enter the publication field)*
- *Community and International Development (for those wishing to work in non-profits or public programming)*

## Electives

Additional electives are required to reach a total of 120 credits for this degree. These electives can come from any area.

## Student Learning Outcomes

### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.

- Define a personal language that allows for how those views fit in relation to others and the world around them.
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- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.
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The integration of faith and ethics within the context of professional creative careers is explored in terms of affecting personal, community, and environmental self-awareness and integrity. Placed within the diverse setting of Andrews University, students explore ways in which their faith informs their creative practices.

- Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## 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 - 120

## Major - 33

COMM 215 - Introduction to Communication Theory **Credits:** 3

COMM 220 - Interpersonal Communication **Credits:** 3

COMM 336 - Intercultural Communication **Credits:** 3

COMM 405 - Persuasion **Credits:** 3

JOUR 230 - Beginning Media Writing **Credits:** 3

PHTO 300 - Media Ethics & Awareness **Credits:** 3

PREL 255 - Introduction to Public Relations **Credits:** 3

### Concentration

A concentration is required for this degree. Choose one of the following concentrations:

#### Communication Studies - 12

COMM 356 - Group Dynamics and Leadership **Credits:** 3

COMM 432 - Research Methods in Communication **Credits:** 3

COMM 435 - Crisis Communications **Credits:** 3

COMM 446 - Gender Communication **Credits:** 3

#### Public Relations - 12

COMM 435 - Crisis Communications **Credits:** 3

JOUR 330 - Advanced Media Writing **Credits:** 3

COMM 310 - Podcasting **Credits:** 3

OR

COMM 454 - Topics in Communication: \_\_\_\_\_ **Credits:** 1–3

PREL 320 - Managing PR Campaigns and Special Events **Credits:** 3

OR

PREL 454 - Advanced Public Relations **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

### 2: Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

### 3: Cultural Literacy and Contextual Adaptability

Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.

- Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

### 4: Intentional Exploration with Interdisciplinary Connections

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.

- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

#### 5: Quality of Execution + Professional Practices

Students develop a highly resolved and excellent portfolio in conjunction with professional development.

- Students develop insight into business practices and principles that are specific to their chosen field.
- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

#### 6: Development and Integration of Faith and Ethics

The integration of faith and ethics within the context of professional creative careers is explored in terms of affecting personal, community, and environmental self-awareness and integrity. Placed within the diverse setting of Andrews University, students explore ways in which their faith informs their creative practices.

- Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Digital Communication BS

Communication is all about connection—shaping, sending, sharing, and receiving messages and meaning through a variety of mediums/channels including interpersonal, small group, public, or digital. All industries are in need of strong communicators, and this degree will allow you to explore the rapidly changing field of digital communication with a skillset that provides a competitive edge. Career pursuits include public relations, television, public affairs, filmmaking, digital publication, and more. In interactive classrooms and state-of-the-art facilities, you will meet engaged professors who are motivated to equip you with the knowledge and skills you will need.

### Total Credits - 120

#### Major - 36

COMM 310 - Podcasting **Credits:** 3  
 COMM 454 - Topics in Communication: \_\_\_\_\_ **Credits:** 1–3  
 JOUR 230 - Beginning Media Writing **Credits:** 3  
 PHTO 116 - Digital Photography I **Credits:** 3  
 PHTO 300 - Media Ethics & Awareness **Credits:** 3  
 PREL 255 - Introduction to Public Relations **Credits:** 3

#### Choose one of the following courses:

COMM 220 - Interpersonal Communication **Credits:** 3  
 COMM 336 - Intercultural Communication **Credits:** 3

#### Concentration - 15

A concentration is required for this degree. Choose one of the following concentrations:

##### Digital Media

COMM 105 - Intro to Video and Filmmaking **Credits:** 3  
 DSGN 130 - Introduction to Digital Media **Credits:** 3  
 FILM 350 - Cinematography **Credits:** 3  
 PHTO 380 - Lighting I **Credits:** 3  
 Electives: 3 additional credits chosen in consultation with the Academic Advisor.

##### Public Relations

COMM 435 - Crisis Communications **Credits:** 3  
 PREL 320 - Managing PR Campaigns and Special Events **Credits:** 3  
 PREL 454 - Advanced Public Relations **Credits:** 3  
 JOUR 330 - Advanced Media Writing **Credits:** 3  
 OR  
 JOUR 440 - Magazine and Feature Writing **Credits:** 3

Electives: 3 additional credits chosen in consultation with the Academic Advisor.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Student Learning Outcomes

#### 1. Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

#### 2. Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

#### 3. Cultural Literacy and Contextual Adaptability

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- Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

#### 4. Intentional Exploration with Interdisciplinary Connections

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

#### 5. Quality of Execution + Professional Practices

Students develop a highly resolved and excellent portfolio in conjunction with professional development.

- Students develop insight into business practices and principles that are specific to their chosen field.
- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

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- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

# Fine Art BFA

The Department of Visual Art, Communication, and Design offers a Bachelor of Fine Art degree with a focus in Painting and Drawing. This degree is designed for the creative student who is seeking advanced study and development as a studio artist. The BFA degree is built upon a foundation of specialized training in fine art representational painting and drawing, which informs the technical and theoretical intentions of the growing artist. This foundation is bolstered with a broad base of cross-disciplinary and fundamental coursework that incorporates all creative and communicative disciplines of the department. Current students focus on nurturing a personal aesthetic and vocabulary of mark-making, color, and composition informed by the historical language of two-dimensional creative work that informs the production of cohesive bodies of work appropriate for exhibition and galleries. Students are encouraged to embrace the role of the scholar and citizen and explore individually defined outlets for creative collaboration and community involvement that are unique to the fine artist, such as murals, curating, and team-based art projects.

As students progress through the curriculum, they produce work that is gradually more independent and resolved. The culmination of the BFA program is the completion of a Senior Project, which is embodied by an original series of advanced work by the senior student. This portfolio is presented in a professional exhibition as the capstone experience to the degree. The BFA degree also prepares students for graduate-level study in a variety of programs, including a Masters of Fine Art program, which is the required track for students seeking to become university professors.

## Total Credits - 120

### Major - 48

ART 104 - Drawing I **Credits:** 3  
ART 105 - Painting I **Credits:** 3  
ART 200 - Color Theory and Use **Credits:** 3  
ART 207 - Basic Design **Credits:** 3  
ART 304 - Drawing II **Credits:** 3  
9 credits of ART 305 - Painting II **Credits:** 2–4  
ART 485 - Senior Project **Credits:** 3  
ART 496 - Portfolio Development **Credits:** 3  
3 credits of ART 497 - BFA Exhibition **Credits:** 1–3  
DSGN 130 - Introduction to Digital Media **Credits:** 3  
PHTO 116 - Digital Photography I **Credits:** 3  
PHTO 300 - Media Ethics & Awareness **Credits:** 3

### Electives - 6

Choose 6 credits from ART, COMM, DSGN, FILM, and PHTO.

### Cognates (Art History) - 12

ARTH 326 - Renaissance to Modern Art **Credits:** 3  
ARTH 440 - Art Since 1945 **Credits:** 3

Choose 6 additional credits of Art History from ART, ARTH, FILM, or PHTO.

## Additional Requirements

### Academic Standards

Students accepted as a BFA major in any program are expected 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.

### Internships

Students enrolled in graphic design, photography, and documentary film degree tracks are expected to complete an internship (ART487) that includes supervised work experience in the student's intended major/emphasis area. Students are encouraged to apply to any company to secure an internship, based on their interests and specific skill set. This is a unique opportunity for students to observe and acquire inside knowledge of a specific company, and gain more working experience in their chosen fields. Multiple internships are encouraged.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Admission Requirements

Current students seeking a BFA degree with a major in Design, Documentary Film, Fine Art, or Photography must pass the BFA Review for official acceptance into the program as a BFA candidate. The BFA Portfolio Review is a formal interview of the student and their portfolio of selected undergraduate work after the completion of 15-21 credits (all art and design projects created during foundation-level courses should be available for the review).

Students are given two opportunities to pass the BFA Review and have the option of reapplying the semester after their first attempt. After a second attempt without passing, students must opt to choose another degree track such as a BA or BS degree with the guidance of their advisor.

In conjunction with the BFA Review, students must also submit the BFA application for their respective BFA Program which includes a brief self-assessment, resume, and grades list (minimum cumulative GPA of 2.75 in all coursework). The application packet may be obtained from the main office for the Department of Visual Art, Communication, and Design in Nethery 224. A full list of deadlines and requirements is included in the packet.

### 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.

## Student Learning Outcomes

### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

### 2: Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

### 3: Cultural Literacy and Contextual Adaptability

Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.

- Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

### 4: Intentional Exploration with Interdisciplinary Connections

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

### 5: Quality of Execution + Professional Practices

Students develop a highly resolved and excellent portfolio in conjunction with professional development.

- Students develop insight into business practices and principles that are specific to their chosen field.
- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.

- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

#### 6: Development and Integration of Faith and Ethics

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- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Graphic Design BS

The Bachelor of Science in Graphic Design allows students to supplement their design education with a chosen focus in the design profession. The program requires students to create a personal brand, estimate and quote materials, acquire business and marketing knowledge, develop a portfolio, create invoices and quote sheets, learn how to price themselves in the market and how to interact with clients.

### Total Credits - 120

#### Major - 47

- ART 104 - Drawing I **Credits: 3**
- ART 200 - Color Theory and Use **Credits: 3**
- ART 207 - Basic Design **Credits: 3**
- 1 credit of ART 487 - Internship **Credits: 1-3**
- 3 credits of ART 496 - Portfolio Development **Credits: 3**
- 1 credit of ART 497 - BFA Exhibition **Credits: 1-3**
- DSGN 130 - Introduction to Digital Media **Credits: 3**
- DSGN 150 - Web Design I **Credits: 3**
- DSGN 185 - InDesign **Credits: 3**
- DSGN 210 - Fundamentals of Graphic Design **Credits: 3**
- DSGN 225 - Digital Vector Graphics **Credits: 3**
- DSGN 310 - Typography **Credits: 3**
- DSGN 431 - Editorial Design **Credits: 3**
- DSGN 432 - Brand Design **Credits: 3**
- DSGN 433 - The Business of Design **Credits: 3**
- DSGN 434 - Design in Advertising **Credits: 3**
- PHTO 175 - Digital Imaging **Credits: 3**
- Electives, chosen with the academic advisor, as needed to meet the minimum credit requirement in the major.

#### Cognate (Art History) - 3

- ARTH 345 - History of Graphic Design **Credits: 3**

#### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

#### Student Learning Outcomes

##### 1. Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

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- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## 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 - 120

#### Major - 62

- ART 104 - Drawing I **Credits: 3**
- ART 200 - Color Theory and Use **Credits: 3**
- ART 207 - Basic Design **Credits: 3**

ART 485 - Senior Project **Credits:** 3  
 1 credit of ART 487 - Internship **Credits:** 1–3  
 3 credits of ART 496 - Portfolio Development **Credits:** 3  
 1 credit of ART 497 - BFA Exhibition **Credits:** 1–3  
 DSGN 130 - Introduction to Digital Media **Credits:** 3  
 DSGN 150 - Web Design I **Credits:** 3  
 DSGN 185 - InDesign **Credits:** 3  
 DSGN 210 - Fundamentals of Graphic Design **Credits:** 3  
 DSGN 225 - Digital Vector Graphics **Credits:** 3  
 DSGN 250 - Web Design II **Credits:** 3  
 DSGN 310 - Typography **Credits:** 3  
 DSGN 431 - Editorial Design **Credits:** 3  
 DSGN 432 - Brand Design **Credits:** 3  
 DSGN 433 - The Business of Design **Credits:** 3  
 DSGN 434 - Design in Advertising **Credits:** 3  
 PHTO 116 - Digital Photography I **Credits:** 3  
 PHTO 175 - Digital Imaging **Credits:** 3  
 PHTO 300 - Media Ethics & Awareness **Credits:** 3  
 PHTO 365 - Advanced Digital Imaging **Credits:** 3

## Cognates (Art History) - 9

ARTH 326 - Renaissance to Modern Art **Credits:** 3  
 ARTH 345 - History of Graphic Design **Credits:** 3  
 ARTH 440 - Art Since 1945 **Credits:** 3

## Additional Requirements

### Academic Standards

Students accepted as a BFA major in any program are expected 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.

### Internships

Students enrolled in graphic design, photography, and documentary film degree tracks are expected to complete an internship (ART487) that includes supervised work experience in the student's intended major/emphasis area. Students are encouraged to apply to any company to secure an internship, based on their interests and specific skill set. This is a unique opportunity for students to observe and acquire inside knowledge of a specific company, and gain more working experience in their chosen fields. Multiple internships are encouraged.

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- Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Photography BS

The Bachelor of Science in Photography was designed for those students who are interested in intentionally building a business from the very beginning of their college experience. A solid foundation of lens-based courses with exposure to design and documentary film throughout provide the Bachelor of Science student with ample opportunity to create a refined visual style and a strong portfolio. The degree offers more emphasis on creating a style that can compete in the marketplace, and a required internship further strengthens the educational experience. Lastly, the inclusion of marketing and small business courses give an

edge to the student who chooses to work in this competitive and creatively rewarding industry.

## Total Credits - 120

### Major - 56

#### Major Requirements - 47

ART 104 - Drawing I **Credits:** 3  
ART 207 - Basic Design **Credits:** 3  
1 credit of ART 487 - Internship **Credits:** 1–3  
3 credits of ART 496 - Portfolio Development **Credits:** 3  
1 credit of ART 497 - BFA Exhibition **Credits:** 1–3  
COMM 105 - Intro to Video and Filmmaking **Credits:** 3  
DSGN 130 - Introduction to Digital Media **Credits:** 3  
DSGN 150 - Web Design I **Credits:** 3  
PHTO 116 - Digital Photography I **Credits:** 3  
PHTO 175 - Digital Imaging **Credits:** 3  
PHTO 200 - Advanced Photography I **Credits:** 3  
PHTO 220 - Color Photography I **Credits:** 3  
PHTO 300 - Media Ethics & Awareness **Credits:** 3  
PHTO 326 - Business of Photography **Credits:** 3  
PHTO 365 - Advanced Digital Imaging **Credits:** 3  
PHTO 380 - Lighting I **Credits:** 3  
PHTO 480 - Lighting II **Credits:** 3

#### Electives

Students select major electives from any ART, ARTH, ARCH, DSGN, FILM or PHTO courses in consultation with their advisor to fulfill the remaining credits in the major.

### Cognates

ARTH 210 - History of Photography **Credits:** 3  
BSAD 210 - Small Business Management **Credits:** 3  
MKTG 310 - Principles of Marketing **Credits:** 3

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Student Learning Outcomes

#### 1. Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
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- Develop familiarity of discipline ideologies across a range of media and various applications.

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Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

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- Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Photography BFA

The Bachelor of Fine Arts in Photography at Andrews University was designed for those students wishing to pursue a degree focusing on the highest level of conceptual engagement with the medium of photography. Photography is a rapidly evolving medium that encompasses a wide range of storytelling opportunities. Because of this complexity, the BFA was created to provide a broad foundation of exploration. Beginning with a core in traditional lens based courses and then building knowledge through exposure to art history and design, the BFA candidate will be challenged to find their visual voice through a variety of individual and collaborative projects.

As students move through the curriculum, mediums like documentary film and further study in digital process and historic methods of image making ensure that each student has a skillset that is both broad and deep. Seniors are guided through a year-long capstone project that culminates in a public exhibition of work. The skills obtained throughout the BFA provide a substantial toolbox from which to draw when creative challenges are encountered in graduate school or with clients post graduation.

## Total Credits - 120

### Major - 59

#### Major Requirements - 47

ART 104 - Drawing I **Credits:** 3  
ART 207 - Basic Design **Credits:** 3  
ART 485 - Senior Project **Credits:** 3  
1 credit of ART 487 - Internship **Credits:** 1–3  
3 credits of ART 496 - Portfolio Development **Credits:** 3  
1 credit of ART 497 - BFA Exhibition **Credits:** 1–3  
COMM 105 - Intro to Video and Filmmaking **Credits:** 3  
DSGN 130 - Introduction to Digital Media **Credits:** 3  
PHTO 116 - Digital Photography I **Credits:** 3  
PHTO 175 - Digital Imaging **Credits:** 3  
PHTO 200 - Advanced Photography I **Credits:** 3  
PHTO 220 - Color Photography I **Credits:** 3

PHTO 300 - Media Ethics & Awareness **Credits:** 3

PHTO 326 - Business of Photography **Credits:** 3

PHTO 365 - Advanced Digital Imaging **Credits:** 3

PHTO 380 - Lighting I **Credits:** 3

PHTO 480 - Lighting II **Credits:** 3

### Electives

Students select major electives from any ART, ARCH, ARTH, DSGN, FILM or PHTO courses in consultation with their advisor to fulfill the remaining credits.

## Cognates (Art History) - 12

ARTH 210 - History of Photography **Credits:** 3

ARTH 326 - Renaissance to Modern Art **Credits:** 3

ARTH 440 - Art Since 1945 **Credits:** 3

### Choose one of the following courses:

ARTH 325 - Prehistoric to Medieval Art **Credits:** 3

ARTH 345 - History of Graphic Design **Credits:** 3

FILM 210 - Survey of Documentary Film **Credits:** 3

## Additional Requirements

### Academic Standards

Students accepted as a BFA major in any program are expected 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.

### Internships

Students enrolled in graphic design, photography, and documentary film degree tracks are expected to complete an internship (ART487) that includes supervised work experience in the student's intended major/emphasis area. Students are encouraged to apply to any company to secure an internship, based on their interests and specific skill set. This is a unique opportunity for students to observe and acquire inside knowledge of a specific company, and gain more working experience in their chosen fields. Multiple internships are encouraged.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Admissions Requirements

Current students seeking a BFA degree with a major in Design, Documentary Film, Fine Art, or Photography must pass the BFA Review for official acceptance into the program as a BFA candidate. The BFA Portfolio Review is a formal interview of the student and their portfolio of selected undergraduate work after the completion of 15-21 credits (all art and design projects created during foundation-level courses should be available for the review).

Students are given two opportunities to pass the BFA Review and have the option of reapplying the semester after their first attempt. After a second attempt without passing, students must opt to choose another degree track such as a BA or BS degree with the guidance of their advisor.

In conjunction with the BFA Review, students must also submit the BFA application for their respective BFA Program which includes a brief self-assessment, resume, and grades list (minimum cumulative GPA of 2.75 in all coursework). The application packet may be obtained from the main office for the Department of Visual Art, Communication, and Design in Nethery 224. A full list of deadlines and requirements is included in the packet.

### 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.

## Student Learning Outcomes

### 1. Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.

- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

### 2. Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

### 3. Cultural Literacy and Contextual Adaptability

Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.

- Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

### 4. Intentional Exploration with Interdisciplinary Connections

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

### 5. Quality of Execution + Professional Practices

Students develop a highly resolved and excellent portfolio in conjunction with professional development.

- Students develop insight into business practices and principles that are specific to their chosen field.
- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

### 6. Development and Integration of Faith and Ethics

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## Visual Arts Education BS (Secondary Education)

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 (College of Education & International Services). The Andrews Core Experience for BS degrees will be followed for this degree. They match the Andrews Core Experience requirements outlined by the SED (CEIS). 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 SED's (CEIS'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.

## Total Credits - 120

### Major - 41

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 **Credits:** 3  
ART 457 - Art Methods: Elementary **Credits:** 4  
ART 459 - Art Methods: Secondary **Credits:** 4  
ART 480 - Practicum in Visual Art Education **Credits:** 4  
3 credits of ART 497 - BFA Exhibition **Credits:** 1–3

#### Choose one of the following courses:

ART 106 - Printmaking I **Credits:** 3  
ART 209 - Sculpture **Credits:** 3

#### Advanced Visual Art Electives

In consultation with the advisor, choose 8 elective credits in one studio area from the following courses:

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

### Cognates (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:

ARCH 424 - Islamic Architecture **Credits:** 2,3  
ARCH 425 - Architecture of Ancient Americas **Credits:** 2,3  
ARCH 426 - Far Eastern Architecture **Credits:** 2,3

### Secondary Education BA/BS

Click to view the Secondary Education BA/BS requirements.

### Student Learning Outcomes

#### 1. Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

#### 2. Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

#### 3. Cultural Literacy and Contextual Adaptability

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- Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

#### 4. Intentional Exploration with Interdisciplinary Connections

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

#### 5. Quality of Execution + Professional Practices

Students develop a highly resolved and excellent portfolio in conjunction with professional development.

- Students develop insight into business practices and principles that are specific to their chosen field.
- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

#### 6. Development and Integration of Faith and Ethics

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- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Undergraduate Minors

### 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

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

#### Electives

Choose 9 credits from the following courses:

ARCH 425 - Architecture of Ancient Americas **Credits:** 2,3  
ARCH 426 - Far Eastern Architecture **Credits:** 2,3  
3 credits of ART 380 - Topics in: **Credits:** 1–6 (Special topics in art history only)  
ARTH 345 - History of Graphic Design **Credits:** 3  
ARTH 450 - Study Tour: **Credits:** 0  
ENGL 315 - Professional Writing **Credits:** 3

## Student Learning Outcomes

### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

### 2: Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

### 3: Cultural Literacy and Contextual Adaptability

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- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

### 4: Intentional Exploration with Interdisciplinary Connections

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

### 5: Quality of Execution + Professional Practices

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- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

### 6: Development and Integration of Faith and Ethics

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# Communication Arts Minor (Secondary Education)

A minor in communication arts can be accompanied with a secondary teacher certification. This minor provides the student with a broad understanding of communication studies. Equal focus is placed on communication theory and professional skills. Students are allowed freedom to select coursework that compliments their major area of study. A total of 21 credits is required with 12 credits numbered in the 300 level and above.

Available only to those students obtaining secondary teacher certification. For more information regarding Secondary Certification with a minor see the department of School of Education (Formerly Teaching, Learning & Curriculum).

## Total Credits - 20

COMM 215 - Introduction to Communication Theory **Credits:** 3  
JOUR 230 - Beginning Media Writing **Credits:** 3

### Electives

Choose 11 credits of electives selected from foundational courses of the major.

## Student Learning Outcomes

### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

### 2: Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

### 3: Cultural Literacy and Contextual Adaptability

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- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

### 4: Intentional Exploration with Interdisciplinary Connections

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

### 5: Quality of Execution + Professional Practices

Students develop a highly resolved and excellent portfolio in conjunction with professional development.

- Students develop insight into business practices and principles that are specific to their chosen field.
- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.

- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

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## Communication Studies Minor

This minor is recommended for students wanting to increase their understanding of communication theory, particularly in the areas of organizational, interpersonal, intercultural, and persuasion. In addition, students will study the foundations of public speaking, verbal and non-verbal communication as well as techniques to approach ethical dilemmas within the field.

### Total Credits - 21

COMM 215 - Introduction to Communication Theory **Credits: 3**

#### Electives

Choose 18 credits of electives from communication-related courses. At least 12 credits must be in courses numbered 300 or above.

### Student Learning Outcomes

#### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

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- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

#### 2: Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

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#### 4: Intentional Exploration with Interdisciplinary Connections

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- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

#### 5: Quality of Execution + Professional Practices

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## Graphic Design Minor

The Graphic Design Minor is intended to complement other courses of study for students interested in enhancing their technical, creative, and visual skills in design. This minor offers core classes that cover the fundamental concepts and theories of design and digital media through project based learning. Students will take courses covering the basics of design and typography, as well as explore the tools, processes, and professional software used by designers.

### Total Credit - 21

ART 207 - Basic Design **Credits: 3**

ARTH 345 - History of Graphic Design **Credits: 3**

DSGN 130 - Introduction to Digital Media **Credits: 3**

DSGN 210 - Fundamentals of Graphic Design **Credits: 3**

DSGN 310 - Typography **Credits: 3**

6 additional credits in DSGN courses to be selected in consultation with the Academic Advisor to meet the minor requirements.

### Student Learning Outcomes

#### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

#### 2: Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

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#### 3: Cultural Literacy and Contextual Adaptability

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## Painting and Drawing Minor

The Painting and Drawing Minor prepares students with the skills, techniques, and knowledge of the making of a work of fine art within the context of painting and drawing. The focus for the student of fine art is mastery over medium, mark-making, and composition. Students will take preliminary coursework in the beginner courses, including printmaking, and a course in art history. Students pursuing the painting and drawing minor will take 9 credit chosen from either Drawing II, the advanced drawing course, or Painting II, the advanced painting course, with the intention of pursuing their medium of interest.

### Total Credits - 21

ART 104 - Drawing I **Credits:** 3

ART 105 - Painting I **Credits:** 3

ART 106 - Printmaking I **Credits:** 3

#### Choose 9 credits from the following courses:

ART 304 - Drawing II **Credits:** 3 (*repeatable*)

ART 305 - Painting II **Credits:** 2-4 (*repeatable*)

#### Electives

3 credits of Art History from ARTH, PHTO, FILM, or DSGN.

## Student Learning Outcomes

#### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

#### 2: Critical Thinking and Creative Process

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.

- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.

- Incorporate an adaptable approach to a rapidly changing media landscape.

#### 3: Cultural Literacy and Contextual Adaptability

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#### 4: Intentional Exploration with Interdisciplinary Connections

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- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
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#### 5: Quality of Execution + Professional Practices

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- Students develop insight into business practices and principles that are specific to their chosen field.
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- Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Photography Minor

The Photography Minor is provided for the student interested in learning the fundamentals of the art of the photographic image. The photography minor includes coursework covering the process of using cameras and the basics of editing images in courses such as Digital Imaging, Advanced Photography, and Color Photography. The photography minor would complement any course of study and in particular those interested in technology, communication, architecture, the humanities, and the design areas.

### Total Credits - 21

FILM 105 - Intro to Filmmaking **Credits:** 3

PHTO 175 - Digital Imaging **Credits:** 3

PHTO 200 - Advanced Photography I **Credits:** 3

PHTO 220 - Color Photography I **Credits:** 3

PHTO 115 - Photography I **Credits:** 3

or

PHTO 116 - Digital Photography I **Credits:** 3

#### Electives

Choose 6 credits of upper division electives from PHTO courses.

## Student Learning Outcomes

#### 1: Specialized Knowledge: Skills and Competencies

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

#### **2: Critical Thinking and Creative Process**

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

#### **3: Cultural Literacy and Contextual Adaptability**

Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.

- Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
- Demonstrate knowledge of historical, current, and innovative events across disciplines.
- Develop familiarity of discipline ideologies across a range of media and various applications.

#### **4: Intentional Exploration with Interdisciplinary Connections**

Students pursue the various creative processes with intentionality to explore interdisciplinary connections and their potential.

- Gain knowledge and appreciation for the potential in interdisciplinary pursuits and collaborations.
- Students use specialized knowledge to navigate between academic disciplines to create cross-disciplinary content.
- Network across disciplines to pursue opportunities for collaborative projects and community-based initiatives.

#### **5: Quality of Execution + Professional Practices**

Students develop a highly resolved and excellent portfolio in conjunction with professional development.

- Students develop insight into business practices and principles that are specific to their chosen field.
- Reflect on process to understand its usefulness in establishing individual perspective, intentionality of craft, and personal methodologies.
- Students learn effective research and conceptualization approaches to assignments and presentations.
- Students pursue information in support of their research, progressing to a level of evaluating, sourcing, and conducting self-directed research and assuming autonomy of their direction.

#### **6: Development and Integration of Faith and Ethics**

The integration of faith and ethics within the context of professional creative careers is explored in terms of affecting personal, community, and environmental self-awareness and integrity. Placed within the diverse setting of Andrews University, students explore ways in which their faith informs their creative practices.

- Students contemplate the role of a scholar-citizen, who navigates potential ethical challenges in creative practice and cultural production with self and social awareness.
- Students learn the ethical, legal and socio-economic considerations surrounding the production and applications of content.

## Public Relations Minor

A minor in public relations is designed to provide the undergraduate student with an understanding of the public relations industry and how it functions in contemporary society. Students will develop professional skills in theory, media writing and relations, public opinion assessment, ethics, and crisis management.

## Total Credits - 21

JOUR 230 - Beginning Media Writing **Credits:** 3

PREL 255 - Introduction to Public Relations **Credits:** 3

## Electives

Choose remaining electives from Communication or Journalism-related courses to total 21 credits.

12 credits must be numbered 300 level and above.

## Student Learning Outcomes

### **1: Specialized Knowledge: Skills and Competencies**

Students learn specialized skills and competencies necessary to develop a visual vocabulary across core curriculum in preparation for the student's area of emphasis.

- Develop a strong foundation in communication that spans across disciplines.
- Define a personal language that allows for how those views fit in relation to others and the world around them.
- Convey ideas with clarity and confidence in their speech and writing.
- Convey ideas with clarity and confidence in their work.

### **2: Critical Thinking and Creative Process**

Students gain a vocabulary of creative strategies including research, conceptualization, and problem solving strategies which can be applied to any visual or communicative problem.

- Evaluate and synthesize different points of view and determine solutions to serve specific outcomes.
- Apply a flexible and analytical approach to finding creative, practical, and actionable solutions to a variety of visual communication problems.
- Incorporate an adaptable approach to a rapidly changing media landscape.

### **3: Cultural Literacy and Contextual Adaptability**

Students take advantage of the unique learning environment of Andrews University by developing a curiosity, respect, and recognition of diversity in cultural, economic and social entities.

- Gain an understanding of current social, cultural, economic, and environmental issues and how these issues can inform and shape their creative production and its reception.
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# Pre-Professional

## Pre-Professional Program in Art Therapy

"Art therapy is a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. A goal in art therapy is to improve or restore a client's function and his or her sense of personal well-being. Art therapy practice requires knowledge of visual art (drawing, painting, sculpture, and other art forms) and the creative process, as well as of human development, psychological, and counseling theories and techniques."

- American Art Therapy Association 2013

A master's degree is required for entry level practice in art therapy from institutions of higher education recognized by regional accreditation bodies approved by the Council for Higher Education Accreditation (CHEA). It is recommended however, that a student complete a PhD in art therapy in order to be fully integrated into the field. Entrance requirements to universities and colleges offering graduate programs in art therapy may vary; therefore it is imperative that students familiarize themselves with the requirements of the school of their choice. Information about the various schools in the USA, as well as Canada, offering a masters in art therapy can be found on the American Art Therapy Association (AATA) webpage: [www.arttherapy.org](http://www.arttherapy.org)

As long as the below minimum requirements are completed, any major may apply to a master's program in art therapy. The recommended majors for students are:

- Psychology, General BA
- Psychology Minor

## Art (Studio)

### ART 104 - Drawing I

**Credits:** 3

A foundational course where basic drawing principles are introduced and observational abilities are developed. Standards of drawing, such as line, value, composition and perspective are explored using a variety of approaches, tools and media.

**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**College Code:** CAS

### ART 105 - Painting I

**Credits:** 3

An introduction to various painting techniques, principles of color, composition and materials. Objective subject matter is emphasized and the development of a basic visual vocabulary.

**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**College Code:** CAS

### ART 106 - Printmaking I

**Credits:** 3

Explores basic intaglio and relief printmaking methods such as linoleum cut, engraving and various etching techniques. Emphasis on technical skill development and personal imagery.

**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 104; Recommended: ART 207.

**Schedule Type:** Studio  
**College Code:** CAS

### ART 107 - Ceramics I

**Credits:** 3

An introduction to working with clay and glazes for the creation of hand-built ceramic objects.

**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**College Code:** CAS

### ART 130 - Introduction to Digital Media

**Credits:** 3

An introductory survey of the discipline of digital media. Students are introduced to Adobe Creative Suite applications (Photoshop, Illustrator, InDesign and Acrobat), basic printing principles, vector and raster graphics, image acquisition and output. Understanding the Macintosh computer is also covered.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

### ART 200 - Color Theory and Use

**Credits:** 3

A hands-on study of the aesthetic, historical, perceptual, scientific, and psychological aspects of color and color mixing.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

### ART 207 - Basic Design

**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 - Sculpture

**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:** 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 104 and ART 105  
**Repeatable:** Repeatable  
**Schedule Type:** Studio  
**College Code:** CAS

### ART 306 - Printmaking II

**Credits:** 2–4  
One of the major methods (relief, intaglio, lithography, screenprinting) may be selected for semester-long exploration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 106, ART 207  
**Repeatable:** Repeatable  
**Schedule Type:** Studio  
**College Code:** CAS

### ART 307 - Ceramics II

**Credits:** 2–6  
A systematic exploration of a particular area of ceramic practice. Subjects may include: wheel throwing, glaze formulation, various firing practices, raku, ceramic sculpture, exploring a form, or other assignments chosen by the professor.

**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 107.  
**Repeatable:** Repeatable  
**Schedule Type:** Studio  
**College Code:** CAS

### ART 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/Lab Fee:** Yes  
**Course Attribute:** Art History course  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** CAS

### ART 480 - Practicum in Visual Art Education

**Credits:** 4  
Application of principles of art in education, and integrating various subjects into the art curriculum. An introduction to the curriculum of K12 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Prerequisite(s):** ART 457, ART 459.  
**Schedule Type:** Practicum  
**College Code:** CAS

### ART 485 - Senior Project

**Credits:** 3  
This capstone course allows for the synthesis of the students' academic and studio work, developing an individual project proposal and culminating in a thoughtful presentation that demonstrates knowledge of specific issues, methods, and materials.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Permission of the instructor.  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

### ART 487 - Internship

**Credits:** 1–3  
Supervised work experience in the student's major and/or emphasis area. 120 hours of work is required for each credit.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 3 credits  
**Schedule Type:** Practicum  
**College Code:** CAS

### ART 495 - Independent Reading/Project

**Credits:** 1–6  
Independent study and readings on topics in consultation with advisor and/or instructor.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**Special Approval:** Instructor permission required.  
**College Code:** CAS

### ART 496 - Portfolio Development

**Credits:** 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.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Fall, Spring  
**College Code:** CAS

### ART 497 - BFA Exhibition

**Credits:** 1–3  
Presentation of the capstone Senior final project in a gallery exhibition.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable up to 3 credits  
**Schedule Type:** Independent  
**College Code:** CAS

### ART 498 - Visual Art Presentation

**Credits:** 0  
This course is taken in connection with a VACD tour and requires the photography, fine art, graphic design, communication or art history student to complete a presentation of the culmination of their work from the tour.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite(s):** Requires prior approval from instructor.  
**Repeatable:** Repeatable

**Schedule Type:** Independent  
**College Code:** CAS

### ART 504 - Drawing I

**Credits:** 2,3  
A skill-building, project-based foundational course where basic drawing principles are introduced and observational abilities are developed.

**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**College Code:** CAS

### ART 597 - Independent Study

**Credits:** 1–3  
Individual study or research under the direction of an instructor.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**Special Approval:** Permission of department chair required.  
**College Code:** CAS

## Art History

### ARTH 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/Lab Fee:** Yes  
**Course Attribute:** Art History course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ARTH 220 - Language of Art

**Credits:** 3  
Presents the elements of visual language and studies them in relationship to images of famous paintings, sculptures, and contemporary advertisements. Does not duplicate an art history course.

**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ARTH 325 - Prehistoric to Medieval Art

**Credits:** 3  
Examines the ancient images of non-Western and Western cultures as they are manifested in famous works of art and architecture.

**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ARTH 326 - Renaissance to Modern Art

**Credits:** 3  
A survey of selected Western and non-Western artists, techniques, and cultural eras from 1300 to 1945.

**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### ARTH 345 - History of Graphic Design

**Credits:** 3  
Students are introduced to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication, graphic design, and advertising.

**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 207, ART 130.  
**Schedule Type:** Lecture  
**College Code:** CAS

### ARTH 410 - Ancient Egyptian Art

**Credits:** 3  
This course is an introductory survey of the art, archaeology, and architecture of ancient Egypt from the Predynastic culture through the period of Roman control. We will follow the development of iconic works of art and architecture by viewing decorated tombs, temples, statues, and grave goods. As most of these works were within the context of the spiritual beliefs of the time, significant attention will be paid to the development of the architecture and artworks in relation to the culture that created them, considering such factors as religion, politics, and everyday life as indicated by contemporary research and archaeology.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** HIST 110 or HIST 117  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CAS

### ARTH 440 - Art Since 1945

**Credits:** 3  
A study of selected artists associated with post-WWII Western culture, the critical schools they are associated with, and the major influences upon their work.

**Course/Lab Fee:** Yes  
**Course Attribute:** Art History course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Seminar  
**College Code:** CAS

### ARTH 450 - Study Tour:

**Credits:** 0  
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Blended Learning  
**College Code:** CAS

## Communication

### COMM 104 - Communication Skills

**Credits:** 3  
Study of the human communication process—including a multicultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**College Code:** CAS

### COMM 105 - Intro to Video and Filmmaking

**Credits:** 3  
In today's rapidly changing world of communication technology, filmmaking has taken on new meaning. What was once mainly a term for narrative and documentary projects, it is now used to describe almost any type of visual communication vehicle. This can include YouTube and TikTok videos; short promotional films; short form documentaries sharing a snapshot of a person's life; or video journalism. This class will examine all these mediums, but a main focus will be given to video journalism, promotional films and short form documentaries. Emphasis will be placed on proper camera operation, audio acquisition and non-



linear editing.

**Lecture/Lab:** Weekly: three 2-hour studios

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Studio

**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 220 - 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.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-paced

**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 310 - Podcasting

**Credits:** 3

The goal of this course is to teach the skills of long-form audio communication and digital storytelling, and the techniques of nonfiction storytelling used in the creation of podcasts. This course will prepare students to tell complex stories using strong character-driven narrative. The goal of the course will be for students to work in groups to create a pilot season of their own podcast totaling no less than 4 episodes. The final project will be a pitch, where students create a proposal to be sent to media organizations and podcast studios detailing what their show is, what makes it different, their number of downloads, and audience demographics. We will run the class as a lab, with lecture, guest speakers, and team meetings. We'll have pitch meetings, where teams have to present their audio stories to the class and explain the strategic plan and script for each of their four episodes. More broadly, we'll stay up to date on the changing landscape of audio storytelling – the impact of podcasts on legacy media like NPR, emerging for-profit business models, and responses to shifting audience demographics – with readings and criticism.

**Lecture/Lab:** Weekly: lectures & 1-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**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, Interactive Online, 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, Interactive Online, 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Year Offering:** Alternate years

**College Code:** CAS

### COMM 389 - Internship in Communication

**Credits:** 1–3

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

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Practicum

**College Code:** CAS

### COMM 405 - Persuasion

**Credits:** 3

The analysis of persuasive appeals from the point of view of a critical consumer plus practical experience, oral and written, in ethically persuading others.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** COMM 104 or COMM 230 or permission of instructor.

**Schedule Type:** Lecture, Interactive Online, 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, Interactive Online, 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 (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### COMM 478 - Study Tour:

**Credits:** 0  
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**Course/Lab Fee:** Yes  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Blended Learning  
**College Code:** CAS

### COMM 495 - Independent Study/Readings

**Credits:** 1-4  
Topics chosen in consultation with an instructor.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite(s):** Requires prior approval from instructor.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CAS

### COMM 496 - Communication Research Course

**Credits:** 0  
Research Course designed for research conducted by student under supervision of instructor.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Prerequisite/Corequisite:** Requires prior approval of instructor.  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### COMM 500 - Graduate Colloquium

**Credits:** 0  
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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### COMM 535 - Crisis Communications

**Credits:** 2  
Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication's plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### COMM 536 - Issues in Intercultural Communication

**Credits:** 2,3  
Examination of intercultural communication issues with specific applications to student's chosen fields of inquiry or employment. Students explore critical issues influencing the effectiveness of their interaction with individuals from varied cultures in specific organizational and societal contexts.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

## COMM 540 - Communication in Development Practice

**Credits:** 2,3

Students examine the relationship between culture and communication. Apply analytic and communication skills which enable effective communication in various communities. Develop skills in persuasion and explore sensitivity to diversity issues.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 550 - Communication Pedagogy/Teaching

### Communication

**Credits:** 3

The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central. Open only to upper division and graduate students.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 554 - Topics in \_\_\_\_\_

**Credits:** 1-3

Study of selected communication topics of current significance. Topics to be announced in advance.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Interactive Online

**College Code:** CAS

## COMM 560 - Overview of News Production

**Credits:** 3

This is an overview of the news production process.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 562 - Social Media: Digital Footprint Management

**Credits:** 3

Study best practices, ethical issues and critique a variety of viewpoints on the use of social media. Explore and evaluate your current digital footprint and update your personal and professional use of social media and online tools appropriately. Build a personal learning network to extend your network beyond your university experience. Choose to focus on your field and create a professional online presence to accompany your resume; or focus on sharing your faith online; building a social media presence for your hobby; or building the social media presence for your organization.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 565 - Writing for Media

**Credits:** 3

Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 570 - Gender, Race, and Class

**Credits:** 3

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 574 - Family Communication

**Credits:** 3

A study of the family from a communication perspective.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 580 - Interpersonal Communication

**Credits:** 2,3

This course provides in-depth exploration of theoretical perspectives, approaches, and interpersonal communication within a variety of contexts, including personal and family relationships, the church, and the workplace.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 585 - Organizational Communication

**Credits:** 2,3

An overview of concepts and research related to communication behavior in changing organizational settings, including the study of organizational structure, communication, and theories as they relate to organizational communication in a variety of organizational contexts.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## COMM 587 - Producing Practicum

**Credits:** 2,3

The television studio directing and producing is an intensive course that encourages the student to acquire the proper procedures for studio production. It involves learning the skills in multi-camera and single camera directing and producing. The business aspect of a television program will be emphasized, including, planning techniques for pre-production, production and post-production phases of program development, and legal issues. This course entails directing and producing a live 30-minute television program.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Schedule Type:** Practicum

**College Code:** CAS

## COMM 589 - Internship/Practicum in Communication

**Credits:** 1-4

Students apply their academic research at a full-time professional communication or media related job. Additionally, students will lead practical materials regarding work place communication. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**College Code:** CAS

## COMM 590 - Graduate Seminar in \_\_\_\_\_

**Credits:** 2,3

Projects, reports, and discussions. Seminars are offered in various subjects such as Conflict Management, Prejudice Communication and Forgiveness, Religious Journalism, Contextualized Communication, Communication Paradigms, and Teambuilding. Topic announced in advance.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Seminar, Interactive Online

**College Code:** CAS

## COMM 600 - Leadership Communication

**Credits:** 2,3

This course focuses on leadership from a communication standpoint. It explores what leadership communication is, focuses on mastery of key leadership communication skills, and requires the student to develop an individualized, real-

life application of leadership communication within his/her work, school, or community environment. The course will include a perusal of organizational communication, communication theories, Biblical perspectives on leadership communication, and global leadership communication issues.

**Course/Lab Fee:** Yes  
**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.

**Course/Lab Fee:** Yes  
**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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### COMM 620 - Christian Mass Media Development

**Credits:** 3  
Consideration and analysis of video and TV production from a Christian and evangelism perspective. The course lays a foundation for designing and producing new, effective, Christian media project.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### COMM 630 - Media Production

**Credits:** 3  
Foundations in media production. Includes developing story structure, writing to picture, interview techniques, shooting, editing, pitching media production and the student as the producer to media outlets. Students will write, shoot, and produce media content and be exposed to media room and studio operations. Editorial decision-making and production management is emphasized. Lab experience is required for the course.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab  
**College Code:** CAS

### COMM 635 - Crisis Communications

**Credits:** 2,3  
Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication's plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CAS

### COMM 640 - Project Continuation

**Credits:** 0  
Students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
260

**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 (A-F,I,W)  
**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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**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/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### COMM 670 - Comprehensive Examination

**Credits:** 0  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CAS

### COMM 690 - Independent Study in Communication

**Credits:** 1–3  
Individualized reading or research in a specified area under the guidance of an instructor; admission by consent of Area Coordinator.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable

**Schedule Type:** Independent  
**College Code:** CAS

## COMM 695 - Production Project

**Credits:** 3

Independent work on final research project(s). This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Prerequisite(s):** COMM 520 and approved project proposal.

**Repeatable:** Repeatable up to 6 credits with Graduate Committee permission

**Schedule Type:** Independent

**College Code:** CAS

## COMM 699 - Master's Thesis

**Credits:** 3

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Independent

**College Code:** CAS

# Design

## DSGN 130 - Introduction to Digital Media

**Credits:** 3

An introductory survey of the discipline of digital media. Students are introduced to Adobe Creative Suite applications (Photoshop, Illustrator, InDesign and Acrobat), basic printing principles, vector and raster graphics, image acquisition and output. Understanding the Macintosh computer is also covered.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## DSGN 150 - Web Design I

**Credits:** 3

This introductory course is designed to familiarize students with the design and creation of web pages and web sites. Students will learn basic HTML structure along with basic styling with CSS (Cascading Style Sheets) through video based lectures outside of class and hands-on work in-class. Beyond the basics of HTML, and CSS, students will learn how to publish their content on-line, validate code, and how accessibility plays a major role in development and content strategy. May be offered as an Intensive.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ART 130

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## DSGN 185 - InDesign

**Credits:** 3

Students learn to produce a variety of publications using basic and advanced techniques with Adobe InDesign. Emphasis will be on designing, pre-flighting and publishing documents for print, online and mobile devices. Adding interactivity to layouts using animation, video and sound in page layouts is also covered.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ART 130

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## DSGN 210 - Fundamentals of Graphic Design

**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.

**Lecture/Lab:** Weekly: 3 lectures

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** DSGN 130, ART 207

**Schedule Type:** Studio

**Year Offering:** Annually

**College Code:** CAS

## DSGN 225 - Digital Vector Graphics

**Credits:** 3

In this course, students study the art of vector graphics. Demonstrations will be provided through in-class instruction and on-line by industry professionals. Students work on projects in and out of class each week ranging from print to on-line publishing. Required: Adobe Illustrator CS5+ and laptop.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ART 130 or equivalent.

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## DSGN 250 - Web Design II

**Credits:** 3

This intermediate course expands the student's knowledge of HTML and advanced CSS techniques to include wireframe and rapid prototyping techniques. Students learn through a series of projects designed to advance not only their technical knowledge, but also their User Interface (UI) and User Experience (UX) design skills. Required: laptop. May be offered as an intensive.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** DSGN 150

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## DSGN 310 - Typography

**Credits:** 3

An exploration of typographic structures terminology, methods, and visual problem solving. This studio course addresses typographic design as a practical form of visual communication.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ART 207, ART 130.

**Schedule Type:** Lecture

**College Code:** CAS

## DSGN 335 - Web Design III

**Credits:** 3

In this course, students focus on interactive design and production utilizing JavaScript and other open source technologies. Students learn through in-class demonstrations and outside class through on-line video lectures by other industry professionals. Projects consist of small challenges while working towards a final semester project that will showcase the student's skills in interactive design. Required: laptop. May be offered as an intensive.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** DSGN 250

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## DSGN 350 - Web Design IV

**Credits:** 3

This course introduces basic and intermediate server-side scripting techniques, version control, open source Content Management software (CMS), and how to set up localhost testing servers. Students will learn through in-class demonstrations and outside of class through on-line video lectures by other industry professionals. Projects consist of small challenges while working towards a final semester project that will showcase the student's skills in techniques and technologies over the previous courses. Required: laptop. May be offered as an intensive.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** DSGN 335

**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

### DSGN 431 - Editorial Design

**Credits:** 3  
This studio course focuses on page design in books, newspapers and magazines for both print and digital applications. Editorial concept, content, format, image and audience will all be explored.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 207, DSGN 214 DSGN 185.  
**Schedule Type:** Studio  
**College Code:** CAS

### DSGN 432 - Brand Design

**Credits:** 3  
This studio course is concerned with creating a brand and provides a basis for deciding the procedures and practices for corporate communication goals.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 207, DSGN 214 .  
**Schedule Type:** Studio  
**College Code:** CAS

### DSGN 433 - The Business of Design

**Credits:** 3  
This studio course focuses on the business side of Graphic Design and will help students understand best practices when creating contracts, dealing with clients/partner relationships, developing design strategy, self-promotion, and communication both internal and external. Students will also develop their own brand, creating their own custom business forms and promotional materials.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**College Code:** CAS

### DSGN 434 - Design in Advertising

**Credits:** 3  
This studio course is project-based and focuses on putting advertising theory into practice. Students will create advertising campaigns and develop creative solutions based on market research, taking their ideas from concept to completion. Idea-driven design based on a solid foundation of research is emphasized.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** ART 207, DSGN 214 .  
**Schedule Type:** Studio  
**College Code:** CAS

### DSGN 435 - Package Design

**Credits:** 3  
This studio course explores the many facets and theories of package design and puts them into practice. Students will learn how to create a die-line and develop effective visual solutions for complex packaging scenarios. Projects will be taken from the concept phase to fully realized, 3-dimensional prototypes.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 207, DSGN 214 .  
**Schedule Type:** Studio  
**College Code:** CAS

### DSGN 510 - Typography

**Credits:** 2,3  
A skill-building, project-based course exploring typographic structures, terminology, methods and visual problem solving.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 530 or permission of instructor.  
**Schedule Type:** Lecture  
**College Code:** CAS

### DSGN 514 - Graphic Design I

**Credits:** 2,3  
A skill-building, project-based course focusing on design application as it relates to

visual communication.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 530 or permission of instructor.  
**Schedule Type:** Lecture  
**College Code:** CAS

### DSGN 530 - Graphic Design Concepts

**Credits:** 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### DSGN 531 - Editorial Design

**Credits:** 2,3  
A skill-building, project-based course focusing on page design in books, newspapers and magazines for both print and digital applications.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** DSGN 514 , DSGN 585  
**Schedule Type:** Studio  
**College Code:** CAS

### DSGN 532 - Brand Design

**Credits:** 2,3  
A skill-building, project-based course focusing on a brand, and brand building strategies.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** DSGN 514 or permission of instructor.  
**Schedule Type:** Studio  
**College Code:** CAS

### DSGN 534 - Design in Advertising

**Credits:** 2,3  
A skill-building, project-based course focusing on putting advertising theory into practice. Students will create advertising campaigns and develop creative solutions based on market research.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** DSGN 514 or permission of instructor.  
**Schedule Type:** Studio  
**College Code:** CAS

### DSGN 550 - Web Design I

**Credits:** 2,3  
A skill-building, hands-on, foundational course designed to build the skills necessary to create web pages and websites.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 530 or permission of the instructor.  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

### DSGN 551 - Web Design II

**Credits:** 2,3  
A skill-building, hands-on course expanding the students abilities to produce working webpages and websites. Focus will be on advanced CSS techniques and building technical knowledge.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** DSGN 550 or permission of instructor.  
**Prerequisite/Corequisite:** DSGN 550 or permission of instructor.  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

## DSGN 585 - Digital Publishing

**Credits:** 2,3

A skill-building, hands-on course in which students learn to use InDesign to produce a variety of publications. Emphasis will be on designing, preflighting and publishing documents for print, online and mobile devices.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## Film

### FILM 105 - Intro to Filmmaking

**Credits:** 3

To the generation of digital natives, film has become one of the most dominant forms of visual media and personal expression. This studio course is a broad introduction to the collective elements of film production with a focus on nonfiction storytelling. This class explores both the art and craft of filmmaking, mixing aesthetic understanding with production techniques. Labs and instruction focus on storytelling, basic high-definition video production, and post-production. While designed to be an engaging introduction to filmmaking, students should be prepared to work toward the goal of the class--the creation of a non-fiction short film.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### FILM 210 - Survey of Documentary Film

**Credits:** 3

This course offers a historical and theoretical overview of documentary film. We will view and examine documentaries from the beginning of cinema through the present, all of film history. In the process we will discover the infinite forms the documentary can take.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### FILM 215 - Language of Cinema

**Credits:** 3

This course examines public attitudes and assumptions about film. Through an exploration of film studies, students will look beyond film's immediate accessibility and broaden their cinematic vocabulary and analytical abilities. Elements of aesthetics such as mise-en-scene, cinematography, editing, and sound will be covered, including different theoretical approaches to understanding cinema.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### FILM 225 - Screenwriting

**Credits:** 3

This course provides a broad foundation to writing for the screen. Storytelling is at the heart of screenwriting, and we will explore the elements of story such as plot structure, narrative arc, and character development. Lectures will deal with these topics and more, but over the course of the semester students will work on writing a screenplay for a short film and also a proposal for a documentary. A major part of class will be devoted to analysis, discussion, and revision of student work, so students should expect to spend a considerable amount of time for creative writing outside of class hours.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

### FILM 275 - Post-Production

**Credits:** 3

An introduction to film editing and motion design. This course begins with a primer on digital video codecs and the post-production workflow. Then through the first half of the semester, participants will learn the language and technique of editing

and develop a proficiency in professional non-linear editing systems. In the latter half of the semester, students will be introduced to the art and technique of motion design and gain exposure to Adobe After Effects and other professional compositing, 3D, or animation software.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FILM 105

**Schedule Type:** Lecture

**Special Approval:** Instructor permission required.

**College Code:** CAS

### FILM 315 - Movements in World Cinema

**Credits:** 3

This course will offer an introduction to world cinema and the diversity of film movements and film cultures around the world. We will examine films outside of Hollywood and the phenomenon of world cinema in terms of movements that appear in different places and different times throughout film history.

**Course/Lab Fee:** Yes

**Course Attribute:** Studio Art course

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

### FILM 325 - Advanced Screenwriting

**Credits:** 3

This course builds on the fundamentals of screenwriting and writing for visual media. Students will come to the course with screenplays and documentaries that they would like to develop, including stories that they have already started. They will refine their work in preparation for production or for submission to screenwriting competitions.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FILM 225

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

### FILM 350 - Cinematography

**Credits:** 3

Intermediate course focusing on theoretical and practical applications of motion picture photography through appropriate lighting, exposure and selection of cinematic tools for the overall purpose of dramatic impact. Students will be required to operate both introductory digital cinema cameras, learning to select the right tools for the project. By the end of the semester students should have a demo reel, showcasing their abilities to film for both aesthetic and narrative purposes. Additional time outside of class should be expected for projects.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FILM 105 or COMM 105

**Schedule Type:** Lecture

**College Code:** CAS

### FILM 398 - Directing the Documentary I

**Credits:** 3

Directing the Documentary I & II are the principal courses in the Documentary Film program. Taken consecutively, it is a year-long execution drawing upon all the skills and experience that students have acquired thus far. Directing requires filmmakers to perform a broad and cumulative array of abilities and instincts to perform their role as the creative lead on a film. Students learn the art of directing through an intense study and analysis of contemporary documentary films, while working in small teams toward the goal of making a substantial film by the end of the year. A significant highlight that occurs during the course is a field trip to a major film festival, where students will spend several days immersing themselves in the art, culture, and business of cinema.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FILM 105

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Special Approval:** Instructor permission required.

**College Code:** CAS

## FILM 399 - Directing the Documentary II

**Credits:** 3

Directing the Documentary I & II are the principal courses in the Documentary Film program. Taken consecutively, it is a year-long execution drawing upon all the skills and experience that students have acquired thus far. Directing requires filmmakers to perform a broad and cumulative array of abilities and instincts to perform their role as the creative lead on a film. Students learn the art of directing through an intense study and analysis of contemporary documentary films, while working in small teams toward the goal of making a substantial film by the end of the year. A significant highlight that occurs during the course is a field trip to a major film festival, where students will spend several days immersing themselves in the art, culture, and business of cinema.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FILM 398

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Special Approval:** Instructor permission required.

**College Code:** CAS

## FILM 410 - Advanced Documentary Studies

**Credits:** 3

This course examines the evolution of the documentary and the contemporary issues that have come to define it. With each offering, the course will specify a different area of emphasis, which might include but is not limited to social documentary, ethnographic film, environmental filmmaking, personal narrative films, and human rights video advocacy. The course may include the creation of a film in the area of study.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## FILM 450 - Advanced Cinematography

**Credits:** 3

Advanced techniques in motion picture photography with study and analysis of the work of notable cinematographers. Students in this course will be expected to spend a considerable amount of lab time learning to work with professional digital cinema cameras and lighting instruments.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FILM 105, FILM 275

**Recommended:** Photography Courses: PHTO 380, PHTO 480

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## FILM 486 - Senior Project II

**Credits:** 3

This course is a continuation of the Senior Project but designed specifically for the Documentary Film major.

**Lecture/Lab:** Lab required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Prerequisite(s):** ART 485. Must be taken the semester after ART 485.

**Schedule Type:** Lecture, Lab, Lecture/Lab

**College Code:** CAS

## FILM 490 - Producing for Film and Television

**Credits:** 3

This course outlines and explores the responsibilities of the producer and successful independent filmmaking. Topics covered include development, proposal writing, budgeting, production management, and distribution.

**Lecture/Lab:** Weekly: two 75-minute lectures and one 75-minute lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Practicum

**College Code:** CAS

## FILM 505 - Intro to Film Making

**Credits:** 2,3

A skill-building, project-based course broadly introducing students to the collective

elements of film production with an emphasis on nonfiction storytelling.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CAS

## FILM 525 - Screenwriting

**Credits:** 2,3

A skill-building, project based course providing a broad foundation to writing for the screen.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## FILM 550 - Cinematography

**Credits:** 2,3

A skill-building, project-based course focusing on theoretical and practical application of motion picture photography through appropriate lighting, exposure, and selection of cinematic tools for the overall purpose of dramatic impact.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FILM 505 or permission of the instructor.

**Schedule Type:** Lecture

**College Code:** CAS

## FILM 555 - Sound Recording and Editing

**Credits:** 2,3

A skill-building, hands-on course introducing basic theories and techniques of sound through the entire filmmaking process, from the use of location sound recording packages to audio post-production editing and sound.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## FILM 575 - Post-Production

**Credits:** 2,3

A skill building, project-based course introducing students to the hardware, software and techniques used in film editing and motion design.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FILM 505 or permission of the instructor

**Schedule Type:** Lecture/Lab

**College Code:** CAS

## FILM 590 - Producing for Film and Television

**Credits:** 2,3

A skill-building, hands-on course exploring the responsibilities of the producer in successful independent filmmaking. Topics covered include development, budgeting, fundraising, marketing, legal issues and outreach.

**Lecture/Lab:** Lab Required

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Practicum

**College Code:** CAS

# Journalism

## JOUR 230 - Beginning Media Writing

**Credits:** 3

Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career.



**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Ability in word-processing.  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**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 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 (A-F,I,W)  
**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:** Blended Learning, 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 220 - Color Photography I

**Credits:** 3  
Application of color materials and methods, their handling and exposure. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color work.

**Lecture/Lab:** Weekly: lab required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 115 or PHTO 116 or by permission of instructor.  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

## PHTO 300 - Media Ethics & Awareness

**Credits:** 3  
An exploration and discussion of the media and its effect on society, covering such issues as body image, violence, politics, etc. Students study how to recognize the way moral values of media professionals influence themselves and society.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## PHTO 305 - Alternative Photographic Processes

**Credits:** 3  
This course is designed to provide the advanced student with additional methods of creative expression. The Cyanotype and VanDyke Brown processes will be learned as well as various methods of image transfer. Creative expression and technical proficiency in these techniques will be emphasized. The creation of a portfolio with strong visual unity will be a significant part of the class.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 175, PHTO 380.  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

## PHTO 320 - Color Photography II

**Credits:** 3  
An image-oriented course, drawing on the student background in the use of color comprehension, photographic technical and aesthetic understanding, and working knowledge of emulsion and digital photography. Information in this class is for the sole purpose of comprehensive color image.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 175, PHTO 220.  
**Schedule Type:** Lecture  
**College Code:** CAS

## PHTO 326 - Business of Photography

**Credits:** 3  
Students will learn how to make sure the skills learned in the studio courses actually can be used to make a viable career from a business perspective. The

intent of this course is to learn how to charge a fair fee for the work that you love. Students will learn how to bid on jobs, invoice, and brand themselves from a fiscal point of view.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

## PHTO 365 - Advanced Digital Imaging

**Credits:** 3  
Builds a deeper understanding of how to use software to create compelling visual work. Emphasis is on learning how to finely control the variables available within Adobe Photoshop and other related software. The student learns how to use alpha channels, master complex masking, and understand critical color theory as they create a body of work that further defines a unique personal vision.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ART 207, PHTO 175, PHTO 115 or PHTO 116.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

## PHTO 380 - Lighting I

**Credits:** 3  
As the still and motion picture photography industries grow closer together, this course is uniquely designed to introduce the universal principles of lighting as they are applied to both fields. Students will work on projects involving still life, portraiture, location, and commercial subjects, learning to employ the right equipment - strobe vs. continuous lights, still camera vs. digital camera - for the desired outcome.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 200 or PHTO 220.  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

## PHTO 400 - Digital Photographic Processes

**Credits:** 3  
In this course students explore methods of digital photographic compositing to create modern illustrative images. A high level of production and craftsmanship is emphasized throughout the pre- and postproduction stages. Refined digital capture and processing of RAW files while refining illustrative techniques using the photographic medium will be stressed. Attention to crafting the highest quality prints using modern output methods will also be highlighted.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 220, PHTO 365.  
**Schedule Type:** Lecture  
**College Code:** CAS

## PHTO 410 - Advanced Photography II

**Credits:** 3  
A course designed for the advanced photographer to investigate personal potential in visual exploration, experimentation, and technical excellence. Discussion involves expanding personal vision and exploring new techniques to achieve goals.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 380.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Lecture  
**College Code:** CAS

## PHTO 420 - Documentary Photography

**Credits:** 1-6  
Documentary photography provides students with a unique opportunity to grapple with documenting images that tell a story about a particular endeavor. Students will be encouraged to go much further in-depth with a specific project than they have ever done before. The class hours will be devoted to lectures, and critiquing of assignments. Labs will consist of carrying out the semester-long project, photographing assignments, developing film/digital, printing for critiques, and

mounting images for the final project.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Lecture  
**College Code:** CAS

### PHTO 425 - Travel Photography

**Credits:** 3  
Designed to be done in conjunction with on-location photography, and provides a background in the specific needs related to travel. Photographing people and their land in foreign environments is emphasized. Unique materials and equipment are discussed as they relate to travel photography.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 115 or PHTO 116.  
**Repeatable:** Repeatable up to 9 credits  
**Schedule Type:** Lecture  
**College Code:** CAS

### PHTO 480 - Lighting II

**Credits:** 3  
An advanced course in lighting design, students will choose a concentration in the following areas: portraiture, people/fashion, still-life, advertising/illustration, and location photography. Designed to emphasize visual concepts, this course challenges students to solve visual problems as they relate to the commercial photography industry.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 380.  
**Repeatable:** Repeatable up to 9 credits  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**College Code:** CAS

### PHTO 500 - Advanced Photography

**Credits:** 2,3  
A skill-building, project-based course further developing the art of photographic perception and use of photography as visual language.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 516 or permission of the instructor.  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

### PHTO 516 - Digital Photography

**Credits:** 2,3  
A skill-building, project based course introducing high-level digital photographic tools. These include digital SLR's and archival pigment printers.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art Course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

### PHTO 520 - Color Photography

**Credits:** 2,3  
A skill-building, project-based course applying the use of color materials and methods. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color work.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art Course  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 516 or permission of instructor.  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

### PHTO 565 - Digital Imaging

**Credits:** 2,3  
A skill-building, project based course emphasizing the creative use of Adobe Photoshop.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

### PHTO 570 - Photojournalism

**Credits:** 2,3  
A skill-building, project-based course providing students with the opportunity to grapple with real-life storytelling through photographic means.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

### PHTO 575 - Documentary Photography

**Credits:** 2,3  
A skill-building, project-based course providing students with the opportunity to grapple with real-life storytelling through photographic means.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Course Attribute:** Studio Art Course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### PHTO 580 - Lighting I

**Credits:** 2,3  
A skill-building, project-based course introducing the universal principles of lighting as applied to both commercial photography and filmmaking.

**Lecture/Lab:** Lab Required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHTO 516 , PHTO 520 or permission of the instructor.  
**Schedule Type:** Lecture/Lab  
**College Code:** CAS

## Public Relations

### PREL 255 - Introduction to Public Relations

**Credits:** 3  
Basic concepts in public relations, publics, public opinions, attitudes, two-way communications, and evaluation of public relations effectiveness. Basic literature of the field is examined. Basic principles for production of news releases, public service announcements, and other materials are covered.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

### PREL 320 - Managing PR Campaigns and Special Events

**Credits:** 3  
Examines the characteristics of successful public relations campaigns. Emphasis given to public relations planning and evaluating, as well as to advanced techniques in news publicity, controlled media publicity, and media relations. Professional practitioners are frequent guest lecturers.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PREL 255 and JOUR 230 or permission of instructor.  
**Schedule Type:** Lecture  
**College Code:** CAS

### PREL 454 - Advanced Public Relations

**Credits:** 3  
Focuses on preparation for Public Relations careers, media relations, ethics, and industry issues and trends, including literature in the field and professional

organizations. Students focus on writing projects, including press kits, proposals, newsletters, brochures, fund raising, speeches, public service announcements, copy writing and create documents for portfolios.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PREL 255.  
**Schedule Type:** Lecture  
**College Code:** CAS

### **PREL 460 - Development**

**Credits:** 3  
Provides student with an understanding of the facets of development intrinsic to a non-profit organization. Students work on team projects in local agencies and organization. They report to the class, write reflection papers, and give a final oral presentation about their experiences.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years  
**College Code:** CAS

### **PREL 465 - Advanced Topics in Public Relations:**

**Credits:** 3  
Study of selected topics in Public Relations. Topic to be announced in advance.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PREL 255. Crisis/Issues Management Critical Issues in Public Relations Case Studies in Public Relations Health Care Communication Special Events Planning Public Relations Research Techniques  
**Repeatable:** Repeatable up to 9 credits with different topics  
**Schedule Type:** Lecture  
**College Code:** CAS

### **PREL 510 - Advancement and Communication**

**Credits:** 2  
Developing communication skills necessary to the non-profit arena, including working with volunteers, promoting and positioning various service organizations. Communication with relevant publics.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CAS

# College of Education & International Services

Alayne Thorpe, Dean

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## College of Education and International Services Structure

The College of Education & International Services, formed in 2019, is comprised of the following schools and centers:

- School of Education (formerly Teaching, Learning, and Curriculum)
- School of Graduate Psychology & Counseling
- School of Leadership
- Global Campus
  - Center for Digital Learning & Instructional Technology (DLiT)
  - Center for Adult Education
  - Center for Continuing Education
  - Center for Off-Campus Programs
  - Seminary Video Production Center
  - Griggs International Academy
- Intensive English Programs
- Center for Leadership
  - Global Leadership Institute
  - Institute for Women in Leadership

## College of Education and International Services

The College of Education and International Services (CEIS) has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for one third of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a university type educational institution. In 1958 the School of Graduate Studies and the Seventh-day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher-education programs at both the baccalaureate- and master's-degree levels beginning September 1, 1970. The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral-degree granting institution in 1979.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year the PhD degree was introduced with approval of the North Central Association. In June 1983 the various undergraduate and graduate programs merged into a School of Education.

In 2019, the College of Education and International Services was formed, merging the former School of Education with the School of Distance Education, the Department of Intensive English Programs, the Center for Off-Campus Programs, the Center for Leadership, and Griggs International Academy.

The College of Education and International Services Education Preparation Programs were reviewed at the initial and advanced levels in the Fall of 2019. They were granted accreditation by the Council for the Accreditation of Educator Preparation (CAEP), the accreditor for education programs, in the Spring of 2020. The programs are also accredited by the Michigan Department of Education (MDE).

In 2022, the three core departments of the former School of Education were promoted to schools: the School of Leadership, the School of Graduate Psychology and Counseling, and the School of Education (formerly the department of Teaching, Learning, and Curriculum). In addition, the Undergraduate Leadership program formally joined the School of Leadership.

In 2024, the School of Distance Education was reorganized into the Global Campus, with the Center for Off-Campus Programs and Griggs International Academy merging into the Global Campus.

## Accreditation

Andrews University is accredited by the Higher Learning Commission 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 Council for the Accreditation of Educator Preparation (CAEP) 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 School of Graduate Psychology & Counseling at Andrews University: Clinical Mental Health Counseling (MA) and School Counseling (MA).

The American Psychological Association (APA) has approved the PhD in Counseling Psychology.

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

## Faculty

The College of Education and International Services has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and published in professional journals. They are regularly sought as researchers, lecturers and consultants.

## Conceptual Framework

Andrews University was founded as Battle Creek College in 1874.

One of the founders, Ellen G. White, presented a compelling vision for education.

"True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one." Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

The Andrews University College of Education and International Services 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 College of Education and International Services, as part of Andrews University, has developed its conceptual framework by considering the University's mission statement—*Seek Knowledge. Affirm Faith. Change the World.*—with respect to our specific task in training educational professionals.

Our conceptual framework helps us to clarify our purpose and mission—serving as a continual reminder of what we consider important and of how we approach our goals.

## Dispositions

Dispositions are the personal characteristics our graduates will display, making them exceptional educators committed to fairness and learning for all students.

## Elements

The six elements of our conceptual framework outline the principles driving our instruction and articulate particular dispositions and skills our graduates will take with them into the workplace. The elements are incorporated into all our courses and activities.

### Element One: Worldview

We appreciate the perspectives of others and value the development of a personal philosophy from which action and service arise.

Our graduates will:

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Disposition: We value fairness, service and diversity.

### Element Two: Human Growth and Change

We want to see growth, development and learning used to effect positive change.

Our graduates will:

- Describe human development
- Apply current theories of learning

Disposition: We believe that all students can learn.

### Element Three: Groups, Leadership and Change

We want to encourage principles of group behavior that effect positive change for individuals and organizations.

Our graduates will:

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial and special interest groups
- Identify political and legal issues
- Manage human, financial and material resources
- Demonstrate servant leadership

Disposition: We recognize personal leadership responsibility.

### Element Four: Communication and Technology

We want to use technology to enhance communication, whether oral, written, intrapersonal or interpersonal.

Our graduates will:

- Communicate effectively in written, verbal, and non-verbal forms
- Use electronic tools effectively for professional communication, teaching and research

Disposition: We value respectful communication.

### Element Five: Research and Evaluation

We both conduct and value disciplined inquiry for decision making.

Our graduates will:

- Read and evaluate research
- Conduct research
- Report research findings

Disposition: We are committed to inquiry.

### Element Six: Personal and Professional Growth

We believe in holistic personal and professional growth.

Our graduates will:

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual and social development

Disposition: We value personal and professional growth.

## Mission Statement

To educate is to redeem  
Educar Es Redimir

## Philosophy

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

## Undergraduate Programs

Undergraduate programs are offered by the School of Education (formerly Teaching, Learning, and Curriculum), the School of Leadership, and the Center for Adult Education.

## Graduate Programs

The College of Education and International Services offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the The College 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 schools of the College of Education are described under the school 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 School of Education (formerly 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 schools of the College of Education and International Services.

**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 School of Education (formerly 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 DLead: Doctor of Leadership.** The Edd and DLead degrees consist of course work and a dissertation or project, usually taking a minimum of two years of work beyond the master's level.

**PhD: Doctor of Philosophy.** The PhD 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 College of Education and International Services are as follows:

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**

**Application Procedure.** In addition to meeting the general requirements for graduate admission (see Graduate Academic Policies), applicants to the College of Education and International Services 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 (excluding programs in the School of Leadership) 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. (See 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 College of Education and International Services Dean's Office. The deadline for submitting applications is February 1. Application forms for regular grants are also available from the Dean's Office. Applications for graduate assistantships should be submitted to the Dean's Office. Applications for loans must be made through the Student Financial Services Office by April. See the Financial Information section for further information.

### General Academic Information

**Academic Advisement.** A student's initial contact is with the school chair/program coordinator. The acceptance letter informs the student of the assigned advisor for their program. Normally, the assigned advisor is the program coordinator. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

**Student Responsibilities.** Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office (sedprograms@andrews.edu).

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

**Student Grievance Procedure.** Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the College of Education and International Services graduate handbooks and in the undergraduate *Student Handbook*.

**Continuous Registration-Active Status.** (School of Leadership students, please see the School of Leadership section regarding continuous registration). Graduate students are expected to make continuous progress in their graduate program from admission through graduation. Continuous registration (except during the summer session) is required.

Continuous registration will be required beginning the first semester of taking classes following admission to the graduate program. Continuous registration allow students to remain active in the graduate program while physically absent from the campus.

Students must be continuously registered in at least one graduate credit applicable to the graduate program for every fall and spring semester until they complete all requirements for their degree or certificate. Students must also register for the summer session if they use university facilities or consult with faculty during the summer session. Students pursuing a degree during summer sessions only must be enrolled every summer in order to maintain active status in the program.

**Leave of Absence.** While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree or certificate, including transfer credits, be earned within appropriate period for a given degree prior to graduation. Students who fail to make continuous progress (see Continuous Registration above) or to obtain an approved leave of absence may be removed from active status.

**Inactive Status.** Graduate students who do not have continuous registration or an approved leave of absence will be placed on inactive status. Students who fail to request reactivation within the allowed time for program completion will be removed from a graduate program.

Doctoral students who do not make any progress on their dissertations for a period of 12 months may be asked to revise the composition of their dissertation committees. The dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being inactivated, students must make a request for reinstatement to a graduate program through the school. (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 College of Education and International Services 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 school for reactivation into the graduate program and pay a reactivation fee. Students must follow the bulletin in force upon reactivation (see Graduate Academic Policies). Students seeking reactivation must register for EDUC 560 for "0" credits.

Upon approval of school 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 advisor and the Dean's 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, in the Financial Information section of the bulletin.

**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 accredited 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 College of Education and International Services. However, 1 Master of Divinity credit will be marked down to .75 College of Education and International Services 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 Graduate Academic Policies section of this bulletin. Also, students should consult the *Handbook for Master's Students*.

**Admission to MA/MAT/MS Programs.** See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs found in the Graduate Academic Policies section of this bulletin.

### 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 school 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).

**General Requirements (MAT).** See the program section for more information.

### General Requirements (MA/MS ONLY)

- The program may require 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 College of Education and International Services 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 must register for the EDUC 670 - Master's Comprehensive Exam course for 0 credits. (Registration for the comprehensive exam must be done with the approval of the student's advisor.) 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 College of Education and International Services academic calendar), consists of one 3-hour session and one 2-hour session.

**Preparation and Presentation of a Thesis.** To fulfill the thesis option for a master's degree, the student must write a thesis and successfully defend it in an oral

examination at an officially designated time and place. See *Handbook for Master's Students*.

The format of the thesis must conform to the guidelines found in the *Andrews University Standards for Written Work*.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute 3 semester credits of course work in the major area of emphasis in place of the thesis.

**Guidelines for Practicums.** Students in the MAT program which requires certification endorsements must take a practicum in accordance with these guidelines:

- Students should take the practicum experience toward the end of their program after completing all required prerequisites.
- Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.
- The director of student teaching makes all arrangements for placement in schools.
- Students must make a pre-practicum visit to the school before placement is finalized.

**Transfer From One Program to Another.** Acceptance into an MA/MAT/MS program in the College of Education and International Services 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 school 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 Graduate 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 Academic Policies 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 School 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 Academic Policies Admissions and Academic Information section 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 school 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 school offering the degree.
- A cognate in an appropriate supportive area may be required.
- Two educational foundations courses as required by their program.
- 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 of work experience in the field of education or appropriate clinical experience is required before the degree is granted. The individual school 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 College of Education and International Services 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 school are transferred by a Change of Program Application which is approved by the school chair, the college dean and 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 EDUC 770 - Specialist Comprehensive Exam. Students who fail the specialist comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

**Preparation and Presentation of a Project.** A school 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 (DLead/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 school requirements are described under the individual schools, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin. 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 Academic Policies Admissions and Academic Information 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 School of School of Graduate Psychology & Counseling for possible exceptions).
- Evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and, for those programs that require it, 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 schools 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 College of Education and International Services. A petition for transfer of credit is considered only after an official transcript for the course is received. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

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

### GENERAL REQUIREMENTS:

*Students pursuing doctoral programs in Leadership, Higher Education, Educational Leadership see the School of Leadership Section. Students in Counseling Psychology and Educational Psychology see doctoral program requirements in the School of Graduate Psychology and Counseling section. Students in Curriculum and Instruction see doctoral program requirements in the School of Education section.*

#### ADDITIONAL GENERAL REQUIREMENTS:

The student must complete a minimum of 60+ post-master semester credits of which 32 credits in approved on-campus doctoral course work (not including the dissertation proposal (2) and dissertation credits (14) must be completed after acceptance into the doctoral program at Andrews University. (A minimum of 24 credits of coursework is required for candidates with an EdS degree from another institution and a minimum of 16 credits for candidates with an AU EdS 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 school 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 certain educational foundations courses as required by their program.
- The area of research (see *Research Requirements* below) as required by their program.
- Students must establish according to their program requirements.
- Some programs may use the following requirements:
  1. **PhD Residency.** A sequence of two out of three consecutive semester at a full-time load, or as required by the program. The PhD Counseling Psychology program has other residency requirements which are noted within the program description section.
  2. **EdD Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load, or as required by the program. This requirement may be met by enrolling for three consecutive summers.
  3. **DLead Residency.** See program description.
- Students must successfully pass the comprehensive examination.
- Students are required to take a minimum of 16 dissertation credits and write and defend a dissertation.
- Students who have registered for the minimum of 16 dissertation credits and have not graduated and are still within the program time limit will register for dissertation continuation until graduation.
- Students who registered for the total required minimum of 16 dissertation credits but have not graduated within the program time limit must register for one (1) dissertation credit each semester until graduation.

#### Time Limits

- Time limits are determined by the specific program and the time length is counted from the first registration for AU doctoral course work. Students in the School of Education (formerly Teaching, Learning, and Curriculum) must complete all requirements, including dissertation, within 10 years. Students in the School of Graduate Psychology & Counseling must complete all requirements, including dissertation, within seven years. Students from the School of Leadership must complete all requirements, including dissertation, within seven years.
- All course work and the comprehensive examination must be completed within 5 years of first registration for AU doctoral course work.
- The dissertation must be completed within 7 years of first registration for AU doctoral course work.

**Full-time Status.** For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

- Registering for one or more credits of dissertation, dissertation continuation, or internship every semester until graduation
- Doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year
- Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done

For students who have not completed all classes for the degree, full-time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship
- Registering for one or more credits of dissertation or internship; doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.

- Registering for a program continuation course (as determined by their program) 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 school.** Transfers between EdD and PhD degrees within the same school shall done by a 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 enroute to a doctoral degree by enrolling in a dual degree program. Also, Specialist students who want to continue their program into a PhD degree must submit a Dual Enrollment Application.

#### Progression Through the EdD/PhD Degree Program

*Leadership students should see the Leadership Program section.*

**Course Plan.** Normally within the first 16 credits, the student and advisor work out a proposed course plan to complete degree requirements. This must be approved by the school 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 EDUC 870 - 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.

#### Compliance

Griggs Hall, Room 212  
269-471-6515  
ethanj@andrews.edu  
Ethan Jones, *Director of Compliance*

The Director of Compliance assists the College of Education and International Services 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.

## **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*  
Jeannie Leiterman, *Associate Principal /GIA Registrar*  
Lamar Nangle, *GIA Vice Principal*  
Wendy Baldwin, *GIA K-8 Director*  
Benjamin Kreiter, *GIA Course Design Specialist*  
Deirdre Wilkens, *GIA Curriculum Development Manager*  
Luz Gutierrez, *GIA Director of Student Services*

The College of Education and International Services 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.

Griggs International Academy, operated by the College of Education and International Services, is accredited by:

- The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities
- Middle States Association for Colleges and Schools Commissions on Elementary and Secondary Schools
- The Southern Association of Colleges and Schools Council on Accreditation and School Improvement/AdvancED

# School of Education (Formerly Teaching, Learning & Curriculum)

Bell Hall, Room 014  
269-471-3465  
www.andrews.edu/ceis/sed

## Faculty

Luana Greulich, Chair, PhD  
Michelle Bacchicocchi, PhD  
Charity H. Garcia, PhD  
Michael Gayle, PhD  
Randy Graves, MS  
Lori K. Imasiku, EdD  
Janine Lim, PhD  
Judy Ramos, MA

## Adjunct

Kathryn Foster, MA  
Kathy Hickok, MA  
Gillian Joseph, PhD  
Laura Kettlehut, MEd  
Nicole Mattson, MA  
Joel Melashenko, MA  
Bradley W. Sheppard, PhD  
Jess Swackhamer, MA  
David L. Waller, MEd

## Faculty Appointment with School of Education

Anneris Coria-Navia, EdD  
J. Amanda McGuire-Moushon, PhD  
Christian Stuart, PhD  
Sheralee Thomas, PhD

## Emeriti

Larry Burton, PhD  
R. Lee Davidson, PhD  
M. Louise Moon, PhD  
Raymond J. Ostrander, PhD

## Accreditation

Andrews University is accredited by The Higher Learning Commission and is a member of the North Central Association. It is also accredited by The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

As a unit, the College of Education & International Services is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Michigan Department of Education: Through reciprocal agreements, students acquiring Michigan Certification at Andrews University are eligible for teacher licensure in most other states and Canadian provinces.

## Programs of Study

The School of Education offers the following degrees and programs:

### Undergraduate Programs leading to BA or BS programs/degrees:

- BSELED - Bachelor of Science in Elementary Education
- BA - Bachelor of Arts in Secondary Education
- BS - Bachelor of Science in Secondary Education
- Programs leading to Secondary Certification

### Graduate Programs:

- Master of Arts in Teaching
  - Secondary Education MAT
  - Individualized MAT (permission of the SED required)
- Master of Arts: TESOL

- Master of Arts: Learning Technologies
- Master of Science: Special Education
- Curriculum and Instruction Ed.S.
- 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

An application for admission to the Teacher Preparation Program must be completed during the semester in which EDTE208/EDTE376/EDTE 508 Principles of Teaching and Learning is being taken. This must be completed at least one year before a student plans to do Student Teaching.

To be admitted to the teacher education program, students must meet the criteria listed below:

- Applications will be due prior to submission of final grades. Applications will be not be processed until successful completion of the course. Failure to submit application will result in a registration hold for the following semester. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.
- Satisfactorily complete EDTE 165/630 Intro to Teaching, EDTE 228/SPED 525 Intro to Special Education, and EDTE 208/EDTE376/EDTE 508 Principles of Teaching and Learning.
- Choose appropriate teaching major and/or minor(s) - (applies to secondary program - English, science, history/social studies, international languages, music, and visual arts).
- Secondary mathematics program is under the new Michigan structure (5-9, 7-12 endorsements). Candidates will complete 5-12 endorsement.
- Have a cumulative GPA of at least 2.75.
- Obtain a recommendation from three sources: a professor from an education course, a professor from their content area, and a professor from general education.
- Complete a Conviction Clearance Statement (completed during EDTE 208/EDTE376/EDTE 508 Principles of Teaching and Learning).

Once admitted to the Teacher Preparation program, students must:

- Maintain good and regular status.
- Maintain at least a 2.50 GPA in each of the following areas:
  - Majors and minors (applies to secondary program - English, science, history/social studies, international languages, music, and visual arts).
  - Professional and core education courses\*, and
  - Overall course work.
- A course with a grade less than a C in a major, minor, professional, and core education classes must be repeated. All courses taken at or transferred to Andrews University are included in calculating the GPA.
- Continue working on their professional teaching portfolio (begun in EDTE 165) with a final completion prior to student teaching.
- Demonstrate the professional disposition of an educator.

**NOTE:** Students cannot be admitted to the Teacher Preparation program or remain in the program once admitted if they fail two classes in their major, minor, professional, and core education classes.

### Licensure in Michigan

In addition to the requirements of our program, the State of Michigan has requirements with which you must comply to receive teacher certification (students subject to current requirements based on bulletin year acceptance). These requirements apply to all of the teacher certification programs within the state. These requirements include any Michigan Test for Teacher Certification, including all relevant tests plus content-area tests. Passage of all MTTC exams is required before recommendation for certification and graduation.

### Michigan Test for Teacher Certification (MTTC)

Successful completion of all relevant tests plus content-area tests is required for certification and graduation.

Official exam results must be sent directly to Andrews University from the testing companies before a recommendation for certification and graduation.

Students must take and pass the MTTC before beginning student teaching. State fee waivers may be available for eligible individuals.

Successful completion (advanced low level) of the OPI exam through LTI (Language Testing Institute) must be completed before graduation and recommendation for certification for students completing secondary Spanish teaching certification (K-12).

### Undergraduate Programs

#### Teacher Preparation Mission

The primary aim of Andrews University teacher preparation programs (BA, BS, & MAT) is to prepare teachers who are competent, compassionate, and committed to quality education. Upon completion of the professional education program, the preservice teacher will have demonstrated a commitment to the following:

- Seek knowledge
- Affirm faith
- Change the world

#### Undergraduate Academic Programs

**Bachelor of Science in Elementary Education (BSELED)** - see program page for details.

**Individualized Major Education BS** - This degree may be planned for students with career goals and/or special interests in an area of education not requiring Michigan PK–12 teaching credentials. Permission is needed by education advisor and the chair of the education department to pursue this degree.

#### 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 and the College of Education & International Services. Students must have at least one area (major or minor) that has been approved with the State of Michigan for certification purposes in addition to their Professional and Core Education courses. For Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) content area exams and all relevant exams must be passed in the areas for which the student is applying for State of Michigan certification. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

#### ANDREWS UNIVERSITY CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION APPROVED BY THE STATE OF MICHIGAN

Subject Major	BA	BS	Minor
Biology Secondary Education BS, Biology Minor		42	22
Chemistry BS (Secondary Education)		40	24
English (English Education Concentration) BA, English Minor		42	24
History BA	51		39
Music Education, Teacher Certification BMus (includes a minor)+	83		
Physics BS, Physics Minor		40	20
Physics Education BS		30	
Political Science BA/BS, Political Science Minor	42		33
Social Studies for Secondary Education BS (minor included)		56	
Spanish for K-12 Education BA, Spanish for Education Minor	36#		21
Religion, Secondary Education Concentration BA, Religion Minor	33-35		20
Visual Arts Education BS (Secondary Education) (minor included)		53	
+ pending State of Michigan approval			
# K-12 Endorsement is major area only			

**Note:** All students seeking teacher certification must verify that they are meeting the current requirements, which have been submitted to the State of Michigan. This includes General Education requirements, content major, planned program minor, and Professional Education. These requirements may differ from what is listed in the content department.

### Secondary Certification Core Experience Education Requirements - 43

#### Religion - 12 credits

RELT 100 God and Human Life (3) or RELB 210 Jesus in His Time and Ours (3)  
 RELT 225 Doctrines of the Adventist Faith (3)  
 RELH 400 SDA History and Prophetic Heritage (3)  
 RELG 360 Topics in Religion: K-12 Development & Bible Methods (3)

#### Arts & Humanities - 6 credits

Take one or two of the following theory courses:

ARTH 220 Language of Art (3)  
 ENGL 255 Studies in Literature: \_\_\_\_\_ (3)  
 MUHL 214 Enjoyment of Music (3)  
 MUHL 250 Music to Change the World (3)  
 PHIL 224 Introduction to Philosophy (3)

*If you only take one theory course, the remaining credits may come from studio art, ensemble, and/or applied music or INEN 221 Introduction to Innovation & Entrepreneurship - Foundations of Play*

#### Communication - 3 credits

#### History - 3 credits

HIST 110 Worldviews, Cultures and Gods (3)

#### Mathematics - 3 credits

MATH 145 Mathematics for the (Mis)Information Age (3) or a higher-level math course if your MPE score allows

#### Natural Sciences - 4 credits

Take one of the following:

BIOL 100 Human Biology (4)  
 BIOL 110 Principles of Biology (4)  
 CHEM 100 Consumer Chemistry (4)  
 PHYS 110 Astronomy (4)

#### Social Science - 3 credits

EDTE 228 Introduction to Special Education (3)

#### Wellness - 3 credits

HLED 135 Wellbeing 360° (3)

#### Writing - 6 credits

ENGL 115 College Writing I (3)  
 ENGL 215 College Writing II (3)

#### Secondary Professional Education Courses (for all content areas except for Mathematics)

GDPG 302 - Educational Psychology - 3  
 EDTE 165 - Introduction to Teaching - 4  
 EDTE 228 - Introduction to Special Education - 3  
 EDTE 208 /EDTE 376/EDTE 508 Principals 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 377 Instructional Education Technology - 2-3  
 EDTE 480 - First Days of School Experience - 0  
 EDTE 487 - Student Teaching Seminar - 3  
 EDTE 488 - Student Teaching (Level) - 1-15

#### Secondary Professional Education and Core Courses for Mathematics

EDTE 165 - Introduction to Teaching - 4  
 EDTE 228 - Introduction to Special Education - 3  
 EDTE 208 /EDTE 376/EDTE 508 Principals of Teaching and Learning- 3  
 EDTE 210 - Instructional Planning - 1  
 EDTE 222 - Social Emotional Learning Secondary - 1  
 EDTE 325 - Multigrade Experience - 2  
 EDTE 336 - Learners and Learning Secondary - 3  
 EDTE 377 Instructional Education Technology - 2-3  
 EDTE 390 - Cultural and Linguistic Diversity - 3  
 EDTE 400 - Partnering with Families and Community - 1  
 EDTE 401 - Classroom Management - 1  
 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 480 - First Days of School Experience - 0  
 EDTE 487 - Student Teaching Seminar - 3  
 EDTE 488 - Student Teaching (Level) - 1-15  
 EDTE 495 - Using Assessment Data - 1

### Special Requirements for College of Education & International Services Students

Applicants who do not qualify for regular or provisional admission to the College of Education & International Services due to low GPA may apply to the College of Education & International Services to take classes on a semester-by-semester basis.

### Teaching Internship Placement Process

Elementary and secondary teaching internship 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 teacher candidates and admission to the teaching internship program occur at least one semester before teaching internship begins, though preferably in February of the preceding year. It is the candidate's responsibility to contact the Director of Student Teaching and cooperate in the placement process during this placement semester. An official pre-internship visit to the school is required before placement is finalized and a placement contract is signed by administrator, cooperative teacher, and teacher candidate. 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. Teacher Candidates will be placed within a one-hour radius of Andrews University.

**The First Days of School Experience** is a concentrated, full-time laboratory program that begins before the beginning of the University's fall semester. First Days of School Experience is taken in August before Teaching Internship. The experience focuses on the critical weeks preceding and following the first day of school. It provides specific answers to the teacher candidate's question, "What do I actually do during the first days and weeks of school?" The program includes the 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, selecting materials and supplies, organizing and managing the classroom, establishing discipline procedures, and record-keeping (including the daily register).

### Teaching Internship Seminar

The Teaching Internship Seminar consists of at least 15 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 teaching internship calendar takes precedence over the university calendar. Orientation for teaching internship 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 teaching internship requirements and evaluation procedures. A bi-weekly teaching internship 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 teaching internship seminar. Other work for remuneration should be suspended. Full attention to teaching responsibilities helps ensure students' success, which is vital to receiving a positive recommendation from the cooperative teacher and university supervisor.

**The exact number of credits for teaching internship is determined by the School of Education. 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), professional and core 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)\*,
  - content area\*, and
  - professional and core 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 at least 30 of the final 36 semester credits in residence (the Dean of the College of Education and International Services must give permission 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).
- Submit a formal request for graduation, approved by the candidate's education advisor, the Certification Registrar, and a designated records officer.
- Verify that the certification registrar has received a copy of transcripts from other schools.
- 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 must 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 SED Certification, Screening, and Petitions Committee.

**Application for a Teaching Certification.** In their final year, while applying for graduation, candidates must also apply to the SED for a teaching certification and to create an account with the Michigan Education Information System (MEIS) and an account with the Michigan Online Educator Certification System (MOECS) in order to initiated application for their MI Teaching Certification. The certification is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the SED. Candidates are responsible for ensuring that official transcripts are sent directly to the Certification Registrar in the SED 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. Candidates qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by Seventh-day Adventist union conferences.

**Note:** It is the responsibility of all candidates seeking teacher certification to verify that they are meeting the current Andrews University requirements submitted to the State of Michigan and all current State of Michigan requirements. This includes General Education requirements, content major, planned program minor, and Professional Education. These requirements may differ from what is listed in the content department.

### Graduate Programs

#### Graduate Academic Programs in the School of Education

- Master of Arts in Teaching - 32+ credits
  - Secondary Education MAT
  - Individualized MAT - (permission of the SED required)
- Master of Science: Special Education - 36 credits
- Curriculum and Instruction MA - 32 credits (not accepting new applications)
- Curriculum and Instruction EdS - 64 credits
- Curriculum and Instruction PhD - 92 credits
- Non-Degree Graduate-Level Teacher Certification and Endorsements (Seventh-day Adventist Union Partnerships):
  - (Elem) Adventist Certification
  - (Sec) Adventist Certification

#### Mission

As companions in learning, faculty, and candidates 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. The Andrews University Curriculum & Instruction program graduates 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. The Curriculum & Instruction program is designed to meet the needs of our candidates. The majority of candidates maintain their current employment while completing their degrees online. The majority of C&I courses are delivered in in-person and synchronous online formats. Candidates must be aware that courses are offered in the Eastern Standard time zone and must be available to attend courses during the time offered. We also have candidates 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

The interactive online master's, specialist, and doctoral programs allow participants to meet program competencies within 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 and fall and spring semesters.

#### Admission Requirements

Admission decisions are based on the overall profile of each applicant. The applicant profile contains information indicating personal "fit" with the Curriculum and Instruction program and potential for success. Completed applications must be on file at the Andrews University Office of Graduate Admissions by March 1 to ensure consideration for acceptance into the current year's summer cohort.

- 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.
    - 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.

#### Graduation Requirements

Graduation requirements for each degree can be found at the College of Education and International Services.

## Bachelor of Arts/Bachelor of Science

## Secondary Education BA/BS

The current Secondary Education Program is still in place this year for English, Science and Social Studies (History). However, beginning in the Fall of 2024, students will be advised to meet the new program requirements within the grade bands developed by the State of Michigan Department of Education within the content area of Mathematics. The Mathematics program has been submitted for approval to the State of Michigan; the other content areas are expected to be submitted for approval with the next calendar year. Teacher candidates will choose a grade band of either 5–9 or 7–12 as their major with an additional endorsement. At the completion of the program, students will acquire certification in 5–12 when meeting all the state requirements. Currently, the NAD requirements have not changed at the secondary education level within the Teacher Education Program.

The secondary programs of English, Science, and Social Studies (History) are available only as second majors. They are designed to be taken in conjunction with a content major and a minor, or with two content minors. The current Secondary Education programs in K-12 foreign languages, Music Education, and Visual Arts Education are still in place while the State of Michigan updates the standards in each of these content areas.

## Total Credits - 124

## Professional and Core Courses - 50

EDTE 165 - Introduction to Teaching **Credits:** 3  
EDTE 208 - Principles of Teaching and Learning **Credits:** 2  
EDTE 210 - Instructional Planning **Credits:** 1  
EDTE 228 - Introduction to Special Education **Credits:** 3\*  
EDTE 325 - Multigrade Experience **Credits:** 2  
1 credit of EDTE 376 - Topics in \_\_\_\_\_ **Credits:** 1-3 (Social-Emotional Learner: Secondary)  
3 credits of EDTE 376 - Topics in \_\_\_\_ (Learners & Learning: Secondary)  
EDTE 377 - Instructional Education Technology **Credits:** 2,3  
EDTE 390 - Cultural and Linguistic Diversity **Credits:** 3  
EDTE 400 - Partnering with Families & Community **Credits:** 1  
EDTE 401 - Classroom Management **Credits:** 1  
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 480 - First Days of School Experience **Credits:** 0  
EDTE 495 - Using Assessment Data **Credits:** 1  
RELG 360 - Topics in Religion **Credits:** 1–3 (K-12 Faith Development & Bible Methods)\*

\*Course fulfills ACE requirement

#### Teaching Internship - 16

Complete only after the completion of all coursework.

EDTE 487 - Student Teaching Seminar **Credits:** 3  
13 credits of EDTE 488 - Student Teaching (Level) **Credits:** 1-15

## Mathematics (Grades 5-9/7-12) - 40

MATH 168 - Precalculus **Credits:** 4  
MATH 191 - Calculus I **Credits:** 4  
MATH 192 - Calculus II **Credits:** 4  
MATH 201 - Mathematics for Teachers I **Credits:** 2\*  
MATH 202 - Mathematics for Teachers II **Credits:** 2  
MATH 211 - Mathematics Activities for Teachers I: **Credits:** 1\*  
MATH 212 - Mathematics Activities for Teachers II: **Credits:** 1  
MATH 215 - Introduction to Linear Algebra **Credits:** 3  
MATH 240 - Calculus III **Credits:** 4  
MATH 355 - Foundations of Advanced Mathematics **Credits:** 3  
MATH 475 - Geometry **Credits:** 3  
STAT 285 - Introduction to Applied Statistics **Credits:** 3  
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3  
STAT 440 - Mathematical Statistics **Credits:** 3

\*Course fulfills ACE requirements

## Secondary Certification Andrews Core Experience Requirements - 34

#### Religion - 12

RELH 400 - SDA History and Prophetic Heritage  
RELT 100 - God and Human Life or RELB 210 - Jesus in His Time and Ours  
RELT 225 - Doctrines of the Adventist Faith

#### Arts and Humanities - 6

Take one or two of the following theory courses:

ARTH 220 - Language of Art  
ENGL 255 - Studies in Literature: \_\_\_\_\_  
MUHL 214 - Enjoyment of Music  
MUHL 250 - Music to Change the World  
PHIL 224 - Introduction to Philosophy

If you take only one theory course, the remaining credits may come from studio art, ensemble and/or applied music, or INEN 221.

#### Communication - 3

COMM 104 - Communication Skills

#### History - 3

HIST 110 - Worldviews, Cultures and Gods

#### Natural Sciences - 4

Take one of the following courses:

- BIOL 100 - Human Biology
- BIOL 110 - Principles of Biology
- CHEM 100 - Consumer Chemistry
- PHYS 110 - Astronomy

#### Wellness - 3

- HLED 135 - Wellbeing 360°

#### Writing - 6

- ENGL 115 - College Writing I or ENGL 117 - College Writing I: Writing Across Cultures
- ENGL 215 - College Writing II

## Admission Requirements

An application for admission to the Teacher Preparation Program must be completed during the semester in which EDTE 208/EDTE 376/EDTE 508 Principles of Teaching and Learning is being taken. This must be completed at least one year before a student plans to do Student Teaching.

To be admitted to the teacher education program, students must meet the criteria listed below:

- Applications will be due prior to submission of final grades. Applications will not be processed until successful completion of the course. Failure to submit application will result in a registration hold for the following semester. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.
- Satisfactorily complete EDTE 165/630 Intro to Teaching, and EDTE 228/SPED 525 Intro to Special Education, and EDTE 208/376/508 Principles of Teaching and Learning.
- Choose appropriate teaching major and/or minor(s) (This applies to secondary programs in English, science, history/social studies, international languages, music, and visual arts.)
- Secondary mathematics program is under the new Michigan structure (5-9, 7-12 endorsements). Candidates will complete 5-12 endorsement.
- Have a cumulative GPA of at least 2.75.
- Obtain a recommendation from three sources: a professor from an education course, a professor from their content area, and a professor from general education.
- Complete a Conviction Clearance Statement (completed during EDTE 208/EDTE376/EDTE 508 Principles of Teaching and Learning).

Once admitted to the Teacher Preparation program, students must:

- Maintain good and regular status.
- Maintain at least a 2.50 GPA in each of the following areas:
  - Majors and minors (applies to secondary programs in English, science, history/social studies, international languages, music, and visual arts),
  - Professional and core education courses\*, and
  - Overall course work.
- A course with a grade less than a C in a major, minor, professional, and core education classes must be repeated. All courses taken at or transferred to Andrews University are included in calculating the GPA.
- Continue working on their professional teaching portfolio (begun in EDTE 165) with a final completion prior to student teaching.
- Demonstrate the professional disposition of an educator.

**NOTE:** Students cannot be admitted to the Teacher Preparation program or remain in the program once admitted if they fail two classes in their major, minor, professional and core education classes.

## Graduation & Certification 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), professional and core 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)\*,
  - content area\*, and
  - professional and core 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 at least 30 of the final 36 semester credits in residence (the Dean of the College of Education and International Services must give permission 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).
- Submit a formal request for graduation, approved by the candidate's education advisor, the Certification Registrar, and a designated records officer.
- Verify that the certification registrar has received a copy of transcripts from other schools.
- Apply for a MEIS Account with the Michigan Department of Education.

#### Michigan Test for Teacher Certification (MTTC) Subject Area Tests

Successful completion of all relevant tests plus content-area tests is required for certification and graduation.

Official exam results must be sent directly to Andrews University from the testing companies before a recommendation for certification and graduation.

Students must take and pass the MTTC before beginning student teaching. State fee waivers may be available for eligible individuals.

Successful completion (advanced low level) of the OPI exam through LTI (Language Testing Institute) must be completed before graduation and recommendation for certification for students completing secondary Spanish teaching certification (K-12).

## Student Learning Outcomes

Learning Outcomes are drawn from the standards of the North American Division, the State of Michigan, and Interstate Teacher Assessment and Support Consortium.

At completion of the program, the candidate:

- Possesses knowledge of learner development.
- Possesses an appropriate understanding of content knowledge.
- Understands use of instructional strategies.
- Engages in reflective practices including collaboration with learners, families, and professional colleagues.

## Bachelors

### Elementary Education BSELED

The Bachelor of Science in Elementary Education Degree (combined program of PK-3 and 3-6 preparing candidates to teach in grades PK-6) is a professional degree with emphasis in the curriculum and methodology of teaching in the elementary school.

The candidate will have Pre-Teacher Preparation Status until formally admitted into the Teacher Preparation Program by formally applying to the Department of Teaching, Learning & Curriculum. This typically occurs during the sophomore year.

### Professional Studies Core - 27

- EDTE 165 - Introduction to Teaching **Credits:** 3
- EDTE 208 - Principles of Teaching and Learning **Credits:** 2
- EDTE 210 - Instructional Planning **Credits:** 1
- EDTE 377 - Instructional Education Technology **Credits:** 2,3



EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3  
EDTE 480 - First Days of School Experience **Credits:** 0  
EDTE 487 - Student Teaching Seminar **Credits:** 3  
EDTE 488 - Student Teaching (Level) **Credits:** 1-15  
EDTE 495 - Using Assessment Data **Credits:** 1

## Elementary Education Core PK-6 - 50

### Literacy - 15

EDTE 350 - Emergent Literacy **Credits:** 3  
EDTE 355 - Writing PK-6 **Credits:** 3  
EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3  
EDTE 420 - Literacy Intervention Strategies **Credits:** 3  
EDTE 489 - Elementary Content Reading **Credits:** 3

### Mathematics - 15

EDTE 375 - Emergent Numeracy **Credits:** 3  
EDTE 419 - Teaching Elementary Math **Credits:** 3  
EDTE 486 - Math Interventions **Credits:** 3

### Science - 10

EDTE 380 - Teaching STEM to Young Children **Credits:** 2  
EDTE 440 - Experiential Science Learning **Credits:** 1  
EDTE 446 - Elementary Science and Health Methods **Credits:** 3

### Choose one of the following courses:

BIOL 100 - Human Biology **Credits:** 4  
BIOL 110 - Principles of Biology **Credits:** 4  
CHEM 100 - Consumer Chemistry **Credits:** 4  
PHYS 110 - Astronomy **Credits:** 4

### Social Studies -10

EDTE 447 - Elementary Social Studies and Character Education Methods **Credits:** 3  
EDTE 449 - Experience 3C Social Studies Education **Credits:** 1  
HIST 110 - Worldviews, Cultures and Gods **Credits:** 3

### Choose one of the following courses:

GEOG 110 - Survey of Geography **Credits:** 3  
PLSC 104 - American Government **Credits:** 3

## PK-6 Whole Child Core - 19

EDTE 220 - Social-Emotional Learner: Lower Elementary **Credits:** 1  
EDTE 221 - Social-Emotional Learner: Upper Elementary **Credits:** 1  
EDTE 228 - Introduction to Special Education **Credits:** 3  
EDTE 242 - Learning Through Arts & Movement **Credits:** 2  
EDTE 243 - Arts, Play & Movement **Credits:** 2  
EDTE 325 - Multigrade Experience **Credits:** 2  
EDTE 335 - Learners and Learning: PK-6 **Credits:** 3  
EDTE 390 - Cultural and Linguistic Diversity **Credits:** 3  
EDTE 400 - Partnering with Families & Community **Credits:** 1  
EDTE 401 - Classroom Management **Credits:** 1

## Cognates - 30

These cognates fulfill ACE requirements and the current North American Division requirements for certification.

### Religion - 12

RELG 360 - Topics in Religion **Credits:** 1-3 (K-12 Faith Development & Bible Methods)  
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4  
RELT 225 - Doctrines of the Adventist Faith **Credits:** 3

### Choose one of the following courses:

RELB 210 - Jesus in His Time and Ours **Credits:** 3  
RELT 100 - God and Human Life **Credits:** 3

### Arts & Humanities - 6

ENGL 407 - Literature for Children **Credits:** 2,3

### Choose one of the following courses:

ARTH 220 - Language of Art **Credits:** 3  
MUHL 214 - Enjoyment of Music **Credits:** 3  
MUHL 250 - Music to Change the World **Credits:** 3

### Communication - 3

COMM 104 - Communication Skills **Credits:** 3

### English - 6

ENGL 115 - College Writing I **Credits:** 3  
ENGL 215 - College Writing II **Credits:** 3

### Wellness - 3

HLED 135 - Wellbeing 360° **Credits:** 3

## Admission Requirements

An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 208 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 and EDTE 208/508.
- Choose appropriate teaching major and/or minor(s). This applies to Secondary Education majors only)
- 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.
- Complete a conviction clearance statement.
- 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.

## Maintaining Academic Standing

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, minor, 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.
- 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.

## Graduation & Certification Requirements

### 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.

## Student Learning Outcomes

In order to serve all children in both public and faith-based schools:

- Graduates will develop knowledge, skills, and dispositions in academic content, school curriculum, and teaching methods.
- Graduates will have the knowledge, skills, and dispositions in trauma-informed, social-emotional learning, as well as learners with exceptionalities.
- Graduates will cultivate a personal and professional profile for long-term commitment to and leadership in their field.

## Individualized Major Education BS

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. Permission is needed by education advisor and chair of the education department to pursue this degree.

### Total Credits - 120

## Major - 66

The major consists of elementary education, secondary education, and/or content area courses.

- 20 credits must come from EDTE courses

## Interdisciplinary

The remaining credits come from the following:

- Required general education courses (see below)
- General elective courses

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Integrated Science for Secondary Education BS

The current Secondary Education Program is still in place this year. However, beginning in the Fall of 2023, students will be advised to meet the new program requirements within the grade bands developed by the State of Michigan Department of Education. Teacher candidates will choose a grade band of either 5–9 or 7–12 as their major with an additional endorsement. At the completion of the program, students will acquire certification in 5–12 when meeting all the state requirements. Currently, the NAD requirements have not changed within the Teacher Education Program.

Students preparing for teaching 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 and the College of Education & International Services. Students must have a subject major and a subject minor which Andrews University has approved with 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. The BS in Integrated Science for Secondary Education can only be completed in conjunction with a major in Secondary Education.

### Total Credits - 120+

## Major - 64

### Life Science/Biology - 23

(This major includes a built-in minor in Biology)

- 5 credits of BIOL 165 - Foundations of Biology **Credits: 4,5**
- 5 credits of 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 - 12

- 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 - 8

Choose one of the following sets:

PHYS 141 - General Physics I **Credits: 4** and PHYS 142 - General Physics II **Credits: 4**

or

PHYS 241 - Physics for Scientists and Engineers I **Credits: 4** and PHYS 242 - Physics for Scientists and Engineers II **Credits: 4**

### Earth/Space Science - 11

- BIOL 170 - Rocks, Fossils, and Life **Credits: 4**
- GEOG 240 - Physical Geography **Credits: 3**
- PHYS 110 - Astronomy **Credits: 4**

### Integrated Science - 6\*

- EDTE 456 - Secondary Science Methods **Credits: 2**
- IDSC 456 - Integrated Science **Credits: 4**

\*Must be taken at Andrews.

### Electives

Electives chosen by advisement from the above areas to complete the requirements to total 64 credits.

## Cognates - 4

- MATH 191 - Calculus I **Credits: 4**

## Secondary Education Major

Click to view the Secondary Education Major requirements.

## Additional Information

The State of Michigan recommends that students pass MTTC subject exams in biology, physics, and chemistry.

## Student Learning Outcomes

Graduates of this program 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.
- Describe human development.
- Apply current theories of learning.
- 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.
- Communicate effectively in written, verbal, and non-verbal forms.
- Use electronic tools effectively for professional communication, teaching and research.
- Read and evaluate research.

- Conduct research.
- Report research findings.
- Demonstrate continuing professional development.
- Demonstrate ethical behavior in all professional activities.
- Demonstrate balanced physical, mental, spiritual and social development.

## Social Studies for Secondary Education BS

The current Secondary Education Program is still in place this year. However, beginning in the Fall of 2023, students will be advised to meet the new program requirements within the grade bands developed by the State of Michigan Department of Education. Teacher candidates will choose a grade band of either 5–9 or 7–12 as their major with an additional endorsement. At the completion of the program, students will acquire certification in 5–12 when meeting all the state requirements. Currently, the NAD requirements have not changed within the Teacher Education Program.

Prepares the teacher candidate to take the MTTC subject area exam for Social Studies-Secondary Education. Completion of the minor and passing the MTTC Secondary Education exam and subject area exam will qualify the graduate to teach these subjects in departmentalized school.

**Total Credits - 120+**

### Major - 56

(This major contains a built-in minor in History)

BHSC 225 - Global Social Issues **Credits:** 3  
 ECON 225 - Principles of Macroeconomics **Credits:** 3  
 ECON 226 - Principles of Microeconomics **Credits:** 3  
 FNCE 206 - Personal Finance **Credits:** 2,3  
 GEOG 110 - Survey of Geography **Credits:** 3  
 GEOG 260 - Cultural Geography **Credits:** 3  
 HIST 117 - Civilizations and Ideas I **Credits:** 3  
 HIST 118 - Civilizations and Ideas II **Credits:** 3  
 HIST 204 - American Experience I **Credits:** 3  
 HIST 205 - American Experience II **Credits:** 3  
 HIST 277 - History Colloquium **Credits:** 0 (required each semester enrolled in the program)  
 HIST 390 - Research Seminar **Credits:** 3  
 HIST 404 - Adventist Heritage **Credits:** 3  
 HIST 459 - Special Methods in Teaching History and Social Studies **Credits:** 3  
 PLSC 104 - American Government **Credits:** 3  
 PLSC 225 - Comparative Politics **Credits:** 3  
 PLSC 230 - International Relations **Credits:** 3  
 PLSC 237 - The Individual, State, and Marketplace **Credits:** 3  
 PLSC 435 - Public Policy **Credits:** 3

#### Electives

Electives chosen by advisement from the above areas to complete the requirements to total 56 credits.

### Secondary Education Major

Click to view the Secondary Education BA/BS requirements.

### Additional Information

The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

### Student Learning Outcomes

Graduates of this program 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.

- Describe human development.
- Apply current theories of learning.
- 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.
- Communicate effectively in written, verbal, and non-verbal forms.
- Use electronic tools effectively for professional communication, teaching and research.
- Read and evaluate research.
- Conduct research.
- Report research findings.
- Demonstrate continuing professional development.
- Demonstrate ethical behavior in all professional activities.
- Demonstrate balanced physical, mental, spiritual and social development.

## Bachelors/Masters Dual Degrees

### Dual Degree BA/BS - MAT Secondary Education

#### General Education/Core Experience - 43

The General Education requirements for the secondary education dual degree is the same as the Secondary Certification Core Experience Requirements found in the BA/BS Secondary Education bulletin section.

#### Professional Education Courses - 15

##### Undergraduate Foundation Courses - 15

EDTE 165 - Introduction to Teaching **Credits:** 3  
 EDTE 228 - Introduction to Special Education **Credits:** 3  
 EDTE 417 - Teaching Reading in the Secondary Content Areas **Credits:** 3

##### First Days of School Experience - 0

EDTE 480 - First Days of School Experience **Credits:** 0

### MAT Requirements - 32+

#### Educational Foundations:

3 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

#### Professional Education Requirements:

EDTE 524 - Classroom Testing and Evaluation **Credits:** 2  
 EDTE 559 - Methods for Teaching Secondary School: (Area) **Credits:** 3  
 GDPC 514 - Psychology of Learning **Credits:** 3  
 SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3  
 2 Credits of EDCI 565 - Improving Instruction **Credits:** 2,3  
 1 Credit of EDCI 696 - Project Implementation **Credits:** 1-3  
 EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading **Credits:** 3  
 2+ Credits of EDTE/EDCI/SPED Elective (500 or above)

#### Student Teaching Experience:

EDTE 587 - Student Teaching Seminar **Credits:** 3  
 9+ Credits of EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10

## Dual Degree BSELED - MAT Elementary Education

#### General Education/Core Experience - 43+

The BSELED/MAT dual degree requires the same general education courses as the BSELED. Please refer to the BSELED Core Experience.

## Professional Education Courses - 14

### Foundation Courses - 7

EDTE 165 - Introduction to Teaching **Credits:** 3

### Elementary Methods - 5

EDTE 444 - Elementary Language Arts Methods **Credits:** 2

EDTE 447 - Elementary Social Studies and Character Education Methods **Credits:** 3

### Student Teaching Experience - 2

EDTE 480 - First Days of School Experience **Credits:** 0

## Planned Program Minor - 20+

EDTE 228 - Introduction to Special Education **Credits:** 3

EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 2

EDTE 420 - Literacy Intervention Strategies **Credits:** 3

EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum  
**Credits:** 3

EDTE 484 - Developmental Reading Methods **Credits:** 2

2 Credits of ENGL 407 - Literature for Children **Credits:** 2,3

GEOG 110 - Survey of Geography **Credits:** 3

## MAT - 32+

### Educational Foundations:

3 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

### Professional Education Requirements:

EDTE 524 - Classroom Testing and Evaluation **Credits:** 2

EDTE 546 - Elementary Science and Health Methods **Credits:** 3

GDPC 514 - Psychology of Learning **Credits:** 3

SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3

2 Credits of EDCI 565 - Improving Instruction **Credits:** 2,3

1 Credit of EDCI 696 - Project Implementation **Credits:** 1-3

EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading **Credits:** 3

2+ Credits of EDTE/EDCI/SPED Elective (500 or above)

### Student Teaching Experience:

EDTE 587 - Student Teaching Seminar **Credits:** 3

9+ Credits of EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10

## Undergraduate Minors

## Teaching English to Speakers of Other Languages Minor

This endorsement (minor) gives students a foundation in the theories and methods of teaching English as a Second Language PK-12. It also fulfills Michigan ESL endorsement requirements, provided that students meet all the general education, content major, and professional education requirements. For more information regarding teacher certification requirements with a minor, see the School of Education.

## Total Credits - 24

2 credits of EDTE 409 - Literature for Young Adults **Credits:** 2

3 credits of EDTE 413 - Second Language Acquisition **Credits:** 3

1 credit of EDTE 414 - TESOL Practicum **Credits:** 1,2

4 credits of ENGL 300 - Modern English Grammar **Credits:** 3,4

SPPA 321 - Normal Language Development **Credits:** 3

EDTE 406 - Children's Literature **Credits:** 2

or

2 credits of ENGL 407 - Literature for Children **Credits:** 2,3

EDTE 411 - Intro to TESOL Theories, Methods, and Issues **Credits:** 3

or

3 credits of ENGL 456 - Introduction to TESOL Theories, Methods, and Issues

**Credits:** 4

EDTE 412 - Linguistics **Credits:** 3

or

ENGL 460 - Linguistics **Credits:** 3

EDTE 390 - Cultural and Linguistic Diversity **Credits:** 3

or

ENGL 440 - Language and Culture **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 this program. 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 600
- Internet-based TOEFL (iBT) composite score of 100
- 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 School of Education.

## Masters

## Curriculum and Instruction MA

The Master of Arts (MA) 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 MA is the starting point for those who may wish to later pursue an Educational Specialist (EdS) 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 special Master's concentrations must focus their project or thesis on a topic in the concentration area.

Specialized study in the form of concentrations is offered in several areas. Students in this program may choose to include a concentration to help reach their personal goals for advanced study. 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.

**Delivery:** This program is offered on campus and online. Most interactive online synchronous courses are taught to in-person students simultaneously (see Global Campus Definitions). Online students are encouraged to come to campus for graduation.

## Total Credits - 32+

### Core - 26-29

Available on-campus or online

EDCI 525 - Orientation and Research Skills **Credits:** 1,2

EDCI 545 - Assessment of Learning: **Credits:** 3

EDCI 547 - Foundations of Curriculum Studies **Credits:** 3

EDCI 565 - Improving Instruction **Credits:** 2,3

EDCI 620 - Facilitating Change in Learning Organizations **Credits:** 3

EDCI 650 - Curriculum Design: \_\_\_\_\_ **Credits:** 3

EDCI 684 - International Perspectives on Curriculum **Credits:** 3

EDCI 685 - Comprehensive Exam Preparation **Credits:** 1,2

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

EDFN 517 - History and Philosophy of Seventh-day Adventist Education **Credits:** 3

**Choose one of the following courses:**

- EDCI 696 - Project Implementation Credits: 1-3  
EDCI 699 - Thesis Credits: 1-3

**Electives - 3-6+****Elective courses chosen in consultation with advisor from courses such as:**

- EDAL 570 - Principles of Educational Supervision Credits: 2,3  
EDAL 663 - Elementary and Secondary School Leadership Credits: 2,3  
EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading Credits: 3  
SPED 525 - Psychology and Education of Exceptional Children Credits: 3

**Concentrations - 12+****K-12 Curriculum Specialist - 12+**

- EDAL 570 - Principles of Educational Supervision Credits: 2,3

**Choose one of the following courses:**

- EDAL 680 - K-12 Internship: Credits: 1-12  
EDCI 680 - Field Work: \_\_\_\_\_ Credits: 1-3

**In consultation with an advisor, choose electives from courses such as the following:**

- EDAL 520 - Foundations of Educational Leadership Credits: 2,3  
EDCI 605 - Design & Development of Online Courses Credits: 2,3  
EDCI 611 - Design and Development of Training Programs Credits: 3  
EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading Credits: 3

**Teacher Leader - 12+**

- 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 645 - K-12 Educational Finance Credits: 2,3  
EDAL 663 - Elementary and Secondary School Leadership Credits: 2,3

**In consultation with an advisor, choose electives from courses such as the following:**

- EDAL 680 - K-12 Internship: Credits: 1-12  
EDCI 620 - Facilitating Change in Learning Organizations Credits: 3  
EDCI 680 - Field Work: \_\_\_\_\_ Credits: 1-3

## Admission Requirements

Admission decisions are based on the overall profile of each applicant. The applicant profile consists of information that indicates personal "fit" with the Curriculum and Instruction program and potential for success in the program. The C&I Program accepts applications on a rolling basis, with students being able to begin their course of study during any semester. In addition to application materials required of all graduate school applicants, the following items are of particular importance:

- Indicate whether you are applying for the on-campus or the online interactive program.
- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program. Identify the concentration you plan to complete.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- 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.

**Prerequisites**

Nine (9) semester credits of education courses, including an undergraduate (or graduate equivalent) in educational psychology. GDPC 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.

## Student Learning Outcomes

Graduates of this program will:

- Demonstrate competence at an advance level in a range of transferable skills with special attention to written and oral communication, ethical reasoning, and research.
- Achieve a comprehensive and critically-aware knowledge of curriculum and instruction [including a concentration area, as appropriate] and appreciation of how it relates to other fields of study; and, at the doctoral level, contribute to the applied and/or theoretical knowledge in that field.
- Critique or enrich from a Seventh-day Adventist faith perspective key ideas, techniques, or methods at the forefront of the field of curriculum and instruction.
- Examine and practice moral, intellectual and theological virtues within the field of curriculum and instruction from a Biblical worldview.
- Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from the curriculum and instruction field in a manner consistent with Christian thought and practice.

## Individualized 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.

**Program Delivery:** This program is offered on campus and as a synchronous, interactive online program. Most courses are offered to students in-person and online simultaneously (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

## Total Credits - 32

NOTE: 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. Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

- 1-3 credits of EDCI 696 - Project Implementation Credits: 1-3
- 3 credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- 2-3 credits of EDTE 576 - Methods for Integrating Instructional Technology Credits: 2,3
- SPED 525 - Psychology and Education of Exceptional Children Credits: 3
- 3 credits of instructional methods in consultation with academic advisor

**Content Area Specialization - 17-20**

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.

## Admission Requirements

**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.

#### Program Procedures

- Graduate Record Examination (GRE) optional.
- Apply for admission to the Andrews University College of Education & International Services.
- 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.
- 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 508 (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.

## Student Learning Outcomes

Graduates of this program 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.
- Describe human development.
- Apply current theories of learning.
- 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.
- Communicate effectively in written, verbal, and non-verbal forms.
- Use electronic tools effectively for professional communication, teaching and research.
- Read and evaluate research.
- Conduct research.
- Report research findings.
- Demonstrate continuing professional development.
- Demonstrate ethical behavior in all professional activities.
- Demonstrate balanced physical, mental, spiritual and social development.

## Learning Technologies MA

This Masters in Learning Technologies professional degree prepares digital educators to design and facilitate inclusive online and blended learning environments for K-12 students, adult learners, and life-long learning in a variety of contexts. Students of all varieties need to be able to thrive, advance, and contribute in an interconnected and constantly changing society. Educators interested in meeting these needs will gain the digital age skills and pedagogical strategies in order to be successful in the many roles they play as teachers and learners. In addition, digital educators prepared in this program will be able to leverage the technologies available to them in order to succeed in the rapidly changing 21<sup>st</sup>-century classroom. Program participants intending to support educational technology in higher education, non-profit, or corporate learning environments will be prepared to provide personalized digital learning for a variety of learners and contexts. Program participants with K-12 teaching certification may

add the North American Division of Seventh-day Adventist Teacher Certification Endorsement for Educational Technology.

Graduates of this program may serve as classroom teachers, curriculum specialists, teacher educators, educational/instructional technology specialists, directors of digital learning, instructional technology consultants, and researchers. The program consists of 33 credits, with an expected time to completion of 2 years.

See the Graduate Academic Policies for transferring credits earned at Andrews prior to acceptance to the program or credits earned at other institutions.

**Delivery:** This program is offered in an interactive online format with a mix of synchronous and asynchronous courses. The interactive online synchronous courses are usually offered to students in-person and online simultaneously. The technology courses are typically offered in the interactive online asynchronous format with occasional Zoom meetings (see Global Campus Definitions). This online degree does not require any on-campus time. Online students are encouraged to come to campus for graduation.

## Total Credits - 33

- EDCI 545 - Assessment of Learning: **Credits: 3**
- EDCI 605 - Design & Development of Online Courses **Credits: 2,3**
- EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**
- EDRM 505 - Research Methods **Credits: 3**
- EDTE 522 - Trends and Issues in Educational Technology **Credits: 2,3**
- EDTE 620 - Assisting Special Needs Learners with Instructional Technology **Credits: 2,3**
- EDTE 645 - Digital Storytelling and Media Learning in a Diverse World **Credits: 2,3**
- LEAD 535 - Principles of Academic Writing **Credits: 1-3** (This course *must* be taken in your first year)

**Choose one of the following courses:**

- EDCI 565 - Improving Instruction **Credits: 2,3**
- EDCI 610 - Teaching the Adult Learner **Credits: 2,3**

**Choose one of the following courses:**

- EDCI 696 - Project Implementation **Credits: 1-3**
- EDCI 699 - Thesis **Credits: 1-3**

**Choose one of the following courses:**

- EDTE 635 - Digital Collaboration and Citizenship **Credits: 2,3**
- EDTE 640 - Digital Learning in Faith Contexts **Credits: 2,3**

## Additional Requirements

Each student is required to demonstrate educational technology competency via a professional portfolio in the areas of Learner, Leader, Digital Citizen, Collaborator, Designer, Facilitator and Analyst. Artifacts for the portfolio will be created in many of the courses throughout the program.

## 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 Learning Technologies program and potential for success in the program. The 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:

- A 600-word statement of purpose explaining how your professional goals fit with the mission of the Learning Technologies program. Identify whether you will focus on K-12 students or other educational technology contexts (e.g., corporate training, digital outreach, higher education). Describe your skill level with technology and include links to your digital footprint.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Documentation of English proficiency (see University Graduate Programs General Admission Requirements for details).

Please consult the School of Graduate Studies section of the bulletin for complete information regarding admissions requirements.

#### Prerequisites

- Nine (9) semester credits of education courses, including an undergraduate (or graduate equivalent) course in educational psychology. GDPC 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 508 - Principles of Teaching and Learning, in their course plan.
- Six (6) semester credits of educational technology courses must be taken prior to the start of the program.
- These prerequisites add to the total number of credits needed to complete the degree.

## Student Learning Outcomes

Graduates of this program will:

- Continually improve their practice in their content area by learning from and with others, using evidence and research to reflect on and evaluate their practice.
- Seek appropriate leadership roles and opportunities to support student empowerment and success and to improve teaching and learning.
- Use understanding of difference and diversity to ensure inclusive learning environments that inspire students to positively participate in the digital world.
- Collaborate with colleagues, students, families, and agencies to improve practice, discover and share resources and ideas, and solve problems.
- Design authentic, learner-driven activities and inclusive environments that recognize and accommodate learner variability and maximize active, deep learning.
- Facilitate learning adapted to diverse students in digital platforms, hands-on makerspaces, in the field, and in the classroom.
- Use methods of assessment, data collection, and research to drive their instruction, engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

## Secondary Education MAT

E-mail: wolferj@andrews.edu

This flexible, professional degree program is designed to meet the needs of a wide range of individuals.

Typical MAT students who have earned a bachelor's degree and are now seeking teacher certification at the secondary level belong to one of the following categories:

- Persons who hold teacher certification at the elementary level and seek certification at the secondary 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.

Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

**Program Delivery:** This program is offered on campus and as a synchronous, interactive online program. Most courses are offered in the synchronous dual format (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

## Total Credits - 32

**NOTE:** 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. Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

EDCI 696 - Project Implementation **Credits:** 1-3  
EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3  
SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3  
3 credits of instructional methods (EDCI or EDTE) by advisement

#### 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
- 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

Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDTE 508 - Principles of Teaching and Learning **Credits:** 3  
EDTE 517 - Teaching Reading in the Secondary Content Areas **Credits:** 3  
EDTE 524 - Classroom Testing and Evaluation **Credits:** 2  
EDTE 559 - Methods for Teaching Secondary School: (Area) **Credits:** 3  
EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3  
EDTE 580 - First Days of School Experience **Credits:** 0  
EDTE 587 - Student Teaching Seminar **Credits:** 3  
EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10 \*  
GDPC 514 - Psychology of Learning **Credits:** 3  
SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3

\*For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multigrade Adventist school.

## Admission Requirements

#### 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.

#### Program Procedures

- Graduate Record Examination (GRE) exam optional.
- Apply for admission to the Andrews University College of Education & International Services.
- 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.
- 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 508 (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.

## Student Learning Outcomes

Graduates of this program 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.
- Describe human development.
- Apply current theories of learning.
- 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.
- Communicate effectively in written, verbal, and non-verbal forms.
- Use electronic tools effectively for professional communication, teaching and research.
- Read and evaluate research.
- Conduct research.
- Report research findings.
- Demonstrate continuing professional development.
- Demonstrate ethical behavior in all professional activities.
- Demonstrate balanced physical, mental, spiritual and social development.

## Special Education MS

### Learning Disabilities K-12 Endorsement

For Michigan teachers, completion of required coursework leads to a Michigan State Teaching Endorsement in Special Education in the area of Learning Disabilities and a Master of Science in Special Education.

### MAT Candidates

Candidates who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MS program. Completion of the portfolio requirements and a "pass" grade on the MTTC Subject Area (Learning Disabilities) Exam are required. All candidates seeking certification will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

### Note for Michigan Teachers

The State of Michigan requires candidates 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. Successful completion of the portfolio requirements, comprehensive exams, and a "pass" grade on the MTTC Subject Area (Learning Disabilities) Exam are required. All candidates 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.

### Thesis Option

This degree allows for a thesis option. It can be done with or without Michigan certification. A thesis is commonly required for international candidates, out of state students or those who want to pursue a doctoral degree. Completion of required coursework leads to a Master of Science in Special Education with an emphasis on research within the special education field. Successful completion of the portfolio requirements, comprehensive exam and a "pass" grade on the thesis

are required. All candidates seeking this degree will be expected to meet the requirements at the time of graduation.

### Program Delivery

This program is offered on campus and as a synchronous interactive online program. Most courses are offered to students in-person and online simultaneously (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

## Total Credits - 36

EDCI 545 - Assessment of Learning: **Credits: 3**  
 2 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**  
 EDRM 505 - Research Methods **Credits: 3**  
 3 credits of EDTE 630 - Seminar: **Credits: 1-4** (Behavioral & Emotional Problems of Children)  
 3 credits of EDTE 630 - Seminar: (Human Development)  
 SPED 525 - Psychology and Education of Exceptional Children **Credits: 3**  
 4 credits of SPED 588 - Graduate Student Teaching: **Credits: 2** (2 credits at K-5 level, 2 credits at 6-12 level)\*  
 SPED 610 - Instructional Design for Special Education **Credits: 3**  
 SPED 618 - Legal and Ethical Issues in Schools **Credits: 3**  
 SPED 630 - Education of Students with Math Disabilities **Credits: 3**  
 SPED 645 - Reading and Writing Assessment & Intervention **Credits: 3**  
 SPED 672 - Psychoeducational Consultation **Credits: 3**

### Thesis Option

EDRM 611 - Applied Statistical Methods I **Credits: 3**  
 EDCI 699 - Thesis **Credits: 1-3**

**\*Required for students pursuing certification. Not required for thesis option without certification.**

## Admission Requirements

Pre-requisite course: GDCP 514 - Psychology of Learning **Credits: 3**  
 Must have Teacher Certification or be accepted into the MAT program.\*

**\*Not required for thesis option without certification.**

## Student Learning Outcomes

### Special Education - Council for Exceptional Children

#### 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, engage in lifelong learning, and 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.



# Teaching English to Speakers of Other Languages (TESOL) MA

The Teaching English to Speakers of Other Languages (TESOL) MA includes the extensive study of the English language and is particularly appropriate for those who plan to teach English to speakers of other languages or do further work in linguistics. This program will not lead to the TESOL endorsement for the state of Michigan without adding additional coursework included in the course program plan.

**Delivery:** This program is offered both on the main campus and in a synchronous interactive online format (See Global Campus definitions).

## Total Credits - 33

### Core - 28

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
EDRM 505 - Research Methods **Credits:** 3  
EDTE 501 - TESOL Theories & Methods **Credits:** 3  
EDTE 502 - Second Language Acquisition **Credits:** 3  
EDTE 503 - Language & Culture **Credits:** 3  
EDTE 504 - TESOL Pedagogy: Reading, Writing & Grammar **Credits:** 2  
EDTE 505 - TESOL Pedagogy: Listening & Speaking **Credits:** 2  
EDTE 506 - Children's Literature **Credits:** 3  
EDTE 511 - TESOL Practicum: **Credits:** 1 (Reading, Writing & Grammar)  
EDTE 511 - TESOL Practicum: **Credits:** 1 (Listening & Speaking)  
EDTE 512 - Project Research **Credits:** 1 \*  
EDTE 515 - Young Adult Literature **Credits:** 3

\*To fulfill the requirements for EDTE 512, a student should submit either a proposal paper (5000-7000 words targeting a specific journal) or a teaching portfolio.

### Electives - 5

Choose at least 5 credits from the following courses:

ANTH 600 - Seminar in Cultural Anthropology **Credits:** 2,3  
COMM 536 - Issues in Intercultural Communication **Credits:** 2,3  
EDCI 545 - Assessment of Learning: **Credits:** 3  
EDCI 650 - Curriculum Design: \_\_\_\_\_ **Credits:** 3  
EDCI 684 - International Perspectives on Curriculum **Credits:** 3  
EDRM 611 - Applied Statistical Methods I **Credits:** 3  
EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3  
EDTE 630 - Seminar: **Credits:** 1-4  
EDTE 645 - Digital Storytelling and Media Learning in a Diverse World **Credits:** 2,3  
ENGL 504 - New Global Literature **Credits:** 3

### Certificate Option

Students wishing to add a TESOL (ESL) endorsement to an existing state teaching credential must take the following courses in addition to the Core and Elective courses:

ENGL 460 - Linguistics **Credits:** 3  
SPPA 321 - Normal Language Development **Credits:** 3

## Admission Requirements

**Prerequisites:** Modern English Grammar and Linguistics (waived for students who enter our program through online graduate certificate program)

**English language proficiency:** A minimum of 575 on TOEFL PBT or equivalent for students for whom English is not their first language. This requirement is waived if the student received an undergraduate degree from an institution where English is the medium of instruction.

## Post-Masters

## Curriculum and Instruction EdS

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.

**Delivery:** This program is offered on campus and online. Most interactive online synchronous courses are taught to in-person students simultaneously (see Global Campus Definitions). Online students are encouraged to come to campus for graduation.

## Total Credits - 32+

### Core - 26+

EDCI 565 - Improving Instruction **Credits:** 2,3  
EDCI 725 - Orientation and Research Skills **Credits:** 1,2  
EDCI 745 - Effective Assessment of Learning **Credits:** 3  
EDCI 747 - Survey of Curriculum Theory **Credits:** 3  
EDCI 750 - Course Design: \_\_\_\_\_ **Credits:** 3  
EDCI 795 - Specialist Portfolio **Credits:** 1  
EDCI 820 - Educational Improvement & Change **Credits:** 3  
EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3  
EDCI 799 - Advanced Project: \_\_\_\_\_ **Credits:** 1-6  
EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
EDRM 611 - Applied Statistical Methods I **Credits:** 3  
EDFN 517 - History and Philosophy of Seventh-day Adventist Education **Credits:** 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  
SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3

### Electives - 5+

Choose elective courses in consultation with academic advisor to complete 32 credits. Suggested courses include:  
EDAL 570 - Principles of Educational Supervision **Credits:** 2,3  
EDCI 678 - Curriculum Studies Tour: \_\_\_\_\_ **Credits:** 0-3  
EDCI 893 - Theorizing Curriculum **Credits:** 3

## Admission Requirements

Admission decisions are based on the overall profile of each applicant. The applicant profile consists of information that indicates personal "fit" with the Curriculum and Instruction program and potential for success in the program. The C&I Program accepts applications on a rolling basis, with students being able to begin their course of study during any semester. In addition to application materials required of all graduate school applicants, the following items are of particular importance:

- Indicate whether you are applying for the on-campus or the online interactive program
- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program. Identify the concentration you plan to complete.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores.
- Documentation of English proficiency (see University Graduate Programs General Admission Requirements for details).

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

### Prerequisites

- Master's degree in an appropriate area
- EDRM 505 - Research Methods **Credits:** 3

# Student Learning Outcomes

Graduates of this program will:

- Demonstrate competence at an advance level in a range of transferable skills with special attention to written and oral communication, ethical reasoning, and research.
- Achieve a comprehensive and critically-aware knowledge of curriculum and instruction [including a concentration area, as appropriate] and appreciation of how it relates to other fields of study; and, at the doctoral level, contribute to the applied and/or theoretical knowledge in that field.
- Critique or enrich from a Seventh-day Adventist faith perspective key ideas, techniques, or methods at the forefront of the field of curriculum and instruction.
- Examine and practice moral, intellectual and theological virtues within the field of curriculum and instruction from a Biblical worldview.
- Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from the curriculum and instruction field in a manner consistent with Christian thought and practice.

## Curriculum and Instruction PhD

As a research-oriented degree, the PhD in Curriculum and Instruction 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. The program requires 60+ post-MA semester credits.

**Delivery:** This program is offered on campus and online. Most interactive online synchronous courses are taught to in-person students simultaneously (see Global Campus Definitions). Online students are encouraged to come to campus for graduation.

### Total Credits - 60+

\*After registering for EDRM 880/LEAD 880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

#### Core - 56+

- EDCI 706 - Teaching in Higher Education **Credits:** 3
- EDCI 725 - Orientation and Research Skills **Credits:** 1,2
- 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 870 - Comprehensive Exam Preparation **Credits:** 1,2
- EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
- EDCI 893 - Theorizing Curriculum **Credits:** 3
- 14 credits of EDCI 899 - Doctoral Dissertation **Credits:** 1-14
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDFN 517 - History and Philosophy of Seventh-day Adventist Education **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
- LEAD 535 - Principles of Academic Writing **Credits:** 1-3

#### Choose one of the following courses:

- 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
- SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3

#### Choose one of the following courses:

- EDCI 885 - Applied Research: \_\_\_\_\_ **Credits:** 1-8
- 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

#### Choose one of the following courses:

- EDRM 710 - Seminar in Research Methodology **Credits:** 1

LEAD 637 - Issues in Research **Credits:** 2,3

#### Choose one of the following courses:

- EDRM 880 - Dissertation Proposal Development **Credits:** 2
- LEAD 880 - Dissertation Proposal Development **Credits:** 2

#### Electives

##### Choose electives such as the following courses in consultation with academic advisor:

- EDCI 565 - Improving Instruction **Credits:** 2,3
- EDCI 605 - Design & Development of Online Courses **Credits:** 2,3
- EDCI 756 - Advanced Studies: \_\_\_\_\_ **Credits:** 1-3
- EDCI 885 - Applied Research: \_\_\_\_\_ **Credits:** 1-8
- EDCI 886 - Internship: \_\_\_\_\_ **Credits:** 1-8

##### Evaluation and Research Concentration - 12+

- EDCI 756 - Advanced Studies: \_\_\_\_\_ **Credits:** 1-3
- EDRM 636 - Program Evaluation **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3

#### Choose one of the following courses:

- EDCI 885 - Applied Research: \_\_\_\_\_ **Credits:** 1-8
- EDRM 713 - Applied Statistical Methods III **Credits:** 3

## Admission Requirements

Admission decisions are based on the overall profile of each applicant. The applicant profile consists of information that indicates personal "fit" with the Curriculum and Instruction program and potential for success in the program. The C&I Program accepts applications on a rolling basis, with students being able to begin their course of study during any semester. In addition to application materials required of all graduate school applicants, the following items are of particular importance:

- Indicate whether you are applying for the on-campus or the online interactive program.
- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program. Identify the concentration you plan to complete.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores.
- Documentation of English proficiency (see University Graduate Programs General Admission Requirements for details).

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

#### Prerequisites

- Master's degree in an appropriate area
- EDRM 505 - Research Methods **Credits:** 3

## Student Learning Outcomes

Graduates of this program will:

- Demonstrate competence at an advance level in a range of transferable skills with special attention to written and oral communication, ethical reasoning, and research.
- Achieve a comprehensive and critically-aware knowledge of curriculum and instruction [including a concentration area, as appropriate] and appreciation of how it relates to other fields of study; and, at the doctoral level, contribute to the applied and/or theoretical knowledge in that field.
- Critique or enrich from a Seventh-day Adventist faith perspective key ideas, techniques, or methods at the forefront of the field of curriculum and instruction.
- Examine and practice moral, intellectual and theological virtues within the field of curriculum and instruction from a Biblical worldview.
- Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from the

curriculum and instruction field in a manner consistent with Christian thought and practice.

## 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 certificate is offered on campus and as an interactive online synchronous program. Most online courses are taught to in-person students simultaneously (see Global Campus Definitions).

### Total Credits - 12

EDCI 750 - Course Design: \_\_\_\_\_ Credits: 3

#### Choose one of the following:

EDCI 545 - Assessment of Learning: Credits: 3

EDCI 745 - Effective Assessment of Learning Credits: 3

#### Choose one of the following:

EDCI 606 - Teaching in Higher Education Credits: 3

EDCI 706 - Teaching in Higher Education Credits: 3

#### Electives (3 credits) chosen by advising from courses such as:

COMM 536 - Issues in Intercultural Communication Credits: 2,3

EDAL 640 - Higher Education Law Credits: 3

EDAL 667 - Leadership in Higher Education Credits: 2,3

EDAL 675 - College Student Development Theory Credits: 3

EDCI 605 - Design & Development of Online Courses Credits: 2,3

EDCI 607 - Curriculum: \_\_\_\_\_ Credits: 1-3 (topic must be Higher Education)

EDCI 617 - Instruction: \_\_\_\_\_ Credits: 3 (topic must be Higher Education)

EDCI 620 - Facilitating Change in Learning Organizations Credits: 3

EDCI 665 - Advanced Instructional Models: \_\_\_\_\_ Credits: 1-3

### Student Learning Outcomes

Graduates of this program will:

- Apply principles of effective teaching in course and lesson design for all learners.
- Demonstrate understanding of faculty responsibilities, including service, in various institutional settings.

### Special Education (Adventist Specialty Endorsement)

This endorsement, created especially for Seventh-day Adventist teachers already having denominational certification, emphasizes teaching strategies for students with disabilities in special education and/or inclusive education (special needs in the regular classroom). Program courses may include fieldwork. At the completion of these 12 credit hours the candidate will receive a Special Education Specialty certificate from the Department of Teaching, Learning and Curriculum at Andrews University. Persons who currently hold a standard Adventist teaching credential will be recommended for an Adventist specialty endorsement in special education upon completion of this endorsement.

### Total Credits - 12

SPED 525 - Psychology and Education of Exceptional Children Credits: 3

SPED 618 - Legal and Ethical Issues in Schools Credits: 3

SPED 630 - Education of Students with Math Disabilities Credits: 3

SPED 645 - Reading and Writing Assessment & Intervention Credits: 3

### Certification

### Post-Baccalaureate/Master's-Level Teacher Certification, Elementary Certification

Go to: School of Education (Formerly Teaching, Learning & Curriculum)

### 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.

EDTE 508 - Principles of Teaching and Learning Credits: 3

EDTE 524 - Classroom Testing and Evaluation Credits: 2

EDTE 544 - Elementary Language Arts Methods Credits: 2

EDTE 546 - Elementary Science and Health Methods Credits: 3

EDTE 547 - Elementary Social Studies and Character Education Methods Credits: 3

EDTE 548 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3

EDTE 580 - First Days of School Experience Credits: 0

GDPC 514 - Psychology of Learning Credits: 3

#### Student Teaching\*

EDTE 587 - Student Teaching Seminar Credits: 3

EDTE 588 - Graduate Student Teaching: (Level) Credits: 1-10

#### Note(s):

\* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching.

- All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.
- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

#### Approved Majors and Minors for Elementary Certification

Seventh-day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to Planned Program Minor. See the list of approved majors and minors for elementary education.

#### Planned Program Minor

For requirements, see the undergraduate teacher education section. Courses at the 400-level must be taken for graduate credit to count for MAT requirements.

# Post-Baccalaureate/Master's-Level Teacher Certification, Secondary Certification

Go to: School of Education (Formerly Teaching, Learning & Curriculum)

## 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.

- EDTE 508 - Principles of Teaching and Learning **Credits:** 3
- EDTE 517 - Teaching Reading in the Secondary Content Areas **Credits:** 3
- EDTE 524 - Classroom Testing and Evaluation **Credits:** 2
- EDTE 559 - Methods for Teaching Secondary School: (Area) **Credits:** 3
- EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3
- GDPC 514 - Psychology of Learning **Credits:** 3
- SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3

### First Days of School Experience

EDTE 580 - First Days of School Experience **Credits:** 0

### Student Teaching\*

- EDTE 587 - Student Teaching Seminar **Credits:** 3
- EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10

### Note:

\* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multigrade Adventist school.

### First Aid & CPR Certified

Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

### Approved Majors and Minors for Secondary Certification

Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See content majors and minors for secondary education.

# Teacher, Administrator, School Counseling, & School Psychologist Certification (Adventist & State of Michigan)

Go to: School of Education (Formerly Teaching, Learning & Curriculum)

## Seventh-day Adventist Teaching Credential Levels and Requirements

Seventh-day Adventist K-12 teacher credentialing is organized into three levels of certificates: Basic, Standard and Professional. The following section describes each level, points out specific requirements, and tells how they are met at Andrews University.

### Adventist Basic Certificate

The Basic Teaching Certificate may be issued to the candidates presenting a "Verification of Eligibility" form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

### Religion Requirements

A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Consortium of Adventist Colleges and Universities, to include the following areas:

#### Doctrines of the Seventh-day Adventist Church

RELT225 - Doctrines of Adventist Faith

#### Biblical Studies

Courses such as Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel

**Spirit of Prophecy.** A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White.

RELH 400 - SDA History and Prophetic Heritage/Seventh day Adventist Church History. (This course covers both Gift of Prophecy and Seventh-day Adventist Church History.)

#### Seventh-day Adventist Church History

RELH 400 - SDA History and Prophetic Heritage

**Health Principles.** A course in health based on the Bible and the writings of Ellen G. White.

HLED 120 - Fit for Life

### Adventist School Experience

All candidates for Adventist certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate:

- Full-semester student teaching in an approved Seventh-day Adventist school.
- A lab experience for EDTE 165 in a recognized Seventh-day Adventist school.
- Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school.
- Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the Department of Teaching, Learning & Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

### Multi-grade/Multi-age Teaching Experience (Elementary only)

For the Elementary Teaching endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE 425 - Multi-grade/Multi-age Education should be made with the Director of Student Teaching immediately following admission to the teacher preparation program.

### Renewal of Adventist Basic Certificate

The Basic Teaching Certificate is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See Manual for SDA Certification Requirements K-12 for specifics.

### Adventist Standard Certificate

- The Standard Teaching Certificate may be issued to an applicant who meets initial General Eligibility Requirements.
- Meets the requirements for a Basic Teaching Certificate.
- Completes a minimum of three years of full-time teaching or equivalent. Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirement of the Basic Teaching Credential.

## Renewal of Adventist Standard Certificate

The Standard Teaching Certificate is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See Manual for SDA Certification Requirements K-12 for specifics.

## Adventist Professional Certificate

Seventh-day Adventist teachers desiring Professional Certification must meet the following criteria:

- Meet initial general eligibility requirements.
- Qualify for the Standard Teaching Certificate.
- Meet one of the following:
  - Hold a master's degree.
  - Complete a prescribed fifth-year program for teachers.
  - Earn 40 semester hours of graduate/post-baccalaureate upper-division credit.
  - Have 30 semester credits in professional education courses and/or in no more than two areas of certification endorsement.
  - Earn graduate/post-baccalaureate upper-division credit in at least two of the areas listed below:
    - Curriculum
    - Improvement of instruction
    - Learning theory/style
    - Education of the exceptional child
    - Trends and issues in education
    - Multi-cultural education

## Renewal of Adventist Professional Certificate

The Professional Teaching Certificate is valid for five years. Renewal of the certificate requires 6 additional semester credits. See Manual for SDA Certification Requirements for specific details.

## State of Michigan Certification Resources

Michigan's administrative rules change frequently. Certificate holders are responsible for understanding the effects of any changes. Please access the certification resources listed to keep current with changes.

### Michigan Guidance Documents

- Educator Certificate Types
- Standard Certificate Renewal
- Professional Certificate Renewal
- Progressing to Professional Certificate
- Advanced Professional Education Certificate
- Out of State Applicants
- Out of Country Applicants
- Alternate Routes to Certification and Endorsements
- School Counselor License
- School Counselor Renewal
- Out of State Temporary School Counselor Authorization
- Preliminary School Counselor
- School Psychologist Certification
- Career and Technical Education Authorizations
- Standard CTE Certificate Requirements
- Standard CTE Certificate Renewal
- Progress to Professional CTE Certificate before July 1, 2018
- Professional CTE Certificate Renewal
- Administrator Certificate Requirements
- Administrator Certificate Renewal Requirements
- Initial MOECS instructions
- Logging DPPD
- Criteria for Accurate Teacher Application Documentation
- Checking For Application Status
- Reading Course Requirements
- Locating Your PIC
- Adding An Endorsement to a Valid Certificate

## Educational Curriculum & Instruction

### EDCI 525 - Orientation and Research Skills

**Credits:** 1,2

Survey of essential principles and practices underlying the Curriculum and Instruction program. An introduction to research skills and expectations within the program. May include critiques of dissertations, dissertation defenses, and professional conference participation.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable up to 2 credits

**Schedule Type:** Seminar, Interactive Online

**College Code:** CEIS

### EDCI 545 - Assessment of Learning:

**Credits:** 3

Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development. Indicate area of concentration when registering (e.g. Higher Education, K-12, Teacher Education, TESOL, etc)

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### EDCI 547 - Foundations of Curriculum Studies

**Credits:** 3

Survey of a variety of theoretical perspectives in the field of curriculum studies. Critique of contemporary curriculum theories from a Christian perspective. Basic to other courses in curriculum and instruction.

**Lecture/Lab:** Weekly: 1 lecture

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Alternate years (even)

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### 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 (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### 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:** CEIS

### EDCI 605 - Design & Development of Online Courses

**Credits:** 2,3

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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## 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 (A-F,I,S,U,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## 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 (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CEIS

## 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## 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 (A-F,I,S,U,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## 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 (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Interactive Online  
**College Code:** CEIS

## EDCI 622,26,29,31,39,41 - Professional Development Courses

**Credits:** 1-3  
Contemporary and selected topics in curriculum and instruction.

**Grade Mode:** Normal no Final (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Self-paced  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

## EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading

**Credits:** 3  
Advanced course for diagnosis and remediation or prevention of reading disabilities.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## EDCI 648 - Workshop:

**Credits:** 0-4  
Students will register for this course when attending a workshop or conference related to their field of study. Course assignments and requirements will vary depending on the number of credits taken.

**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Workshop  
**College Code:** CEIS

## 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## EDCI 652 - Conference Attendance

**Credits:** 0-3  
Students will register for this course when attending a conference related to their field of study. Course assignments and requirements will vary depending on the number of credits taken.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Independent  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

## EDCI 665 - Advanced Instructional Models: \_\_\_\_\_

**Credits:** 1-3  
Introduction and practice of advanced teaching strategies that only rely on a system of Instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## EDCI 676 - Technology for Learning

**Credits:** 2  
The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDCI 680 - Field Work: \_\_\_\_\_

**Credits:** 1-3  
Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in program areas such as Multi-grade Education, Social Justice, International Education, Higher Education and Teacher Education. Permission of supervisor and field work proposal required one semester in advance of registration.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Practicum  
**College Code:** CEIS

### EDCI 684 - International Perspectives on Curriculum

**Credits:** 3  
A survey of theoretical and practical implications of internationalization on curriculum studies. Designed to familiarize students with a variety of international perspectives and voices, this course examines the process of curriculum theorizing and implementation practiced across national borders. Course experiences include selected readings, book reviews, small group discussions, personal critique and mini-lectures. Participants will evaluate learning environments, reflect on diverse points-of-view, critique individual cultural conditioning, and develop awareness of how various perspectives influence curriculum development, student learning and success in an increasingly global community.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDCI 685 - Comprehensive Exam Preparation

**Credits:** 1,2  
Comprehensive Exam Preparation, including portfolio requirement. The written exam and portfolio defense fulfills the candidate's Comprehensive Examinations, the summative evaluation event of the C&I Program. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 2 credits  
**Schedule Type:** Independent  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

### EDCI 690 - Independent Study: \_\_\_\_\_

**Credits:** 1-3  
Individual research and/or study under the guidance of an instructor. A minimum of 60 clock hours of engagement with course materials/content expected per credit. Requires prior approval by the advisor and instructor.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Schedule Type:** Independent  
**College Code:** CEIS

### EDCI 696 - Project Implementation

**Credits:** 1-3  
Students make practical application of educational theory through design, development, and implementation of an instruction and/or curriculum project. Students collect field-based data documenting project performance and with such data, revise the original project.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 3 credits  
**Schedule Type:** Independent, Practicum  
**College Code:** CEIS

### 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.

**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CEIS

### EDCI 706 - Teaching in Higher Education

**Credits:** 3  
This course is designed to provide foundational skills and strategies to graduate students and newly hired university faculty. The course provides opportunities for exploration and practice of several instructional approaches, assessment practices, and innovation in the higher education classroom. This course offers the opportunity for participants to discuss current and relevant issues related to the profession.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDCI 725 - Orientation and Research Skills

**Credits:** 1,2  
Survey of essential principles and practices underlying the Curriculum and Instruction program. An introduction to research skills and expectations within the program. May include critiques of dissertations, dissertation defenses, and professional conference participation.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Seminar, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

### EDCI 745 - Effective Assessment of Learning

**Credits:** 3  
Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development. Indicate area of concentration when registering (e.g. Higher Education, K-12, Teacher Education, etc.)

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Term Offering:** Fall  
**College Code:** CEIS

### EDCI 747 - Survey of Curriculum Theory

**Credits:** 3  
A survey of the broad range of theoretical approaches in the field of curriculum studies. Includes critique of contemporary curriculum theories from multiple perspectives, including an emphasis on Christian perspectives, and the investigation of a specific curriculum theorist. Basic to other courses in C&I doctoral programs.

**Lecture/Lab:** Weekly: 1 lecture  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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 (A-F,I,S,U,W)

**Schedule Type:** Independent, Seminar  
**College Code:** CEIS

### EDCI 795 - Specialist Portfolio

**Credits:** 1  
The Portfolio fulfills one facet of the candidate's Comprehensive Examinations, the summative evaluation event of the C&I Program. Successful completion of this portion of the Comprehensive Examinations is indicated by the grade earned in EDCI 795.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 2 credits  
**Schedule Type:** Independent  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

### 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:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDCI 870 - Comprehensive Exam Preparation

**Credits:** 1,2  
Comprehensive Exam Preparation, including portfolio requirement. The written exam and portfolio defense fulfills the candidate's Comprehensive Examinations, the summative evaluation event of the C&I Program. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 2 credits  
**Schedule Type:** Independent  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

### EDCI 884 - Internationalizing Curriculum Studies

**Credits:** 3  
An in-depth examination of a variety of international perspectives and voices which shape the curriculum theorizing and implementation. A required final evaluation project will analyze the impact of international issues on curriculum studies and research within specific learning environments.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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:** CEIS

### 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:** CEIS

### EDCI 893 - Theorizing Curriculum

**Credits:** 3  
Rigorous examination of educational issues from specific theoretical perspectives. Individual theory development within the student's concentration area.

**Lecture/Lab:** Weekly: 1 lecture  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** EDCI 547 or EDCI 747  
**Schedule Type:** Lecture, Interactive Online  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

### 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.

**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:** CEIS

## Educational Foundations

### EDFN 500 - Philosophical Foundations for Professionals

**Credits:** 2,3  
Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Equivalency Assessment, Interactive Online  
**College Code:** CEIS

### EDFN 517 - History and Philosophy of Seventh-day Adventist Education

**Credits:** 3  
History of Seventh-day Adventist education with an emphasis on the development of the distinct philosophical foundations and educational theory that guide Adventist educational institutions.

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:** CEIS

## Teacher Education

### EDTE 110 - Basic Reading/Language Skills

**Credits:** 1-4  
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. Skills lab required.



**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 8 credits  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 140 - Reading Vocabulary Development

**Credits:** 2  
Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Lecture/Lab  
**College Code:** CEIS

### EDTE 141 - College Success Strategies

**Credits:** 1  
The purpose of this course is to enhance success as students transition from high school to being full time college students. Topics to be covered are: study habits and time management; your beliefs and their interaction with Andrews University's expectations; choice of friends; devotional life and faith journey; finances and college; figuring out professors for each course; learning styles and adapting study skills; stress vs. motivation; strengths and weaknesses; family and college.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Seminar  
**College Code:** CEIS

### EDTE 142 - Reading Comprehension

**Credits:** 3  
This course is designed to assist readers in increasing comprehension and reading rate by developing active reading comprehension strategies to meet varied purposes for reading at the college level.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 143 - Career Development & Planning

**Credits:** 1  
The purpose of this course is for each student to develop a four-year plan toward completing their degree and pursuing their career including: choice of major & career; long range course schedule planning; keeping a current resume; job shadowing; internships.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Seminar  
**College Code:** CEIS

### EDTE 144 - Intro to College Math

**Credits:** 3  
This workshop style course develops college math strategies across areas of mathematics. This course differentiates instruction based on individual student's incoming knowledge. This course uses individual, small group and whole class instruction.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 160 - College Reading Efficiency

**Credits:** 2  
Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading.

**Lecture/Lab:** Lab required  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Lecture/Lab  
**College Code:** CEIS

### EDTE 164 - Speed Reading Strategies

**Credits:** 2  
Designed to assist average and above-average readers in increasing comprehension and reading rate.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 165 - Introduction to Teaching

**Credits:** 3  
An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational practice. 30-hour field experience required outside of class time.

**Course/Lab Fee:** Yes  
**Course Attribute:** Service Course  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CEIS

### EDTE 175 - Philosophy of Adventist Education

**Credits:** 1  
A study of the fundamental principles, concepts, and aims of Adventist education.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online, Self-Paced  
**College Code:** CEIS

### EDTE 208 - Principles of Teaching and Learning

**Credits:** 2  
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, Interactive Online, Self-Paced  
**Year Offering:** Annually  
**College Code:** CEIS

### EDTE 210 - Instructional Planning

**Credits:** 1  
This course is designed to prepare candidates in the PK-6 program to develop alignment between curriculum, instruction and assessment.

**Lecture/Lab:** Weekly: 1 lecture  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**College Code:** CEIS

### EDTE 220 - Social-Emotional Learner: Lower Elementary

**Credits:** 1  
This course will prepare candidates to understand and apply the framework developed by The Collaborative for Academic, Social and Emotional Learning (CASEL) framework and how social emotional learning can promote an equitable learning environment for PK-3 students.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**College Code:** CEIS

### EDTE 221 - Social-Emotional Learner: Upper Elementary

**Credits:** 1  
This course will prepare candidates to understand and apply the framework developed by The Collaborative for Academic, Social and Emotional Learning (CASEL) framework and how social emotional learning can promote an equitable learning environment for students in grades 3-6.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**College Code:** CEIS

## EDTE 228 - Introduction to Special Education

**Credits:** 3

An introduction to the characteristics and educational needs of learners from various exceptionalities. Emphasis is placed on meeting these students' educational needs in a inclusion classroom. 10-hour field experience.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 242 - Learning Through Arts & Movement

**Credits:** 2

Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of 3-6 schools, including the unique Adventist curricular materials.

**Lecture/Lab:** Weekly: 2 lectures

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Annually

**College Code:** CEIS

## EDTE 243 - Arts, Play & Movement

**Credits:** 2

Application of principles integrating art, play, music, and physical education instruction in the elementary curriculum PK-3 grades. An introduction to the curriculum of PK-3 schools, including the unique Adventist curricular materials.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 325 - Multigrade Experience

**Credits:** 2

Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 335 - Learners and Learning: PK-6

**Credits:** 3

This course will focus on how the whole child develops and learns. Emphasis on building learning environments and practices that motivate students to explore and grasp opportunities for more information and knowledge.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 350 - Emergent Literacy

**Credits:** 3

This course focuses on emergent skills in all areas of literacy at the early grades. Appropriate assessments and interventions will be introduced and explored. Field Experience is a part of this course.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 355 - Writing PK-6

**Credits:** 3

A theoretical and practical examination of instructional methodologies and assessments used for elementary writers.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 375 - Emergent Numeracy

**Credits:** 3

This course is designed to prepare PK-3 elementary teachers for mathematics instruction by offering an introduction and in-depth examination of specific evidence-based teaching practices and mathematical knowledge needed for early

grade educators to successfully teach math in their classrooms.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 376 - Topics in \_\_\_\_\_

**Credits:** 1-3

Topics of current significance. Credit to be announced with topic in advance.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 377 - Instructional Education 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 378 - 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 380 - Teaching STEM to Young Children

**Credits:** 2

Equipping educators to immerse PK-3 students in STEM environments. Candidates learn techniques to help elementary students develop questioning, observing and data collecting skills for problem solving, investigation and design in STEM subjects. An emphasis is placed on collaboration, communication and critical thinking.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 389 - Work Conference: Topic

**Credits:** 1-3

In-service training, clinics, and supervised experiences in education. Credit to be announced with topic in advance. As scheduled

**Course/Lab Fee:** Yes

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Independent

**College Code:** CEIS

## EDTE 390 - Cultural and Linguistic Diversity

**Credits:** 3

This course teaches candidates to recognize cultural linguistic diversity and create strategies to respect the differences in values, language, identify and worldview perspectives.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 391 - 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 paralinguage

(e.g., kinesics and proxemics).

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 400 - Partnering with Families & Community

**Credits:** 1  
Methods and resources will be introduced to collaborate with families and the surrounding community to support student learning.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**College Code:** CEIS

### EDTE 401 - Classroom Management

**Credits:** 1  
This course will cover elements that are integral to creating and maintaining a well-managed classroom. This will include theories and models of classroom management and resources on trauma informed practices.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**College Code:** CEIS

### EDTE 406 - Children's Literature

**Credits:** 2  
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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 409 - Literature for Young Adults

**Credits:** 2  
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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 411 - Intro to TESOL Theories, Methods, and Issues

**Credits:** 3  
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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 412 - 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 413 - 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 300, EDTE 412  
**Schedule Type:** Lecture  
**College Code:** CEIS

### EDTE 414 - TESOL Practicum

**Credits:** 1,2  
Study of and/or supervised practice in teaching English as a second language.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Practicum  
**Special Approval:** Instructor Permission required  
**College Code:** CEIS

### EDTE 416 - Individualized Reading Instruction

**Credits:** 3  
Prepares the teacher to set up a direct instruction format for mastery teaching of reading for individuals. Students are introduced to reading theories and interventions 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:** CEIS

### EDTE 417 - 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.

**Lecture/Lab:** Weekly: 1 3-hour lecture and flexible labs  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**Term Offering:** Spring, Summer (even years)  
**College Code:** CEIS

### 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

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDTE 419 - Teaching Elementary Math

**Credits:** 3  
This course focuses on both, how to teach mathematics and what mathematical topics are appropriate for elementary students at each level (PK-6). Candidates identify mathematical concepts and skills needed within and across the elementary grade levels. Candidates develop initial competency with multiple approaches for teaching mathematical concepts. Candidates learn to differentiate instruction in their lesson planning and lesson delivery to ensure equitable mathematical knowledge access and to help all students develop a strong foundation of mathematical concepts and skills.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**College Code:** CEIS

### 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

## EDTE 424 - Classroom Testing and Evaluation

**Credits:** 2,3

Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 436 - Writing K-8

**Credits:** 2

A theoretical and practical examination of instructional methodologies used for elementary writers.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 438 - Workshop:

**Credits:** 1-3

Credit to be announced with topic in advance.

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Workshop

**College Code:** CEIS

## EDTE 440 - Experiential Science Learning

**Credits:** 1

This course immerses the candidate into an experiential science setting. Candidates will be given a challenging problem or situation to collaboratively solve using STEM practices.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 444 - Elementary Language Arts Methods

**Credits:** 2

Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 446 - Elementary Science and Health Methods

**Credits:** 3

Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 447 - Elementary Social Studies and Character Education Methods

**Credits:** 3

Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K(8) schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum

**Credits:** 3

Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 449 - Experience 3C Social Studies Education

**Credits:** 1

Michigan-specific critical literacy project, heavy focus on history lens with economic & geography as strong elements and civics as a lesser focus (except a taking informed action component of civic engagement).

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## 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)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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:** CEIS

## 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, Self-Paced

**College Code:** CEIS

## EDTE 480 - First Days of School Experience

**Credits:** 0

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:** Seminar

**College Code:** CEIS

## 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.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 485 - Advanced Methods for Elementary Classroom Literacy

**Credits:** 3

s for literacy teaching in grades K8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

## EDTE 486 - Math Interventions

**Credits:** 3

Candidates will identify and implement math assessment practices including screening, formative assessments, progress monitoring, and summative assessments. Emphasis in this course will be on analysis of assessment data to identify appropriate math interventions to support students' mathematical learning.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 487 - Student Teaching Seminar

**Credits:** 3

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

**College Code:** CEIS

## EDTE 488 - Student Teaching (Level)

**Credits:** 1-15

The student-teaching experience requires full participation in an elementary (K8) or secondary (712) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Corequisite(s):** EDTE 487.

**Prerequisite(s):** Admission to Student Teaching.

**Repeatable:** Repeatable up to 15 credits

**Schedule Type:** Practicum

**Term Offering:** Fall, Spring

**College Code:** CEIS

## EDTE 489 - Elementary Content Reading

**Credits:** 3

Methods for teaching content area reading to elementary students (PK-6) for effective content lessons, application of basic skills, vocabulary, comprehension, and writing within subject areas. Includes integration of reading, writing and content areas. Field Experience included in this course.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab, Interactive Online

**College Code:** CEIS

## EDTE 495 - Using Assessment Data

**Credits:** 1

Designed to teach candidates how to interpret assessment data and apply that information to drive appropriate instruction.

**Lecture/Lab:** Weekly: 1 lecture

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Annually

**College Code:** CEIS

## 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 (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

## EDTE 501 - TESOL Theories & 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):**

**Prerequisites:** Modern English Grammar & Linguistics (waived for students who enter our program through online graduate certificate program)

English language proficiency (a minimum of 575 on TOEFL PBT or equivalent) for students for whom English is not their first language. This requirement is waived if the student received an undergraduate degree from an institution where English is the medium of instruction.

**Repeatable:** Repeatable

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Fall, Summer

**College Code:** CEIS

## EDTE 502 - 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):**

**Prerequisites:** Modern English Grammar & Linguistics (waived for students who enter our program through online graduate certificate program)

English language proficiency (a minimum of 575 on TOEFL PBT or equivalent) for students for whom English is not their first language. This requirement is waived if the student received an undergraduate degree from an institution where English is the medium of instruction.

**Repeatable:** Repeatable

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CEIS

## EDTE 503 - Language & 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).

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Fall, Summer

**College Code:** CEIS

## EDTE 504 - TESOL Pedagogy: Reading, Writing & Grammar

**Credits:** 2

Study of current methods and techniques for teaching reading and writing to speakers of other languages. Taken in conjunction with EDTE 511 Practicum: Reading, Writing & Grammar

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CEIS

### EDTE 505 - TESOL Pedagogy: Listening & Speaking

**Credits:** 2  
Study of current methods and techniques for teaching listening and speaking to speakers of other languages. Must be taken concurrently with EDTE 505 Practicum.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Spring, Summer  
**College Code:** CEIS

### EDTE 506 - Children's Literature

**Credits:** 3  
Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children specific to English Language Learners (ELL) and enhance the preparation of elementary teachers who are working with ELL populations.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Spring, Summer  
**College Code:** CEIS

### 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, Interactive Online, Self-Paced  
**College Code:** CEIS

### EDTE 511 - TESOL Practicum:

**Credits:** 1  
Study of and/or supervised practice in teaching either (1) reading, writing, and grammar or (2) listening and speaking for students who are English Language Learners. This must be taken in conjunction with either EDTE 504 TESOL Pedagogy: Reading, Writing & Grammar or EDTE 505 TESOL Pedagogy: Listening & Speaking.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** EDTE 504 or EDTE 505  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CEIS

### EDTE 512 - Project Research

**Credits:** 1  
Project Research, students should submit either a project paper (5000-7000 targeting a specific journal) or a teaching portfolio with the focus of students who are English Language Learners.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CEIS

### EDTE 515 - Young Adult Literature

**Credits:** 3  
Selection, analysis, and evaluation of literary works that meet the appropriate reading interests of young adults who are English Language Learners (ELL) and strengthen the preparation of middle-school and secondary English teachers who serve students who are English Language Learners.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CEIS

### EDTE 516 - Individualized Reading Instruction

**Credits:** 3  
Prepares the teacher to set up a direct instruction format for mastery teaching of reading for individuals. Students are introduced to reading theories and interventions to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only.

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:** CEIS

### EDTE 517 - Teaching Reading in the Secondary Content Areas

**Credits:** 3  
Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**College Code:** CEIS

### 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 - Educational Psychology/GDPC 514 - Psychology of Learning/EDTE 408  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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 - Educational Psychology/GDPC 514 - Psychology of Learning/EDTE 408 or EDTE 508, EDTE 418 or EDTE 518  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDTE 522 - Trends and Issues in Educational Technology

**Credits:** 2,3  
Exploring social, ethical, legal, and human issues of educational technology, including equitable access, internet safety, intellectual rights and property, identity and digital privacy, digital literacy, media fluency, and socially responsible online interactions. Facilitating learning adapted to diverse students using the latest trends and tools.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CEIS

## 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:** CEIS

## EDTE 526 - Multi-grade/Multi-age Education

**Credits:** 1

Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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, Interactive Online

**College Code:** CEIS

## 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, Interactive Online

**College Code:** CEIS

## 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, Interactive Online

**College Code:** CEIS

## EDTE 547 - Elementary Social Studies and Character Education Methods

**Credits:** 3

Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K(8) schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Course Attribute:** Service course

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** GDPC 302 - Educational Psychology/GDPC 514 - Psychology of Learning/EDTE 408

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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 - Educational Psychology/GDPC 514 - Psychology of Learning/EDTE 408 or EDTE 508

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDTE 556 - Secondary Science Methods

**Credits:** 2

Materials and methods for science instruction with particular emphasis on inquiry teaching, use of technology and safety issues in the 6-12 classroom.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** EDTE 459 and EDTE 408 or EDTE 508 and acceptance into the teacher education program.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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, Interactive Online

**College Code:** CEIS

## 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:** CEIS

## 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:** CEIS

## EDTE 580 - First Days of School Experience

**Credits:** 0

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, Seminar

**College Code:** CEIS

## 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, Interactive Online

**College Code:** CEIS

## EDTE 587 - Student Teaching Seminar

**Credits:** 3

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:** CEIS

## 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:** CEIS

## 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/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

## EDTE 620 - Assisting Special Needs Learners with Instructional Technology

**Credits:** 2,3

Creating inclusive learning environments based on an understanding of special-needs learners, including those with visual impairment, hearing loss, and limited dexterity. Using adaptive technologies, personalized learning, and specialized accessible tools to accommodate learner variability.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CEIS

## 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 (A-F,I,S,U,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Seminar, Interactive Online

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

## 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 635 - Digital Collaboration and Citizenship

**Credits:** 2,3

Collaborating with others in professional learning communities, networked learning environments, and global social networks to improve teaching practice by learning from and with others. Using digital tools to curate digital resources, provide leadership in the field, and support student success.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CEIS

## EDTE 640 - Digital Learning in Faith Contexts

**Credits:** 2,3

Using principles of digital teaching to support learning about faith online, digital outreach and evangelism, and faith-focused small groups. Using digital tools to collaborate with and lead others in faith-contexts.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CEIS

## EDTE 645 - Digital Storytelling and Media Learning in a Diverse World

**Credits:** 2,3

Designing authentic learning experiences using media tools and techniques, such as multimedia, social media, digital storytelling, sketchnoting, etc. Analyzing learner variability and digital environments to ensure inclusive and equitable learning.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CEIS

## EDTE 648 - Workshop:

**Credits:** 1-3

Credit to be announced with topic in advance.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Schedule Type:** Workshop

**College Code:** CEIS

## 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 (A-F,I,S,U,W)

**Schedule Type:** Independent

**College Code:** CEIS

# Special Education

## 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Interactive Online

**College Code:** CEIS

## 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, Interactive Online  
**College Code:** CEIS

### **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:** CEIS

### **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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### **SPED 618 - Legal and Ethical Issues in Schools**

**Credits:** 3

An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. Students are also required to register for SPED 618 PO1 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### **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, Interactive Online  
**College Code:** CEIS

### **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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Interactive Online  
**College Code:** CEIS

### **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:** CEIS

### **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 (A-F,I,W)  
**Prerequisite(s):** GDPC 651  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

# School of Graduate Psychology & Counseling

Bell Hall, Room #167  
269-471-3473  
gpc@andrews.edu  
www.andrews.edu/ceis/gpc

## Faculty

Karla S. Basurto Gutiérrez  
Ronald D. Coffen  
Bradly K. Hinman  
Nadine Isaac-Dennis  
Rebecca Katovsich  
Michael Milmine  
Nadia Nosworthy  
Renette Portecop-Prentice  
Carole Woolford-Hunt, Chair

## Staff Psychologists & Affiliated Faculty

Judith B. Fisher  
Jeannie Montagano  
Stacey Nicely

## Emeriti

Rudolph N. Bailey  
Elvin S. Gabriel  
Tevni E. Grajales  
Jimmy Kijai  
Frederick A. Kosinski Jr.  
Marion J. Merchant  
Nancy J. (Carbonell) Nixon  
Jerome D. Thayer  
Dennis E. Waite

## 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, as an institution, is accredited by The Higher Learning Commission. It is also accredited by The Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities.

## Counseling Psychology, PhD

The Counseling Psychology program at Andrews University is accredited by the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE  
Washington, DC 20002  
Phone: (202) 336-5979/E-mail: apaaccred@apa.org

## School Psychology, EdS

The National Association of School Psychologists (NASP) has awarded full recognition to the EdS program in School Psychology.

National Association of School Psychologists (NASP)  
4340 East West Highway, Suite 402  
Bethesda, MD 20814

The College of Education & International Services, as a unit, is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The EdS School Psychology program is accredited under CAEP as well.

Council for the Accreditation of Educator Preparation (CAEP)  
1140 19th Street, N.W., Suite 400  
Washington DC 20036  
(202) 223-0077

The Michigan Department of Education has approved the EdS School Psychology program.

## Clinical Mental Health Counseling, MA

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the MA program in Clinical Mental Health Counseling.

1001 N Fairfax Street, Suite 510  
Alexandria, VA 22314

## School Counseling, MA

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the MA program in Clinical Mental Health Counseling.

1001 N Fairfax Street, Suite 510  
Alexandria, VA 22314

The Michigan Department of Education has approved the MA School Counseling program.

## Masters

## Clinical Mental Health Counseling MA

E-mail: gpc@andrews.edu

The Clinical Mental Health Counseling program is accredited by CACREP. The 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.

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.

**Licensure:** This program leads to Michigan licensure.

Upon entering this program, students may receive training in settings where vulnerable populations are served. Instances where this may occur are course assignments and practicum/internship experiences either within schools or in a counseling setting. It is the department's responsibility to help protect the safety of children and clients. Certain convictions may prevent future licensure/certification eligibility. The department utilizes two methods to validate and track applicant and student criminal backgrounds: a Conviction Clearance Form and a formal Background Check conducted by an outside agency.

## Total Credits - 60

### Core - 51

3 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**  
EDRM 506 - Research and Evaluation for Counselors **Credits: 3**  
3 credits of GDPC 600 - Family Counseling **Credits: 2,3**  
3 credits of GDPC 607 - Practice Management **Credits: 2,3**  
3 credits of GDPC 610 - Marital Counseling **Credits: 2,3**  
GDPC 614 - Human Development **Credits: 3**  
GDPC 624 - Addictions and Addictive Behaviors **Credits: 3**  
GDPC 629 - Psychopathology: Classification & Treatment **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 643 - Career Development **Credits: 3**  
GDPC 644 - Psychological Testing **Credits: 3**  
GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits: 3**  
GDPC 676 - Theories of Personality **Credits: 3**  
GDPC 687 - Counseling and Therapeutic Interventions for Adults **Credits: 3**

GDPC 695 - Professional Portfolio **Credits:** 0  
EDUC 670 - Master's Comprehensive Exam **Credits:** 0

**Choose one of the following courses:**

3 credits of GDPC 604 - Human Sexuality and Sex Therapy **Credits:** 2,3  
GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3

**Clinical Instruction - 9**

GDPC 650 - Practicum in Counseling **Credits:** 3  
6 credits of GDPC 655 - Internship in Counseling **Credits:** 1-6

## Additional Requirements

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.

## Maintaining Academic Standing

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.

## Student Learning Outcomes

Upon completion of the master's degree in Clinical Mental Health Counseling, students will be able to:

- Understand, respond to and advocate for the needs of diverse client populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.
- Demonstrate knowledge and understanding of the major theories of counseling and develop a personal theory of counseling.
- Demonstrate knowledge and understanding of the major theories of career development and how to provide career/lifestyle counseling to clients.
- Demonstrate understanding and knowledge of human development across the life span and how this relates to counseling interventions and assessment of clients.
- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
- Demonstrate the ability to use current technology for presentations, supervision, assessment, and professional record keeping.
- Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments, and then analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
- Model legal and ethical standards of clinical mental health counseling in accordance with state and federal law and the standards of the American Counseling Association.
- Apply basic counseling and facilitative communication skills in individual and small group settings.
- Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA).
- Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

## Counseling Psychology MS

E-mail: [gpc@andrews.edu](mailto:gpc@andrews.edu)

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 100 supervised hours of practicum. Once 500 hours of clinical experience have been accumulated (100 from program plus

400 additional), graduates of the MS may choose to apply for licensure through the State of Michigan.

## Total Credits - 60

**Core - 48**

GDPC 514 - Psychology of Learning **Credits:** 3  
GDPC 614 - Human Development **Credits:** 3  
GDPC 616 - Psychology of Religious Experience **Credits:** 3  
GDPC 625 - Biopsychology **Credits:** 3  
GDPC 629 - Psychopathology: Classification & Treatment **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 643 - Career Development **Credits:** 3  
GDPC 644 - Psychological Testing **Credits:** 3  
GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits:** 3  
GDPC 652 - Cognitive Assessment Across the Lifespan **Credits:** 3  
GDPC 676 - Theories of Personality **Credits:** 3  
GDPC 687 - Counseling and Therapeutic Interventions for Adults **Credits:** 3  
GDPC 750 - Personality Assessment **Credits:** 3  
3 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
EDUC 670 - Master's Comprehensive Exam **Credits:** 0

**Research - 9**

EDRM 505 - Research Methods **Credits:** 3  
EDRM 611 - Applied Statistical Methods I **Credits:** 3  
EDRM 712 - Applied Statistical Methods II **Credits:** 3

**Practicum - 3**

GDPC 650 - Practicum in Counseling **Credits:** 3

## Maintaining Academic Standing

Continuation in the Counseling Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as a developing psychologist.

## Student Learning Outcomes

Students completing the Master's in Counseling Psychology are expected to attain competency in the following five areas.

**Competency #1: The breadth of scientific psychology, its history of thought and development, its research methods, and its applications**

- Biological aspects of behavior
- Cognitive aspects of behavior
- Affective aspects of behavior
- Social aspects of behavior
- History and systems of psychology
- Psychological measurement
- Research methodology
- Techniques of data analysis

**Competency #2: The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis.**

- Individual differences in behavior
- Human development
- Dysfunctional behavior or psychopathology

**Competency #3: Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).**

- Professional standards and ethics
- Theories and methods of assessment and diagnosis
- Theories and methods of effective intervention
- Theories and methods of consultation
- Theories and methods of supervision

**Competency #4: Issues of cultural and individual diversity that are relevant to all of the above**

**Competency #5: Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.**

- Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.

## Educational Psychology 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 must select one of the following concentrations: General, Instructional, Developmental, or Research.

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 concentration.

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.

**Delivery:** The Educational Psychology MA program is offered in a face-to-face format on the main campus. The Developmental concentration is also offered in an online format, which includes interactive online courses that are offered synchronously (via Zoom) (see Global Campus definitions). The interactive online degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

## Total Credits - 30-33

### Core - 8-9

- 3 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3** (only 2 credits required for Instructional Psychology Concentration)
- EDRM 505 - Research Methods **Credits: 3**
- EDUC 670 - Master's Comprehensive Exam **Credits: 0**
- GDPC 614 - Human Development **Credits: 3**

### Concentrations - 21-24+

#### General - 21

- EDRM 611 - Applied Statistical Methods I **Credits: 3**
- GDPC 514 - Psychology of Learning **Credits: 3**
- GDPC 644 - Psychological Testing **Credits: 3**

#### Electives

Choose 12 credits from GDPC or EDCI, in consultation with academic advisor.

#### Developmental Psychology - 21

- EDRM 611 - Applied Statistical Methods I **Credits: 3**
- GDPC 514 - Psychology of Learning **Credits: 3**
- GDPC 525 - Psychology and Education of Exceptional Children **Credits: 3**
- GDPC 634 - Cognitive and Biological Psychology **Credits: 3**
- GDPC 642 - Behavioral and Emotional Problems of Children **Credits: 3**
- GDPC 643 - Career Development **Credits: 3**
- GDPC 676 - Theories of Personality **Credits: 3**

#### Instructional Psychology - 22

- GDPC 525 - Psychology and Education of Exceptional Children **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 642 - Behavioral and Emotional Problems of Children **Credits: 3**
- GDPC 644 - Psychological Testing **Credits: 3**
- GDPC 649 - Crisis Intervention **Credits: 1**

#### Electives

Choose 3 credits from GDPC, in consultation with academic 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, GDPC 652 is recommended.

#### Research - 24+

- EDRM 604 - Design and Analysis of Educational and Psychological Surveys **Credits: 3**
- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**
- EDRM 611 - Applied Statistical Methods I **Credits: 3**
- EDRM 612 - Applied Statistical Methods II **Credits: 3**
- EDRM 613 - Applied Statistical Methods III **Credits: 3**
- GDPC 514 - Psychology of Learning **Credits: 3**
- GDPC 644 - Psychological Testing **Credits: 3**
- GDPC 699 - Thesis **Credits: 1-3** (Students must register for a minimum of 3 credits of GDPC 699 Thesis. Registration of additional credits is required for each semester until Thesis is defended.)

## Additional Information

The 30+ credit MA Educational Psychology programs (without thesis) may be completed in one year of full-time study.

Students in the General, Developmental, or Instructional Psychology concentrations who are planning further graduate work are encouraged to include GDPC 699 Thesis. Please note that the thesis option will add an additional 3 credits to your 30-credit program.

## Student Learning Outcomes

Graduates will demonstrate:

- The ability to integrate a spiritual perspective into educational psychological practice and theory.
- Knowledge and understanding of human development, and human learning across the life span.
- 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.
- The ability to use current technology for supervision, assessment, and professional record keeping and consultation.
- Ability to understand and interpret statistical data from research studies.
- Ability to integrate data from tests and other measurement sources.
- Ability to understand dynamics of research.
- Ability to communicate research findings to parents, students and other professionals in a meaningful way.
- 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.
- Ability to conduct research in the area of Education and School Psychology.
- Ability to understand ethical standards for the profession of Educational Psychology.
- Ethical behaviors in the area of Educational Psychology.

# School Counseling MA

E-mail: [gpc@andrews.edu](mailto:gpc@andrews.edu)

The School Counseling program is accredited by CACREP. The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

Upon entering the School Counseling program, students may receive training in settings where vulnerable populations are served. Instances where this may occur are course assignments and practicum/internship experiences either within schools or in a counseling setting. It is the department's responsibility to help protect the safety of children and clients. Certain convictions may prevent future licensure/certification eligibility. The department utilizes two methods to validate and track applicant and student criminal backgrounds: a Conviction Clearance Form and a formal Background Check conducted by an outside agency.

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.

The program includes the course work and experiences required for endorsement as a school counselor in Michigan.

## Total Credits - 60

### Core - 51

3 credits of 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 525 - Psychology and Education of Exceptional Children **Credits:** 3  
3 credits of GDPC 600 - Family Counseling **Credits:** 2,3  
GDPC 614 - Human Development **Credits:** 3  
GDPC 624 - Addictions and Addictive Behaviors **Credits:** 3  
GDPC 627 - Instructional Design for Special Education **Credits:** 3  
GDPC 632 - Professional Issues in School Counseling **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 642 - Behavioral and Emotional Problems of Children **Credits:** 3  
GDPC 643 - Career Development **Credits:** 3  
GDPC 644 - Psychological Testing **Credits:** 3  
GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits:** 3  
GDPC 647 - Administration of Guidance Services **Credits:** 3  
GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3  
GDPC 695 - Professional Portfolio **Credits:** 0

### Clinical Instruction - 9

GDPC 650 - Practicum in Counseling **Credits:** 3  
6 credits of GDPC 655 - Internship in Counseling **Credits:** 1-6

## Additional Requirements

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.

Prior to graduation, all students are required to take the Michigan Test for Teacher Certification (MTTC) and apply for licensure through the State of Michigan. Additionally, students working toward certification as K-12 school counselors should contact the states where they wish to be endorsed to ensure that all requirements are being met. Some states require teacher certification in order to obtain school counselor endorsement, and many require licensure in the state in which you graduated.

## Maintaining Academic Standing

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.

## Student Learning 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 requires instruction in nine common-core areas as well as clinical instruction. The CACREP Core Program Objectives are met in various courses throughout the program. These Core Program Objectives include the following:

- **Professional Counseling Identity.** Our graduates will develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement and knowledge and understanding of professional ethics.
  - **Ethical Practice.** Our graduates will commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed. Students also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision and recognize/acknowledge/remediate personal issues that may impact client care. They express a clear understanding of personal needs, values, strengths, weaknesses, feelings and motivations that may impinge upon effectiveness as a counselor. They understand the need for themselves to maintain good mental and physical health.
  - **Social and Cultural Diversity.** Our graduates will develop awareness of power, privilege and difference and their own cultural attitudes, beliefs and effects of social location and learn strategies for working with diverse populations, gender, sexual orientation, ethnic and other non-dominant groups. Students develop an ability to recognize the injustices that affect physical, academic, career, economic and mental wellbeing of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve under-represented, marginalized and oppressed individuals and groups. Our students will also model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.
  - **Human Growth and Development.** Our graduates will learn to interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.
  - **Career Development.** Our graduates will develop understanding on how to apply core theory and research of career development, the psychology of work and related factors. Students learn which assessment instruments and techniques are relevant to career planning and decision making.
  - **Helping Relationships.** Our graduates will develop therapeutic communications skills, emphasize the client-counselor relationship and facilitate and manage the counseling process with individuals and groups. Students develop an understanding of a range of counseling theories consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis and best practices in the profession.
  - **Group Work.** Our graduates will develop an understanding of the theoretical and experiential foundations of group purpose, development and dynamics and understand how to apply group counseling methods and skills in group settings.
  - **Assessment.** Our graduates will understand principles of testing and measurement and learn how to apply both individual and group methods of assessment and evaluation.
  - **Research and Program Evaluation.** Our graduates will understand methods and roles of research, statistical analysis, needs assessment and program evaluation.
- After completion of the MA 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 PhD

E-mail: gpc@andrews.edu

The PhD in Counseling Psychology is accredited by APA. It 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 other countries in which they wish to engage in clinical practice.

Counseling psychology students must specialize in one of the listed focus areas: Adult, Child/Family, Cultural Diversity, and Health Psychology. Additionally, each focus area requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to the chosen focus area.

## Total Credits - 106+

### 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

- EDUC 870 - Doctoral Comprehensive Exam **Credits: 0**
- GDPC 643 - 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**
- 3 credits of GDPC 745 - Practicum in Counseling Psychology **Credits: 3** (Select additional practicum hours from chosen emphasis.)
- GDPC 750 - Personality Assessment **Credits: 3**
- GDPC 753 - Psychological Decision Making and Interventions **Credits: 3**
- 2 credits of GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation **Credits: 1,2**

- 3 credits of GDPC 820 - Internship in Counseling Psychology **Credits: .5,1**
- 3 credits of GDPC 835 - Seminar in Counseling Psychology **Credits: 2,3**

### Research & Dissertation - 29+

- 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**
- 14+ Credits of GDPC 899 - Doctoral Dissertation **Credits: 1-16**

### Focus Areas - 15

#### Adult

Dissertation focus must be selected from this topic area.

- GDPC 624 - Addictions and Addictive Behaviors **Credits: 3**
- GDPC 720 - Marital Therapy **Credits: 3**
- 6 credits of GDPC 846 - Adult Advanced Emphasis Practicum **Credits: 3**
- Choose 3 credits of Electives in consultation with academic advisor.

#### Child/Family

Dissertation focus must be selected from this topic area.

- GDPC 710 - Family Therapy **Credits: 3**
- GDPC 720 - Marital Therapy **Credits: 3**
- 6 credits of GDPC 847 - Child/Family Advanced Emphasis Practicum **Credits: 3**
- Choose 3 credits of Electives in consultation with academic advisor.

#### Cultural Diversity

Dissertation focus must be selected from this topic area.

- GDPC 730 - International Psychology **Credits: 3**
- GDPC 755 - Refugee & Displaced Populations Clinical Interventions **Credits: 3**
- 6 credits of GDPC 848 - Diversity Advanced Emphasis Practicum **Credits: 3**
- Choose 3 credits of Electives in consultation with academic advisor.

#### Health Psychology

- GDPC 746 - Issues in Health Psychology Seminar **Credits: 3**
- 6 credits of GDPC 849 - Health Psychology Advanced Emphasis Practicum **Credits: 3**
- 3 credits of SOWK 675 - Topics in: **Credits: 1-4** (Psychopharmacology)
- Choose 3 credits of Electives in consultation with academic advisor.

## Additional Requirements

### Andrews University Doctoral Transfer Requirements

The PhD Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University. The following program requirements are not transferable and must be completed at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits).
- Completion of internship (one calendar year 40 hour per week APA approved internship - 3 credits).
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM 880).
- Doctoral Comprehensive Examination (EDUC 870 - Doctoral Comprehensive Exam - 0 credits).

### 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.

### Internship

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.

### Annual Review

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.

## Dissertation

Beginning the semester after registering for EDM 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

## Maintaining Academic Standing

Continuation in the Counseling Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as a developing psychologist.

## Admission Requirements

Students entering the PhD 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 GRE subject test requirement will be waived for all PhD Counseling Psychology students transferring from, or doing dual enrollment with, a master's program in the GPC department.

The PhD course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to PhD courses:

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  
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.

## Student Learning Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

**Objective 1.1:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

- Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history /systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.
- Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

**Objective 1.2:** Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and

formulate and implement intervention strategies (including empirically supported procedures).

- Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.
- Demonstrate knowledge and skills in empirically supported procedures.

**Objective 1.3:** Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

- Understand ethical/legal standards in professional practice and research.
- Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

**Objective 2.1:** Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

- Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
- Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.
- Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.
- Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

**Objective 2.2:** Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

- Understand multicultural and issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.
- Understand spiritual and religious issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

**Objective 2.3:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

- Engage in professional development to maintain effective clinical practice and research.
- Demonstrate knowledge and skills in program development and evaluation.
- Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

**Objective 3.1:** Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

- Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
- Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

**Objective 3.2:** Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

- Understand research in counseling process and outcome and its application to practice.

- Demonstrate the skills to apply theoretical and empirical literature to professional practice.
- Demonstrate the skills to design original research to address clinical and/or theoretical questions.

## Educational Psychology PhD

This doctoral program 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.

### Total Credits - 90+

#### Professional Core - 36

- EDRM 636 - Program Evaluation **Credits:** 3
- EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0
- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 525 - Psychology and Education of Exceptional 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 642 - Behavioral and Emotional Problems of Children **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3
- GDPC 670 - Advanced Social Psychology **Credits:** 3
- GDPC 676 - Theories of Personality **Credits:** 3
- 3 credits of GDPC 736 - Field Work in Educational Psychology **Credits:** 1-6
- GDPC 837 - Advanced Seminar in Educational Psychology **Credits:** 2
- GDPC 838 - Graduate Research in Educational Psychology **Credits:** 1

#### Educational Foundations - 9

- 3 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
  - GDPC 616 - Psychology of Religious Experience **Credits:** 3
  - GDPC 620 - History and Systems of Psychology **Credits:** 3
- (or a non-psychological foundations course)

#### Research & Dissertation - 35+

- 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.

- 14+ credits of GDPC 899 - Doctoral Dissertation **Credits:** 1-16

#### Electives - 10

Choose 10 elective credits in consultation with academic advisor.

## Admission Requirements

- A master's degree (or non-U. S. equivalent) from an accredited institution (**NOTE:** A master's degree may be received en route to the doctoral degree; however, all master's degree requirements must be met.)
- Minimum graduate GPA of 3.30 (on a 4.0 scale)
- Students with a baccalaureate degree in psychology or a related field and an undergraduate GPA of 3.5 may be eligible to apply
- GRE General Test from exam taken within five years. Required only for doctoral-level programs (Minimum score required 142/142/3.0)

#### Additional Admission Requirements

- Transcripts of post-secondary coursework
- Recommendations from two professionals for the MA; from three professionals for the PhD. Recommenders may be advisors, major professors and employers

- Resume describing employment, research or special projects
- Statement of Purpose reflecting your philosophical perspective, personal, professional and academic goals, and reasons for seeking the graduate program
- Conviction Clearance and Background Check
- TOEFL, IELTS or PTE (academic): Students whose language of education is not English must submit English proficiency test scores
- Interview with a member of the Admissions Committee on campus or by phone

#### Additional Requirements for International Students

We are an international campus with a significant representation of international students. To learn more, please visit [andrews.edu/services/international](http://andrews.edu/services/international). The Office of Graduate Enrollment reserves the right to request additional documents.

## Student Learning Outcomes

Graduates of this program will demonstrate:

- The ability to integrate a spiritual perspective into educational psychological practice and theory.
- Knowledge and understanding of human development, and human learning across the life span.
- 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 psychology 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.
- The ability to use current technology for supervision, assessment, and professional record keeping and consultation.
- The ability to understand and interpret statistical data from research studies.
- The ability to integrate data from tests and other measurement sources. Understand dynamics of research.
- The ability to communicate research findings to parents, students and other professionals in a meaningful way.
- The 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.
- The ability to conduct evaluations and research in the area of educational and school psychology.
- Understanding of ethical standards for the profession of educational psychology.
- Ethical behaviors.

## School Psychology EdS

E-mail: [gpc@andrews.edu](mailto:gpc@andrews.edu)

The School Psychology EdS provides training for a professional career as a certified or licensed school psychologist. EdS-level school psychologists work primarily in public and private school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional and behavioral problems. The School Psychology EdS is fully approved by the National Association of School Psychologists (NASP).



# Total Credits - 65

## Core - 50

2 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
EDUC 770 - Specialist Comprehensive Exam **Credits:** 0  
GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3  
GDPC 614 - Human Development **Credits:** 3  
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 642 - Behavioral and Emotional Problems of Children **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 653 - Early Childhood Issues and Assessment **Credits:** 2  
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 795 - Professional Portfolio **Credits:** 0

## Research & Statistics - 3

EDRM 505 - Research Methods **Credits:** 3

## Practicum & Internship - 12

6 credits of GDPC 654 - Practicum in School Psychology **Credits:** 1-6  
6 credits of GDPC 810 - Internship in School Psychology **Credits:** 1-6

## Additional Requirements

- Prior to graduation, students are required to pass the ETS School Psychology (Praxis II) exam and submit a satisfactory portfolio.
- Fieldwork experiences are not transferable.

See the School Psychology Program Manual for more information on other specific program requirements.

## Maintaining Academic Standing

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.

## Admission Requirements

**Prerequisite Course:** GDPC 514 - Psychology of Learning, or an undergraduate or graduate-level learning course.

Students may apply for the School Psychology EdS program if they have an undergraduate degree in psychology, or a related field with at least 20 psychology credits. Also required is an undergraduate GPA of at least 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology, and human development; and current satisfactory scores on the GRE General Test. Applicants must also meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin.

All students entering the EdS program with or without a prior master's degree in psychology, education, or a related field, must complete all courses for the MA Educational Psychology - Instructional Concentration, or transfer in equivalent courses that meet the EdS requirements. All coursework for the MA Educational Psychology, including comprehensive exams, must be completed prior to the beginning of a student's school psychology internship.

**Transfer Credits.** Students entering the School Psychology EdS program are required to complete at least 80% of required credits at Andrews University. Fieldwork experiences are not transferable.

## Background Checks

Upon entering this program, students may receive training in settings where vulnerable populations are served. Instances where this may occur are course assignments and practicum/internship experiences either within schools or in a

counseling setting. It is the department's responsibility to help protect the safety of children and clients. Certain convictions may prevent future licensure/certification eligibility. The department utilizes two methods to validate and track applicant and student criminal backgrounds: a Conviction Clearance Form and a formal Background Check conducted by an outside agency.

## Student Learning Outcomes

The following outcomes guide the training and preparation of our School Psychology candidates:

### Practices That Permeate All Aspects of Service Delivery

#### Domain 1: Data Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

#### Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

### Direct Services: Studnets, Families, and Schools

#### Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

#### Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

### Indirect Services: Systems-Level

#### Domain 5: School-wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

#### Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

#### Domain 7: Family, School and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

### Foundations of School Psychological Service Delivery

#### Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities,

and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

#### *Domain 9: Research and Evidence-Based Practice*

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

#### *Domain 10: Legal, Ethical, and Professional Practice*

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

## 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 (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

### 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### 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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

### 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 (A-F,I,W)

**Prerequisite(s):** EDRM 611 or equivalent

**Schedule Type:** Lecture

**College Code:** CEIS

### 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### EDRM 611 - Applied Statistical Methods I

**Credits:** 3

Analysis of educational, counseling and psychological data using descriptive and basic inferential statistics; frequency distribution, measures of central tendency, dispersion, correlation, t-tests, one way Analysis of Variance, simple linear regression, introduction to multiple regression analysis, and Chi-Square. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### EDRM 612 - Applied Statistical Methods II

**Credits:** 3

Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** EDRM 611 or equivalent.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### EDRM 613 - Applied Statistical Methods III

**Credits:** 3

Analysis of educational, counseling & psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** EDRM 612 or equivalent.

**Schedule Type:** Lecture

**College Code:** CEIS

### 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 (A-F,I,W)

**Prerequisite(s):** EDRM 505 and EDRM 611 or their equivalents.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDRM 648 - Workshop

**Credits:** 1-4

Please see department for details

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CEIS

## EDRM 689 - Seminar in Foundations

**Credits:** 2,3

Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** CEIS

## EDRM 690 - Independent Study: Topic

**Credits:** 1-3

Please see department for details

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed.

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

## EDRM 698 - Research Project

**Credits:** 0

Group research project to provide students with research experience.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

## 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 (A-F,I,W)

**Prerequisite(s):** EDRM 611 or equivalent.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## EDRM 705 - Analysis of Qualitative Data

**Credits:** 3

Designed for graduate students who expect to use qualitative methods in completing their theses and/or dissertations. The class focuses on the basic principles of the dynamic, intuitive, and creative process of the analysis of qualitative data. Content analysis, narrative analysis, discourse analysis, framework analysis, and grounded theory procedures introduce the student to the complex process of analyzing concepts, opinions, values, and behaviors contained in structured text, unstructured text, audio-recordings, art, pictures, and other qualitative data. Class meetings will involve short lectures by the instructor, qualitative data analysis exercises, and collaborative studios. Q- sort methodology and how to use InVivo software will also be included.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** EDRM 605 Qualitative research methods (3 credits) or its equivalent.

**Schedule Type:** Lecture/Lab

**College Code:** CEIS

## 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:** Independent

**College Code:** CEIS

## 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 (A-F,I,W)

**Prerequisite(s):** EDRM 611 or equivalent.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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 (A-F,I,W)

**Prerequisite(s):** EDRM 712 or equivalent.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** EDRM 505, EDRM 611 and EDRM 710 or their equivalents, and permission of instructor.

**Schedule Type:** Seminar

**College Code:** CEIS

# Graduate Psychology & Counseling

## GDPG 115 - Academic Learning Assessment

**Credits:** 2

A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Independent

**College Code:** CEIS

## GDPG 301 - Human Development

**Credits:** 3

An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

## GDPG 302 - Educational Psychology

**Credits:** 3

Introductory study of nature, conditions, and outcomes of human learning, with

emphasis on the psychological factors.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

### GDPC 430 - Introduction to Residence-hall Administration

**Credits:** 2

Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

### GDPC 438 - Workshop

**Credits:** 1-4

Please see department for details

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CEIS

### GDPC 499 - Independent Study: Topic

**Credits:** 1-3

Please see department for details

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Prerequisite(s):** Permission of curriculum advisor and independent study supervisor required.

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

### GDPC 514 - Psychology of Learning

**Credits:** 3

A broad and general introduction to the learning process utilizing critical analysis that integrates learning theories, motivation, and the following developmental viewpoints: cognitive, language, and personality.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** An introductory course in general or educational/developmental psychology.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### GDPC 525 - Psychology and Education of Exceptional Children

**Credits:** 3

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for GDPC525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** A course in human development.

**Schedule Type:** Lecture, Lab, Interactive Online

**College Code:** CEIS

### 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 (A-F,I,W)

**Prerequisite(s):** GDPC 650 or equivalent. (Master's-level)

**Schedule Type:** Lecture

**College Code:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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 (A-F,I,W)

**Prerequisite(s):** GDPC 650 or equivalent. (Master's-level)

**Schedule Type:** Lecture

**College Code:** CEIS

### GDPC 614 - Human Development

**Credits:** 3

A broad and general introduction utilizing critical analysis of the biological, cognitive and sociocultural factors influencing human development and change in families 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:** CEIS

### 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, Interactive Online  
**College Code:** CEIS

### 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  
**College Code:** CEIS

### 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:** CEIS

### GDPC 619 - Professional and Practice Management Issues in Clinical Mental Health Counseling

**Credits:** 3  
A study on the professional issues in clinical mental health counseling as they relate to clinicians developing and running a private counseling practice after graduation. This will include the history and philosophy of the counseling profession, the professional identity and role of clinical mental health counselors including marketing their practice, recruiting clients, electronic health records, creating a business plan, the public and private practice of mental health counseling as well as crisis intervention and the general framework of consultation.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

### 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, Blended Learning, Interactive Online  
**College Code:** CEIS

### 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:** CEIS

### GDPC 622 - Seminar on Special Topics \_\_\_\_\_

**Credits:** 1-6  
Please see department for details

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Seminar  
**College Code:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Seminar  
**Year Offering:** Alternate years  
**College Code:** CEIS

## GDPC 629 - Psychopathology: Classification & Treatment

**Credits:** 3

A broad and general critical examination of basic historical concepts, current paradigms, and assessment of psychopathology based on the American Psychiatric Association (APA) diagnostic classification system and implications for counseling/clinical approaches to treatment.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

## 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)

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** GDPC 644 and a course in abnormal psychology.

**Schedule Type:** Lecture, Lab

**College Code:** CEIS

## GDPC 632 - 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning, Interactive Online

**College Code:** CEIS

## 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:** CEIS

## 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 instructor permission.

**College Code:** CEIS

## 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:** CEIS

## 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:** CEIS

## GDPC 642 - 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:** CEIS

## GDPC 643 - 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.

**Lecture/Lab:** Weekly: 1 lecture

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CEIS

## 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:** CEIS

## 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:** CEIS

## GDPC 647 - 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:** CEIS

## GDPC 648 - Workshop

**Credits:** 1-5

Please see department for details

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CEIS

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** CMHC - GDPC 629, GDPC 635, GDPC 638, GDPC 645; SC - GDPC 635, GDPC 638, GDPC 645; 8 weekly personal counseling sessions; and departmental approval.

**Schedule Type:** Practicum

**College Code:** CEIS

### 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

**College Code:** CEIS

### GDPC 652 - Cognitive Assessment Across the Lifespan

**Credits:** 3

The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of the most widely used intelligence tests throughout the life span. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Students are also required to register for GDPC652 P04. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology or School Counseling, or by permission of instructor. Class size limit: 12.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** GDPC 644.

**Schedule Type:** Lecture, Lab

**College Code:** CEIS

### GDPC 653 - 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 P05.

**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:** CEIS

### GDPC 654 - Practicum in School Psychology

**Credits:** 1-6

Supervised practicum in school psychology. This 600-hour (100 hrs/credit) practicum experience consists of two parts: 500 hours to be completed in a school setting while supervised by a school psychologist (eligible for full-time student status); 100 hours of counseling practicum completed at the department's Andrews Community Counseling Center (ACCC).

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**College Code:** CEIS

### GDPC 655 - Internship in Counseling

**Credits:** 1-6

Supervised internship experience in community clinical or school setting. Students must register for 3 credits for 2 semesters for a total of 6 credits needed to graduate. For each credit, students must complete 100 hours of related counseling activities for a total of 600, on-site, supervised hours. 40% of required hours must be obtained in direct service with clients. An additional 60 hours per credit of complementary academic activities are required to complete the internship experience. School Counseling students must complete at least 300 of the 600 hours within a school setting. Enrollment in this course alone qualifies as full-time status.

**Course Attribute:** Full-time status

**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:** Practicum

**College Code:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

### 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 (A-F,I,W)

**Schedule Type:** Lecture, Lab

**College Code:** CEIS

### 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 (A-F,I,W)

**Prerequisite(s):** GDPC 651

**Schedule Type:** Lecture

**College Code:** CEIS

## **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:** CEIS

## **GDPC 675 - Advanced Internship in Mental Health Counseling**

**Credits:** 1-3

Advanced internship experience in a mental health setting. Students must complete a minimum of 100 clock hours with 40 of those hours direct service for each credit registered for. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. 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):** GDPC 655 and departmental approval. Limited to students enrolled in the Clinical Mental Health Counseling track.

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Independent

**College Code:** CEIS

## **GDPC 676 - Theories of Personality**

**Credits:** 3

This course covers the major theories of personality, with emphasis on their implications for practice in counseling and education of children, adolescents and adults.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

## **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 (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** CEIS

## **GDPC 679 - Topics in \_\_\_\_\_**

**Credits:** 1-6

Please see department for details

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

## **GDPC 685 - MA Level Comprehensive Exam Preparation**

**Credits:** 0

Please see department for details

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

## **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

320

introductory course on theories and techniques of counseling. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling programs.

**Schedule Type:** Lecture

**College Code:** CEIS

## **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:** CEIS

## **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:** CEIS

## **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:** CEIS

## **GDPC 690 - Independent Study**

**Credits:** 1-6

Please see department for details

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Prerequisite(s):** Permission of instructor required.

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

## **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:** CEIS

## **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.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Independent

**College Code:** CEIS

## **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 (A-F,I,W)



**Prerequisite(s):** GDPC 650 or equivalent. (Doctorate-level)

**Schedule Type:** Lecture

**College Code:** CEIS

### 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 (A-F,I,W)

**Prerequisite(s):** GDPC 650 or equivalent. (Doctorate-level)

**Schedule Type:** Lecture

**College Code:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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:** CEIS

### GDPC 736 - Field Work in Educational Psychology

**Credits:** 1-6

Individualized research or teaching experience under the supervision of a qualified professional in educational psychology. A minimum of 60 clock hours of experience required for 1 credit. Up to 6 credits available.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Practicum

**College Code:** CEIS

### GDPC 745 - Practicum in Counseling Psychology

**Credits:** 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.

**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:** CEIS

### GDPC 746 - Issues in Health Psychology Seminar

**Credits:** 3

Examines current topics, ethical issues, professional practice, and research in health psychology.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Seminar

**College Code:** CEIS

### GDPC 750 - Personality Assessment

**Credits:** 3

Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults, teens and children including multicultural perspectives. Methods of assessment will include objective personality instruments. (Doctorate-level)

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** GDPC 644 and GDPC676

**Schedule Type:** Lecture

**College Code:** CEIS

### GDPC 753 - Psychological Decision Making and Interventions

**Credits:** 3

A study of psychological diagnosis using processing instruments and information from various sources. A cross-battery approach to assessment and report writing will also be discussed. A study of appropriate interventions for various diagnoses will be emphasized. Students are also required to register for GDPC753 P07. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** GDPC 652 GDPC 750

**Schedule Type:** Lecture, Lab

**College Code:** CEIS

### GDPC 755 - Refugee & Displaced Populations Clinical Interventions

**Credits:** 3

A study of major contemporary theories and treatment modalities of crisis intervention for working with displaced diverse populations. The course provides students with opportunities to learn theory and practical skills in a variety of areas including, crisis intervention, disaster relief training and PTSD.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

### GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation

**Credits:** 1,2

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.

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** GDPC 745

**Repeatable:** Repeatable up to 2 credits

**Schedule Type:** Seminar

**College Code:** CEIS

### 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:** CEIS

## 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:** CEIS

## GDPC 820 - Internship in Counseling Psychology

**Credits:** .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.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Practicum

**College Code:** CEIS

## GDPC 825 - Topics in Counseling Psychology

**Credits:** 1-3

Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in GDPC 835 for 2 credits.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CEIS

## GDPC 832 - Research Colloquium

**Credits:** 0

The research colloquium provides an opportunity for students, faculty, and practitioners of school, educational and counseling psychology, to present their research findings through oral and/or poster presentations. Participants in the colloquium review and discuss research findings and current advancements in the use of effective interventions, supports, as well as recommendations for best practice in the foundational competencies of their field of study.

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** CEIS

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Seminar

**College Code:** CEIS

## GDPC 837 - Advanced Seminar in Educational Psychology

**Credits:** 2

This course is an in-depth exploration of the application of ethical research guidelines in the theory and practice of educational and developmental psychology. It also examines current issues and research in educational and developmental psychology.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Completion of 30 credits in educational psychology. Open to students in the PhD educational psychology program only.

**Schedule Type:** Seminar, Interactive Online

**Special Approval:** Instructor permission required

**Term Offering:** Summer

**College Code:** CEIS

## GDPC 838 - Graduate Research in Educational Psychology

**Credits:** 1

Students in this course are required to engage in individualized research in educational psychology under the supervision of a qualified professional.

**Course/Lab Fee:** No

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**Special Approval:** Instructor permission required

**Year Offering:** Upon request

**College Code:** CEIS

## GDPC 839 - Advanced Seminar in School Psychology

**Credits:** 2

This course is an in-depth exploration of the application of ethical research guidelines in the theory and practice of school psychology. It also examines current issues and research in school psychology

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Completion of 16 credits in educational, developmental, or school psychology.

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Seminar

**Year Offering:** Alternate years (odd)

**College Code:** CEIS

## GDPC 840 - Research in School Psychology

**Credits:** 1

Students in this course are required to engage in individualized research in school psychology under the supervision of a qualified professional

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CEIS

## 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:** CEIS

## GDPC 847 - Child/Family 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.

**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:** CEIS

## GDPC 848 - Diversity 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.

**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:** CEIS

### **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:** CEIS

### **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:** CEIS

### **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.

**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:** CEIS

### **GDPC 878 - Doctoral Practicum Continuation**

**Credits:** 1  
Please see department for details

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Practicum  
**College Code:** CEIS

### **GDPC 899 - Doctoral Dissertation**

**Credits:** 1-16  
A minimum of 14 credits required. Rated as full-time student status. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

## **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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### **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:** CEIS

### **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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CEIS

# School of Leadership

## School of Leadership

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/ceis/leadership\_school

## Undergraduate Leadership Program

Nethery Hall 137  
4141 Administration Dr.  
Berrien Springs, Michigan 49104  
Phone: 269.471.6636  
Texting Phone: 269.635.0324  
Email: ulead@andrews.edu  
www.andrews.edu/ceis/leadership\_school/ulead/

## Faculty

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Jay Brand  
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Gustavo Gregorutti  
Sung Kwon  
Janet Ledesma  
Pardon Mwansa  
Randy Siebold  
John Wesley Taylor V

## Adjunct Faculty

Ralph Chatoor  
William Colwell  
Duane Covrig  
Jerrell Gilkeson  
Sheila Holder  
Dennis Lundgren  
Robson Marinho  
M. Diana Ming  
Cesiah Pimentel Melendez  
Juan Prestol-Puesán  
Christiane Theiss

## Emeriti

Sylvia Gonzalez  
Shirley Freed  
Lyndon G. Furst  
Gary D. Gifford  
James R. Jeffery  
Edward A. Streeter

## Mission

The School 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.

## Undergraduate Minors

### Leadership Minor

The leadership minor readies young leaders to positively impact teams, organizations, and movements. 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.

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 delve into strengths identification, an integral component of the leadership program curriculum.

## Total Credits - 20-21

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**

## Leadership Electives - 6

Choose 6 credits of electives, which 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.

## Student Learning Outcomes

Students in this program will:

- Identify and intentionally apply their personal strengths and values to solve problems.
- Identify, define, plan and execute a change project that applies good leadership theory.
- Explain the value and importance of defining and effectively implementing influence, creativity, ideas, knowledge, and skills in the service of God and humanity.
- Practice offering and accepting feedback graciously and responding to failure in order to grow and better understand and apply themselves and their experiences.
- Examine effective team components and processes.

- Apply core leadership theories to write a personal theory of leadership.
- Practice self-assessment and personal reflection, and systems assessment through journals and other evidence.

## Masters

### Educational Leadership MA

E-mail: leader@andrews.edu

The K-12 Educational Leadership master's program is an NCATE-accredited online program designed for post-baccalaureate participants who desire to obtain a degree in educational administration. NCATE is the leading accrediting body for K-12 educational preparation programs. The program was approved by the Higher Learning Commission in 2007 to be delivered on-line.

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. There is no comprehensive exam or thesis requirement for the Masters degree program. Instead, there is a program portfolio requirement.

**Delivery:** This program is only offered online with interactive online asynchronous courses that have a few required synchronous sessions (see Global Campus 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 program requires an intensive one-week summer orientation (LEAD 630).

### Total Credits - 34

- EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3
- EDAL 560 - K-12 Law **Credits:** 3
- EDAL 565 - Leadership for Seventh-day Adventist Education **Credits:** 2,3
- EDAL 570 - Principles of Educational Supervision **Credits:** 2,3
- EDAL 635 - Human Resources Administration **Credits:** 2,3
- EDAL 645 - K-12 Educational Finance **Credits:** 2,3
- EDAL 663 - Elementary and Secondary School Leadership **Credits:** 2,3
- EDAL 670 - Technology for Leaders **Credits:** 1-3
- EDAL 680 - K-12 Internship: **Credits:** 1-12
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDRM 505 - Research Methods **Credits:** 3
- LEAD 525 - Public Relations: Community Partnerships **Credits:** 2,3
- LEAD 630 - Introduction to Leadership **Credits:** 2
- 1 credit of LEAD 675 - Portfolio Development: (Topic)\_\_\_\_\_ **Credits:** 0-3

#### Choose one of the following courses:

- EDCI 547 - Foundations of Curriculum Studies **Credits:** 3
- EDCI 565 - Improving Instruction **Credits:** 2,3

#### Electives

Choose remaining credits from EDAL, EDCI, or LEAD in consultation with academic advisor to total 34.

### Additional Requirements

#### Internship Experience

The internship experience 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.

### Admission Requirements

Students who are applying for admission to the Educational Leadership MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

### Additional Information

#### Certification & Licensure

Certification and licensure requirements for private/public school administrators vary by state. It is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

**NAD Certification:** Those seeking to use this degree for North American Division certification purposes 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.

### Student Learning Outcomes

Based on the program's 10 Guiding Standards, graduates will be able to:

- Collaboratively facilitate 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; promote continual and sustainable school improvement; and evaluate school progress and revise school plans supported by school-based stakeholders.
- Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program; develop and supervise the instructional and leadership capacity of school staff.
- Ensure the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently use human, fiscal, and technological resources in a school environment; promote and protect the welfare and safety of school students and staff developing school capacity for distributed leadership; and ensure that teacher and organizational time is focused to support high-quality instruction and student learning.
- Collaborate 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; promote an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; build and sustain positive school relationships with families and caregivers; and cultivate productive school relationships with community partners.
- Act 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; safeguard the values of democracy, equity, and diversity within the school; evaluate the potential moral and legal consequences of decision making in the school; and promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; act to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

- Participate 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.
- Understand and comprehensively apply technology to advance student achievement.
- Appreciate the perspectives of others and develop a personal philosophy from which action and service emerge.
- Understand and comprehensively apply research and evaluation for effective decision making.

## Higher Education Administration MA

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's level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. 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

**Time Limit:** Participants must complete the requirements for the MA within four years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

**Delivery:** This program is offered on the main campus and in an interactive online asynchronous format (see Global Campus 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.

### Total Credits - 36

EDAL 640 - Higher Education Law **Credits:** 3  
 EDAL 655 - Higher Education Finance **Credits:** 1-3  
 3 credits of EDAL 667 - Leadership in Higher Education **Credits:** 2,3  
 EDAL 674 - Administration of Student Services **Credits:** 3  
 EDAL 675 - College Student Development Theory **Credits:** 3  
 3 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
 LEAD 630 - Introduction to Leadership **Credits:** 2  
 LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3  
 LEAD 678 - Global Education Study Tour **Credits:** 3-6  
 2 credit of LEAD 689 - Seminar: (Topic)\_\_\_\_\_ **Credits:** 1-12  
 1 credit of LEAD 680 - Internship **Credits:** 1-12  
 or  
 EDAL 680 - K-12 Internship: **Credits:** 1-12

### Research - 4

EDRM 505 - Research Methods **Credits:** 3  
 1 credit of LEAD 535 - Principles of Academic Writing **Credits:** 1-3

### Electives

As needed, electives are chosen in consultation with academic advisor.

## 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. There is no comprehensive exam or thesis requirement for the master's degree program. Instead, there is a program portfolio requirement.
- 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.
- There is no thesis requirement for the master's degree program.

## Maintaining Active Status

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.

## Admission Requirements

### Application Process

Applicants must meet School of Education (College of Education & International Services) admission requirements. Once accepted into this master's program, students 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.

## Graduate Record Examination (GRE)

Students who are applying for admission to the Higher Education Administration MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

## Student Learning Outcomes

The Higher Education Administration program is guided by a set of competencies that function as student learning 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.

## Leadership MA (Concentration Design)

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. 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. The program requires 36 credits and the completion of a portfolio and research work.

### Program Delivery

The MA in Leadership is typically an interactive online asynchronous program unless it is offered as a cohort-based program in-person. The program is also offered on the main campus for students taking the Social Innovation and Higher Educational Leadership concentrations. The interactive online courses follow fixed enrollment with semester start and end dates (see Global Campus definitions). 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 of 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. These two requirements may also be met by attending the orientation and annual conference remotely, as approved by the academic advisor. Students are also encouraged to come to campus for graduation.

## Total Credits - 36

### Core - 18

COMM 600 - Leadership Communication **Credits:** 2,3  
EDRM 505 - Research Methods **Credits:** 3  
LEAD 535 - Principles of Academic Writing **Credits:** 1-3  
LEAD 545 - Personal Narrative **Credits:** 1,2  
LEAD 600 - Annual Conference **Credits:** 0  
LEAD 605 - Learning Group **Credits:** 0  
LEAD 630 - Introduction to Leadership **Credits:** 2  
LEAD 635 - Leadership and Learning Plan **Credits:** 2-4  
LEAD 638 - Issues in Leadership Theory **Credits:** 2,3

### Choose from the following courses, as directed by your advisor:

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
LEAD 636 - Issues in Leadership Foundations **Credits:** 2,3  
LEAD 680 - Internship **Credits:** 1-12  
LEAD 696 - Leadership Capstone Experience **Credits:** 1,2  
LEAD 698 - MA Research Project **Credits:** 1-3  
LEAD 699 - Thesis **Credits:** 1-6

## Concentration - 18

Participants work with advisors to develop a course plan in one of the 18-credit concentrations:

## Leadership MA, Higher Educational Leadership Concentration

This Higher Education Concentration helps participants develop leadership in working with students and staff in post-secondary environments. In addition to the core requirements for the MA in Leadership (Concentration Design), this concentration requires 18 credits in the following areas:

### Concentration - 18

#### Choose 12 credits from the following:

EDAL 640 - Higher Education Law **Credits:** 3  
EDAL 655 - Higher Education Finance **Credits:** 1-3  
EDAL 667 - Leadership in Higher Education **Credits:** 2,3  
EDAL 674 - Administration of Student Services **Credits:** 3  
EDAL 675 - College Student Development Theory **Credits:** 3  
LEAD 678 - Global Education Study Tour **Credits:** 3-6

#### Choose 6 credits 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.

## Additional Information

For further information, students may contact the coordinator of the Higher Education Administration program.

## Leadership MA, K-12 School Leadership

### Concentration

In addition to the core requirements for the MA in Leadership (concentration design), this concentration requires 18 credits in the following areas. The LLP is signed off by two faculty members and requires participants to show a plan to fulfill five of the 10 standards. This concentration is compatible with the requirements of the North American Division Seventh-day Adventist K-12 Administrator Certificate with endorsement as Principal. 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 below as their way to complete their research and portfolio options.

### Concentration - 18

This concentration allows the MA in Leadership participant to focus on leadership development in a K-12 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 five 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.

- EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3
- 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 645 - K-12 Educational Finance **Credits:** 2,3
- EDAL 663 - Elementary and Secondary School Leadership **Credits:** 2,3
- EDAL 680 - K-12 Internship: **Credits:** 1-12
- EDCI 547 - Foundations of Curriculum Studies **Credits:** 3
- LEAD 675 - Portfolio Development: (Topic)\_\_\_\_\_ **Credits:** 0-3

## 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.

## 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 5 of the 15 competencies of the Leadership Program, complete them at a satisfactory level (Level 3), and document them in a portfolio.

### Concentration - 18

**Choose 18 credits from the following:**

- LEAD 525 - Public Relations: Community Partnerships **Credits:** 2,3
- 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:** 3-6
- LEAD 689 - Seminar: (Topic)\_\_\_\_\_ **Credits:** 1-12

## Leadership MA, Social Innovation Concentration

This concentration allows MA in Leadership (36 credits) participants to gain expertise in leading social innovation towards collective impact. Through a network of community members, organizations, and institutions, participants will gain theory and practice in learning together, aligning, and integrating their actions to achieve community development and systems-level change. Through research, education, and experiential learning, the program is designed to strengthen the capacity of individuals and organizations to develop innovative solutions to complex problems in their local communities and across the globe. See [Leadership MA, Social Innovation Concentration webpage](#) for more information. *Participants choosing the Social Innovation concentration may apply for \$10,000 matching seed grants for their project.*

### Concentration - 18

- 3 credits of LEAD 628 - Creating Collective Impact **Credits:** 1-3
- 3 credits of LEAD 634 - Cultural Intelligence and Inclusive Leadership **Credits:** 1-3
- 3 credits of LEAD 639 - Introduction to Social Innovation **Credits:** 1-3
- 3 credits of LEAD 641 - Leading Social Innovation **Credits:** 1-3
- 3 credits of LEAD 642 - Ministry of Reconciliation through Social Innovation **Credits:** 1-3

**Choose one of the following courses:**

- CIDS 535 - Grant Writing **Credits:** 2
- LEAD 540 - Creativity and Innovation Workshop **Credits:** 1,2
- LEAD 647 - Creative Critical Thinking and Problem Solving **Credits:** 3
- MKTG 680 - Strategic Marketing Management **Credits:** 3

## Additional Requirements

### 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 680, LEAD 680, LEAD 675, or LEAD 696.

## Student Learning Outcomes

The MA in Leadership requires documented theoretical knowledge, practical application, and reflection in a portfolio that selects from among the following core areas:



- Successful participants will demonstrate reflective praxis within their personal development as a leader. This may include areas such as worldview, ethics, values, & spirituality.
- Successful participants will demonstrate reflective praxis in developing interpersonal leadership. This may include areas such as communications, mentor/coaching, & social responsibility.
- Successful participants will demonstrate reflective praxis in developing their leadership within organization(s). This may include areas such as resource development, legal and policy issues, organizational development, creativity, innovation and change, & evaluation and assessment.
- Successful participants will demonstrate growth and maturity in leadership scholarship. This will include areas such as reading, understanding, and evaluating research as well as data collection and analysis.

## Leadership MA (Job Embedded Design)

The job-embedded 36-credit Masters of Arts in Leadership helps individuals in organizations 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. The participant's program can be adapted to varying personal, organizational, and/or regional contexts.

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.

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.

### Program Delivery

This program is offered both as an interactive online asynchronous program and also as a job-embedded design which includes face-to-face delivery. The online courses typically follow fixed enrollment with semester start and end dates. Participants interact with each other and the instructors throughout the 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 also requires on-campus attendance of a two-week orientation during the summer of their first year of coursework (LEAD 630 and LEAD600). In subsequent years, the online participants attend the on-campus annual Leadership Conference and Roundtable (LEAD 600, typically 3 days). Additionally, participants will have the option of attending other planned learning events designed to support them in specific areas of their program (e.g., research boot camps, innovation workshops, writing retreats, etc.) organized in connection with the Annual Conference. Students are invited to come to the Berrien Springs campus for graduation.

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 5-10 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 Learning Group.
- 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.

### Off-Campus Locations

See approved off-campus location(s) for current programming. To discuss new partnerships, contact the Department of Leadership (leader@andrews.edu or 269-471-6580).

## Total Credits - 36

In consultation with their academic advisor, students will select courses from LEAD, EDAL, or other subject areas to help them meet their competencies.

## Additional Requirements

### 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.

## Student Learning Outcomes

The MA in Leadership requires documented theoretical knowledge, practical application, and reflection in a portfolio that selects from among the following core areas:

- Successful participants will demonstrate reflective praxis within their personal development as a leader. This may include areas such as worldview, ethics, values, & spirituality.
- Successful participants will demonstrate reflective praxis in developing interpersonal leadership. This may include areas such as communications, mentor/coaching, & social responsibility.
- Successful participants will demonstrate reflective praxis in developing their leadership within organization(s). This may include areas such as resource development, legal and policy issues, organizational development, creativity, innovation and change, & evaluation and assessment.
- Successful participants will demonstrate growth and maturity in leadership scholarship. This will include areas such as reading, understanding, and evaluating research as well as data collection and analysis.

## Post-Masters

## Educational Leadership EdD

The Educational Leadership EdD prepares students for professional careers in education as superintendents or elementary and secondary-school administrators. It also prepares leaders for service in many types of agencies and organizations.

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

**Delivery:** This program is only offered online with interactive online asynchronous courses that have a few required synchronous sessions (see Global Campus 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 - 60

- 2 credits of EDAL 660 - Planning and Operating Educational Facilities **Credits:** 2,3
- 3 credits of EDAL 886 - Advanced K-12 Internship **Credits:** 1-12
- 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 credits of LEAD 535 - Principles of Academic Writing **Credits:** 1-3
- LEAD 630 - Introduction to Leadership **Credits:** 2
- 2 credits of LEAD 637 - Issues in Research **Credits:** 2,3
- 1 credit of LEAD 645 - Ethical Leadership & Organizational Integrity **Credits:** 1-3
- 1 credit of LEAD 775 - Advanced Portfolio Development: (Topic)\_\_\_\_\_ **Credits:** 1-12
- LEAD 778 - Global Education Study Tour **Credits:** 3-6

## Dissertation - 16

LEAD 880 - Dissertation Proposal Development **Credits:** 2

14 credits of LEAD 899 - Doctoral Dissertation **Credits:** 1-14

## Cognates - 13

In consultation with academic advisor, choose 13 credits from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, and/or Research.

## Additional Requirements

- 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 requires the completion of a portfolio and a dissertation.
- The portfolio serves as a component of the doctoral comprehensive examination.
- 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.
- Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses.
- The Doctor of Education EdD program requires the submission of a research based article to a peer-reviewed publication.

## Admission Requirements

An Educational Leadership MA degree or equivalent is required for admission. 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 toward degree requirements. GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.

## Student Learning Outcomes

Based on the program's 10 Guiding Standards, graduates will be able to:

- Collaboratively facilitate 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; promote continual and sustainable school improvement; and evaluate school progress and revise school plans supported by school-based stakeholders.
- Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program; develop and supervise the instructional and leadership capacity of school staff.
- Ensure the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently use human, fiscal, and technological resources in a school environment; promote and protect the welfare and safety of school students and staff developing school capacity for distributed leadership; and ensure that teacher and organizational time is focused to support high-quality instruction and student learning.
- Collaborate 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; promote an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; build and sustain positive school relationships with families and caregivers; and cultivate productive school relationships with community partners.
- Act 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; safeguard the values of democracy, equity, and diversity within the school; evaluate the potential moral and legal consequences of decision making in

the school; and promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; act to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
- Participate 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.
- Understand and comprehensively apply technology to advance student achievement.
- Appreciate the perspectives of others and develop a personal philosophy from which action and service emerge.
- Understand and comprehensively apply research and evaluation for effective decision making.

## Educational Leadership EdS

- 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

**Delivery:** This program is offered online with interactive online asynchronous courses that have a few required synchronous sessions (see Global Campus 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 or online attendance in the first year. Students are also encouraged to come to campus for graduation.

## Total Credits - 64

2 credits of EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3

EDAL 560 - K-12 Law **Credits:** 3

EDAL 565 - Leadership for Seventh-day Adventist Education **Credits:** 2

2 credits of EDAL 570 - Principles of Educational Supervision **Credits:** 2,3

2 credits of EDAL 635 - Human Resources Administration **Credits:** 2,3

2 credits of EDAL 645 - K-12 Educational Finance **Credits:** 2,3

2 credits of EDAL 660 - Planning and Operating Educational Facilities **Credits:** 2,3

EDAL 670 - Technology for Leaders **Credits:** 1-3

3 credits of EDAL 886 - Advanced K-12 Internship **Credits:** 1-12

2 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

EDRM 505 - Research Methods **Credits:** 3

EDRM 611 - Applied Statistical Methods I **Credits:** 3

EDRM 636 - Program Evaluation **Credits:** 3

2 credits of LEAD 525 - Public Relations: Community Partnerships **Credits:** 2,3

2 credits of LEAD 535 - Principles of Academic Writing **Credits:** 1-3

LEAD 630 - Introduction to Leadership **Credits:** 2

2 credits of LEAD 637 - Issues in Research **Credits:** 2,3

1 credit of LEAD 645 - Ethical Leadership & Organizational Integrity **Credits:** 1-3

1-3 credits of LEAD 775 - Advanced Portfolio Development: (Topic)\_\_\_\_\_ **Credits:** 1-12

2 credits of EDAL 663 - Elementary and Secondary School Leadership **Credits:** 2,3

### Choose one of the following courses:

EDCI 547 - Foundations of Curriculum Studies **Credits:** 3

2 credits of EDCI 565 - Improving Instruction **Credits:** 2,3

### Electives

As needed, choose in consultation with your advisor.

## Cognates

In consultation with academic advisor, choose 9 credits from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

## Additional Requirements

- 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.

## Admission Requirements

GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.

## Student Learning Outcomes

Based on the program's 10 Guiding Standards, graduates will be able to:

- Collaboratively facilitate 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; promote continual and sustainable school improvement; and evaluate school progress and revise school plans supported by school-based stakeholders.
- Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program; develop and supervise the instructional and leadership capacity of school staff.
- Ensure the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently use human, fiscal, and technological resources in a school environment; promote and protect the welfare and safety of school students and staff developing school capacity for distributed leadership; and ensure that teacher and organizational time is focused to support high-quality instruction and student learning.
- Collaborate 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; promote an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; build and sustain positive school relationships with families and caregivers; and cultivate productive school relationships with community partners.
- Act 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; safeguard the values of democracy, equity, and diversity within the school; evaluate the potential moral and legal consequences of decision making in the school; and promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; act to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
- Participate 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.

- Understand and comprehensively apply technology to advance student achievement.
- Appreciate the perspectives of others and develop a personal philosophy from which action and service emerge.
- Understand and comprehensively apply research and evaluation for effective decision making.

## Educational Leadership PhD

The doctoral program in Educational Leadership prepares participants for professional careers in education as superintendents or elementary and secondary-school administrators. The program also prepares leaders for service in many types of agencies and organizations. The PhD degree is more research-oriented than the EdD degree 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

**Delivery:** This program is offered online with interactive online asynchronous courses that have a few required synchronous sessions (see Global Campus 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. That requirement may also be met by attending the orientation week in a remote format, as approved by the academic advisor. Students are also encouraged to come to campus for graduation.

## Total Credits - 60

2 credits of EDAL 660 - Planning and Operating Educational Facilities **Credits: 2,3**  
3 credits of EDAL 886 - Advanced K-12 Internship **Credits: 1-12**  
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**  
EDUC 870 - Doctoral Comprehensive Exam **Credits: 0**  
2 Credits of LEAD 535 - Principles of Academic Writing **Credits: 1-3**  
LEAD 630 - Introduction to Leadership **Credits: 2**  
2 credits of LEAD 637 - Issues in Research **Credits: 2,3**  
2-3 credits of LEAD 645 - Ethical Leadership & Organizational Integrity **Credits: 1-3**  
1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic) \_\_\_\_\_ **Credits: 1-12**  
LEAD 778 - Global Education Study Tour **Credits: 3-6**

### Dissertation - 16

LEAD 880 - Dissertation Proposal Development **Credits: 2**  
14 credits of LEAD 899 - Doctoral Dissertation **Credits: 1-14**

### Electives

As needed, choose in consultation with your advisor.

## Cognates - 12

In consultation with academic advisor, choose 12 credits from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

## Additional Requirements

- 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 requires the completion of a portfolio and a dissertation.
- The portfolio serves as a component of the doctoral comprehensive examination.
- 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.
- Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses.
- The Doctor of Education PhD program requires the submission of a research based article to a peer-reviewed publication.

## Admission Requirements

An Educational Leadership MA degree or equivalent is required for admission. 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 toward degree requirements. GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.

## Student Learning Outcomes

Based on the program's 10 Guiding Standards, graduates will be able to:

- Collaboratively facilitate 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; promote continual and sustainable school improvement; and evaluate school progress and revise school plans supported by school-based stakeholders.
- Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program; develop and supervise the instructional and leadership capacity of school staff.
- Ensure the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently use human, fiscal, and technological resources in a school environment; promote and protect the welfare and safety of school students and staff developing school capacity for distributed leadership; and ensure that teacher and organizational time is focused to support high-quality instruction and student learning.
- Collaborate 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; promote an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; build and sustain positive school relationships with families and caregivers; and cultivate productive school relationships with community partners.
- Act 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; safeguard the values of democracy, equity, and diversity within the school; evaluate the potential moral and legal consequences of decision making in the school; and promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; act to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
- Participate 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.

- Understand and comprehensively apply technology to advance student achievement.
- Appreciate the perspectives of others and develop a personal philosophy from which action and service emerge.
- Understand and comprehensively apply research and evaluation for effective decision making.

## Higher Education Administration EdD

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. The program serves those who wish to pursue careers and academic positions in teaching, administration 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.

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

**Time Limit:** Participants must complete the requirements for the EdD within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

**Delivery:** This program is offered on the main campus and in an interactive online asynchronous format (see Global Campus 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.

## Total Credits - 60

EDAL 640 - Higher Education Law **Credits:** 3  
EDAL 655 - Higher Education Finance **Credits:** 1-3  
EDAL 667 - Leadership in Higher Education **Credits:** 2,3  
EDAL 674 - Administration of Student Services **Credits:** 3  
EDAL 675 - College Student Development Theory **Credits:** 3  
EDAL 676 - Administration of Academic Services **Credits:** 3  
3 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
LEAD 600 - Annual Conference **Credits:** 0  
LEAD 630 - Introduction to Leadership **Credits:** 2  
6 credits of LEAD 778 - Global Education Study Tour **Credits:** 3-6  
2 credits of LEAD 789 - Advanced Seminar: (Topic)\_\_\_\_\_ **Credits:** 1-12  
1 credit of LEAD 886 - Advanced Internship **Credits:** 1-12

### Research & Dissertation - 28

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  
LEAD 880 - Dissertation Proposal Development **Credits:** 2  
14 credits of LEAD 899 - Doctoral Dissertation **Credits:** 1-14

### Recommended Electives

Electives may be chosen, as needed, in consultation with academic advisor.

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3  
EDRM 713 - Applied Statistical Methods III **Credits:** 3

## Additional Requirements

- The degree program requires the completion of a portfolio that documents the participant's work. The portfolio requires documentation that evidences a level of mastery appropriate to the 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. The portfolio serves as a component of the doctoral comprehensive examination.
- Successful completion of a dissertation is required.
- 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.
- Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses.
- Submission of a research-based article to a peer-reviewed publication is required.

## Maintaining Active Status

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.

## Admission Requirements

- Applicants must meet School of Education (College of Education & International Services) 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.
- 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 toward degree requirements.
- GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.

## Student Learning Outcomes

The Higher Education Administration program is guided by a set of competencies that function as student learning 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.

## Higher Education Administration EdS

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 of this program typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. 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

**Time Limit:** Participants must complete the requirements for the EdS degree within six years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

**Delivery:** This program is offered on the main campus and in an interactive online asynchronous format (see Global Campus 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.

## Total Credits - 45

- 3 credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDAL 640 - Higher Education Law **Credits:** 3
- EDAL 655 - Higher Education Finance **Credits:** 1-3
- 3 credits of EDAL 667 - Leadership in Higher Education **Credits:** 2,3
- 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 630 - Introduction to Leadership **Credits:** 2
- LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3
- LEAD 778 - Global Education Study Tour **Credits:** 3-6
- LEAD 789 - Advanced Seminar: (Topic)\_\_\_\_\_ **Credits:** 1-12
- 1 credit of LEAD 886 - Advanced Internship **Credits:** 1-12

### Research - 10

- EDRM 505 - Research Methods **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- 1 credit of LEAD 535 - Principles of Academic Writing **Credits:** 1-3
- 3 credits of LEAD 637 - Issues in Research **Credits:** 2,3

### Electives

As needed, electives are chosen in consultation with academic advisor.

## Additional Requirements

- The degree program requires the completion of a portfolio that documents the participant's work. The portfolio requires documentation that evidences a level of mastery appropriate to the 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. The portfolio serves as a component of the comprehensive examination.
- Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses.

## Maintaining Active Status

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.

## Admission Requirements

Applicants must meet School of Education (College of Education & International Services) admission requirements for doctoral programs. If they have not previously taken the course, 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. GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.

## Student Learning Outcomes

The Higher Education Administration program is guided by a set of competencies that function as student learning outcomes.

### Competencies of the Program

**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.

## Higher Education Administration PhD

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 research oriented and requires courses in advanced research methodologies. The submission of a research-based article to a peer-reviewed publication is required. 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

**Time Limit:** Participants must complete the requirements for the PhD within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

**Delivery:** This program is offered on the main campus and in an interactive online asynchronous format (see Global Campus 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.

## Total Credits - 61

EDAL 640 - Higher Education Law **Credits:** 3  
 EDAL 655 - Higher Education Finance **Credits:** 1-3  
 3 credits of EDAL 667 - Leadership in Higher Education **Credits:** 2,3  
 EDAL 674 - Administration of Student Services **Credits:** 3  
 EDAL 675 - College Student Development Theory **Credits:** 3  
 EDAL 676 - Administration of Academic Services **Credits:** 3  
 EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0  
 LEAD 630 - Introduction to Leadership **Credits:** 2  
 LEAD 778 - Global Education Study Tour **Credits:** 3-6  
 1 credit of LEAD 789 - Advanced Seminar: (Topic) \_\_\_\_\_ **Credits:** 1-12

### Choose one of the following courses:

EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3  
 LEAD 638 - Issues in Leadership Theory **Credits:** 2,3

### Choose one of the following courses:

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3  
 LEAD 636 - Issues in Leadership Foundations **Credits:** 2,3

### Research & Dissertation - 28

EDRM 505 or equivalent is an expected prerequisite for doctoral-level research.

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  
 LEAD 880 - Dissertation Proposal Development **Credits:** 3  
 14 Credits of LEAD 899 - Doctoral Dissertation **Credits:** 1-14

### Electives

Choose elective courses from the following list, or equivalent, as approved by program director, to complete the required 61 credits:

EDAL 635 - Human Resources Administration **Credits:** 2,3  
 EDAL 670 - Technology for Leaders **Credits:** 1-3  
 EDCI 606 - Teaching in Higher Education **Credits:** 3  
 LEAD 525 - Public Relations: Community Partnerships **Credits:** 2,3  
 LEAD 540 - Creativity and Innovation Workshop **Credits:** 1,2  
 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 775 - Advanced Portfolio Development: (Topic) \_\_\_\_\_ **Credits:** 1-12  
 LEAD 886 - Advanced Internship **Credits:** 1-12

## Additional Requirements

### Portfolio

- The degree program requires the completion of a portfolio that documents the participant's work. The portfolio requires documentation that evidences a level of mastery appropriate to the 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. The portfolio serves as a component of the doctoral comprehensive examination.

- Successful completion of a dissertation is required.
- 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.
- Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses.
- Submission of a research-based article to a peer-reviewed publication is required.

## Maintaining Active Status

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.

## Admission Requirements

- Applicants must meet School of Education (College of Education & International Services) admission requirements for doctoral programs. If they have not previously taken the course, 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. 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.
- 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 toward degree requirements.
- GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.

## Student Learning 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.

## Individualized Concentration

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.

## Leadership DLead

The Doctor of Leadership program is designed for mid-career leaders who want to refine and refresh their leadership practice. In this program, participants will be challenged to explore their foundational beliefs and expand their understanding of what it means to be a leader. Working independently and with other learners, each participant will be asked to reflect on their understanding of theory, demonstrate how those theories may have been represented in their work, and challenge themselves to see how to serve others more authentically. They will explore areas such as purpose and mission, organizational dynamics, creativity and innovation, leadership ethics, the essentials of execution, and leadership research, all with a focus on improving leadership decision-making, inspiring others, and learning to emulate and follow God's leadership.

The program uses a flexible learning structure that is learner-driven, life-embedded, and competency-focused. It employs a learning model that values the power of learning communities and harnesses the benefits of networking with others from a variety of leadership settings. These and many other experiences are encompassed within a learning community and do not require a move of their families or a break in their careers.

The Doctor of Leadership program is designed to be completed in 3-5 years while working full-time. All work is expected to be completed within 7 years. Those who have completed an MA in Leadership from Andrews University are deemed to have met the Core Requirements (14 credits) for the DLead if each of the Core Requirement classes have been taken in their MA in Leadership, or their equivalent. For more information regarding the program, please see the Leadership program website.

### Program Delivery

This program is offered on the main campus and in an interactive online asynchronous format. The job-embedded design is also offered at approved off-campus locations, which includes face-to-face delivery. The online courses typically follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructors throughout the courses (see Global Campus definitions). They are also part of a learning group which meets monthly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The online program also requires on-campus attendance of a two-week orientation during the summer of their first year of coursework (LEAD 630). In subsequent years, the online participants attend the on-campus annual Leadership Conference and Roundtable (LEAD 600, typically 3 days). These two requirements may also be met by attending the orientation and annual conference remotely, as approved by the academic advisor. Additionally, participants will have the option of attending other planned learning events designed to support them in specific areas of their program (e.g., research boot camps, innovation workshops, writing retreats, etc.) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

## Total Credits - 54

### Core - 14-15

- 2 or 3 credits of LEAD 535 - Principles of Academic Writing **Credits:** 1-3
- 2 credits of LEAD 545 - Personal Narrative **Credits:** 1,2
- LEAD 600 - Annual Conference **Credits:** 0
- LEAD 605 - Learning Group **Credits:** 0
- LEAD 630 - Introduction to Leadership **Credits:** 2
- 2 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 and Doctoral Project - 20+

DLead participants demonstrate competency in both qualitative and quantitative social science research methods through the research competencies, including a doctoral project with data collection, analysis, and application. Depending on previous documentable research experience and in consultation with their advisor, appropriate research method courses are selected to fulfill the research plan.

- EDRM 505 - Research Methods **Credits:** 3
- 3 credits of LEAD 637 - Issues in Research **Credits:** 2,3
- 3 credits of LEAD 648 - Workshop: (Topic)\_\_\_\_\_ **Credits:** 1-12 LEAD 648 - Workshop: (Topic)\_\_\_\_\_ Topic: Research for Decision-Makers
- 1 credit of LEAD 885 - Leadership Research **Credits:** 1-8
- 1 credit of LEAD 889 - Doctoral Seminar **Credits:** 1-3

### Choose from the following courses 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
- EDRM 636 - Program Evaluation **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- LEAD 625 - Research Writing Seminar **Credits:** 1,2

### Doctoral Project - 12

- LEAD 881 - Doctoral Project Proposal Development **Credits:** 2
- 10 credits of LEAD 890 - Doctoral Project **Credits:** 1-10

### Portfolio and Publishing - 2

- LEAD 895 - Doctoral Portfolio **Credits:** 2

Completion of the Doctor of Leadership degree requires the development, documentation, and final presentation of a professional portfolio of the required competencies to a faculty panel. A list of the competencies can be found at the Leadership Program website.



## Publishing Requirement

All Doctor of Leadership participants must submit a research-based article to an appropriate professional publication, in collaboration with their faculty supervisor(s).

## Specialty Concentration (Optional)

Participants seeking to develop a specialty within 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 must fulfill the following requirements within their course of study in the Leadership Program to receive a specific Specialty Concentration:

- A minimum of 12 credits, 600 level or above, in the area of the concentration.
- Three competencies in the area of the concentration.
- An approved professional publication in the area of the concentration.

Specialties (such as Creativity and Innovation, Healthcare Leadership, etc.) will be noted on the transcript of the participant.

## Maintaining Active Status

In addition to other university requirements, active status in the Leadership program requires the participant to maintain:

- Monthly interaction with Learning Group. Participants register for LEAD 605 (0 credits) each semester.
- Continuous progress. Appropriate progress in fulfilling the LLP.
- Contact with the advisor.
- Continuous registration every semester.
- Yearly registration and attendance at the annual Leadership Conference and Roundtable.
- Satisfactory financial arrangements with the university.
- Employment must be maintained throughout the program.
- Evidence of progress through regular competency evaluations.

## Admission Requirements

- A sample of your best writing (e.g., published article, organizational document, research paper, etc.).
- A successful interview with two or more members of the Leadership faculty.
- Minimum of five years of professional work experience in a leadership setting is expected.
- A Masters degree or equivalent experience is expected for admission.
- GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.
- Current, full-time employment or business/ministry owner. This environment must provide a "laboratory" for developing and demonstrating growing expertise in the competency areas and for preparing the portfolio.

These program admission requirements have been designed to be aligned with the Graduate Admissions section of this bulletin. Those interested in applying for this program will also want to read that section as there may be additional admission requirements.

### Applicants must commit to participate in:

- **First year only:** The Leadership Orientation (LEAD 630).
- **Monthly:** Regularly scheduled Learning Group meetings, typically on a monthly basis (LEAD 605).
- **Every summer:** Attending the Annual Leadership Conference & Roundtable event (LEAD 600).
- **Regular online communication:** The participant must be responsible for keeping abreast of program announcements and updates sent by faculty and staff to participants (e.g., e-mail, website, etc.).

## Credit for Prior Learning and Education

### Credit for Prior Learning\*

Applicants with considerable leadership experience may consider discussing options for Academic Credit for Prior Learning. For more information, visit the Credit for Prior Learning section of the bulletin, contact an advisor (or program

faculty), and contact the Andrews University Credit for Prior Learning Coordinator. Applicants may also find significant personal leadership experiences that allow them to fulfill a portion of required competencies.

### Credit for Prior Education\*

Applicants with previous post-masters and/or doctoral coursework may be allowed to use these courses to fulfill a portion of the program requirements.

\*Credit for prior learning and education are granted on a case-by-case basis.

## Student Learning Outcomes

The DLead program requires documented theoretical knowledge, practical application, and reflection in a portfolio that includes the following core areas:

- Successful participants will demonstrate reflective praxis within their personal development as a leader. This will include areas such as worldview, ethics, values, & spirituality.
- Successful participants will demonstrate reflective praxis in developing interpersonal leadership. This will include areas such as communications, mentor/coaching, & social responsibility.
- Successful participants will demonstrate reflective praxis in developing their leadership within organization(s). This will include areas such as resource development, legal and policy issues, organizational development, creativity, innovation and change, & evaluation and assessment.
- Successful participants will demonstrate growth and maturity in leadership scholarship. This will include areas such as reading and evaluating research, participating in both qualitative and quantitative data collection and analysis for improved decision-making, & reporting and publishing their scholarship.

## Leadership EdS

- The Leadership program represents a new concept in graduate education. It is offered by the School of Education (College of Education & International Services) 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 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.

For more information about the Leadership programs, go to the Department of Leadership webpage at

[https://www.andrews.edu/sed/leadership\\_dept/leadership/index.html](https://www.andrews.edu/sed/leadership_dept/leadership/index.html)

**Delivery:** This program is offered only as an interactive online asynchronous program (see Global Campus 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. These two requirements may also be met by attending the orientation and annual conference remotely, as approved by the academic advisor. Students are also encouraged to come to campus for graduation.

## Total Credits - 36

2-3 credits of LEAD 535 - Principles of Academic Writing **Credits:** 1-3

LEAD 605 - Learning Group **Credits:** 0

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 - Advanced Research Project **Credits:** 1-6

### Students may take the following courses 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 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 - Learning 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.

## Maintaining Active Status

In order 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 regular program time.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- 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.
- GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.
- 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.

## Student Learning Outcomes

The Leadership program is guided by a set of competencies that function as student learning outcomes, as follows:

### The Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

**Leadership and the Self:** This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.

- *Philosophical foundations*—Leaders function within the context of multiple perspectives and understands how their own worldview influences their practice.
- *Ethics, values, and spirituality*—Leaders function from a set of principles and standards that guides their work and all their relationships with others.
- *Learning and human development*—Leaders understand the principles of learning and are committed to and practices continuous personal, interpersonal and organizational learning.

**Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

- *Effective communication*—Leaders foster effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
- *Mentor/coach*—Leaders promote relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- *Social responsibility*—Leaders understand social systems and are accountable to others and endeavor to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

**Leadership through Organizations:** This cluster of competencies focuses on the organizational aspects of leadership. Leaders sets direction in ways that facilitate achievement of organizational goals.

- *Resource development, human and financial*—Leaders appropriately allocate and manage human and financial resources for healthy and strategic outcomes.
- *Legal and policy issues*—Leaders apply and understand the scope of legal and policy structures appropriate for their field.
- *Organizational behavior, development, and culture*—Leaders understand personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
- *Implementing change*—Leaders work with others in order to collaboratively shape the vision and strategy for change, and are capable of facilitating the change process.
- *Evaluation and assessment*—Leaders use appropriate evaluation and assessment tools to make decisions about programs and plans.

**Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include

qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer-reviewed journal is required as part of the research competencies, documented by the decision letter from the editor of the journal.

- *Reading and evaluating research*—Leaders critique the adequacy of research reports, conducts literature reviews using electronic sources, and relate research to the body of knowledge in their professional field.
- *Conducting research*—Leaders understand the logic and processes of scientific inquiry, explain major research methodologies, formulate empirically driven research problems, select appropriate research designs, explain standards for data collection, and conduct basic data collection and analysis.
- *Reporting and publishing research*—Leaders adequately communicate research findings and implement the findings in the workplace.

**Individually Chosen Options:** One required. Additional options may be chosen, if needed.

## Leadership PhD

The Leadership PhD program is an online program designed for mid-career leaders who want to take their leadership to a higher level. Guided by faculty experts and embedded in an interdisciplinary learning community of leadership professionals, participants explore the intersection between leadership character, leadership theory, action and experience. Participants are required to engage in testing theory through active experimentation and research. The program is built around the idea that in order to improve leadership practice, developing the inner landscape of leaders is as important as developing the conceptual and practical tools of leadership.

The program uses a flexible learning structure that is learner-driven, life-embedded, and competency-focused. It employs a learning model that values the power of learning communities and harnesses the benefits of networking with others from a variety of leadership settings. These and many other experiences are encompassed within a learning community and do not require a move of their families or a break in their careers.

The Leadership PhD program is designed to be completed in 4-6 years while working full-time. All work is expected to be completed within 7 years. For more information regarding the program, please see the Department of Leadership webpage.

**Program Delivery:** This program is offered only as an interactive online asynchronous program (see Global Campus definitions). The online courses typically follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructors throughout the courses. They are also part of a learning group which meets monthly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The program also requires on-campus attendance of a two-week orientation during the summer of their first year of coursework (LEAD 630). In subsequent years, participants attend the on-campus annual Leadership Conference and Roundtable (LEAD 600, typically 3 days). These two requirements may also be met by attending the orientation and annual conference remotely, as approved by the academic advisor. Additionally, participants will have the option of attending other planned learning events designed to support them in specific areas of their program (e.g., research boot camps, innovation workshops, writing retreats, etc.) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

## Total Credits - 60

### Core - 14-15

- 2-3 credits of LEAD 535 - Principles of Academic Writing **Credits:** 1-3
- 2 credits of LEAD 545 - Personal Narrative **Credits:** 1,2
- LEAD 600 - Annual Conference **Credits:** 0
- LEAD 605 - Learning Group **Credits:** 0
- LEAD 630 - Introduction to Leadership **Credits:** 2
- 2 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 and Publishing

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.

- EDRM 505 - Research Methods **Credits:** 3
- 3 credits of LEAD 637 - Issues in Research **Credits:** 2,3
- 1 credit of LEAD 885 - Leadership Research **Credits:** 1-8
- 1 credit of LEAD 889 - Doctoral Seminar **Credits:** 1-3

**Students may take the following courses 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

### Dissertation - 16

- LEAD 880 - Dissertation Proposal Development **Credits:** 2
- 14 credits of LEAD 899 - Doctoral Dissertation **Credits:** 1-14

### Portfolio

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 LEAD895, writes a synthesis paper, and presents the portfolio in a formal presentation to a faculty panel.

- LEAD 895 - Doctoral Portfolio **Credits:** 2

### Specialty Concentration (Optional) - 12

Participants seeking to develop a concentration in their doctoral leadership program may 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 to receive a specific Specialty Concentration:

- 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.

## Maintaining Active Status

In addition to other university requirements, active status in the Leadership program requires the participant to maintain:

- Monthly interaction with Learning Group. Participants register for LEAD 605 (0 credits) each semester.
- Continuous progress. Appropriate progress in fulfilling the LLP.
- Contact with the advisor.
- Continuous registration every semester.
- Yearly registration and attendance at the annual Leadership Conference and Roundtable.
- Satisfactory financial arrangements with the university.
- Employment must be maintained throughout the program.
- Evidence of progress through regular competency evaluations.

## Admission Requirements

- A sample of your best writing (e.g., published article, organizational document, research paper, etc.).
- A successful interview with two or more members of the Leadership faculty.
- Minimum of five years of professional work experience in a leadership setting is expected.
- A Masters degree or equivalent is expected for admission.
- GRE scores are not required for admission. However, an applicant may choose to take the GRE test and submit scores to Andrews University for consideration in potential scholarship awards.
- Current, full-time employment or business/ministry owner. This environment must provide a "laboratory" for developing and demonstrating growing expertise in the competency areas and for preparing the portfolio.

These program admission requirements have been designed to be aligned with the Graduate Admissions section of this bulletin. Those interested in applying for this program will also want to read that section as there may be additional admission requirements.

### Applicants must commit to participate in:

- **First year only:** The Leadership Orientation (LEAD 630).
- **Monthly:** Regularly scheduled Learning Group meetings, typically on a monthly basis (LEAD 605).
- **Every summer:** Attending the Annual Leadership Conference and Roundtable event (LEAD 600).
- **Regular online communication:** The participant must be responsible for keeping abreast of program announcements and updates sent by faculty and staff to participants (e.g., e-mail, website, etc.).

### Credit for Prior Learning and Education

#### Credit for Prior Learning\*

Applicants with considerable leadership experience may consider discussing options for Academic Credit for Prior Learning. For more information, visit the Credit for Prior Learning section of the bulletin, contact an advisor (or program faculty), and contact the Andrews University Credit for Prior Learning Coordinator. Applicants may also find significant personal leadership experiences that allow them to fulfill a portion of required competencies.

#### Credit for Prior Education\*

Applicants with previous post-masters and/or doctoral coursework may be allowed to use these courses to fulfill a portion of the program requirements.

\*Credit for prior learning and education are granted on a case-by-case basis.

## Student Learning Outcomes

The PhD in Leadership requires documented theoretical knowledge, practical application, and reflection in a portfolio that includes the following core areas:

- Successful participants will demonstrate reflective praxis within their personal development as a leader. This will include areas such as worldview, ethics, values, & spirituality.
- Successful participants will demonstrate reflective praxis in developing interpersonal leadership. This will include areas such as communications, mentor/coaching, & social responsibility.
- Successful participants will demonstrate reflective praxis in developing their leadership within organization(s). This will include areas such as resource development, legal and policy issues, organizational development, creativity, innovation and change, & evaluation and assessment.
- Successful participants will demonstrate growth and maturity in leadership scholarship and develop proficiency in social science research methodologies. This will include areas such as reading and evaluating research, conducting leadership research, & reporting and publishing their scholarship.

## Certificates

### Leadership Certificate

Recipients of the leadership certificate demonstrate growth in emotional and social intelligence, clarification of personal passion, and identification of values and mission. These areas of development will enhance career and graduate school opportunities.

The leadership certificate can be completed in 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 delve into strengths identification, an integral component of the leadership program curriculum.

### Total Credits - 12

2-3 Credits of LEAD 101 - Fundamentals of Leadership **Credits: 2,3**  
**or**

2-3 Credits of LEAD 301 - Leadership and Mentoring **Credits: 2,3**

LEAD 200 - Leadership Practicum **Credits: 0 \***

LEAD 496 - Leadership Capstone **Credits: 1**

2-3 Credits of LEAD 498 - Leadership Change Project **Credits: 1-3**

### Leadership Electives - 6

Choose 6 elective credits, which 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.

## Student Learning Outcomes

Students in this program will:

- Identify and intentionally apply their personal strengths and values to solve problems.
- Identify, define, plan and execute a change project that applies good leadership theory.
- Explain the value and importance of defining and effectively implementing influence, creativity, ideas, knowledge, and skills in the service of God and humanity.
- Practice offering and accepting feedback graciously and responding to failure in order to grow and better understand and apply themselves and their experiences.

## Leadership Graduate Certificate

E-mail: leader@andrews.edu

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 Global Campus 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.

**NOTE:** This certificate does not qualify for U.S. federal loans.

### Total Credits - 12

LEAD 615 - Leadership Certificate Plan **Credits:** 0,1

LEAD 696 - Leadership Capstone Experience **Credits:** 1,2

Choose 10 additional credits in consultation with the academic advisor.

## Leadership Postdoctoral Certificate

E-mail: leader@andrews.edu

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 credits taken will be determined on an individual basis and will be reflected on the 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. **NOTE:** This certificate does not qualify for U.S. federal loans.

**Delivery:** This program is offered both on campus and interactive online asynchronous (see Global Campus 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 interactive online asynchronous 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

Postdoctoral scholars will choose 12-15 credits in the form of self-directed studies, independent study, or formal courses, in consultation with academic advisor.

## Principal Graduate Certificate

E-mail: leader@andrews.edu

The Principal Graduate Certificate 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

Certificate credits can be transferred to the Andrews University MA in Educational Leadership. Students may also qualify for certification and/or endorsement by the North American Division.

Students completing certificate programs are not eligible to participate in commencement services.

**Online Delivery:** This program is offered as an interactive online asynchronous program (see Global Campus definitions). 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.

### Total Credits - 18

2 credits of EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3

EDAL 560 - K-12 Law **Credits:** 3

EDAL 565 - Leadership for Seventh-day Adventist Education **Credits:** 2

2 credits of EDAL 570 - Principles of Educational Supervision **Credits:** 2,3

2 credits of EDAL 645 - K-12 Educational Finance **Credits:** 2,3

2 credits of EDAL 663 - Elementary and Secondary School Leadership **Credits:** 2,3

EDCI 547 - Foundations of Curriculum Studies **Credits:** 3

LEAD 630 - Introduction to Leadership **Credits:** 2

## Superintendent of Schools Graduate Certificate

E-mail: leader@andrews.edu

The Superintendent of Schools Graduate Certificate 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. Students may also qualify for certification and/or endorsement by the North American Division.

Students completing certificate programs are not eligible to participate in commencement services.

**Online Delivery:** This program is offered as an interactive online asynchronous program (see Global Campus definitions). 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.

### Total Credits - 24

To secure the total requirement of 24 credits, students will be required to choose, in consultation with their advisor, 3 credits on at least 2 of the variable-credit courses.

EDAL 560 - K-12 Law **Credits:** 3

EDAL 565 - Leadership for Seventh-day Adventist Education **Credits:** 2

2 credits of EDAL 570 - Principles of Educational Supervision **Credits:** 2,3

2 credits of EDAL 635 - Human Resources Administration **Credits:** 2,3

- 2 credits of EDAL 645 - K–12 Educational Finance **Credits:** 2,3
- 2 credits of EDAL 660 - Planning and Operating Educational Facilities **Credits:** 2,3
- EDCI 547 - Foundations of Curriculum Studies **Credits:** 3
- 2 credits of LEAD 525 - Public Relations: Community Partnerships **Credits:** 2,3
- LEAD 630 - Introduction to Leadership **Credits:** 2

**Choose one of the following courses:**

- 2 credits of EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3
- 2 credits of EDCI 565 - Improving Instruction **Credits:** 2,3

## Supervisor of Instruction Graduate Certificate

E-mail: leader@andrews.edu

The Supervisor of Instruction Graduate Certificate 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. Students may also qualify for certification and/or endorsement by the North American Division.

Students completing certificate programs are not eligible to participate in commencement services.

**Online Delivery:** This program is offered as an interactive online asynchronous program (see Global Campus definitions). 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.

### Total Credits - 18

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
- LEAD 630 - Introduction to Leadership **Credits:** 2

**Curriculum**

- EDCI 547 - Foundations of Curriculum Studies **Credits:** 3
- EDCI 565 - Improving Instruction **Credits:** 2,3
- EDCI 650 - Curriculum Design: \_\_\_\_\_ **Credits:** 3

**Supervision**

- EDAL 570 - Principles of Educational Supervision **Credits:** 2,3
- 1 credit of LEAD 756 - Advanced Studies: (Topic) \_\_\_\_\_ **Credits:** 1-12

## 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 560 - K–12 Law

**Credits:** 3  
Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### 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/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Repeatable:** Repeatable

**Schedule Type:** Independent  
**College Code:** CEIS

### EDAL 655 - Higher Education Finance

**Credits:** 1-3

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. Ethical usage to enhance financial and organizational effectiveness are also discussed.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 660 - Planning and Operating Educational Facilities

**Credits:** 2,3

A survey of the planning, modernization and management of educational facilities including buildings, equipment, and sites. A comprehensive study of educational facilities planning as related to preliminary development plans, long range master planning of educational facilities/campuses, considering educational philosophy and resources.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 663 - Elementary and Secondary School Leadership

**Credits:** 2,3

Explores the role of the elementary and secondary principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 667 - Leadership in Higher Education

**Credits:** 2,3

Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 670 - Technology for Leaders

**Credits:** 1-3

Philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness, survey of contemporary technologies appropriate to most organizational settings and cost benefit analysis of various systems, development of a technology plan for leadership development, ethics of technology usage.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 674 - Administration of Student Services

**Credits:** 3

Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 675 - College Student Development Theory

**Credits:** 3

Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 676 - Administration of Academic Services

**Credits:** 3

Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CEIS

### EDAL 680 - K-12 Internship:

**Credits:** 1-12

A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Practicum  
**College Code:** CEIS

### EDAL 685 - Master's Comprehensive Exam Prep

**Credits:** 0

Please see department for details

**Course/Lab Fee:** Yes  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CEIS

### EDAL 750 - Educational Administration Program Continuation (EdS/Doctoral)

**Credits:** 0

A doctoral student may register for this title to comply with continuous registration requirements. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CEIS

### EDAL 785 - Comprehensive Examination Preparation (EdS/Doctoral)

**Credits:** 0

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CEIS

### EDAL 886 - Advanced K-12 Internship

**Credits:** 1-12

Under supervision of a faculty member in a educational leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Schedule Type:** Practicum  
**College Code:** CEIS

## 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:** CEIS

## Education - General

### EDUC 560 - Degree Reactivation

**Credits:** 0

When participants request reactivation, they will register for Degree Reactivation and pay the associated fee.

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Schedule Type:** Independent

**College Code:** CEIS

### EDUC 670 - Master's Comprehensive Exam

**Credits:** 0

Please see department for details

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Independent

**College Code:** CEIS

### EDUC 770 - Specialist Comprehensive Exam

**Credits:** 0

Please see department for details

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

### EDUC 870 - Doctoral Comprehensive Exam

**Credits:** 0

Please see department for details

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Independent

**College Code:** CEIS

## Leadership

### 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:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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 (A-F,I,W)

**Recommended:** LEAD 101: Fundamentals of Leadership

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CEIS

### 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:** CEIS

### 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:** CEIS

### 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:** CEIS

### LEAD 330 - 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 (A-F,I,W)

**Recommended:** LEAD 101: Fundamentals of Leadership

**Schedule Type:** Lecture



**Term Offering:** Spring  
**College Code:** CEIS

### LEAD 493 - Leadership Social Change Project

**Credits:** 1-3

A leadership project in which the student researches the history of a specific social structure, social action, or social expectation and within this context 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)

**Prerequisite(s):** LEAD 101 or LEAD 301

**Prerequisite/Corequisite:** LEAD 200

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### 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:** Independent

**College Code:** CEIS

### LEAD 497 - Special Projects in Leadership

**Credits:** 1-3

By special permission of the Leadership Program.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### 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:** CEIS

### LEAD 499 - Independent Study: Topic

**Credits:** 1-3

Please see department for details

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Special Approval:** Advisor and instructor permission required.

**College Code:** CEIS

### 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 (A-F,I,W)

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### 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 (A-F,I,W)

**Repeatable:** Repeatable up to 2 credits

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### 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 (A-F,I,W)

**Schedule Type:** Blended Learning, Equivalency Assessment, Seminar, Interactive Online

**College Code:** CEIS

### LEAD 540 - Creativity and Innovation Workshop

**Credits:** 1,2

This workshop is designed to grow the participant's understanding of both creativity and innovation by engaging in a set of experiences, lectures, discussions, readings, and reflections. Further, the participant will be challenged to find ways of applying these new understandings for practical use in their work and life and to explore ways of achieving personal breakthrough solutions.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### LEAD 545 - Personal Narrative

**Credits:** 1,2

This course helps you explore, understand and write your life narrative as a leader. As you trace the fingerprints of God in your life you will discover a deeper coherence in what often seems random events. You will also learn how to tell your story to yourself and others and use it as a springboard to connect with your calling.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, Interactive Online, Equivalency Assessment

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### 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:** CEIS

### LEAD 605 - Learning Group

**Credits:** 0

Please see department for details

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

### LEAD 615 - Leadership Certificate Plan

**Credits:** 0,1

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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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 (A-F,I,W)

**Schedule Type:** Seminar

**College Code:** CEIS

## LEAD 628 - Creating Collective Impact

**Credits:** 1-3

The purpose of this course is to provide an overview of the basic elements of the collective impact approach. The course will include discussion and examples of common agenda, shared measurement, mutually reinforcing activities, continuous communication, and a deep dive into the skills and characteristics of the backbone role. Participants will experience designing, developing, implementing, and assessing programs that ultimately result in positive community impact. By the end of this course, the participants will be able to apply the Logic Model to planning and measuring community-based organizational performance. Implement planning and performance measurement in community-based programs to enhance the organizational ability to deliver its mission.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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. 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)

**Schedule Type:** Lecture, Seminar

**College Code:** CEIS

## LEAD 634 - Cultural Intelligence and Inclusive Leadership

**Credits:** 1-3

The purpose of this course is to review the tools needed to reduce apprehension, communicate effectively, and establish genuine trust and acceptance. When managing in a cross-cultural setting, you may face many challenges. How do you avoid pitfalls and cultural faux pas? How can you create opportunities to build relationships and understanding with people that are different? Another dimension for those who want to minister effectively across cultural barriers is the need to learn and understand the culture we live in before we initiate public ministry. The participants of this course will be challenged to identify their own biases, learn to adapt their lifestyles in order to increase their sensitivity towards others and build bridges of communication with those in need who live in their communities.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## LEAD 635 - Leadership and Learning Plan

**Credits:** 2-4

Preparation and submission of LLP to faculty for approval.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** LEAD 630.

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

## 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 (A-F,I,W)

**Schedule Type:** Lecture, Equivalency Assessment, Interactive Online

**College Code:** CEIS

## 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## LEAD 639 - Introduction to Social Innovation

**Credits:** 1-3

The purpose of the course is to introduce the field of Social Innovation and will address how leaders, as social entrepreneurs, can achieve the desired community transformation. This course explores the theory and history of social change, innovation, and ventures. Participants will learn ways to approach social change and innovation, theoretical perspectives of social change and innovation, theory and practice of social entrepreneurship, social advocacy, and social service.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Annually

**College Code:** CEIS

## LEAD 640 - Creativity and Innovation Laboratory

**Credits:** 1-6

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 (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture, Interactive Online, Workshop

**College Code:** CEIS

## LEAD 641 - Leading Social Innovation

**Credits:** 1-3

This course aims to focus on strategies for leading and executing social innovation. It will review social innovation and organizational theory, leadership perspectives and practices, and organizational change and collaboration. Participants will examine the distinctive leadership challenges inherent in creating social innovation, and participants will discuss principles and practices for the benefits corporation sector.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

## LEAD 642 - Ministry of Reconciliation through Social Innovation

**Credits:** 1-3

This course aims to lay a foundation for understanding appropriate goals and strategies for social innovators and organizations in collaboration with churches and ministries to address social challenges. Participants will explore how to live out the restorative justice implications of the Gospel when addressing the social, cultural, political, and spiritual dimensions of the often-complex problems faced by neighborhoods, communities, and societies.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Annually

**College Code:** CEIS

### LEAD 643 - Emotional and Spiritual Care in Crisis

**Credits:** 3

The course provides the most comprehensive model to help people cope with critical incidents. The participants will obtain three professional certificates in comprehensive crisis intervention and disaster behavioral health from International Critical Incidents Stress Foundation (ICISF, Inc.): 1) Assisting Individuals in Crisis , 2) Group Crisis Intervention and 3) Critical Incidents in Places of Worship - Providing Effective Crisis Support .

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Annually

**College Code:** CEIS

### 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 (A-F,I,W)

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### 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 (A-F,I,W)

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CEIS

### LEAD 648 - Workshop: (Topic)\_\_\_\_\_

**Credits:** 1-12

Selected learning experiences.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Permission of instructor required.

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning, Workshop

**College Code:** CEIS

### LEAD 650 - Leadership Program Continuation

**Credits:** 0

After the LLP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

### 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. The course involves both research-based and project-based assignments.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### LEAD 678 - Global Education Study Tour

**Credits:** 3-6

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 (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning

**College Code:** CEIS

### LEAD 680 - Internship

**Credits:** 1-12

Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CEIS

### LEAD 689 - Seminar: (Topic)\_\_\_\_\_

**Credits:** 1-12

Selected topics offered.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Permission of instructor required.

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning, Seminar

**College Code:** CEIS

### LEAD 690 - Independent Study: (Topic)\_\_\_\_\_

**Credits:** 1-12

Selected topics.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Prerequisite(s):** Permission of advisor and instructor required.

**Repeatable:** Repeatable with different topics

**Schedule Type:** Independent

**College Code:** CEIS

### LEAD 696 - Leadership Capstone Experience

**Credits:** 1,2

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)

**Repeatable:** Repeatable

**Schedule Type:** independent

**College Code:** CEIS

### 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:** CEIS

### LEAD 699 - Thesis

**Credits:** 1-6

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:** CEIS

### 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 (A-F,I,W)

**Prerequisite(s):** Permission of instructor required.

**Repeatable:** Repeatable with different topics

**Schedule Type:** Independent, Equivalency Assessment

**College Code:** CEIS

### 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. The course involves both research-based and project-based assignments.

**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

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### LEAD 778 - Global Education Study Tour

**Credits:** 3-6

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 (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Blended Learning

**College Code:** CEIS

### LEAD 789 - Advanced Seminar: (Topic)\_\_\_\_\_

**Credits:** 1-12

Advanced topics in leadership.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Permission of instructor required.

**Repeatable:** Repeatable with different topics

**Schedule Type:** Blended Learning, Seminar

**College Code:** CEIS

### LEAD 798 - Advanced Research Project

**Credits:** 1-6

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

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### 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.

**Repeatable:** Repeatable

**Schedule Type:** Independent, Interactive Online

**Term Offering:** Spring

**College Code:** CEIS

### LEAD 881 - Doctoral Project Proposal Development

**Credits:** 2

This course helps individuals develop the doctoral project 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:** Normal w S (A-F,I,S,U,W)

**Schedule Type:** Blended Learning, Interactive Online

**Special Approval:** Instructor permission required.

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### 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:** Equivalency Assessment, Independent

**College Code:** CEIS

### 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/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**College Code:** CEIS

### 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 (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar, Interactive Online

**College Code:** CEIS

### LEAD 890 - Doctoral Project

**Credits:** 1-10

This course guides individuals in completing their doctoral project. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 10 credits

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### **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:** CEIS

### **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:** CEIS

# Global Campus

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Global Campus is an administrative and academic unit serving the international, off-campus, and online activities of Andrews University. Global Campus coordinates online learning across all colleges, monitors the quality of the delivery of online courses and degrees, and provides support to faculty and students involved in online learning. Global Campus also supports and oversees the international and off-campus activities of Andrews University, and hosts Griggs International Academy.

<ul style="list-style-type: none"><li>• Mission, Values &amp; History</li><li>• Online Campus<ul style="list-style-type: none"><li>• Online Delivery Modes</li><li>• Online Degrees</li><li>• Online Courses</li></ul></li><li>• Global Campus Student Services<ul style="list-style-type: none"><li>• Online Admission Services</li><li>• Online Financial Services</li><li>• Registration and Course Information</li><li>• Online Student Support</li><li>• Proctored Examinations</li><li>• Credit for Prior Learning (CPL)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Global Campus Online Degree Support<ul style="list-style-type: none"><li>• Services to All Andrews Online Courses and Degrees</li><li>• Online Courses and Degrees Managed by Global Campus</li><li>• Global Campus Faculty</li></ul></li><li>• Global Campus Centers<ul style="list-style-type: none"><li>• Center for Adult Degree Completion</li><li>• Center for Continuing Education</li><li>• Center for Digital Learning and Instructional Technology</li><li>• Seminary Online Learning Center</li><li>• Office of Off-Campus Programs</li></ul></li><li>• Consortium of Adventist Higher Education Online (CAREonline)</li></ul>
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## Mission Statement

Global Campus 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 by creating a virtual community designed to nurture learning.

Global Campus serves Andrews University by providing leadership, faculty and student support, and professional resources for online learning, off-campus partnerships and educational technology. Global Campus also manages a subset of Andrews University's undergraduate online degrees.

## Core Values

To accomplish our mission, Global Campus is committed to these core values:

- **Excellence:** We view each student as a special creation, endowed by God with individual talents and abilities that we encourage them to develop by providing a quality, academically rigorous Seventh-day Adventist Christian education at all levels.
- **Respect:** We believe that it is our responsibility to uplift one another by demonstrating respect and consideration for all parents, students, and educators through learning that is student-centered and redemptive, and customer service that is helpful and friendly.
- **Integrity:** We recognize that mutual trust rests upon a foundation of honesty and transparency. We are honest and straightforward in our dealings, both business and academic, and expect no less from our parents, students, and faculty.
- **Community:** We believe that a safe learning environment and an accepting community are important to effective learning, especially in distance education. We strive to create a learning community where all participants (parents, students, faculty, and administrators) feel valued and understand that they are part of a team by providing opportunities for constructive interaction, and sharing of experiences.

## History

Griggs University/Griggs International Academy began its work in 1909, when the General Conference of Seventh-day Adventists voted to offer correspondence

courses to meet the needs of its members and workers who were unable to attend a traditional campus-based school or college. GU/GIA was originally called Fireside Correspondence School and was founded by Frederick Griggs, one of the pioneer educational leaders of the Seventh-day Adventist Church.

In 2009, the Seventh-day Adventist Church leadership formed a Commission on Distance Education Models and Structure. The intent of the commission was to conduct an in-depth investigation of current best practices for distance education and make recommendations to the Church on the possibility of 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 Andreassen, 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.

In 2024, the School of Distance Education was reorganized into the Global Campus, with the Office of Off-Campus Programs and Griggs International Academy merging into the Global Campus. Global Campus is primarily located in Griggs Hall, which used to be the Lake Union Office.

## Online Campus

Global Campus 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 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 as courses 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 the following types of distance education course formats:

- **Interactive Online Asynchronous** courses use minimal real-time interaction via video, and instead use online tools such as forums, recorded audio, recorded video, and interactive content to deliver primarily asynchronous instruction to students who are separated from the instructor. Learning activities have specified due dates. Regular, substantive, teacher-led, and meaningful interaction both with the instructor and with fellow students is expected. Real-time interaction via video is minimal and either optional, scheduled individually, or scheduled at a time convenient for all students. No additional penalties or extra work are created for missing a live session. There are no on-campus requirements. *(This course type aligns with the federal definition for distance education.)*
- **Interactive Online Synchronous** courses use real-time, two-way live video to deliver primarily synchronous instruction to students who are separated from the instructor. Students engage in regularly scheduled synchronous live video instruction. The course schedule lists the synchronous meeting times so that students can plan. Real-time interaction with the instructor and fellow students is expected. Learning activities have specified due dates. There are no on-campus requirements. These courses may be taught to in-person students at the same time (i.e. dual synchronous). *(This course type 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 or real-time online courses listed above. *(This course type aligns with the federal definition for distance education.)*

- **Self-Paced Online** 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. Self-paced open learning courses are open for registration at any time and must be completed within 180 days of the start date. *(This course type aligns with the federal definition for correspondence courses.)*

## Online and Blended Degrees

Andrews University offers a variety of online and blended degrees. Some programs include minimal on-campus components, some programs are entirely online, and those marked blended have a significant amount of time on campus. See the individual degree pages for more details. All online programs and courses must be approved by Global Campus.

- **College of Arts and Sciences**
  - Liberal Arts, General Studies & Interdisciplinary Studies
  - General Studies AA
    - General Studies AS
    - General Studies BA
    - General Studies BS
  - Religion & Biblical Languages
    - Christian Discipleship Certificate
    - Christian Discipleship AA
    - Community and International Development MSCID
    - Foundations of Christian Ministry Certificate 1
    - Foundations of Christian Ministry Certificate 2
    - Foundations of Christian Ministry Certificate 3
    - Ministry Certificate (Spanish)
    - Mission and Global Awareness Certificate
    - Religion BA (Distance Ed)
  - Social Work
    - Social Work MSW
- **College of Professions**
  - Aviation
    - Aviation, Aviation Management - Flight Concentration BT - blended
    - Aviation, Aviation Management - Maintenance Concentration BT - blended
  - School of Business Administration
    - Business AS
    - Business Administration BS
    - Business Administration MBA
    - Business Administration PhD
    - Organizational Management MSA
- **College of Education and International Services**
  - Center for Adult Degree Completion
    - Integrative Studies BS
  - Intensive English Programs
    - ESL Program
  - School of Education (formerly Teaching, Learning, and Curriculum)
    - College and University Teaching Certificate
    - Curriculum and Instruction MA
    - Curriculum and Instruction EdS
    - Curriculum and Instruction PhD
    - Individualized MAT
    - Learning Technologies MA
    - Secondary Education MAT
    - Special Education MS
    - Teaching English to Speakers of Other Languages (TESOL) MA
  - School of Leadership
    - Educational Leadership MA
    - Educational Leadership EdD
    - Educational Leadership EdS

- Educational Leadership PhD
- Higher Education Administration MA
- Higher Education Administration EdD
- Higher Education Administration EdS
- Higher Education Administration PhD
- Leadership Graduate Certificate
- Leadership MA (Concentration Design)
- Leadership MA (Job Embedded Design)
- Leadership MA, Higher Educational Leadership Concentration
- Leadership MA, K-12 School Leadership Concentration
- Leadership MA, Organizational Leadership Concentration
- Leadership MA, Social Innovation Concentration
- Leadership DLead
- Leadership EdS
- Leadership PhD
- Leadership Postdoctoral Certificate
- Principal Graduate Certificate
- Superintendent of Schools Graduate Certificate
- Supervisor of Instruction Graduate Certificate
- School of Graduate Psychology
  - Educational Psychology MA
- **College of Health & Human Services**
  - Medical Laboratory Sciences
    - Medical Laboratory Science BSMLS - (MLT to BSMLS, Online)
    - Medical Laboratory Science MSMLS
    - Technologist in Chemistry Certificate
    - Technologist in Hematology Certificate
    - Technologist in Microbiology Certificate
  - School of Nursing
    - Advanced Practice Registered Nurse DNP (Distance Education)
    - Nursing BSN (RN to BSN, Online)
  - School of Population Health, Nutrition & Wellness
    - Culinary Medicine Graduate Certificate
    - Healthcare Administration MHA
    - Nutrition & Dietetics Graduate Certificate (Dietetic Internship)
    - Nutrition & Wellness MS
    - Public Health, Social and Behavioral Sciences Concentration BSPH
    - Public Health, Health Promotion and Health Education Concentration, MPH
    - Public Health, Nutrition and Wellness Concentration MPH
  - School of Rehabilitation Sciences
    - Occupational Therapy DScOT
    - Physical Therapy DPT (Transitional)
    - Physical Therapy DScPT (Distance Education)
- **Seventh-day Adventist Theological Seminary**
  - Discipleship and Lifespan Education MA - Bible Teaching concentration only - Blended/Hybrid
  - Divinity MDiv - Blended/Hybrid
  - Ellen G. White and Adventist Studies Graduate Certificate
  - Ministry DMin - Select Cohorts Online
  - Religion MA (Interdisciplinary Track: Online)
  - Religion MA (Specialized Track)
  - Youth & Young Adult Ministry MA - Blended/Hybrid

## Online Courses

- Most Online Undergraduate Courses are open to Andrews University degree-seeking students and guest students not pursuing a degree at Andrews University. Some departments have restricted access to selected online courses for on-campus students.
  - Andrews Core Experience (General Education) courses managed by Global Campus include the following. Note that starting Fall 2024, the university has restricted access to general education for on-campus students. On-campus students are encouraged to take the on-campus courses. If an exception is needed, please visit the Office of Undergraduate Education in Nethery Hall.
    - Arts & Humanities: ARTH 220 or MUHL 214
    - Communication: COMM 104 or COMM 220
    - English Writing: ENGL 115 and ENGL 215
    - History: HIST 117, HIST 118, HIST 204, or HIST 205
    - Mathematics: MATH 165, MATH 168, or STAT 285

- Natural Sciences: BIOL 208
  - Religion: RELT 100 or RELB 210; and many RELB, RELG, RELP, RELT choices.
  - Social Sciences: ANTH 200, PLSC 104, PSYC 101, or SOCI 119
  - Wellness: HLED 135
- Some Online Graduate Courses are also open to guest students not pursuing a degree at Andrews University.

- Graduate Financial Assistance

## Registration and Course Information

See the Course Schedule for available Undergraduate and Graduate online classes.

Online courses are offered in the following learning formats - see definitions above.

### Interactive Online Asynchronous Classes

Interactive online asynchronous classes have fixed start and end dates and fixed assignment and exam due dates. Students pick the time of day to study; there are limited synchronous class attendance times and students need to log in to LearningHub several times a week. These classes are eligible for federal financial aid. *Interactive online asynchronous classes* usually have section numbers of **950-999**. To view all courses of this type, filter the course schedule by *Schedule Type* **interactive online** and by *Instructional Method* **asynchronous** in the Term selected. Registration policies in this bulletin and term-based deadlines apply to interactive online asynchronous courses.

### Interactive Online Synchronous Classes

Interactive Online Synchronous classes also have fixed start and end dates and fixed assignment and exam due dates. Students attend classes at scheduled times through video conferencing. These classes are eligible for federal financial aid. Interactive online synchronous classes usually have section numbers **950-999**. To view all courses of this type, filter the course schedule by *Schedule Type* **interactive online** and by *Instructional Method* **synchronous** in the Term selected. Registration policies in this bulletin and term-based deadlines apply to interactive online synchronous courses.

### Self-Paced Online Classes - for guest students only

Self-paced online classes can be started at any time, are student-paced, and are not eligible for federal financial aid. Students in degree seeking programs eligible for financial aid are not allowed to take them. Self-paced online classes usually have a 901 section number. To view all courses of this type, filter the course schedule by *Schedule Type* **self-paced online**. Registration policies in this bulletin apply to self-paced online courses except than those reflecting specific deadlines. Students have 180 days from the student-selected start date to complete self-paced courses. Registration for self-paced courses follows the Self-Paced Academic Calendar. Note that the start date selected by the student during the registration process determines the term (spring, summer, fall) in which the class 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 student profile page.

- Holds for health, insurance, bookstore, and residence halls do not apply to students registering in online classes or those taught at a location away from the Berrien campus.
- Holds for international deposits and visas do not apply to international students, living outside of the United States, who are only enrolling in classes online or on a campus outside of the United States.
- International graduate students coming to campus for one month or less do not pay the international deposit but will need visas and insurance as listed for on-campus programs.

### Student Responsibility and Contacts

It is always the student's responsibility to:

- Consult this Academic Bulletin and Andrews University 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 each student's profile and financial aid SSB [Self Service Banner] pages. Questions about the registration process or holds are best answered by the following enrollment counselors:

- Undergraduate online classes: sdestudents@andrews.edu, text 269-397-4477
- Graduate online classes: graduate@andrews.edu, 269-471-6013

## Global Campus Student Services

### Online Admission Services

#### Degree Students

Admission begins with completing the application at [www.andrews.edu/apply](http://www.andrews.edu/apply). Undergraduate and graduate admission requirements are the same for students studying on-campus or online. Please refer to the Academic Policies sections of the bulletin for more information:

- Undergraduate Academic Policies - see Admission section
- Graduate Academic Policies - see Enrollment and Admission section

#### Guest, Visiting, or Non-Degree Students

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. Such students use the same application at [www.andrews.edu/apply](http://www.andrews.edu/apply), identifying themselves as guest or non-degree applicants. Learn more in the guest policy sections:

- Undergraduate Academic Policies - see Guest Students section
- Graduate Academic Policies - see Guest Students section

#### Admission Services

Questions about completing an application or admission status are best addressed to the following contacts:

- Undergraduate Admissions: email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) or text 269-397-4477
- Graduate Admissions: email [graduate@andrews.edu](mailto:graduate@andrews.edu) or call 269-471-6013

### Online Financial Services

Fees and tuition for online programs of study are listed in the Financial Information bulletin section, with additional details by program on this webpage.

**Withdrawals and refunds** for *interactive online* part-of- or full-semester classes follow policy for on-campus courses. Self-paced classes follow different withdrawal and refund deadlines. View the Academic Calendar in this Academic Bulletin for each semester for the deadlines to withdraw with full or partial refunds. All withdrawals after the last day to drop or add a course require a drop/add form. Follow instructions on the form and in procedural emails to students enrolled in online classes to send the form to those who must sign before the form can be sent to Academic Records.

#### Federal Financial Aid

Federal financial aid may be available to online degree-seeking students if all of the following conditions are met:

- A student is a U.S. resident, admitted to a program that leads to an associate, bachelor, or graduate degree.
- A minimum of 6 credits are registered for part-time and 12 credits for full-time eligibility.
- Term-based online classes are completed within the semester they are registered.

Federal aid is not available for classes taken as a guest or non-degree student or as a student admitted to a certificate program that is not part of a degree program. 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 financial advisor before re-registering.

#### Financial Assistance

See the following sections of the bulletin for further information about tuition discounts and scholarships. Note limitations by campus.

- Undergraduate Financial Assistance



- Teacher Professional Development classes and non-credit continuing education: odl@andrews.edu, (269) 471-3482

### Online 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](http://www.andrews.edu/distance/students)
- In addition to orientation provided through your program department team, use online resources to succeed academically and thrive emotionally, socially, physically, and spiritually while studying online.
- This current Academic Bulletin communicates policies and procedures, and key contact information for all campus services.
- The Andrews Agenda provides weekly news, announcements, and updates.
- Follow, like and share #AUOnlineStudies on Instagram and LinkedIn for online student wellbeing and academic support posts each week.
- The Andrews 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, New Life, and One Place services are streamed online.
- Videos of chapels and vespers are available 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.
- Advisors help students connect with resources as needed. All online students are encouraged to communicate with their academic and financial advisors regularly, through email, phone, and video conferencing.
- 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

Andrews University online students 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
- Access to the Library's Online Databases which include full-text articles from many thousands of periodicals
- Online Instruction, Tutorials and Research Guides
- Interlibrary Loan and Document Delivery Services
- Reference and Consultation Services
- Download software, such as Grammarly, Endnote, NVIVO, and SPSS for research and writing
- 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.

### Proctored Examinations

Most online courses include examinations that are to be taken under supervision:

- Students in the Armed Forces or in a corporation with an education center may take their examinations under the supervision of the entity's education officer.
- Students taking Seminary or Math courses are required to use online proctoring through the Global Campus Testing Center.
- All other students may choose online or local proctoring.

If local proctoring is chosen (as applicable), make arrangements before filling in the exam request form provided within the course space. 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. Instructions will be communicated to the proctor, once approved, and the student notified via email when the exam has been issued. If online proctoring is chosen, students use an online calendar to schedule exam sessions during office hours. Details are provided within the course space, and further information about how

online exams work is available online. Students will need a computer with current browser version, video and audio, and high speed internet to take exams online.

To learn more about proctored exams online, email the Testing Coordinator at [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu), or call 269-471-6566 if help is needed.

### Credit for Prior Learning (CPL)

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 Experiential Learning.

The Director of the Center for Adult Degree Completion serves as the Prior Learning Coordinator for all Andrews University colleges. First discuss prior learning with your academic advisor, then contact the Adult Education Center for coaching in preparing for departmental challenge exams, validation of certification or other documentation, or portfolio preparation. Learn more about the 5 ways to earn credit for prior college-level learning here:

- Undergraduate Academic Policies - see the Credit for Prior Learning section
- Graduate Academic Policies - see the Credit for Prior Learning section
- Credit for Prior Learning procedures and resources webpages

## Global Campus Online Degree Support

Janine Lim, PhD, *Associate Dean*

Griggs Hall B, Room 117

269-471-6546

[assocdeanonline@andrews.edu](mailto:assocdeanonline@andrews.edu)

Jessica Chitura, *Global Campus Administrative Assistant*

[assocdeanonline@andrews.edu](mailto:assocdeanonline@andrews.edu), remote

### Services to All Andrews Online Courses and Degrees

Amy Spears, *DLIT Director and Global Campus Online Course Manager*

Glynis Bradfield, *Director, Center for Adult Degree Completion*

Lileen Coulloudon, *Online Quality Assurance Specialist*

Sheralee Thomas, *Instructional Designer*

Stephanie Wilczynski, *Instructional Designer*

Global Campus provides a wide variety of services for online degrees and courses offered by Andrews University.

- Online degree design, advocacy, coordination, and quality review
- Online degree advising design and training
- Online course development, materials design and conversion, instructional design advice and training, quality review, online teaching standards and training
- Exam design and proctoring services
- Technical and instructional technology support via the Center for Digital Learning and Instructional Technology

### Global Campus Degrees and Courses

A subset of the undergraduate online courses and degrees at Andrews University are managed by Global Campus. The academic departments approve faculty, faculty qualifications, syllabi, and textbooks; and Global Campus handles the student recruitment and advising, faculty contracts, faculty support and training, delivery and editing of the online courses, and the daily operations of the online degrees and courses. See the Center for Adult Degree Completion page for detail.

The courses managed by Global Campus are also available to guest students, either registering directly with Andrews University or through their home institution via the CAREonline Consortium.

A complete list of Global Campus courses can be viewed via this webpage or the Global Campus catalog.

### Global Campus Faculty

Note that some faculty teach both for the Global Campus and their respective academic departments.

- Art History
  - Kelsey Curnutt, M.A.
- Business and Information Systems
  - Afua Asante, Ph.D.
  - Emmanuel Asiedu, M.B.A.
  - Lileen Coulloudon, M.B.A.
  - Bari Courts, Ph.D.
  - Jimmie Flores, Ph.D.
  - Lisa Goolsby, M.B.A.
  - Satyanarayana Ramella, Ph.D.
  - Jamiel Vadell, Ph.D.
  - Simon Vaz, M.B.A.
- Behavioral Sciences
  - Justina Adalikwu-Obisike, Ph.D.
  - Sarah Baze, Ph.D.
  - Stacie Hatfield, Ph.D.
- Biology
  - Andrew Rice, M.S.
- Communication
  - Marsha Beal, M.A., M.S.
  - Delyse Steyn, D.Ed.
  - Kristine Walker-Fraser, M.A.
- Education
  - Bradley Sheppard, Ph.D.
  - David Waller, M.Ed.
- English
  - Bonnie McLean, Ph.D.
  - Beverly Romero, M.A.
  - Jill Walker Gonzalez, M.A.
  - Stephanie Wilczynski, M.A.
- History and Political Science
  - Adam Fenner, Ph.D.
  - Steve Jones, Ph.D.
  - Douglas Morgan, Ph.D.
  - Marcella Myers, Ph.D.
  - Zane Yi, Ph.D.
- Leadership
  - Kari-Gibbs-Prouty, M.Div.
  - Sung Kwon, Ph.D.
- Mathematics
  - Shannon Burton, Ph.D.
  - Marian Prince, Ph.D.
  - Cleon White, M.A.
- Medical Laboratory Sciences
  - Melissa Poua, M.S.
- Music
  - Rose Eide-Altman, M.Mus.
- Public Health, Nutrition and Wellness
  - Stephanie Goddard, M.S.
  - Gretchen Krivak, Ph.D.
  - Susan Singer, M.P.H.
- Religion
  - Gavin Anthony, M.A.
  - Enrique Baez Garcia, Ph.D.
  - Adilson De Pina, Ph.D.
  - Eriks Galenieks, Ph.D.
  - Erhard Gallos, Ph.D.
  - Ruben Munoz-Larrondo, Ph.D.
  - Alexej Muran, M.A.
  - Rodney Palmer, D.Min.
  - Abelardo Rivas Santini, Ph.D.
  - Ronald Rojas, D.Min.
  - Jan Aage Sigvartsen, Ph.D.
  - Augustin Tchamba, Ph.D.
  - Rahel Wells, Ph.D.

## Global Campus Centers

Global Campus operates five centers focused on off-campus partnerships, online learning, and instructional technology.

## Center for Adult Degree Completion

See the Center for Adult Degree Completion for more information.

## Center for Continuing Education

Griggs Hall B, Room 208  
 1-800-471-6210 option #1  
 odl@andrews.edu  
<https://www.andrews.edu/distance/continuinged>

Heidi James, *Director*

Andrews University offers Continuing Education courses in both credit and non-credit form. Bringing content through either on-campus departments or third parties, these courses are intended to help adult learners continue their education and gain necessary skills for employment or for personal enrichment.

Our **Partnered Teacher Professional Development** courses are designed for K-12 teachers needing to earn graduate credit. These courses are not part of a typical degree program. It is the student's responsibility to ensure the credits they take work for their particular needs.

New courses are added during the year. Please refer to our website for a complete list and partner contact information.

Third-party partnerships offering graduate credit for teachers are:

EDCI 622: Courses offered in partnership with the Adventist Learning Community.

EDCI 626: Courses offered in partnership with Midwest Teachers Institute.

EDCI 628: Courses offered in partnership with The Connecting Link.

EDCI 629: Courses offered in partnership with Advancement Courses, Inc.

EDCI 631: Courses offered in partnership with PLS 3rd Learning.

EDCI 635: Courses offered in partnership with Virtual Educational Software.

EDCI 639: Courses offered in partnership with EdTechnology Specialists.

EDCI 641: Courses offered in partnership with Learners Edge.

EDCI 649: Courses offered in partnership with Creative Teacher Education Institute

**Our Non-credit** course options are both offered through third-party partnerships as well as various departments on campus. They are intended for students who want to gain general knowledge, learn a new skill, upgrade existing skills, or enrich their understanding about a wide range of topics. Upon successful completion of a course, students will receive a certificate. Upon completion of a series of required classes, some students can earn a non-credit vocational certificate. While non-credit classes do not meet degree requirements, students may request review of such learning and application in life and work, to earn academic credits through the prior learning assessment options coordinated through the Center for Adult Degree Completion.

## Center for Digital Learning and Instructional Technology

Griggs Hall B, Room 123  
 269-471-3960  
[www.andrews.edu/distance/dlit](http://www.andrews.edu/distance/dlit)  
 dlit@andrews.edu

Amy Spears, *Director*

Lorena Bidwell, *Learning Systems Administrator*

Jeff Craig-Davis, *DLIT Operations Coordinator*

The Center for 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.

## Instructional Technology

The Center for 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 called LearningHub; student response systems (iClickers); Panopto, our video streaming and recording service; and Zoom, our webinar and videoconferencing software. In addition, we offer workshops, training and one-on-one consultation for pedagogical use of technology. We work collaboratively with various entities across campus to provide excellent service through processes and procedures to support main campus, online campus, and off-campus students and faculty.

See also online services above.

## **Seminary Online Learning Center**

The Seminary Online Learning Center provides quality video for online courses, continuing education courses, and streaming for various events of the Seventh-day Adventist Theological Seminary. The Seminary Online Learning Center partners with the Center for Digital Learning and Instructional Technology (DLIT) which helps in the development, technical support and design of the online courses.

## **Office of Off-Campus Programs**

See additional information regarding the Office of Off-Campus Programs.

## **Consortium of Adventist Higher Education**

### **Online - CAREonline**

Andrews University participates in CAREonline, the Consortium of Adventist Higher Education Online, which was established by the Adventist Association of Colleges and Universities (AACU) in the summer of 2020. Andrews University offers courses through the shared platform, Acadeum. We are also a member of the Council for Christian Colleges and Universities Online Course Sharing Consortium, also served in the Acadeum platform. In addition to offering courses, Andrews University receives courses, when approved by department chairs, to fill gaps in students' graduation requirements. A printed catalog for SDE-managed courses offered through CAREonline can be requested from Global Campus.

The Consortium of Adventist Colleges and Universities has transitioned into the new CAREonline Consortium. In 1969, Home Study International partnered with Columbia Union College (now Washington Adventist University). In the 1990s, the agreement was expanded to include Andrews University and Oakwood University and branded as the Griggs Consortium. When Griggs University moved to Andrews University in 2011, the Griggs Consortium was rebranded as the Consortium of Adventist Colleges and Universities. This Consortium ended in 2021 and joined the Consortium of Adventist Higher Education Online.

# Intensive English Programs

## DEPARTMENT OF INTENSIVE ENGLISH PROGRAMS

Nethery Hall, Room 203  
269-471-2260  
diep@andrews.edu  
www.andrews.edu/ceis/iep/

### Faculty

Luda Vine, Director  
Daniela Ortiz

### Adjunct Faculty

Jose Diaz  
Harizo Fanivani  
Jeremy J. Gray  
Laura Jackson  
Amanda Meseraull  
Lilia Moncrieff  
Ruth Mwashinga  
Sehee Park  
Christine Rorabeck  
Jaynee N. Shamenda  
Marta Trias  
Brian E. White  
Rebecca Wright

### Emeriti

Asta LaBianca  
Dianne Staples

### Mission

The Department of Intensive English Programs (DIEP) 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

- DIEP offers a rigorous academic English program to help students prepare to apply to college/university
- DIEP enhances English skills through a variety of academic, cultural, and professional experiences
- DIEP delivers classes in person and online
- DIEP maintains small class sizes for optimal learning

### Outcomes

- Participants matriculate into undergraduate and graduate programs
- Professionals achieve English language proficiency
- Participants function within the various English language formalities

## Certificates

## ESL Program

The ESL Program develops and assesses college-level academic English language proficiency, and completing the ESL Program gives both undergraduate and graduate students at Andrews the opportunity to meet university English requirements. The ESL Program is offered during Fall semester, Spring semester, and in a six-week Summer semester, which counts as a full semester. ESL classes are offered for credit or for non-credit hours.

### Delivery

The courses for the ESL program are available for on campus and online students. Courses are taught in the interactive online synchronous format to students in-person and online simultaneously (see Global Campus definitions).

### Placement

The DIEP English Placement Test (EPT) is used to place new students into one of four levels in the ESL Program: Beginning, Foundation, Intermediate, and 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.

### DIEP Certificate

The DIEP Certificate is awarded to students who successfully complete the ESL Program, and earning the DIEP Certificate demonstrates completion of university language requirements. To earn the DIEP Certificate, an individual must do all of the following:

- Pass (B- grade or higher) all ESL classes starting at the level in which an individual was initially placed until Advanced is completed (16 credits or non-credit hours per level in Fall and Spring semesters, and 12 credits or non-credit hours per level in Summer semester)
- Pass the required DIEP Speaking Test, which is given as part of the Advanced Listening & Speaking class

Note: The TOEFL (or any English language proficiency test other than the ESL Exit Exam) is not required to complete the ESL Program.

## ESL Program

### Beginning Level

ENSL 110 - Beginning Grammar **Credits:** 0–4  
ENSL 111 - Beginning Reading & Writing **Credits:** 0–4  
ENSL 112 - Beginning Listening & Speaking **Credits:** 0–4  
ENSL 113 - Beginning Reading **Credits:** 0–4  
ENSL 114 - Beginning Writing **Credits:** 0–4

### Foundation Level

ENSL 120 - Foundation Grammar **Credits:** 0–4  
ENSL 121 - Foundation Reading & Writing **Credits:** 0–4  
ENSL 122 - Foundation Listening & Speaking **Credits:** 0–4  
ENSL 127 - Foundation Writing **Credits:** 0–4  
ENSL 128 - Foundation Reading **Credits:** 0–4

### Intermediate Level

ENSL 210 - Intermediate Grammar **Credits:** 0–4  
ENSL 211 - Intermediate Reading & Writing **Credits:** 0–4  
ENSL 212 - Intermediate Listening & Speaking **Credits:** 0–4  
ENSL 214 - Intermediate Reading **Credits:** 0–4  
ENSL 215 - Intermediate Writing **Credits:** 0–4  
ENSL 223 - Pronunciation **Credits:** 0–4

### Advanced Level

ENSL 220 - Advanced Grammar **Credits:** 0–4  
ENSL 221 - Advanced Reading & Writing **Credits:** 0–4  
ENSL 222 - Advanced Listening & Speaking **Credits:** 0–4  
ENSL 225 - American Ways **Credits:** 0–4  
ENSL 227 - Advanced Reading **Credits:** 0–4  
ENSL 228 - Advanced Writing **Credits:** 0–4

### Mixed Level

ENSL 229 - Conversational English I **Credits:** 0-4  
ENSL 230 - Conversational English II **Credits:** 0-4  
ENSL 231 - Great Debates I **Credits:** 0-4  
ENSL 232 - Great Debates II **Credits:** 0-4

### Topics & Individualized Study

ENSL 130 - English for Academic Purposes: Beginning-Advanced **Credits:** 0–16  
ENSL 530 - English for Academic Purposes: Beginning-Advanced **Credits:** 0–16

## Other Programs

### 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.

### International Table Talk, Tutorials, and Community English Workshops

International Table Talk and group tutorials are offered in fall and spring semesters to students enrolled in DIEP classes. In addition, specialized English tutorials, such as a TOEFL preparation workshop, are available for a fee. Finally, community English workshops are offered for a reduced cost throughout the year.

### Language Pathway Program

The Language Pathway Program allows students to take a limited number of degree program courses while completing language proficiency requirements in DIEP. To be eligible for the Language Pathway Program, individuals must have a TOEFL iBT score of 61-79 (or the equivalent on another English language proficiency test accepted by Andrews University) for most degree programs. Degree programs with higher admissions requirements will also have higher requirements for participation in the Language Pathway Program, and not all degree programs at Andrews allow students to participate in the Language Pathway Program.

### English Second Language

#### ENSL 110 - Beginning 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:** CEIS

#### ENSL 111 - Beginning 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:** CEIS

#### ENSL 112 - Beginning 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:** CEIS

#### ENSL 113 - Beginning 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:** CEIS

#### ENSL 114 - Beginning 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

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

#### ENSL 120 - Foundation Grammar

**Credits:** 0–4

Development of English grammatical skills necessary for clear communication, both oral and written.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

#### ENSL 121 - Foundation 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)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

#### ENSL 122 - Foundation 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)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

#### ENSL 124 - 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring

**College Code:** CEIS

#### ENSL 127 - Foundation Writing

**Credits:** 0–4

Development of writing in English with emphasis on producing texts (paragraphs) in communicative contexts.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

#### ENSL 128 - Foundation Reading

**Credits:** 0–4

Development of reading skills in English with emphasis on strategies for fostering

reading fluency and critical thinking.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 130 - English for Academic Purposes: Beginning-Advanced

**Credits:** 0–16

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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### 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:** CEIS

### ENSL 195 - Individualized Study:Beginning-Advanced

**Credits:** 0–16

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)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 210 - Intermediate 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)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 211 - Intermediate 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)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 212 - Intermediate 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)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 214 - Intermediate Reading

**Credits:** 0–4

Development of reading skills in English with emphasis on strategies for expanding reading fluency and critical thinking.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 215 - Intermediate Writing

**Credits:** 0–4

Development of writing in English with emphasis on 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:** CEIS

### ENSL 220 - Advanced 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)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 221 - Advanced 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)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 222 - Advanced 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)

**Repeatable:** Repeatable up to 3 times

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ENSL 223 - 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:** CEIS

### ENSL 225 - 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:** CEIS

### ENSL 227 - Advanced Reading

**Credits:** 0–4

Mastery of reading skills in English with emphasis on strategies for developing

reading fluency and critical thinking.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

### ENSL 228 - Advanced Writing

**Credits:** 0-4  
Mastery of writing in English with emphasis on 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:** CEIS

### ENSL 229 - Conversational English I

**Credits:** 0-4  
Focus on discussion on a variety of non-academic topics with an emphasis on critical thinking and effective communication.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CEIS

### ENSL 230 - Conversational English II

**Credits:** 0-4  
Focus on discussion on a variety of academic and non-academic topics with an emphasis on critical thinking and effective communication.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CEIS

### ENSL 231 - Great Debates I

**Credits:** 0-4  
Focus on discussion on a variety of non-academic topics with an emphasis on critical thinking and effective communication.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CEIS

### ENSL 232 - Great Debates II

**Credits:** 0-4  
Focus on debate and discussion on a variety of academic and non-academic topics with an emphasis on critical thinking and effective communication.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CEIS

### ENSL 530 - English for Academic Purposes: Beginning-Advanced

**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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

### ENSL 531 - Individualized Study: Beginning-Advanced

**Credits:** 0-16  
Individualized study of English as a second language for graduate students, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Independent  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CEIS

# Center for Adult Degree Completion

Griggs Hall B 132

[www.andrews.edu/distance/adult-degree](http://www.andrews.edu/distance/adult-degree)

Glynis Bradfield, *Director*, [glynisb@andrews.edu](mailto:glynisb@andrews.edu), 269-471-3432, Room 132

Steve Fox, *Testing Coordinator*, [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu), 269-471-6566, Room 130

Lisbeth Pasillas, *Academic Advisor*, [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu), *remote*

The Adult Degree Completion Center serves as the academic department coordinating programs for undergraduate online students 24 years or older. This center also coordinates credit for prior learning for main and online campuses, and student services for students taking any online classes.

- Oversight of the Integrative Studies BS program
- Academic planning and advising of students in Global Campus managed programs
- Recruiting and marketing undergraduate online learning
- Orientation, academic success and recovery support
- Coordination of the Online Testing Center for Griggs International Academy and Andrews University undergraduate and graduate online classes with a proctored exam
- Communicating spiritual, physical, and social wellbeing resources
- Credit for prior learning coordination across levels and colleges

## Programs owned by Global Campus:

- Integrative Studies BS

## Programs managed by Global Campus in partnership with academic departments:

- College of Arts and Sciences
  - Christian Discipleship Certificate
  - Christian Discipleship AA
  - Foundations of Christian Ministry Certificate 1
  - Foundations of Christian Ministry Certificate 2
  - Foundations of Christian Ministry Certificate 3
  - General Studies AA
  - General Studies AS
  - General Studies BA
  - General Studies BS
  - Ministry Certificate (Spanish)
  - Mission and Global Awareness Certificate
  - Religion BA (Distance Ed)
- College of Professions
  - Business AS
  - Business Administration BS

## Bachelors

### Integrative Studies BS

The Integrative Studies program is designed to prepare students to be world changers in an increasingly complex and globally connected world. This degree completion program serves adult learners with 25 or more semester credits. Students complete an integrative core and a career-relevant concentration, gaining skills in interdisciplinary integration.

**Online Delivery:** This degree is offered in a primarily interactive online asynchronous format (see Global Campus definitions). This program does not require any time on campus.

### Total Credits - 120

## Major - 39

### Core - 21

#### Integration Core - 9

ITGS 290 - Becoming Integrative **Credits: 3**

ITGS 310 - Integrative Skills **Credits: 3**

ITGS 490 - Portfolio Seminar **Credits: 3**

#### Contextualized Core - 12

Students apply core learning in one required experiential learning class and complete 9 upper-division credits in disciplines other than the chosen concentration. Personal study goals will guide the selection of new and/or prior learning.

ITGS 390 - Integrative Fieldwork **Credits: 3**

Complete 9 upper division credits in disciplines other than the chosen concentration.

### Concentration - 18

Choose one of the following concentrations. Electives may add additional areas of study, including any Andrews minor or undergraduate certificate.

#### Business

ACCT 121 - Principles of Accounting I **Credits: 3**

BSAD 341 - Business Law **Credits: 3**

BSAD 355 - Principles of Management **Credits: 3**

ECON 225 - Principles of Macroeconomics **Credits: 3**

FNCE 317 - Business Finance **Credits: 3**

MKTG 310 - Principles of Marketing **Credits: 3**

#### Nutrition and Wellness

FDNT 230 - Nutrition **Credits: 3**

FDNT 310 - Nutrition in the Life Cycle **Credits: 3**

FDNT 448 - Nutrition and Wellness **Credits: 3**

HLED 135 - Wellbeing 360° **Credits: 3**

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**

#### Choose one of the following:

FTES 325 - Sports Nutrition **Credits: 3**

3-credit upper division health-related class, with advisor approval

#### Psychology

PSYC 101 - Introduction to Psychology **Credits: 3**

PSYC 201 - Human Development **Credits: 3**

PSYC 315 - Organization and Human Resources **Credits: 3**

PSYC 319 - Stress Management **Credits: 3**

PSYC 450 - Social Psychology **Credits: 3**

#### Choose one of the following:

PSYC 204 - Personal, Social and Career Development **Credits: 3**

PSYC 468 - Community Psychology **Credits: 3**

3-credit upper division psychology class, with advisor approval

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Admission Requirements

Applicants will meet the undergraduate adult admission requirements and have earned 25 or more transferable higher education semester credits or the equivalent thereof.

## Student Learning Outcomes

- Write and speak effectively about the disciplines studied and their integration in real-world contexts.
- Explain how to approach a real-world problem in an interdisciplinary and ethical manner.
- Articulate and appreciate the benefits of integrative study to self and the world today.
- Apply interdisciplinary critical thinking and problem-solving skills to real-world issues with creativity and consideration of biblical principles.
- Evaluate the integration of Christ-centered multi-disciplinary study with personal faith, life experience, and vocational calling.



- Apply the principles and practices of the chosen disciplines and their integrated study to career, faith, family, and community life and service.

## Integrative Studies

### ITGS 290 - Becoming Integrative

**Credits:** 3

This class introduces integrative thinking and the concepts and methods of interdisciplinary study and work. Students gain a sense of the history, importance, and value of interdisciplinary studies as they learn the developmental process of integrative study and research and integrate trans-disciplinary personal, educational, and vocational goals. While foundational for Integrative Studies majors, this class is open to other degree-completion students with multidisciplinary study and career plans.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** As this is a writing-intensive and self-assessing course, ENGL 115, ENGL 215 or equivalents, and two (or more) classes in each of two or more disciplines are prerequisites.

**Schedule Type:** Interactive Online

**College Code:** CEIS

### ITGS 310 - Integrative Skills

**Credits:** 3

In this core course, integrative studies majors build critical thinking about interdisciplinary real-world contexts. After surveying research methods across disciplines, students explore approaches to integrative research and craft their own small research projects.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online, Self-Paced

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

### ITGS 390 - Integrative Fieldwork

**Credits:** 3

This course allows students to apply and further develop values, traits, and skills fostered in their integrative studies. Through a supervised interdisciplinary problem-solving project or research, students can meaningfully contribute a product or service to the community or organization served. The student is responsible for all arrangements for fieldwork completed in an internship, through current employment, or supervised community service. In addition to 100 hours of fieldwork, students participate in reflexive learning activities online.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** ITGS 290, ITGS 290, and the application process during the previous semester, working with the Integrated Studies Program Director for guidance and registration approval.

**Repeatable:** Repeatable up to 9 credits

**Schedule Type:** Practicum

**College Code:** CEIS

### ITGS 490 - Portfolio Seminar

**Credits:** 3

This class provides students an opportunity to weave together their education, skills, abilities, and professional career experience to create one cohesive narrative in an integrated portfolio. Students will showcase their digital portfolios in a video presentation.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Seminar

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CEIS

# College of Health & Human Services

Emmanuel Rudatsikira, Dean  
Brynja Davis, Associate Dean  
Padma Tadi-Uppala, Assistant Dean  
Deby Andvik, Assistant to the Dean  
269-471-6651  
Fax: 269-471-6292  
chhs-info@andrews.edu  
www.andrews.edu/chhs/

## 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 College of Health & Human Services 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 College of Health & Human Services 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

269-471-6490  
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](http://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 College of Health & Human Services 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](http://www.ascp.org).

### Pre-Professional Program in Dentistry (Health & Human Services)

Karen Reiner, 269-471-3622 (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/](http://www.adea.org/) and the American Dental Association [www.ada.org](http://www.ada.org).

#### Pre-Professional Programs

The College of Health & Human Services 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 College of Health & Human Services 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  
Jean Cadet, *Coordinator*  
269-471-3095  
Marsh Hall

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](http://www.ahima.org).

### Pre-Professional Program in Medicine (Health & Human Services)

#### Students from Departments within the College of Health & Human Services

Jean Cadet, 269-471-3095 (Marsh Hall)  
Timothy Newkirk, 269-471-3605 (Science Complex)  
Karen Reiner, 269-471-3622 (Science Complex)

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

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: [www.aamc.org](http://www.aamc.org) and the American Association of Colleges of Osteopathic Medicine: [www.aacom.org](http://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 College of Health & Human Services offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

#### **Required Courses**

**For Applicants to Loma Linda University School of Medicine**

English Composition—6  
Foundations of Biology—10  
General Chemistry—8  
General Physics—8  
Organic Chemistry—8  
Religion—9

Students should maintain an A/B average in science as well as overall.

### **Pre-Professional Program in Occupational Therapy (Health & Human Services) Students from Departments within the College of Health & Human Services**

Dovison Kereri, Coordinator, 269-471-6470, [dovison@andrews.edu](mailto:dovison@andrews.edu)

The occupational therapist helps people cope with psychological or physiological dysfunction.

#### **Pre-Professional Programs**

The College of Health & Human Services 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 College of Health & Human Services 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**

Cristina Wilson, Advisor  
269-471-6490  
Physical Therapy Building

Andrews University offers all of the prerequisite courses necessary for admission into the Doctor of Physical Therapy (DPT) program. Students take three years (92 semester credits) of the prerequisite courses at Andrews, or any accredited U.S. college, followed by three years in the DPT program. Please see the physical therapy section of this bulletin for specific course requirements.

### **Pre-Professional Program in Physician Assistant (Health & Human Services) Students from Departments within the College of Health & Human Services**

Karen Reiner, 269-471-3622 (Haughey Hall 217)

Physician assistants (PAs), members of a health-care team, practice medicine with supervision of licensed physicians. PAs perform a wide range of medical duties from basic primary care to high-technology specialty procedures. Professional PA education offered at any one of more than 100 accredited schools is an intensive 2–3 year program. Most PA programs are moving toward requiring a bachelors degree including courses in biology, chemistry, English, humanities/social science, mathematics, and psychology. The level of the science courses varies from program to program; consequently, each school should be consulted about its prerequisite requirements. Acceptance to a professional program typically requires an extensive health-care experience such as nurse assistant, medical/X-ray lab technician, respiratory therapist, paramedic, hospital aide, and emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or phone: 800- 708-7581. PA programs and education can be accessed via the web: [www.aapa.org](http://www.aapa.org).

#### **Pre-Professional Programs**

The College of Health & Human Services 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*  
Timothy A. Newkirk, *Clinical Coordinator*  
Melissa Poua, *MLT-BSMLS Program Coordinator*  
Cristy Moss, *MSMLS Program Director*

## 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

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 - 120

#### Major - 65

##### Business/Administration - 27

ACCT 121 - Principles of Accounting I **Credits: 3**  
ACCT 122 - Principles of Accounting II **Credits: 3**  
BSAD 355 - Principles of Management **Credits: 3**  
BSAD 384 - Human Resource Management **Credits: 3**  
ECON 226 - Principles of Microeconomics **Credits: 3**  
MKTG 310 - Principles of Marketing **Credits: 3**  
9 credits of BSAD courses selected in consultation with and approval of the advisor.

##### Practicum - 4

ALHE 480 - Practicum in \_\_\_\_\_ **Credits: 4**

##### Transfer Requirements - 34

Accept from an AS degree or certificate program.

#### Cognates - 9

BHSC 225 - Global Social Issues **Credits: 3 \***  
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3 \***  
PSYC 101 - Introduction to Psychology **Credits: 3 \***

\*Either of these courses fulfills ACE requirement

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Admission Requirements

This degree 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.

### Biomedical Diagnostics BS

The Bachelor of Science in Biomedical Diagnostics provides a comprehensive education in biomedical science, specifically designed to prepare students for graduate studies and careers in medicine, dentistry, other health professions, and biomedical research. Students wishing to complete the Medical Laboratory Science MSMLS accelerated track (bachelors and masters completed in 5 years) must take this program instead of the Medical Laboratory Science BSMLS.

#### Total Credits - 120

#### Major - 51

MLSC 105 - Introduction to Medical Laboratory Science **Credits: 1**  
MLSC 205 - Medical Terminology **Credits: 1**  
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 320 - Fundamentals of Immunology **Credits: 3**  
MLSC 350 - Fundamentals of Clinical Chemistry **Credits: 3**  
MLSC 411 - Hematology **Credits: 3**  
MLSC 414 - Body Fluids & Hemostasis **Credits: 3**  
MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits: 2**  
MLSC 431 - Clinical Bacteriology **Credits: 4**  
MLSC 432 - Specialized Clinical Microbiology **Credits: 2**  
MLSC 441 - Immunohematology **Credits: 3**  
MLSC 442 - Transfusion Medicine **Credits: 3**  
MLSC 451 - Clinical Chemistry I **Credits: 3**  
MLSC 452 - Clinical Chemistry II **Credits: 3**  
MLSC 500 - Foundations for Graduate Study in Medical Laboratory Science **Credits: 1**  
MLSC 501 - Seminar in Medical Laboratory Science **Credits: 1**  
3 credits of MLSC 546 - Integration of Spirituality in Health Care **Credits: 2,3**  
MLSC 570 - Laboratory Management, Regulation & Practice **Credits: 4**  
MLSC 580 - Pathophysiology for Health Professions **Credits: 2**

#### Cognates - 35

##### Biological Science:

**16 semester hours (24 quarter hours) of biological science. Select from (or equivalent courses):**

BIOL 165 - Foundations of Biology **Credits: 4,5**

##### Choose one of the following courses:

BIOL 166 - Foundations of Biology **Credits: 4,5**  
BIOL 221 - Anatomy and Physiology I **Credits: 4**  
BIOL 222 - Anatomy and Physiology II **Credits: 4**

Other upper division biology courses, including MLSC 320 Fundamentals of Immunology, chosen in consultation with academic advisor and approved by Program Director.

##### Chemistry:

**16 semester hours (24 quarter hours) of chemistry (with one semester in organic chemistry or biochemistry). Select from (or equivalent courses):**

CHEM 131 - General Chemistry I **Credits: 4**  
CHEM 132 - General Chemistry II **Credits: 4**

**Complete 8 remaining credits from the following (with at least one semester in organic chemistry or biochemistry):**

- BCHM 421 - Biochemistry I **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**
- Other chemistry courses chosen in consultation with academic advisor and approved by Program Director.

**Mathematics:**

Statistics preferred.\* Students transferring into clinical program—any college-level course equivalent to MATH 165\* or 168\*. MATH 145 will not fulfill the math requirement.

\*Course fulfills ACE requirement

## 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 sequences:**

- 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**

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

- Students will be able to develop analytical thinking skills applicable to the biomedical diagnostics field.
- Exhibit proficiency in evaluating clinical data and interpreting results, problem-solving, troubleshooting, and using statistical approaches when evaluating data.
- Develop communication skills essential in every potential career path in the biomedical diagnostics field.
- Develop a foundation for graduate studies in Medical Laboratory Science.

## Medical Laboratory Science BSMLS

The BSMLS (MLS Program) prepares students to meet the entry-level competencies necessary to perform the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion Medicine, Microbiology, Urine and Body Fluid Analysis, Laboratory Operations, and other emerging fields in laboratory medicine. MLS graduates have opportunities not only in hospital laboratories but also in industry, research, public health, government, information systems, consulting, reference (private) laboratories, education, and many other fields.

The degree program includes three years of undergraduate (BS pre-clinicals) studies plus one year (3 semesters) of clinical (BSMLS) education. 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).

**Pre-clinical Program:**

The first three years of undergraduate study include Andrews Core Experience, cognate science, and preclinical 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.

**Accreditation:** The Andrews University Program for Medical Laboratory Sciences holds accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N River Rd, Suite 720, Rosemont, IL 60018, (773) 714-8880 fax (773) 714-8886, e-mail at info@naacsl, or the Web at www.naacsl.org.

## Total Credits - 120

### Major - 61

- MLSC 105 - Introduction to Medical Laboratory Science **Credits: 1** (May be waived for transfer students)
- MLSC 205 - Medical Terminology **Credits: 1** (May be waived for transfer students)
- 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 320 - Fundamentals of Immunology **Credits: 3**
- MLSC 350 - Fundamentals of Clinical Chemistry **Credits: 3**
- 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 414 - Body Fluids & Hemostasis **Credits: 3**
- MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits: 2**
- MLSC 431 - Clinical Bacteriology **Credits: 4**
- MLSC 432 - Specialized Clinical Microbiology **Credits: 2**
- MLSC 441 - Immunohematology **Credits: 3**
- MLSC 442 - Transfusion Medicine **Credits: 3**
- MLSC 451 - Clinical Chemistry I **Credits: 3**
- MLSC 452 - Clinical Chemistry II **Credits: 3**
- MLSC 470 - Laboratory Operations & Best Practices **Credits: 2,3**
- MLSC 483 - Comprehensive Review and Written Examination **Credits: 1**

### Practicum - 16

Students work side-by-side with practicing professionals in patient health care during the final portion of the clinical year. Andrews University maintains a number of affiliations with clinical institutions across the country. Student preferences for clinical site assignments are solicited and granted when possible. Final site assignments are made at the discretion of the faculty and in consultation with clinical affiliates. Each student is responsible for providing his/her own transportation for the clinical practica. Independent transportation is a condition for clinical placement; therefore, it is strongly advised that each student has his/her own car for clinicals.

- MLSC 415 - Hematology, Hemostasis, & Body Fluids Practicum **Credits: 3**
- MLSC 423 - Clinical Immunology, Virology, and Molecular Diagnostics Practicum **Credits: 1**
- MLSC 433 - Clinical Microbiology Practicum **Credits: 4**
- MLSC 443 - Clinical Immunohematology Practicum **Credits: 4**
- MLSC 453 - Clinical Chemistry Practicum **Credits: 3**

### Additional Requirements

#### 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.

# Cognates - 35

## Biological Science:

**16 semester hours (24 quarter hours) of biological science. Select from (or equivalent courses):**

BIOL 165 - Foundations of Biology **Credits:** 4,5

## Choose one of the following courses:

BIOL 166 - Foundations of Biology **Credits:** 4,5

BIOL 221 - Anatomy and Physiology I **Credits:** 4

BIOL 222 - Anatomy and Physiology II **Credits:** 4

Other upper division biology courses, including MLSC 320 Fundamentals of Immunology, chosen in consultation with academic advisor and approved by Program Director.

## Chemistry:

**16 semester hours (24 quarter hours) of chemistry (with one semester in organic chemistry or biochemistry). Select from (or equivalent courses):**

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

**Complete 8 remaining credits from the following (with at least one semester in organic chemistry or biochemistry):**

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

Other chemistry courses chosen in consultation with academic advisor and approved by Program Director.

## Mathematics:

Statistics preferred.\* Students transferring into clinical program—any college-level course equivalent to MATH 165\* or 168\*. MATH 145 will not fulfill the math requirement.

\*Course fulfills ACE requirement

# 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 sequences:

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

# General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

# Admission Requirements

## Application Process

### Clinical Year Admission Requirements

An independent admissions process is required for all students who wish to enter clinical studies. Apply online to the MLS Clinical Year Program (<https://www.andrews.edu/apply/>). Students must complete the application and submit it by January 31 prior to their anticipated clinical-study year.

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, which are included in the online 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.

# Student Learning Outcomes

**Student Learning Outcome 1:** MLS Comprehensive Didactic Competency, sufficient to achieve a passing score in the Board of Certification by the ASCP, in the following scientific content and as defined by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS):

- Clinical Chemistry
- Hematology/Hemostasis
- Immunology
- Immunohematology/Transfusion Medicine
- Microbiology
- Urine and body fluid analysis
- Laboratory Operations

**Student Learning Outcome 2:** Application of MLS Professional Skills

- Achieve Medical Laboratory Scientist entry-level psychomotor, clinical, and professional skills for service to humanity.
- Demonstrate competency to perform a full range of test protocols in the contemporary medical laboratory setting encompassing pre-analytical, analytical, and post-analytical components of laboratory services, including body fluids, chemistry, hematology, immunohematology, immunology, microbiology, molecular diagnostics, urinalysis, and phlebotomy.
- Exhibit proficiency to evaluate clinical data and interpret results, problem solve, troubleshoot, and use statistical approaches when evaluating data.
- Exhibit administrative skills consistent with philosophies of quality assurance, continuous quality improvement, laboratory education, financial resource management, and appropriate composure under stressful conditions.
- Application of safety and governmental regulations and standards as applied to medical laboratory practice.

**Student Learning Outcome 3:** Practice Ethics and Professionalism

- Demonstrate ethical and professional behaviors in both didactic and practicum portions of the Program.
- Model the professional traits of an entry-level healthcare practitioner.
- Display professional conduct, respecting the feelings and needs of others, protecting the confidentiality of patient information, and avoiding personal concerns and biases to interfere with the welfare of patients.
- Demonstrate effective communication skills, including competent written, oral, and visual communication, to ensure accurate and appropriate transfer of information.
- Embrace interprofessional collaborative practice that strengthens the healthcare team and enhances patient outcomes.

# Medical Laboratory Science BSMLS (MLT to BSMLS, Online)

The Medical Laboratory Science BSMLS (MLT to BSMLS, Online) program is a completion program for working MLT certified professionals who are seeking a bachelor's degree in medical laboratory science. This program offers specific courses in immunology, immunohematology, microbiology, clinical chemistry,

urinalysis, hematology, hemostasis, and laboratory operations. Students completing the BSMLS completion program are well-prepared and eligible to write the national Board of Certification examination sponsored by the ASCP (American Society for Clinical Pathology).

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions). The interactive online degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

## Total Credits - 120

### Major - 31

- 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 414 - Body Fluids & Hemostasis **Credits: 3**
- MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits: 2**
- MLSC 431 - Clinical Bacteriology **Credits: 4**
- MLSC 432 - Specialized Clinical Microbiology **Credits: 2**
- MLSC 441 - Immunohematology **Credits: 3**
- MLSC 442 - Transfusion Medicine **Credits: 3**
- MLSC 451 - Clinical Chemistry I **Credits: 3**
- MLSC 452 - Clinical Chemistry II **Credits: 3**
- 2 credits of MLSC 470 - Laboratory Operations & Best Practices **Credits: 2,3**
- MLSC 483 - Comprehensive Review and Written Examination **Credits: 1**

#### Additional Requirements

##### Student Progression in Clinical Program

- The MLT to MLS clinical program for working professional clinical laboratory technicians (CLTs) and medical laboratory technicians (MLTs). The program may be completed in as little as two semesters.
- Students may complete all the course work online with some exceptions: occasionally students will need to take proctored exams at a testing center or other location and any clinical rotations required are completed on-site in laboratories, usually scheduled where the student works. Students may also apply for life experience credit to reduce or eliminate clinical rotation hours.
- All required course work must be completed with a grade no lower than C- and no course with a grade below C- may count towards the degree. Refer to the Academic Calendar for the Add/Drop dates. Continuance in the program is contingent on students meeting the progression criteria as stated and maintaining a minimum cumulative GPA of 2.50. 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. The Department of MLS requires a minimum cumulative GPA of 2.5 to graduate with a BSMLS.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Admission Requirements

### Clinical Year Admission Requirements

To be eligible for the MLT to MLS (BSMLS completion) program, applicants must meet the following criteria:

- Have an Associate degree\* or 60 semester hours (90 quarter hours) of academic credit\*\* from a college/university accredited by a recognized regional or national accreditation agency with current MLT Certification.
- Must be currently employed by a clinical laboratory.
- Have two years of full time acceptable clinical experience\*\*\* in blood banking, chemistry, hematology, microbiology, immunology, and urinalysis/body fluids in an acceptable laboratory within the last five years.
- Have a minimum overall grade point average (GPA) of 2.50 on a 4.00 scale.
- Have a minimum cognate science and math GPA of 2.50 on a 4.00 scale.
- Have completed:
  - At least 16 semester (24 quarter) credits of biology (must include immunology and microbiology)
  - At least 16 semester (24 quarter) credits of chemistry (must include at least one term of organic chemistry or biochemistry)

- One college-level mathematics course

Applicants must be able to meet the program's published *Essential Functions*, which are included in the online 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.

*\*Applicants who have completed an AA/AS degree at a regionally accredited institution or completed a state core curriculum (e.g., MTA) will be considered to have met all general education (Andrews Core Experience) requirements except for the Religion requirement.*

*\*\*Students without an associate degree must meet the Andrews Core Experience (ACE) requirements.*

*\*\*\*All laboratory experience credited toward eligibility must have been gained while employed in a laboratory that performs the chemical, physical, or biological examination of human body fluids and tissues and that uses clinical laboratory techniques and methodologies. The experience must have been obtained within the last five years, in each of the following clinical laboratory disciplines: Blood Banking, Microbiology, Chemistry, and Hematology. All work experience is assumed to be full-time. Full-time experience is defined as working an average of 40 hours/week (may be a combination of part-time settings). Where necessary, laboratory experience will be verified. If laboratory experience is deficient, clinical rotations may be required at the end of the program and are completed on-site in laboratories, usually scheduled where the student works.*

#### Prerequisite Courses

All prerequisite course work 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.

## Additional Information

### Transfer of Credits and Credit for Prior Learning

- Applicants may transfer up to 92 credits from their associate degree programs and other college-level courses completed toward the BSMLS.
- Students may also earn credits for prior learning from applicable MLT experience with a required portfolio submission.
- Electives, additional classes and/or credit for prior learning gained through personal and/or professional development may be required to meet the 124-credit graduation requirement.

## Student Learning Outcomes

**Student Learning Outcome 1:** MLS Comprehensive Didactic Competency, sufficient to achieve a passing score in the Board of Certification by the ASCP, in the following scientific content and as defined by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS):

- Clinical Chemistry
- Hematology/Hemostasis
- Immunology
- Immunohematology/Transfusion Medicine
- Microbiology
- Urine and body fluid analysis
- Laboratory Operations

### Student Learning Outcome 2: Application of MLS Professional Skills

- Achieve Medical Laboratory Scientist entry-level psychomotor, clinical, and professional skills for service to humanity.
- Demonstrate competency to perform a full range of test protocols in the contemporary medical laboratory setting encompassing pre-analytical, analytical, and post-analytical components of laboratory services, including body fluids, chemistry, hematology, immunohematology, immunology, microbiology, molecular diagnostics, urinalysis, and phlebotomy.
- Exhibit proficiency to evaluate clinical data and interpret results, problem solve, troubleshoot, and use statistical approaches when evaluating data.
- Exhibit administrative skills consistent with philosophies of quality assurance, continuous quality improvement, laboratory education, financial resource management, and appropriate composure under stressful conditions.

- Application of safety and governmental regulations and standards as applied to medical laboratory practice.

### Student Learning Outcome 3: Practice Ethics and Professionalism

- Demonstrate ethical and professional behaviors in both didactic and practicum portions of the Program.
- Model the professional traits of an entry-level healthcare practitioner.
- Display professional conduct, respecting the feelings and needs of others, protecting the confidentiality of patient information, and avoiding personal concerns and biases to interfere with the welfare of patients.
- Demonstrate effective communication skills, including competent written, oral, and visual communication, to ensure accurate and appropriate transfer of information.
- Embrace interprofessional collaborative practice that strengthens the healthcare team and enhances patient outcomes.

## Masters

## Medical Laboratory Science MSMLS

The Master of Science in Medical Laboratory Science (MSMLS) degree is a professional degree for individuals seeking to advance in their MLS career. Students may choose from two tracks:

**Track 1:** This traditional track is available to individuals with MLS Certification and it is offered 100% online and in-person. Students choose from two concentrations to further develop technical knowledge and skills beyond that of the baccalaureate level.

**Track 2:** This accelerated track is available in-person only to individuals wishing to complete both a bachelor's and master's degree in a shorter timeframe, allowing them to enter the MLS workforce with advanced qualifications. Students earn a Bachelor of Science in Biomedical Diagnostics at the end of their fourth year and a Master of Science in Medical Laboratory Science at the end of their fifth year. Upon completion of this track, students are also eligible for the MLS Board Certification.

**Online Delivery:** Only Track 1 of this program offers an interactive online asynchronous format option (see Global Campus definitions). The interactive online degree does not require any on-campus time. However, students are encouraged to come to campus for graduation.

## Total Credits - 34-35

### Track 1 (Traditional Program) - 34

This traditional track is available to individuals with MLS Certification and it is offered 100% online and in-person. Students choose from two concentrations to further develop technical knowledge and skills beyond that of the baccalaureate level.

#### Degree Core - 22

- ACCT 505 - Survey of Accounting for Decision Making and Control **Credits:** 2,3
- EDRM 505 - Research Methods **Credits:** 3
- MLSC 500 - Foundations for Graduate Study in Medical Laboratory Science **Credits:** 1
- MLSC 501 - Seminar in Medical Laboratory Science **Credits:** 1
- MLSC 546 - Integration of Spirituality in Health Care **Credits:** 2,3
- 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

#### Choose one of the following courses:

- BSAD 500 - Survey of Management **Credits:** 2
- BSAD 515 - Organizational Behavior & Leadership **Credits:** 3

#### Concentration - 12

Choose one of the following concentrations:

### Education and Training Concentration

Choose 12 credits in consultation with the MSMLS Program Director or academic advisor.

- EDCI 606 - Teaching in Higher Education **Credits:** 3
- EDCI 610 - Teaching the Adult Learner **Credits:** 2,3
- EDCI 650 - Curriculum Design: \_\_\_\_\_ **Credits:** 3

#### Electives

Select in consultation with an advisor to total 12 credits for the concentration.

- EDAL 667 - Leadership in Higher Education **Credits:** 2,3
- EDCI 545 - Assessment of Learning: **Credits:** 3
- MLSC 690 - Topics: \_\_\_\_\_ **Credits:** 1-4
- NRSJ 658 - Learning Theory and Health Teaching **Credits:** 2

### Global Development Concentration

Choose 12 credits in consultation with the MSMLS Program Director or academic advisor.

- BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3
- BSAD 545 - International Business Management **Credits:** 3
- PBHL 540 - Grant Writing **Credits:** 2

#### Electives

Select in consultation with an advisor to total 12 credits for the concentration.

- BSAD 560 - Intercultural Business Relations **Credits:** 3
- COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
- MLSC 690 - Topics: \_\_\_\_\_ **Credits:** 1-4
- PBHL 545 - Program Planning and Evaluation **Credits:** 2,3

## Track 2 (Accelerated Program) - 35

This accelerated track is available in-person only to individuals wishing to complete both a bachelor's and master's degree in a shorter timeframe allowing them to enter the MLS workforce with advanced qualifications. Students earn a Bachelor of Science in Biomedical Diagnostics at the end of their fourth year and a Master of Science in Medical Laboratory Science at the end of their fifth year. Upon completion of this track, students are also eligible for the MLS Board Certification.

#### Degree Core - 30

- EDRM 505 - Research Methods **Credits:** 3
- MLSC 515 - Hematology & Body Fluids Practicum **Credits:** 2
- MLSC 523 - Molecular Diagnostics Practicum **Credits:** 2
- MLSC 533 - Clinical Microbiology & Immunology Practicum **Credits:** 3
- MLSC 543 - Clinical Immunohematology Practicum **Credits:** 3
- MLSC 546 - Integration of Spirituality in Health Care **Credits:** 2,3
- MLSC 553 - Clinical Chemistry & Diagnostics Practicum **Credits:** 2
- MLSC 583 - Comprehensive Review & Written Examination **Credits:** 2
- MLSC 585 - Applied Studies in Medical Laboratory Science **Credits:** 5
- 2 credits of MLSC 591 - Practicum in: **Credits:** 1-4 (Laboratory Operations)

Choose one of the following courses:

- BSAD 500 - Survey of Management **Credits:** 2
- BSAD 515 - Organizational Behavior & Leadership **Credits:** 3

Choose one of the following courses:

- EDAL 667 - Leadership in Higher Education **Credits:** 2,3
- EDCI 545 - Assessment of Learning: **Credits:** 3
- EDCI 606 - Teaching in Higher Education **Credits:** 3
- EDCI 610 - Teaching the Adult Learner **Credits:** 2,3
- EDCI 650 - Curriculum Design: \_\_\_\_\_ **Credits:** 3

#### Focus Courses - 5

Choose two courses (5 credits) in a relevant area of interest and in consultation with the academic advisor.

## 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 admission requirements for Track 1 and Track 2:

- Applicants must have an overall GPA of at least 3.0 in undergraduate courses and at least 3.0 in the undergraduate life sciences (biology and chemistry), math, and medical laboratory science courses.
- The Graduate Record Examination (GRE) is not required for MSMLS admission but is required for GRE Scholarship consideration.

Track 1 applicants must also meet the following requirements:

- 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 MLS professional certification before completing more than 9 graduate credits and must meet the GPA requirements as stated above.
- Individuals with Technologist/Scientist Professional Certification:
  - Provide documentation of professional certification and/or licensure in medical laboratory science acceptable to the admissions committee.
  - Certification may be either general or in one of the recognized areas of specialization.
  - Acceptable certification is typically defined as that offered by the ASCP (American Society for Clinical Pathology) Board of Certification.
- Individuals without Technologist/Scientist Professional Certification:
  - Individuals lacking United States professional certification may request to be admitted on a provisional basis while they either apply to sit for the Board of Certification or pursue the course work required for eligibility to write the Board of Certification.
  - To be eligible for MLS Certification, 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.
  - These clinical courses and their prerequisites require a minimum of four academic semesters.
  - The courses include MLSC 210, 230, 240, 320, 350, 400, 401, 405, 411, 412, 413, 421, 423, 431, 432, 433, 441, 442, 443, 451, 452, 453, 461, 463, 470, 475, and 483.

## Graduation Requirements

In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:

- Complete a minimum of 34-35 semester credits (depending on which track is chosen).
- 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 College of Health & Human Services.

## Student Learning Outcomes

Upon completion of the MSMLS, the medical laboratory scientist will demonstrate advanced knowledge and skills to:

- Apply safety and governmental regulations and standards that pertain to laboratory medicine.
- Demonstrate professional conduct.
- Work collaboratively with patients, the public, and healthcare team members.
- Apply principles and practices of laboratory administration, management, and supervision.
- Utilize educational methodologies and terminology sufficient to train/educate users and providers of laboratory services.

- Advance further knowledge in their area of expertise by utilizing principles and practices of clinical study design, implementation, and dissemination of results.
- Integrate principles of ethics and implement interpersonal skills that are culturally sensitive.
- Apply principles of laboratory medicine in innovative ways to address clinical issues or problems.

## Certificates

### Medical Laboratory Science Certificate

The MLS Certificate Program prepares post-bachelor students to meet the entry-level competencies necessary to perform the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion Medicine, Microbiology, Urine and Body Fluid Analysis, Laboratory Operations, and other emerging fields in laboratory medicine. MLS graduates have opportunities not only in hospital laboratories but also in industry, research, public health, government, information systems, consulting, reference (private) laboratories, education, and many other fields.

Students who complete the MLS Certificate Program are eligible to write the national Board of Certification examination sponsored by the ASCP (American Society for Clinical Pathology).

The MLS Certificate Program is comprised of lectures and student laboratories on the Berrien Springs campus and a clinical practicum in the relevant certificate area at an affiliated hospital or clinical laboratory site.

Refer to the Department of Medical Laboratory Sciences website for the MLS Certificate Program Year Calendar.

Accreditation: The Andrews University Program for Medical Laboratory Sciences holds accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N River Rd, Suite 720, Rosemont, IL 60018-5119, (773) 714-8880 fax (773) 714-8886, e-mail at [info@naacls.org](mailto:info@naacls.org) or the Web at [www.naacls.org](http://www.naacls.org).

### Pre-Clinical Courses - 12

- 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 320 - Fundamentals of Immunology **Credits: 3**
- MLSC 350 - Fundamentals of Clinical Chemistry **Credits: 3**

### Clinical Courses - 32

- 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 414 - Body Fluids & Hemostasis **Credits: 3**
- MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits: 2**
- MLSC 431 - Clinical Bacteriology **Credits: 4**
- MLSC 432 - Specialized Clinical Microbiology **Credits: 2**
- MLSC 441 - Immunohematology **Credits: 3**
- MLSC 442 - Transfusion Medicine **Credits: 3**
- MLSC 451 - Clinical Chemistry I **Credits: 3**
- MLSC 452 - Clinical Chemistry II **Credits: 3**
- MLSC 470 - Laboratory Operations & Best Practices **Credits: 2,3**
- MLSC 483 - Comprehensive Review and Written Examination **Credits: 1**

### Certificate Clinical Courses - 15

- MLSC 415 - Hematology, Hemostasis, & Body Fluids Practicum **Credits: 3**
- MLSC 423 - Clinical Immunology, Virology, and Molecular Diagnostics Practicum **Credits: 1**
- MLSC 433 - Clinical Microbiology Practicum **Credits: 4**
- MLSC 443 - Clinical Immunohematology Practicum **Credits: 4**
- MLSC 453 - Clinical Chemistry Practicum **Credits: 3**

# Technologist in Chemistry

## Certificate

The Technologist in Chemistry Certificate consists of the completion of a structured chemistry curriculum offered within the accredited MLS Program.

Students completing the Technologist in Chemistry Certificate will be eligible for the Technologist in Chemistry (C) Categorical Certification offered by the American Society of Clinical Pathologists (ASCP).

**Delivery:** This certificate program is offered in the interactive online asynchronous format (see Global Campus definitions).

### Certificate Courses - 16-19

MLSC 320 - Fundamentals of Immunology **Credits:** 3 \*

MLSC 350 - Fundamentals of Clinical Chemistry **Credits:** 3

MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits:** 2

MLSC 451 - Clinical Chemistry I **Credits:** 3

MLSC 452 - Clinical Chemistry II **Credits:** 3

MLSC 453 - Clinical Chemistry Practicum **Credits:** 3

MLSC 470 - Laboratory Operations & Best Practices **Credits:** 2,3 \*\*

\*Required if an equivalent course has not been taken.

\*\* Categoricals register for the 2-credit option of this course.

### Admission Requirements

- Baccalaureate degree from a regionally accredited college/university with a major in biological science or chemistry, **OR** a baccalaureate degree from a regionally accredited college/university with a combination of 30 semester hours (45 quarter hours) in biology and chemistry, which may be obtained within, or in addition to, the baccalaureate degree,
- **AND** successful completion of a structured program in clinical chemistry under the auspices of a NAACLS accredited Medical Laboratory Scientist Program within the last five years.

### Certification Eligibility for C(ASCP)

- Completion of a clinical chemistry structure curriculum.
- Applicants should not apply until after successful completion of the structured program.
- Candidates apply to the Technologist in Chemistry, C(ASCP) via Route 3.

### Student Learning Outcomes

SLO 1: Didactic Competency in Clinical Chemistry and related areas.

- Achieve Medical Laboratory Scientist entry-level didactic competency in the chemistry content and as defined by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- Achieve a passing score in the Technologist in Chemistry Examination by the ASCP.

SLO 2: Application of MLS Professional Skills

- Achieve Medical Laboratory Scientist entry-level psychomotor, clinical, and professional skills for service to humanity.
- Demonstrate competency to perform a full range of test protocols in the contemporary medical laboratory setting encompassing pre-analytical, analytical, and post-analytical components of laboratory services as it pertains to the clinical microbiology scope of practice.
- Exhibit proficiency to evaluate clinical data and interpret results, problem solve, troubleshoot, and use statistical approaches when evaluating data.
- Exhibit administrative skills consistent with philosophies of quality assurance, continuous quality improvement, laboratory education, financial resource management, and appropriate composure under stressful conditions.
- Application of safety and governmental regulations and standards as applied to medical laboratory practice.

SLO 3: Practice Ethics and Professionalism

- Demonstrate ethical and professional behaviors in both didactic and practicum portions of the Program.
- Model the professional traits of an entry-level healthcare practitioner.

# Technologist in Hematology

## Certificate

The Technologist in Hematology Certificate consist of the completion of a structured hematology curriculum offered within the accredited MLS Program.

Students completing the Technologist in Hematology Certificate will be eligible for the Technologist in Hematology (H) Categorical Certification offered by the American Society of Clinical Pathologists (ASCP).

**Delivery:** This certificate program is offered in the interactive online asynchronous format (see Global Campus definitions).

### Certificate Courses - 15-18

MLSC 210 - Fundamentals of Hematology and Hemostasis **Credits:** 2

MLSC 320 - Fundamentals of Immunology **Credits:** 3 \*

MLSC 411 - Hematology **Credits:** 3

MLSC 414 - Body Fluids & Hemostasis **Credits:** 3

MLSC 415 - Hematology, Hemostasis, & Body Fluids Practicum **Credits:** 3

MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits:** 2

MLSC 470 - Laboratory Operations & Best Practices **Credits:** 2,3 \*\*

\*Required if an equivalent course has not been taken.

\*\*Categoricals register for the 2-credit option of this course.

### Admission Requirements

- Baccalaureate degree from a regionally accredited college/university with a major in biological science or chemistry, **OR** a baccalaureate degree from a regionally accredited college/university with a combination of 30 semester hours (45 quarter hours) in biology and chemistry, which may be obtained within, or in addition to, the baccalaureate degree,
- **AND** successful completion of a structured program in hematology under the auspices of a NAACLS accredited Medical Laboratory Scientist Program within the last five years.

### Certification Eligibility for H(ASCP)

- Completion of a hematology structure curriculum.
- Applicants should not apply until after successful completion of the structured program.
- Candidates apply to the Technologist in Hematology, H(ASCP) via Route 3.

### Student Learning Outcomes

SLO 1: Didactic Competency in Hematology and related areas.

- Achieve Medical Laboratory Scientist entry-level didactic competency in the hematology content and as defined by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- Achieve a passing score in the Technologist in Hematology Examination by the ASCP.

SLO 2: Application of MLS Professional Skills

- Achieve Medical Laboratory Scientist entry-level psychomotor, clinical, and professional skills for service to humanity.
- Demonstrate competency to perform a full range of test protocols in the contemporary medical laboratory setting encompassing pre-analytical, analytical, and post-analytical components of laboratory services as it pertains to the clinical hematology scope of practice.
- Exhibit proficiency to evaluate clinical data and interpret results, problem solve, troubleshoot, and use statistical approaches when evaluating data.

- Exhibit administrative skills consistent with philosophies of quality assurance, continuous quality improvement, laboratory education, financial resource management, and appropriate composure under stressful conditions.
- Application of safety and governmental regulations and standards as applied to medical laboratory practice.

#### SLO 3: Practice Ethics and Professionalism

- Demonstrate ethical and professional behaviors in both didactic and practicum portions of the Program.
- Model the professional traits of an entry-level healthcare practitioner.

## Technologist in Microbiology Certificate

The Technologist in Microbiology Certificate consists of the completion of a structured microbiology curriculum offered within the accredited MLS Program.

Students completing the Technologist in Microbiology Certificate will be eligible for the Technologist in Microbiology (M) Categorical Certification offered by the American Society of Clinical Pathologists (ASCP).

**Delivery:** This certificate program is offered in the interactive online asynchronous format (see Global Campus definitions).

### Certificate Courses - 17-20

- MLSC 230 - Fundamentals of Clinical Microbiology **Credits:** 3 \*
- MLSC 320 - Fundamentals of Immunology **Credits:** 3 \*
- MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits:** 2
- MLSC 431 - Clinical Bacteriology **Credits:** 4
- MLSC 432 - Specialized Clinical Microbiology **Credits:** 2
- MLSC 433 - Clinical Microbiology Practicum **Credits:** 4
- MLSC 470 - Laboratory Operations & Best Practices **Credits:** 2,3 \*\*

\*Required if an equivalent course has not been taken.

\*\*Categoricals register for the 2-credit option of this course.

### Admission Requirements

- Baccalaureate degree from a regionally accredited college/university with a major in biological science or chemistry, **OR** a baccalaureate degree from a regionally accredited college/university with a combination of 30 semester hours (45 quarter hours) in biology and chemistry, which may be obtained within, or in addition to, the baccalaureate degree,
- **AND** successful completion of a structured program in microbiology under the auspices of a NAACLS accredited Medical Laboratory Scientist Program within the last five years.

### Certification Eligibility for M(ASCP)

- Completion of a microbiology structure curriculum.
- Applicants should not apply until after successful completion of the structured program.
- Candidates apply to the Technologist in Microbiology, M(ASCP) via Route 3.

### Student Learning Outcomes

SLO 1: Didactic Competency in Clinical Microbiology and related areas.

- Achieve Medical Laboratory Scientist entry-level didactic competency in the microbiology content and as defined by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- Achieve a passing score in the Technologist in Microbiology Examination by the ASCP.

SLO 2: Application of MLS Professional Skills

- Achieve Medical Laboratory Scientist entry-level psychomotor, clinical, and professional skills for service to humanity.

- Demonstrate competency to perform a full range of test protocols in the contemporary medical laboratory setting encompassing pre-analytical, analytical, and post-analytical components of laboratory services as it pertains to the clinical microbiology scope of practice.
- Exhibit proficiency to evaluate clinical data and interpret results, problem solve, troubleshoot, and use statistical approaches when evaluating data.
- Exhibit administrative skills consistent with philosophies of quality assurance, continuous quality improvement, laboratory education, financial resource management, and appropriate composure under stressful conditions.
- Application of safety and governmental regulations and standards as applied to medical laboratory practice.

SLO 3: Practice Ethics and Professionalism

- Demonstrate ethical and professional behaviors in both didactic and practicum portions of the Program.
- Model the professional traits of an entry-level healthcare practitioner.

## Other Programs

## MLS National Certification Eligibility Requirements

### Course Requirements

Individuals lacking professional certification may request to be admitted to the Master of Science in Medical Laboratory Science (MSMLS) program on a provisional basis while they pursue the course work required for eligibility to write the national certification examinations. These clinical courses and their prerequisites require a minimum of four academic semesters. The courses include:

- 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 320 - Fundamentals of Immunology **Credits:** 3
- MLSC 350 - Fundamentals of Clinical Chemistry **Credits:** 3
- 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 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits:** 2
- MLSC 423 - Clinical Immunology, Virology, and Molecular Diagnostics Practicum **Credits:** 1
- MLSC 431 - Clinical Bacteriology **Credits:** 4
- MLSC 432 - Specialized Clinical Microbiology **Credits:** 2
- MLSC 433 - Clinical Microbiology Practicum **Credits:** 4
- MLSC 441 - Immunohematology **Credits:** 3
- MLSC 442 - Transfusion Medicine **Credits:** 3
- MLSC 443 - Clinical Immunohematology Practicum **Credits:** 4
- MLSC 451 - Clinical Chemistry I **Credits:** 3
- MLSC 452 - Clinical Chemistry II **Credits:** 3
- MLSC 453 - Clinical Chemistry Practicum **Credits:** 3
- MLSC 483 - Comprehensive Review and Written Examination **Credits:** 1

## 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:** CHHS

ALHE 480 - Practicum in \_\_\_\_\_

**Credits:** 4

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)



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, Interactive Online

**College Code:** CHHS

### MLSC 414 - Body Fluids & Hemostasis

**Credits:** 3

Overview of the theory and practice in manual procedures for analyzing various body fluids such as serous fluids, synovial fluids, amniotic fluid, and urine. Correlations with normal physiology and selected pathological conditions. 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.

**Lecture/Lab:** Weekly: 3 lectures & a 2-hour lab

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MLSC 411 and permission of program director.

**Schedule Type:** Lecture, Lab, Interactive Online

**Term Offering:** Spring

**College Code:** CHHS

### MLSC 415 - Hematology, Hemostasis, & Body Fluids Practicum

**Credits:** 3

Professional health-care laboratory practicum; emphasis in patient-care application of hematology, hemostasis, and body fluids.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Prerequisite(s):** MLSC 411, 414 and permission of program director.

**Schedule Type:** Practicum

**College Code:** CHHS

### 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, Interactive Online

**College Code:** CHHS

### 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:** CHHS

### 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, Interactive Online

**College Code:** CHHS

### MLSC 432 - Specialized Clinical Microbiology

**Credits:** 2

Study of mycobacteria, viruses, 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

**Schedule Type:** Lecture, Lab, Interactive Online

**Term Offering:** Spring

**College Code:** CHHS

### 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:** CHHS

### 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, Interactive Online

**College Code:** CHHS

### MLSC 442 - Transfusion Medicine

**Credits:** 3

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, Interactive Online

**College Code:** CHHS

### 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:** CHHS

### 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, Interactive Online

**College Code:** CHHS

### 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. Emphasis on case-based analysis of abnormal Clinical Chemistry results.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MLSC 451 and permission of program director

**Schedule Type:** Lecture, Lab, Interactive Online

**College Code:** CHHS

### 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:** CHHS

### MLSC 470 - Laboratory Operations & Best Practices

**Credits:** 2,3

Basic concepts in laboratory operations. Topics include quality assessment/troubleshooting, preanalytical, quality control, Point-of-Care (POCT),

compliance, regulation as it pertains to proficiency testing, competency assessment, accreditation standards, and basic management concepts/principles.

**Lecture/Lab:** Weekly: 2 lectures & a 2-hour lab  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**Special Approval:** Program director permission required  
**Term Offering:** Spring  
**College Code:** CHHS

### 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:** CHHS

### MLSC 480 - 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** One of the following BIOL 100, BIOL 221, BIOL 222, BIOL 165, BIOL 166, OR permission of the instructor.  
**Schedule Type:** Lecture, Blended Learning, Interactive Online  
**Special Approval:** Instructor permission required  
**Year Offering:** Alternate years (even)  
**Term Offering:** Spring  
**College Code:** CHHS

### 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal w/DG (A-F,I,W,DG,DN)  
**Schedule Type:** Independent  
**Special Approval:** Program director permission required  
**College Code:** CHHS

### MLSC 490 - Topics in \_\_\_\_\_

**Credits:** 1–4  
An in-depth study of selected topics in the medical laboratory sciences.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Permission of program director  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**College Code:** CHHS

### MLSC 491 - Practicum in:

**Credits:** 1-4  
Professional healthcare laboratory practicum with an emphasis on patient-care applications.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Discipline-specific didactic coursework.  
**Schedule Type:** Practicum  
**Special Approval:** Program director permission required.  
**Year Offering:** Annually  
**College Code:** CHHS

### MLSC 495 - Independent Project

**Credits:** 1–4  
Topics may be from areas relevant to clinical laboratory practice and must be approved by the Program director.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
374

**Prerequisite(s):** Permission of program director  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Independent  
**College Code:** CHHS

### 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.

**Course/Lab Fee:** Yes  
**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:** CHHS

### MLSC 497 - Program Continuation

**Credits:** 0  
Students may register for this non-credit continuation course to maintain active status. Registration does not indicate full-time status.

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### 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.

**Course/Lab Fee:** Yes  
Yes, 500–599 courses that qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CHHS

### 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.

**Course/Lab Fee:** Yes  
Yes, 500–599 courses that qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online, Seminar  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CHHS

### MLSC 515 - Hematology & Body Fluids Practicum

**Credits:** 2  
Professional healthcare laboratory practicum emphasizes theoretical applications of hematology, hemostasis, and body fluids in patient care.

**Course/Lab Fee:** No  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** MLSC 411, MLSC 414  
**Schedule Type:** Practicum  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### MLSC 523 - Molecular Diagnostics Practicum

**Credits:** 2  
Professional healthcare laboratory practicum emphasizes methodologies and applications of molecular techniques for clinical diagnosis.

**Course/Lab Fee:** No

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** MLSC 421  
**Schedule Type:** Practicum  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### MLSC 533 - Clinical Microbiology & Immunology Practicum

**Credits:** 3  
Professional healthcare laboratory practicum emphasizes theoretical applications of bacteriology, mycology, parasitology, virology, immunology, and serology in patient care.

**Course/Lab Fee:** No  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** MLSC 431, MLSC 432  
**Schedule Type:** Practicum  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### MLSC 543 - Clinical Immunohematology Practicum

**Credits:** 3  
Professional healthcare laboratory practicum with an emphasis on applications of immunohematology and transfusion medicine in patient care.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** MLSC 441, MLSC 442 and permission of program director.  
**Repeatable:** Repeatable  
**Schedule Type:** Practicum  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Spring, Summer  
**College Code:** CHHS

### MLSC 546 - 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.

Yes

**Course Attribute:** Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CHHS

### MLSC 553 - Clinical Chemistry & Diagnostics Practicum

**Credits:** 2  
Professional healthcare laboratory practicum emphasizes theoretical applications of clinical chemistry in patient care.

**Course/Lab Fee:** No  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** MLSC 451, MLSC 452  
**Schedule Type:** Practicum  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### 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 Director.  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### 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 Director.  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### MLSC 570 - Laboratory Management, Regulation & Practice

**Credits:** 4  
An overview of laboratory management concepts, issues, and strategies relevant to managing a medical laboratory.

**Course/Lab Fee:** No  
Yes, 500–599 courses that qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab, Lecture/Lab  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### MLSC 580 - Pathophysiology for Health Professions

**Credits:** 2  
Study and application of advanced pathophysiological concepts occurring in acute and chronic manifestations of frequent and rare disorders/conditions such as porphyria, intrahepatic, cholestasis, and inborn errors of metabolism. Analysis of epidemiology risk factors, etiology, pathophysiology, clinical manifestations and diagnostic tests for selected illnesses across the lifespan.

**Course/Lab Fee:** No  
Yes, 500–599 courses that qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### MLSC 583 - Comprehensive Review & Written Examination

**Credits:** 2  
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:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** Completion of MLS Clinical Year courses or equivalent and Program Director permission required.  
**Repeatable:** Repeatable  
**Schedule Type:** Interactive Online  
**Special Approval:** Program director permission required  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CHHS

### 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Certification and/or licensure as a Medical Laboratory Scientist and permission of Graduate Program Director.  
**Schedule Type:** Lab, Interactive Online  
**College Code:** CHHS

## MLSC 591 - Practicum in:

**Credits:** 1-4

Advanced laboratory medicine practicum focused on laboratory operations and procedures that impact patient care.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** Completion of clinical year courses and permission of Program Director.

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**Special Approval:** Program director permission required

**Year Offering:** Annually

**Term Offering:** Spring, Summer

**College Code:** CHHS

## MLSC 595 - Independent Study/Readings/Research Project

**Credits:** 1-4

Topics may be from immunology, immunohematology, clinical chemistry, hematology, microbiology and other areas of patient-care science, clinical laboratory science education, management, or applications specially relevant to clinical laboratories.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Prerequisite(s):** Permission of Graduate Program Director.

**Repeatable:** Repeatable up to 4 credits with different topics

**Schedule Type:** Independent

**College Code:** CHHS

## MLSC 611 - Molecular Diagnostics in Health and Disease I

**Credits:** 3

Biomolecular foundations for clinical applications in molecular pathology, with emphasis on disorders of genetic origin, protein structure, and function.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Permission of Graduate Program Director.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CHHS

## 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 Director.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## 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:** CHHS

## 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:** Program Director Permission Required

**College Code:** CHHS

## MLSC 655 - Program Continuation

**Credits:** 0

Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to the School of

Graduate Studies & Research. Registration does not indicate full-time status.

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Schedule Type:** Independent

**College Code:** CHHS

## 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:** CHHS

## MLSC 690 - Topics: \_\_\_\_\_

**Credits:** 1-4

An in-depth study of selected topics in medical laboratory sciences.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Prerequisite(s):** Permission of the Graduate Program Director

**Repeatable:** Repeatable

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## PBTC 300 - Clinical Specimen Collection and Processing

**Credits:** 2

Review of anatomy and physiology of circulatory system pertaining to specimen collection. Study of clinical specimen collection techniques, specimen processing and handling, and laboratory operations for phlebotomy.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** One of the following BIOL 100 , BIOL 221 , BIOL 222 , BIOL 165 , BIOL 166 , and permission of the instructor.

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Spring

**College Code:** CHHS

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PBTC 300 or permission of the instructor

**Schedule Type:** Practicum

**College Code:** CHHS



# School of Communication Sciences & Disorders

Bell Hall, Room 114  
269-471-3468  
speech@andrews.edu  
www.andrews.edu/speech/

## Mission

The Andrews University School of Communication Sciences and Disorders 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

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. Students transferring to Andrews University may complete general education and cognate courses that would then be transferred into and articulated by Andrews University. See "Admission Requirements" below.

**Accelerated Program:** Students interested in earning the Bachelors/Masters in an accelerated program will need to follow the admission requirements as stated below in the section entitled, "Admission Requirements for the 5 Year Track." 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 compared to 6. Students must begin this track fall semester of the undergraduate freshmen year at Andrews University.

#### Dual Degree Option:

This program is available as a dual degree with a Spanish BA:

- Speech-Language Pathology and Audiology/Spanish Dual Degree BS/BA

## Total Credits - 120

### Major - 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 448 - Disorders of Voice, Fluency and Swallowing **Credits: 3**

- SPPA 458 - Aural Rehabilitation **Credits: 3**
- SPPA 475 - Evidence-based Clinical Research **Credits: 3**
- SPPA 481 - Clinical Application in Speech-Language Pathology **Credits: 2,3**
- SPPA 482 - Clinical Application in Audiology **Credits: 2,3**

## Cognates - 17

- PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3 \***
- PHYS 225 - Sound and Waves **Credits: 4 \***
- PSYC 201 - Human Development **Credits: 3**
- STAT 285 - Introduction to Applied Statistics **Credits: 3 \***

Choose one of the following courses:

- BIOL 100 - Human Biology **Credits: 4**
- BIOL 110 - Principles of Biology **Credits: 4**
- BIOL 165 - Foundations of Biology **Credits: 4,5**
- BIOL 166 - Foundations of Biology **Credits: 4,5**
- BIOL 221 - Anatomy and Physiology I **Credits: 4**
- BIOL 222 - Anatomy and Physiology II **Credits: 4**
- BIOL 260 - General Microbiology **Credits: 4**

\*Course fulfills ACE requirement

## Electives

### Recommended Courses:

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits: 3**
- BIOL 221 - Anatomy and Physiology I **Credits: 4**
- ENGL 460 - Linguistics **Credits: 3**
- PSYC 101 - Introduction to Psychology **Credits: 3**
- SPPA 498 - Research Project in Speech-Language Pathology and Audiology **Credits: 1-3**

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Additional Requirements

The GPA requirement is 2.75 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.

## Admission Requirements (all students)

Following acceptance to Andrews University, students enter the program as a Speech-Language Pathology and Audiology Pre-Professional student. As such, students must take and successfully complete a series of major and cognate courses. During the Spring Semester of the freshman year (for BS/MS) or sophomore year (for BS), students will apply to the BS program. Students must complete the noted courses maintaining an overall GPA of 2.75, a major GPA of 3.0, and no grade lower than a C in major and cognate courses. Students transferring to Andrews University must complete cognate courses in approved biological science, chemistry or physics, statistics, and human development with no grade lower than a C and an overall GPA of 2.75 or greater.

Students entering Andrews as freshmen must take the following courses during the first year of the program:

- SPPA 234 - Introduction to Speech-Language Pathology and Audiology
  - SPPA 270 - Preclinical Observation
  - SPPA 280 - Anatomy and Physiology of Speech and Hearing
  - SPPA 285 - Applied Phonetics
  - SPPA 374 - Articulation and Phonology: Development and Disorders
- At least one of the following cognates:
- BIOL 100, BIOL 110, BIOL 165, BIOL 166, BIOL 221, or BIOL 222
  - PHYS 225
  - PSYC 201
  - STAT 285

## Admission Requirements for the 5 Year Track

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 Speech-Language Pathology and Audiology Pre-Professional student and must apply to the BS program during their sophomore year.
- At the end of the 4th year (senior year) students will graduate with a BS in Speech-Language Pathology and Audiology.
- Students must complete an application process to the MS program during their senior undergraduate year.
- During the senior year, students will complete the initial courses toward the MS degree.
- Once admitted, students must meet the Speech-Language Pathology MS requirements (Speech-Language Pathology MS).

## Student Learning Outcomes

Graduates of this program will:

- Demonstrate knowledge and application of theoretical and conceptual knowledge of speech, language, and hearing as the components of communication across the lifespan.
- Differentiate between various speech, language, and hearing differences and disorders.
- Demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Demonstrate knowledge of ethical standards as they relate to their field of study and interprofessional practice.

## Bachelors Dual Degrees

# Speech-Language Pathology and Audiology/Spanish Dual Degree BS/BA

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 BS/BA Joint Degree need to complete General Education requirements for BS/BA 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

## Program Information

Information for the two programs (Speech-Language Pathology and Audiology BS & Spanish BA) follows:

## Speech-Language Pathology and Audiology BS

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. Students transferring to Andrews University may complete general education and cognate courses that would then be transferred into and articulated by Andrews University. See "Admission Requirements" below.

**Accelerated Program:** Students interested in earning the Bachelors/Masters in an accelerated program will need to follow the admission requirements as stated below in the section entitled, "Admission Requirements for the 5 Year Track." 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 compared to 6. Students must begin this track fall semester of the undergraduate freshmen year at Andrews University.

### Dual Degree Option:

This program is available as a dual degree with a Spanish BA:

- Speech-Language Pathology and Audiology/Spanish Dual Degree BS/BA

### Total Credits - 120

#### Major - 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 448 - Disorders of Voice, Fluency and Swallowing **Credits: 3**

SPPA 458 - Aural Rehabilitation **Credits: 3**

SPPA 475 - Evidence-based Clinical Research **Credits: 3**

SPPA 481 - Clinical Application in Speech-Language Pathology **Credits: 2,3**

SPPA 482 - Clinical Application in Audiology **Credits: 2,3**

#### Cognates - 17

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3 \***

PHYS 225 - Sound and Waves **Credits: 4 \***

PSYC 201 - Human Development **Credits: 3**

STAT 285 - Introduction to Applied Statistics **Credits: 3 \***

Choose one of the following courses:

BIOL 100 - Human Biology **Credits: 4**

BIOL 110 - Principles of Biology **Credits: 4**

BIOL 165 - Foundations of Biology **Credits: 4,5**

BIOL 166 - Foundations of Biology **Credits: 4,5**

BIOL 221 - Anatomy and Physiology I **Credits: 4**

BIOL 222 - Anatomy and Physiology II **Credits: 4**

BIOL 260 - General Microbiology **Credits: 4**

\*Course fulfills ACE requirement

#### Electives

##### Recommended Courses:

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits: 3**

BIOL 221 - Anatomy and Physiology I **Credits: 4**

ENGL 460 - Linguistics **Credits: 3**

PSYC 101 - Introduction to Psychology **Credits: 3**

SPPA 498 - Research Project in Speech-Language Pathology and Audiology **Credits: 1-3**

#### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Additional Requirements

The GPA requirement is 2.75 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.

### Admission Requirements (all students)

Following acceptance to Andrews University, students enter the program as a Speech-Language Pathology and Audiology Pre-Professional student. As such, students must take and successfully complete a series of major and cognate courses. During the Spring Semester of the freshman year (for BS/MS) or sophomore year (for BS), students will apply to the BS program. Students must complete the noted courses maintaining an overall GPA of 2.75, a major GPA of 3.0, and no grade lower than a C in major and cognate courses. Students transferring to Andrews University must complete cognate courses in approved biological science, chemistry or physics, statistics, and human development with no grade lower than a C and an overall GPA of 2.75 or greater.

Students entering Andrews as freshmen must take the following courses during the first year of the program:

SPPA 234 - Introduction to Speech-Language Pathology and Audiology

SPPA 270 - Preclinical Observation

SPPA 280 - Anatomy and Physiology of Speech and Hearing

SPPA 285 - Applied Phonetics

SPPA 374 - Articulation and Phonology: Development and Disorders

At least one of the following cognates:

BIOL 100, BIOL 110, BIOL 165, BIOL 166, BIOL 221, or BIOL 222

PHYS 225

PSYC 201

STAT 285

### Admission Requirements for the 5 Year Track

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 Speech-Language Pathology and Audiology Pre-Professional student and must apply to the BS program during their sophomore year.
- At the end of the 4th year (senior year) students will graduate with a BS in Speech-Language Pathology and Audiology.
- Students must complete an application process to the MS program during their senior undergraduate year.
- During the senior year, students will complete the initial courses toward the MS degree.
- Once admitted, students must meet the Speech-Language Pathology MS requirements (Speech-Language Pathology MS).

### Student Learning Outcomes

Graduates of this program will:

- Demonstrate knowledge and application of theoretical and conceptual knowledge of speech, language, and hearing as the components of communication across the lifespan.
- Differentiate between various speech, language, and hearing differences and disorders.
- Demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Demonstrate knowledge of ethical standards as they relate to their field of study and interprofessional practice.

## 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."

### Dual Degree Option:

This program is available as a dual degree with Speech-Language Pathology and Audiology:

- Spanish/Speech-Language Pathology and Audiology Dual Degree BA/BS

### Total Credits - 120

### Major - 36+

Choose 24 credits from the following courses by advisement:\*

SPAN 171 - Elementary Spanish I Credits: 3

SPAN 172 - Elementary Spanish II Credits: 3

SPAN 275 - Intermediate Spanish Credits: 4 (or ACA equivalent)

SPAN 280 - Spanish Conversation and Composition Credits: 3 (or ACA equivalent)

SPAN 416 - Spanish for Native Speakers Credits: 3

or

SPAN 420 - Advanced Spanish Credits: 3

SPAN 426 - Culture of Spain Credits: 3

or

SPAN 436 - South American Culture Credits: 3

### Electives

Spanish major electives selected in consultation with an advisor from SPAN/GBST/ILGS courses to total 24 credits.

\*All non-native speakers 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.

### Concentrations - 12

Choose one of the following concentrations:

#### Language, Literature and Culture

SPAN 438 - Mexico and Central American Culture Credits: 3

SPAN 439 - Hispanic Caribbean Culture Credits: 3

SPAN 446 - Spanish and Latin American Drama Credits: 3

SPAN 448 - Spanish and Latin American Literature and Film Credits: 3

#### Translation and Interpretation

SPAN 325 - Spanish for the Medical Professions Credits: 3

SPAN 457 - Spanish Media Translation Credits: 3

Choose one of the following courses:

SPAN 447 - Spanish for Translation Credits: 3

SPAN 449 - Spanish for Interpreters Credits: 3

Choose one of the following courses:

SPAN 470 - Spanish for Business Credits: 3

SPAN 488 - Spanish for International Relations Credits: 3

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Student Learning Outcomes

- Students will demonstrate an advanced level of proficiency in the target language in speaking, writing, listening and reading consistent with the

Advanced levels as defined by the American Council of the Teaching of Foreign Languages (ACTFL).

- Students will demonstrate full understanding of linguistic concepts related to the target language such as phonetics, semantics, morphology, and syntax.
- Students will demonstrate knowledge of major literary, artistic, and cultural works associated with the target language and its societies. They will analyze and critique the products of the target culture (film, literature, art, popular culture, media, etc.) within their context, including conducting basic research tasks.
- Students will demonstrate knowledge of the diverse components of the cultures associated to the target language. They will recognize and describe the historical, social, economic, and political forces that shape society in the target culture.
- Students will integrate target language proficiencies, intercultural competencies, and critical analysis to perform tasks associated with a globalized work environment, including communications, translation, interpretation, and project completion.
- Students will demonstrate intercultural competence by obtaining knowledge and understanding of other cultures and their products. They will examine the validity of one's own cultural beliefs, behaviors and norms by contrasting and comparing them with those of the target culture.
- Students will value cultural diversity and reinterpret the place of the self as an identity culturally situated in the global context.

## 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.

## Total Credits - 25

- SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits: 3**
- SPPA 270 - Preclinical Observation **Credits: 1**
- 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 340 - Neuroscience of Communication **Credits: 3**
- SPPA 448 - Disorders of Voice, Fluency and Swallowing **Credits: 3**
- SPPA 475 - Evidence-based Clinical Research **Credits: 3**

## Student Learning Outcomes

Graduates of this program will:

- Demonstrate knowledge and application of theoretical and conceptual knowledge of speech, language, and hearing as the components of communication across the lifespan.
- Differentiate between various speech, language, and hearing differences and disorders.
- Demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Demonstrate knowledge of ethical standards as they relate to their field of study and interprofessional practice.

## Masters

# Speech-Language Pathology MS

Andrews University's Speech-Language Pathology MS 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 is accredited by the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology.

### Admission Options:

In addition to the standard Speech-Language Pathology MS (see admission requirements below), Andrews University offers two other tracks based on prior educational background: 1) Transitional Program and 2) Accelerated Program.

- **Transitional Program (3 Year Track):** Students interested in earning the Bachelors/Masters in a transitional program will need to follow the admission requirements as stated below in the section entitled, "Admission Requirements for the 3 Year Track." This program is designed for students who wish to obtain a master's degree in speech-language pathology, but hold a bachelor's degree in another major area.
- **Accelerated Program (5 Year Track):** Students interested in earning the Bachelors/Masters in an accelerated program will need to follow the admission requirements as stated below in the section entitled, "Admission Requirements for the 5 Year Track." 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 compared to 6. Students must begin this track fall semester of the undergraduate freshmen year at Andrews University.

## Total Credits - 60

- 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 520 - Diagnostics in Speech-Language Pathology **Credits: 2 \***
- SPPA 521 - Practicum I: Onsite **Credits: 2 \***
- SPPA 522 - Practicum II: Onsite **Credits: 2 \***
- SPPA 525 - Clinical Professional Seminar in Speech-Language Pathology **Credits: 1 \***
- SPPA 540 - Adult Language Disorders **Credits: 3 \***
- SPPA 544 - Articulation and Phonological Disorders **Credits: 3 \***
- SPPA 545 - Neurological and Communication Disorders **Credits: 3**
- SPPA 550 - Praxis Preparatory Class **Credits: 2**
- SPPA 574 - Research Methods in Speech-Language Pathology **Credits: 3 \***
- SPPA 583 - Voice and Velopharyngeal Disorders **Credits: 3**
- SPPA 608 - Practicum III: Onsite **Credits: 2**
- SPPA 613 - Dysphagia **Credits: 3**
- SPPA 624 - Practicum I: Offsite **Credits: 6**
- SPPA 631 - Motor Speech Disorders **Credits: 3**
- SPPA 646 - Integration of Spirituality in Health Care **Credits: 2**
- SPPA 647 - Fluency **Credits: 3**
- SPPA 663 - Augmentative and Alternative Communication **Credits: 2**
- SPPA 670 - Comprehensive Examination **Credits: 0**
- SPPA 682 - Practicum II: Offsite **Credits: 5**

### Program Options

Each graduate student may choose the Standard Option or Research Option to complete their degree.

#### Standard Option

- SPPA 510 - Counseling for Speech-Language Pathology (Standard Option) **Credits: 2**
- SPPA 530 - Autism Spectrum Disorder Assessment and Intervention **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**

### Program Electives

SPPA 512 - Introduction to American Sign Language: 1A **Credits:** 2

SPPA 514 - Introduction of American Sign Language: 1B **Credits:** 2

SPPA 678 - Study Tour **Credits:** 1–6

SPPA 695 - Independent study **Credits:** 1–4

## Additional 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.
- Complete and pass Comprehensive examination (SPPA 670).
- Pass Praxis Examination aka ASHA examination.

### 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 student's responsibility.

## Maintaining Academic Standing

- 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 School of Communication Sciences and Disorders.
- 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 do a research project must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.

## 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 2020 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.
- MS-SLP students will be required to report the Praxis II/ASHA exam scores in order to graduate.
- If the research option is chosen, student must present and receive final approval at least 15 days prior to graduation.

## Admission Requirements

### Application Requirements:

- All applicants must apply through <https://csdcas.liaisoncas.com>
- Submit completed application
- Submit 3 letters of recommendation
- Submit official undergraduate transcripts

### Admission Requirement:

- Must have GPA of 2.75 or higher

### 3-Year Track

#### 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

### 5-Year Track

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 score of 22-23/SAT score of 510-530

Students will begin the program as a BHS student and must apply to the BS program during their sophomore year. At the end of the 4th year, (senior year) students will graduate with a BS in Speech-Language Pathology and Audiology. Students must complete an application process to the MS program during their senior undergraduate year. During the senior year, students will complete the initial courses toward the MS degree.

## Resources

### Student Handbook

Please visit the School of Communication Sciences and Disorders website for the most up-to-date version of the department's Graduate Student Handbook.

## Additional Information

### Accreditation

The Master of Science program in speech-language pathology at Andrews University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

### CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)

Students concerns regarding the Master's program may relate to accreditation standards of the Council on Academic Accreditation (CAA). This accreditation is an assurance that the program is abiding by all required standards for academic

content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information. According to the CAA, complaints about programs must:

- Be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology;
- Relate to the standards for accreditation of education programs in audiology and speech-language pathology;
- Include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

2200 Research Boulevard  
Rockville, MD 20850  
Phone: 800-498-2071 or 301-296-5700  
E-mail: accreditation@asha.org

## Student Learning Outcomes

Graduates of this program will:

- Demonstrate knowledge and application of theoretical and conceptual knowledge of speech, language, and hearing as the components of communication across the lifespan.
- Differentiate between various speech, language, and hearing differences and disorders.
- Demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Demonstrate knowledge of ethical standards as they relate to their field of study and interprofessional practice.

# 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:** CHHS

## SPPA 092 - Auditory Support

**Credits:** 1,2

Andrews University students may register for audiological evaluation and/or intervention. The evaluation and intervention will be provided by clinical supervisors and student clinicians to completion of audiological assessments. Credits are not applicable to degree completion.

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Independent

**College Code:** CHHS

## SPPA 234 - Introduction to Speech-Language Pathology and Audiology

**Credits:** 3

An introduction to the professions of speech-language pathology and audiology, this course surveys the possible etiologies and characteristics of various communication problems encountered by clinicians. Language and communication differences in a multicultural society are also examined.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## 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:** CHHS

## 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:** CHHS

## 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:** CHHS

## 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:** CHHS

## 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:** CHHS

## 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:** CHHS

## 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-hypacusic.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** SPPA 331  
**Prerequisite/Corequisite:** SPPA 280  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

### SPPA 412 - Introduction to American Sign Language: 1A

**Credits:** 3  
The Introduction to American Sign Language 1A (ASL) course is designed to teach grammar, syntax, vocabulary, and conversation skills. It will also give a better understanding of the Deaf culture history, as well as receptive and expressive skills that will enhance an interest and love of American Sign Language. This course is designed for students with little or no previous knowledge of ASL.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### SPPA 414 - Introduction of American Sign Language: 1B

**Credits:** 3  
The Introduction to American Sign Language 1B (ASL) course continues to teach grammar, syntax, vocabulary, and conversation skills. It will also give a better understanding of the Deaf culture history, as well as receptive and expressive skills that will enhance an interest and love of American Sign Language. This course is designed for students to continue their knowledge of ASL.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### SPPA 435 - Communication Development and Disorders for Classroom Teachers

**Credits:** 3  
An overview of normal language acquisition and development, including a survey of typical communication disorders and their impact on students' academic success. Issues such as public laws and policies affecting the communicatively handicapped, language and communication differences in multicultural populations, and collaborative management models are also addressed.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)  
**College Code:** CHHS

### SPPA 446 - Integration of Spirituality in Health Care

**Credits:** 3  
A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitates the healing process, and how they can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 448 - Disorders of Voice, Fluency and Swallowing

**Credits:** 3  
A study of the anatomy and physiology associated with the vocal mechanism and swallowing function, with emphasis on normal and abnormal processes of voice, fluency and swallowing. An overview of assessment and treatment principles of functional, organic and neurological voice pathologies, and dysphagia will be addressed, as well as basic principles of stuttering diagnosis and therapy.  
Prerequisites: SPPA 234 , SPPA 280 , Co-requisite: SPPA 310

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** SPPA 310  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 455 - Adult Neurogenic Disorders

**Credits:** 3  
A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with speech, cognitive-linguistic, and swallowing disorders associated with central nervous system damage. Therapeutic principles are introduced.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** SPPA 234, SPPA 280, SPPA 321.  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 458 - Aural Rehabilitation

**Credits:** 3  
A conceptual approach to the rehabilitation of the hearing-impaired. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients from birth to geriatric.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** SPPA 332  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 475 - Evidence-based Clinical Research

**Credits:** 3  
Discussion of principles and evidence-based practices underlying professional communication and clinical management for communication disorders. Instruction in clinical methods and research for speech-language pathology including developing instructional programs, obtaining target behaviors, record keeping, report writing, and application of clinical research principles to therapeutic outcomes.

**Grade Mode:** Normal (A-F, I, W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 478 - Study Tour:

**Credits:** 0  
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**Course/Lab Fee:** Yes  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Blended Learning  
**College Code:** CHHS

## 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

**College Code:** CHHS

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Schedule Type:** Practicum

**College Code:** CHHS

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Schedule Type:** Practicum

**College Code:** CHHS

## 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:** CHHS

## 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:** CHHS

## SPPA 500 - Orientation for MS in Speech-Language Pathology

**Credits:** 0

Survey of essential principles and practices underlying the Curriculum and Instruction of MS Program in Speech-Language Pathology. Mandatory for all incoming MS students.

**Course/Lab Fee:** Yes

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

384

**Schedule Type:** Lecture

**College Code:** CHHS

## 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## 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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## SPPA 512 - Introduction to American Sign Language: 1A

**Credits:** 2

The Introduction to American Sign Language 1A (ASL) course is designed to teach grammar, syntax, vocabulary, and conversation skills. It will also give a better understanding of the Deaf culture history, as well as receptive and expressive skills that will enhance an interest and love of American Sign Language. This course is designed for students with little or no previous knowledge of ASL

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

## SPPA 514 - Introduction of American Sign Language: 1B

**Credits:** 2

The Introduction to American Sign Language 1B (ASL) course continues to teach grammar, syntax, vocabulary, and conversation skills. It will also give a better understanding of the Deaf culture history, as well as receptive and expressive skills that will enhance an interest and love of American Sign Language. This course is designed for students to continue their knowledge of ASL.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Special Approval:** Instructor permission required

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

## 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## SPPA 521 - Practicum I: Onsite

**Credits:** 2

Supervised practicum experience in evaluation and treatment of individuals exhibiting speech and/or language dysfunction. Students will gain experience in taking case histories, talking with patients, and writing reports.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit



**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Schedule Type:** Practicum  
**College Code:** CHHS

### 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Schedule Type:** Practicum  
**College Code:** CHHS

### SPPA 525 - Clinical Professional Seminar in Speech-Language Pathology

**Credits:** 1  
This course addresses selected professional and clinical issues, topics, evidence-based practice techniques, and other content related to the integration of theoretical, academic and clinical expertise necessary in the field of speech-language pathology.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CHHS

### SPPA 530 - Autism Spectrum Disorder Assessment and Intervention

**Credits:** 2  
This course will highlight current research regarding neurodevelopmental issues in autism; the diagnostic criteria used to identify children with ASD; assessment and intervention considerations in communication, social interaction and play; and, the selection and use of appropriate screening and evaluation tools, and intervention strategies with an evidence-based focus.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CHHS

### 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:** CHHS

### SPPA 540 - Adult Language Disorders

**Credits:** 3  
Study of the neurologic basis for speech, language and cognitive behavior, etiology, symptomatology, assessment, and management of aphasia and right hemisphere disorders. The ethical, cultural and professional issues associated with language disorders are addressed.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CHHS

### 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 545 - Neurological and Communication Disorders

**Credits:** 3  
An exploration of neurocognitive deficits of speech and language, with emphasis in dementia, traumatic brain injury, mild cognitive impairments, health, aging, encephalopathy, and brain cancer. Principle of neuroanatomy and physiology, language implication, cognitive aspects of communication (attention, memory, executive functioning), and multicultural impacts will be investigated. This course will provide practical application with a variety of assessment procedures, evidence-based therapy planning, and documentation guidelines.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Summer  
**College Code:** CHHS

### SPPA 550 - Praxis Preparatory Class

**Credits:** 2  
Preparatory course designed to establish readiness for the Praxis exam in the areas of audiology, basic human communication processes, clinical management, neurogenic disorders, phonological and language disorders, professional issues, and childhood apraxia of speech, as well as treatment approaches, theory and facilitative strategies.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 580 - Topics in:

**Credits:** 1–6  
Selected topics in speech-language pathology. Consult current class schedule for topics offered each year.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Seminar, Practicum  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 608 - Practicum III: 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Schedule Type:** Practicum  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### SPPA 624 - Practicum I: Offsite

**Credits:** 6  
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:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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:** CHHS

### 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Workshop  
**College Code:** CHHS

### SPPA 682 - Practicum II: Offsite

**Credits:** 5  
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:** CHHS

### SPPA 695 - Independent study

**Credits:** 1–4  
Arranged on a contract basis with a faculty member

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Independent  
**College Code:** CHHS

# School of Nursing

Marsh Hall (Second Floor)  
269-471-3311 or (800) 877-2863  
nursing@andrews.edu  
www.andrews.edu/nursing

## Faculty

Barbara Harrison, *Interim Chair*  
Grace C. Chi  
Shawna McNeily  
Melinda Nwanganga  
Khonnah M. Weithers

## Mission

The Andrews University School 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 School 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 the 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 mindset 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 policymaking 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)

The Bachelor of Science in Nursing program prepares students to successfully pass the National Council Licensure Examination (NCLEX) to become registered nurses. Nursing, one of the most highly demanded professions, is a great way to minister to healthcare needs of individuals, families, and communities. 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.

Students who enter as Freshmen typically complete the BSN Pre-Licensure program in 4 years. Students who enter as Sophomores typically complete the BSN Pre-Licensure program in 3 years, beginning with NRSNG 216 - Fundamentals of Nursing Theory and Practice.

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).

## Total Credits - 126

### Major - 65

NRSNG 211 - Nursing Pharmacology I **Credits: 2**  
NRSNG 212 - Nursing Pharmacology II **Credits: 3**  
NRSNG 215 - Introduction to Professional Nursing Concepts **Credits: 1**  
NRSNG 216 - Fundamentals of Nursing Theory and Practice **Credits: 5**  
NRSNG 240 - Psychiatric-Mental Health Nursing **Credits: 4**  
NRSNG 305 - Health Assessment **Credits: 3**  
NRSNG 315 - Pathophysiology **Credits: 3**  
NRSNG 331 - Medical-Surgical I **Credits: 5**  
NRSNG 332 - Medical-Surgical II **Credits: 6**  
NRSNG 366 - Complementary Wellness and Restoration I **Credits: 1**  
NRSNG 408 - Families in Stress and Crisis **Credits: 2**  
NRSNG 414 - Critical Care Nursing **Credits: 3,4**  
NRSNG 416 - Comprehensive Overview **Credits: 2**  
NRSNG 418 - Leadership in Nursing **Credits: 3**  
NRSNG 430 - The Childbearing Family **Credits: 4**  
NRSNG 438 - Intercultural Mission Service in Nursing **Credits: 2**  
NRSNG 440 - The Developing Child **Credits: 4**  
3 credits of NRSNG 445 - Nursing Research **Credits: 3,4**  
NRSNG 450 - Community Nursing **Credits: 4**  
2 credits of NRSNG 466 - Complementary Wellness and Restoration II **Credits: 2,3**  
NRSNG 480 - Senior Nursing Internship **Credits: 3**

### Practicum

**Undergraduate nursing practicum:** In nursing classes with a practicum, a ratio of four clock hours will be required for each semester of clinical credit. For example, a 1-credit clinical course meets for 60 clock hours, a 2-credit clinical course meets for 120 clock hours.

**Undergraduate nursing laboratory:** In nursing classes with laboratory hours, a ratio of two laboratory clock hours will be required for each semester of laboratory credit. For example, a 1-credit laboratory meets for 30 clock hours in the semester. Clinical hours are indicated in the bulletin in the course description.

### Cognates - 31

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** (CHEM 131 may be considered as an acceptable alternative to CHEM 110)  
FDNT 230 - Nutrition **Credits: 3**  
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3** (take in Junior or Senior year)\*  
PSYC 101 - Introduction to Psychology **Credits: 3**  
PSYC 201 - Human Development **Credits: 3**  
STAT 285 - Introduction to Applied Statistics **Credits: 3**

\*Course fulfills ACE requirement

## Additional Requirements

- A GPA of at least 3.00 overall must be maintained throughout the nursing program, with a grade of C+ or higher in nursing courses and a grade of C or higher for all cognate courses. See the BSN Pre-Licensure Student Handbook for full details on progression criteria.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

In order to maintain academic standing, the nursing student should be aware of the following:

- 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.
- Nursing courses must be taken in the required sequence.
- Independent study courses cannot replace required nursing courses.
- Students should refer to the Department of Nursing Student Handbook for further guidance on progression policies.

## Admission Requirements

An independent admissions process by the School of Nursing is required for students who wish to enter the pre-licensure professional nursing program. Students are encouraged to apply for entrance into the professional nursing program prior to completion of the spring semester of their freshman year for fall admission. Application for admission may require a minimum of six weeks for processing evaluation. Refer to the student handbook for application deadline information.

### Admission Requirements - Pre-Licensure (Regular Admission)

Admission requirements are as follows:

- All students must complete the **cognate** courses outlined below prior to entering the nursing program.

Course Number	Course Name	Semester Credits
BIOL 221	Anatomy & Physiology I	4
BIOL 222	Anatomy & Physiology II	4
PSYC 101	Introduction to Psychology	3
PSYC 301	Human Development	3
CHEM 110 (preferred, but CHEM 131 considered)	Chemistry	4

- Other requirements:

Requirements	Standard
Minimum overall GPA	3.0
Minimum Nursing GPA	3.0
Minimum combined cognates GPA	3.0
Cognate course grades	C or higher
ATI Test of Essential Academic Skills (TEAS)	Academic Preparedness Level of Proficient or greater (Total score of 58.7% or higher); See handbook for details

TOEFL iBT (for students for whom English is a second language)	84 or higher, with minimum speaking score of 26
Acceptable criminal background check	See handbook for details
Negative urine drug screening	See handbook for details
Clear physical examination report (medical)	See handbook for details
Current BLS healthcare provider certificate	CPR (American Heart Association)

- All nursing students must be accepted into the nursing program by the Andrews University School of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee before entering into any nursing class.
- 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 School of Nursing.
- Transfer students who have completed nursing courses will be considered on a case-by-case basis. Nursing courses transferred must not be older than two (2) years from the anticipated program start date.

## Student Learning Outcomes

Students who successfully complete the bachelor's program will:

- Reflect in their nursing care the application of Christian values and formula for health for the purpose of "Restoring humans to the image of God."
- Demonstrate cultural sensitivity using verbal, non-verbal, and written methods.
- Foster open and effective communication using verbal, non-verbal, written, and technological methods.
- Utilize critical thinking, clinical reasoning, judgment, evidence-based practice and research in implementation of the nursing process, while delivering patient-centered care.
- Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care.
- Demonstrate knowledge, skills and attitude necessary for managing whole person, patient-centered care according to standards outlined by the American Nurses Association, AACN Essentials of Nursing, QSEN and IOM report.
- Function effectively as part of intra and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- Demonstrate personal spiritual growth.
- Be prepared to successfully pass the NCLEX examination at the first sitting.

## Nursing BSN (RN to BSN, Online)

For information, contact: [nursing@andrews.edu](mailto:nursing@andrews.edu), 269-471-3311

The 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: AA/AS Degrees.

Additional general education courses needed to complete the BSN requirement can be taken online through the Global Campus.

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus 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.

**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).

## Total Credits - 120

### Major - 32

- NRSRG 305 - Health Assessment **Credits:** 3
- NRSRG 315 - Pathophysiology **Credits:** 3
- NRSRG 433 - Leadership in Nursing Practice **Credits:** 4
- NRSRG 438 - Intercultural Mission Service in Nursing **Credits:** 2
- NRSRG 443 - Nursing Informatics **Credits:** 3
- 4 Credits of NRSRG 445 - Nursing Research **Credits:** 3,4
- NRSRG 450 - Community Nursing **Credits:** 4
- 3 Credits of NRSRG 466 - Complementary Wellness and Restoration II **Credits:** 2,3

### Electives - 6

See "Transfer of Credits" and "Credit for Prior Learning" in the "Additional Information" section below.

### Cognates - 6

- PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3
- STAT 285 - Introduction to Applied Statistics **Credits:** 3

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Additional Requirements

- Minimum cumulative GPA of 2.5 to graduate.
- No course with a grade below C- may count towards the degree.
- An acceptable criminal background check from company recommended by School of Nursing (<https://portal.castlebranch.com/NS39>).
- A urine drug screen is required. Some clinical sites may require different drug screen times. Drug screens are completed by <https://portal.castlebranch.com/NS39>
- Physical examination report that must include:
  - Tuberculin test. See handbook for details.
  - Proof of immunization or serum immunity for MMR1 and MMR2 (measles, mumps, and rubella), T-dap (Tetanus, Diphtheria, Pertussis), and hepatitis B.
  - Proof of immunization or serum immunity for varicella-zoster.
  - Annual flu shots taken October–December.
- All students are required to have BLS Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) certification from the American Heart Association (AHA).

### Additional Information

**ADA Accommodations:** Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities. Please also see program handbook for additional information.

**Residency:** Students must meet Andrews University residency requirements. Credit for Prior Learning (see below) does not count toward residency.

**Transfer of Credits:** Applicants may transfer up to 92 credits from their associate degree programs and other college-level courses completed.

**Credit for Prior Learning:** Students may also earn credits for prior learning from applicable RN experience with a required portfolio submission. Up to 30 credits may be awarded for active RN licensure and learning through work experience as an RN.

## Progression

RN-BSN nursing students in the online program need to understand that:

- The School of Nursing requires a minimum cumulative GPA of 2.5 to graduate.
- No course with a grade below C- may count towards the degree.
- Requirements for various clinical sites may vary and student must abide by the stated requirements.
- Students may complete the program in 12 to 24 months
- Class and clinical attendance are required: The School of Nursing will uphold University Policy.

Students should refer to the School of Nursing RN-BSN Student Handbook for further guidance on progression policies.

## Admission Requirements

All registered nurses must meet Andrews University entrance requirements and be accepted for admission to the University before being admitted to the nursing program. Application for admission may require a minimum of six weeks for processing evaluation. Admission requirements are as follows:

1. A current United States RN license.
2. Minimal overall GPA of 2.50.

## Student Learning Outcomes

Students who successfully complete the program will:

- Reflect in their nursing care the application of Christian values and formula for health for the purpose of "Restoring humans to the image of God."
- Be culturally aware, sensitive, and appropriate in their nursing practice.
- Foster open and effective communication using verbal, non-verbal, written, and technological methods.
- Utilize critical thinking, clinical reasoning, judgment, evidenced-based practice and research in implementation of the nursing process, while delivering patient-centered care.
- Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care.
- Function effectively as part of intra and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

## Post-Masters

### Advanced Practice Registered Nurse DNP (Distance Education)

The Doctor of Nursing Practice (DNP) program is tailored for nurses seeking the highest level of education in nursing practice. This can be pursued through either the Family Nurse Practitioner concentration or the Leadership in Advanced Nursing Practice concentration. The comprehensive DNP core curriculum equips advanced practice nurses with the knowledge and skills necessary to enhance patient outcomes in today's complex healthcare landscape. The program addresses both clinical and non-clinical roles. Following DNP completion, Family Nurse Practitioners (FNPs) must achieve certification through national exams and comply with regulations outlined by their respective state boards of nursing for professional practice.

This DNP program offers two tracks:

- Track 1: MSN to DNP (42-56 credits)
- Track 2: BSN to DNP (51-65 credits)

For additional information about these tracks, refer to the curriculum below.

**Delivery:** This is a fully interactive online program only (see Global Campus definitions). The courses follow fixed enrollment with semester start and

end dates. Participants interact with each other and with instructors throughout all courses. Most courses have a minimum of two synchronous sessions via Zoom. Most of the degree is offered through asynchronous online methods, but students should refer to the DNP Student Handbook for any expected on-campus or synchronous meeting time.

**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).

## Total Credits - 42-65

### DNP Core - 26

The DNP core curriculum is a comprehensive and foundational component of the Doctor of Nursing Practice program. This curriculum is designed to provide advanced practice nurses with the essential knowledge, skills, and competencies needed to excel in their roles as healthcare leaders and practitioners. It encompasses a diverse range of subjects, spanning both clinical and non-clinical domains, to ensure a well-rounded education.

- NRSRG 616 - Biostatistics for Clinical Data Management **Credits:** 3
- NRSRG 644 - Research Methods for Evaluation and Outcomes of Advanced Clinical Practice **Credits:** 3
- NRSRG 685 - DNP Advanced Practice Role **Credits:** 2
- NRSRG 700 - Theoretical Foundations for Scholarship in Advanced Practice Nursing **Credits:** 2
- NRSRG 705 - Christian Ethics and Advanced Practice Nursing **Credits:** 2
- NRSRG 710 - Principles of Epidemiology **Credits:** 3
- NRSRG 715 - Organizational Leadership in Health Care Systems **Credits:** 2
- NRSRG 720 - Information Systems and Patient Care Technology for Health Care **Credits:** 2
- NRSRG 730 - Health Care Policy for Advanced Practice Nursing **Credits:** 2
- NRSRG 795 - DNP Comprehensive Examinations **Credits:** 0
- 2 credits of NRSRG 801 - Scholarly Project I **Credits:** 1,2
- 3 credits of NRSRG 802 - Scholarly Project II **Credits:** 1-3

### Tracks - 16-39

Selected at the time of admission based on a student's educational background.

#### Track 1 - MSN to DNP - 16-30

Choose one of the concentrations below.

**NOTE:** Students who have not taken graduate level pharmacology, health assessment, and/or pathophysiology must also take NRSRG 748, 755, 756, and/or 760. (See Admission Requirements).

#### Track 2 - BSN to DNP - 25-39

Students must take the following courses *and* complete one of the concentrations below.

- NRSRG 726 - Interpersonal Dynamics and Cultural Issues in Advanced Practice Nursing **Credits:** 2
- NRSRG 727 - Clinical Health Promotion and Disease Prevention of Populations **Credits:** 2
- NRSRG 770 - Teaching Strategies **Credits:** 3
- NRSRG 775 - Learning Theories and Health Teaching **Credits:** 2

**NOTE:** Students who have not taken graduate level pharmacology, health assessment, and/or pathophysiology must also take NRSRG 748, 755, 756, and/or 760. (See Admission Requirements).

### Concentrations - 16-30

Complete one of the following concentrations:

#### Family Nurse Practitioner Concentration - 30

The Family Nurse Practitioner (FNP) concentration is tailored to prepare advanced practice nurses for a specialized and impactful role in family-centered healthcare. This concentration provides a comprehensive and advanced education that integrates theoretical knowledge with clinical expertise to empower FNPs with the skills needed to deliver high-quality, patient-centered care across the lifespan. Following DNP completion, FNPs must achieve certification through national exams and comply with regulations outlined by their respective state boards of nursing for professional practice.

- NRSRG 741 - Primary Care Management of Infants, Children and Adolescents **Credits:** 2

- NRSRG 742 - Primary Care Management of Infants, Children and Adolescents Practicum **Credits:** 2

- NRSRG 751 - Primary Care Management of Women's Health **Credits:** 2

- NRSRG 752 - Primary Care Management of Women's Health Practicum **Credits:** 2

- NRSRG 763 - Primary Care Management of Adults **Credits:** 3

- NRSRG 764 - Primary Care Management of Adults Practicum **Credits:** 2

- NRSRG 767 - Evidence-based Family Nurse Practitioner Primary Care Management **Credits:** 3

- NRSRG 768 - Evidence-based Family Nurse Practitioner Primary Care Management Practicum **Credits:** 3

- NRSRG 748 - Advanced Pathophysiology Across the Lifespan **Credits:** 3

- NRSRG 760 - Advanced Pharmacology Across the Lifespan **Credits:** 3

- NRSRG 755 - Advanced Health Assessment Across the Lifespan **Credits:** 3

- NRSRG 756 - Advanced Health Assessment Practicum **Credits:** 2

### Leadership in Advanced Nursing Practice Concentration - 16-23

A Leadership in Advanced Nursing Practice concentration builds upon the foundation of advanced nursing practice and provides additional education and training in leadership, management, education, and healthcare systems. Students learn how to lead interprofessional teams, improve patient outcomes, and influence healthcare policy. This concentration focuses on develop nurse leaders who can navigate the complex and dynamic healthcare environment.

All courses will be cross-listed with NRSRG acronym.

- BSAD 515 - Organizational Behavior & Leadership **Credits:** 3

- LEAD 636 - Issues in Leadership Foundations **Credits:** 2,3

- LEAD 647 - Creative Critical Thinking and Problem Solving **Credits:** 3

- NRSRG 719 - Nursing Leadership Practicum **Credits:** 1-3

(Track 1 students must take 11 credits; Track 2 students must take 4 credits.)

### Electives - 4

Choose 4 additional credits from the following courses:

All courses will be cross-listed with NRSRG acronym.

- BSAD 505 - Survey of Operations Management **Credits:** 2

- BSAD 537 - Organization and Management of Healthcare Systems **Credits:** 3

- BSAD 640 - Healthcare Economics & Policy **Credits:** 3

- EDCI 545 - Assessment of Learning: **Credits:** 3

- EDCI 650 - Curriculum Design: \_\_\_\_\_ **Credits:** 3

- FNCE 500 - Survey of Business Finance **Credits:** 2

- LEAD 638 - Issues in Leadership Theory **Credits:** 2,3

- LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3

- LEAD 645 - Ethical Leadership & Organizational Integrity **Credits:** 1-3

- MKTG 680 - Strategic Marketing Management **Credits:** 3

- PBHL 540 - Grant Writing **Credits:** 2

- PBHL 545 - Program Planning and Evaluation **Credits:** 2,3

## Additional Requirements

**Grade Point Average:** In order to graduate, students must have a Grade Point Average (GPA) not lower than 3.25. 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.

## Graduation Requirements

- Successful completion of all Required Courses with 3.25 GPA.
- Successful completion of Comprehensive Exam.
- Satisfactory completion and defense of the Scholarly Project.
- Satisfactory completion of supervised Clinical/Practicums.
- Satisfactory completion of a Diagnostic Readiness Test for national certification exam.

**Progress Towards Degree:** 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.

## Admission Requirements

- **Must meet standard admission requirements** for graduate admission at Andrews University.
- Other requirements below:

Requirements	Standard
Minimum overall GPA	3.25
Letters of recommendation	Two: Professional colleague with at least Master's degree Current supervisor
Resume	CV also acceptable
Goal Statement (500 words)	Use these points to develop your goal statement: Identify your area of concentration (family nurse practitioner or leadership role) Describe how the DNP degree within your chosen clinical specialty will assist in achieving your future goals.
Degrees	BSN or MSN from an accredited school (ACEN or CCNE and other acceptable accrediting bodies)
Undergraduate/Graduate courses required with a grade of B or better	Statistics MSN to DNP students: must have graduate level pharmacology, health assessment, and pathophysiology or will be required to complete these as part of their DNP degree.
License	Current unencumbered RN license. MSN to DNP: national certification in a clinical specialty with evidence of practicum hours completed in APRN education.

- Faculty reserve the right to require an interview of applicants based on reasons they identify.

## Student Learning Outcomes

Students who successfully complete the program will:

- Integrate knowledge from nursing, biophysical, social, analytical and organizational sciences into practicing, developing and transforming advanced practice nursing within a spiritual context.
- Integrate organizational and system thinking as well as leadership knowledge in designing, implementing and/or evaluating approaches to quality in care delivery.
- Use clinical scholarship and analytical methods to critically appraise the literature, and develop, implement and evaluate strategies and best practices in providing healthcare.
- Develop leadership in critical analysis, information management, advocacy and education, in shaping healthcare policy at the local, state and national levels.
- Employ consultative, collaborative and leadership skills with intra-professional and inter-professional teams to foster effective communication, enhance health outcomes, and create positive change in complex healthcare delivery systems, and across diverse populations in order to address health disparities.
- Implement evidenced-based strategies in APRN practice for impacting individuals, families, communities, institutions and/or systems, in order to achieve the goals of improved healthcare.
- Transition from entry levels of nursing practice to an increasingly advanced level of nursing practice, while developing higher level clinical, leadership, advocacy, and scholarship, knowledge and skills.

## Nursing

### NRSRG 211 - Nursing Pharmacology I

**Credits:** 2

Beginning nursing knowledge related to pharmacology, medication administration, and related monitoring of therapeutic and non-therapeutic patient response that builds a foundation for safe practice.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** NRSRG 216

**Schedule Type:** Lecture

**College Code:** CHHS

### NRSRG 212 - Nursing Pharmacology II

**Credits:** 3

A continuation of pharmacology principles that examines major classifications of medications. Focuses on uses, dosages, therapeutic and non-therapeutic effects, interactions, and nursing interventions.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 211 or permission of the Department of Nursing.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CHHS

### NRSRG 215 - Introduction to Professional Nursing Concepts

**Credits:** 1

Introduces students to nursing history, mission, standards, language and critical thinking, and applies principles from the Department of Nursing conceptual framework, "Restoration to the Image of God," along with other key nursing concepts. Must be taken spring semester of freshman year.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring

**College Code:** CHHS

### NRSRG 216 - Fundamentals of Nursing Theory and Practice

**Credits:** 5

Integrates the nursing process into basic nursing skills, medication administration, and assessment of the adult client; with special emphasis on older adults. Includes 3 credits theory and 2 credits practicum.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 221 , BIOL 222 , PSYC 101 , PSYC 201

**Schedule Type:** Lecture, Lab, Practicum

**College Code:** CHHS

### NRSRG 240 - Psychiatric-Mental Health Nursing

**Credits:** 4

Presents the nurse's role in facilitation of mental health and prevention, assessment and management of mental illness. Includes 3 credits theory and 1 credit practicum.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 211, NRSRG 216, PSYC 101 or permission of the Department of Nursing.

**Schedule Type:** Lecture, Practicum

**Term Offering:** Spring

**College Code:** CHHS

### NRSRG 305 - Health Assessment

**Credits:** 3

Introduces theoretical and practical skills for performing a focused and comprehensive health assessment. Emphasizes data collection for recognition of normal findings and common variations throughout the lifespan, and the use of nursing diagnoses to describe areas needing restoration. Includes 2 credits theory and 1 credit lab.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):**

BIOL 221 ,BIOL 222 , or "per permission of the Department of Nursing"

**Prerequisite/Corequisite:**

NRSRG 216

**Schedule Type:** Lecture, Lab, Interactive Online

**College Code:** CHHS

### NRSRG 315 - Pathophysiology

**Credits:** 3

Explores physiological adaptations and changes that occur due to chronic and acute illnesses. Provides etiology of disease states to use as a basis for nursing interventions.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BIOL 221, BIOL 222.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## NRSRG 320 - Professional Nursing Concepts for the RN

**Credits:** 3

Introduces and applies principles from the Department of Nursing conceptual framework, "Restoration to the Image of God," along with other key nursing concepts, and bridges educational preparation and role expectation of the associate degree nurse for functioning at the professional level. Must be taken during the first year of schooling by RN to BS students. (Needs to be taken before 418 and 450.)

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall, Spring, Summer

**College Code:** CHHS

## NRSRG 331 - Medical-Surgical I

**Credits:** 5

Integrates and applies the nursing process to prevent disease, manage, promote, restore or maintain health for adult clients with acute and chronic medical-surgical conditions. Includes 3 credits theory and 2 credits practicum.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 211 , NRSRG 240 , NRSRG 215 , NRSRG 216 , FDNT 230 , NRSRG 305 , NRSRG 315 .

**Schedule Type:** Lecture, Practicum

**College Code:** CHHS

## NRSRG 332 - Medical-Surgical II

**Credits:** 6

Integrates and applies the nursing process to restore health, manage disease, and/or provide end-of-life care for adult clients and their families with acute medical-surgical conditions, in acute and critical-care settings. Includes 4 credits theory and 2 credits practicum.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 212, NRSRG 331.

**Schedule Type:** Lecture, Practicum

**Term Offering:** Spring

**College Code:** CHHS

## NRSRG 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:** CHHS

## NRSRG 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)

**Prerequisite(s):** None

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## NRSRG 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):** NRSRG 332 for Pre-licensure students,NRSRG 408 ,NRSRG 430 , NRSRG 440.

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## NRSRG 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):** NRSRG 430, NRSRG 440.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CHHS

## NRSRG 418 - Leadership in Nursing

**Credits:** 3

Provides opportunity for the student to gain knowledge in nursing leadership. Promotes the utilization of restorative principles in leadership theory and practice. Prepares students for leadership roles in all areas of nursing, and instills the pursuit of lifelong learning and professional development.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 332; NRSRG 320 or per permission of the School of Nursing

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## NRSRG 430 - The Childbearing Family

**Credits:** 4

Emphasizes restorative and evidence-based nursing care of the childbearing family throughout preconception, pregnancy, postpartum, and the neonatal period with an added focus on women's health issues. Includes 3 credits theory and 1 credit practicum.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 332, PSYC 201.

**Schedule Type:** Lecture, Practicum

**Term Offering:** Fall

**College Code:** CHHS

## NRSRG 433 - Leadership in Nursing Practice

**Credits:** 4

Provides opportunity for the student to gain knowledge in nursing leadership. Promotes the utilization of restorative principles in leadership theory and practice. Emphasizes the role development for the professional nurse by exploring trends in leadership and management of human and financial resources. Prepares students for leadership roles in nursing practice. This course includes 3 credits theory and 1 credit internship with a nurse leader.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online, Practicum

**College Code:** CHHS

## NRSRG 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.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** NRSRG 332 , NRSRG 430 , NRSRG 440

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## NRSRG 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 (A-F,I,W)

**Prerequisite(s):** NRSRG 332, PSYC 201.

**Schedule Type:** Lecture, Practicum

**Term Offering:** Fall

**College Code:** CHHS

## NRSRG 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 (A-F,I,W)



**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### NRSRG 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):** NRSRG 331 or NRSRG 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:** CHHS

### NRSRG 450 - Community Nursing

**Credits:** 4

\* Field service credit requirements are met in this class. Focuses on community as the primary client, in contrast with community as the setting for individual care. Students consider factors affecting the wellbeing, function, and/or existence of the community and its response to those problems. Includes 2 credits theory and 2 credits practicum.

**Course/Lab Fee:** Yes

**Course Attribute:** Service course

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 418, NRSRG 430, NRSRG 440; for BS -Completion NRSRG 320, and NRSRG 418.

**Schedule Type:** Lecture, Practicum, Interactive Online

**Term Offering:** Spring

**College Code:** CHHS

### NRSRG 460 - Topics in \_\_\_\_\_

**Credits:** 1-3

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

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** CHHS

### NRSRG 466 - Complementary Wellness and Restoration II

**Credits:** 2,3

An in-depth exploration of complementary therapies that can be utilized in conjunction with traditional therapies to assist clients with a chronic illness or high acuity needs towards restoration to the image of God in wellness, health maintenance, and disease management.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** None

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 470 - Global Health Nursing

**Credits:** 3

This course introduces students to concepts related global health issues. It explores the link between global health and socio-economic development. It focuses on measurement of risk factors in vulnerable populations, health status and disease burden within the global context

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 478 - Study Tour:

**Credits:** 0

Travel to selected areas combined with lectures, directed readings, projects and assignments. The amount of credit and the geographic area are designated at the time a study tour is announced. Fee may be required.

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Schedule Type:** Blended Learning

**College Code:** CHHS

### NRSRG 480 - Senior Nursing Internship

**Credits:** 3

A capstone practicum that integrates nursing skills and knowledge with principles of daily practice. Takes place in acute care settings where the student manages groups of clients in conjunction with a preceptor (120 clock hours). Includes 1 credit seminar and 2 credits practicum.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Corequisite(s):** NRSRG 414, NRSRG 450.

**Prerequisite(s):** NRSRG 418, NRSRG 430, NRSRG 440.

**Schedule Type:** Practicum

**Term Offering:** Spring

**College Code:** CHHS

### NRSRG 495 - Independent Study\_\_\_\_\_

**Credits:** 1

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CHHS

### NRSRG 515 - Teaching Strategies

**Credits:** 3

Explores the knowledge and competencies needed to develop and apply evidence based innovative teaching strategies in the classroom and clinical settings. Strategies for distance and web-based learning are also included.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall

**College Code:** CHHS

### NRSRG 616 - Biostatistics for Clinical Data Management

**Credits:** 3

Introduces statistical concepts and analytical methods as applied to data encountered in biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical references.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 644 - Research Methods for Evaluation and Outcomes of Advanced Clinical Practice

**Credits:** 3

The focus of this course is to provide the knowledge and skills to generate evidence-based knowledge using scientific inquiry to improve outcomes in patient care. The components of research and evaluation processes are explored, culminating in the dissemination of research, evaluation and other evidence-based materials to healthcare professionals.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 616

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 658 - Learning Theory and Health Teaching

**Credits:** 2

Provides advanced practice nurses with evidence based knowledge regarding educational theories and their application in academic and clinical settings for successful instruction and teaching of clients, community, nursing students and other healthcare professionals.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall

**College Code:** CHHS

### NRSRG 660 - Curricular Development

**Credits:** 2

Provides students with knowledge related to analysis, development or design, and redesign or improvement, and evaluation of client, student, or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall

**College Code:** CHHS

## NRSRG 665 - Nursing Education Outcomes

**Credits:** 3

Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** NRSRG 668

**Prerequisite(s):** NRSRG 658, NRSRG 660.

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Spring

**College Code:** CHHS

## NRSRG 668 - Roles in Nursing Education

**Credits:** 2

Explores the various teaching and faculty roles that impinge upon the nurse educator. An understanding of the requirements of scholarship activities such as clinical currency, academic productivity, and teaching expertise are examined.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 658, NRSRG 660.

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Spring

**College Code:** CHHS

## NRSRG 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:** CHHS

## NRSRG 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Special Approval:** Program Director Permission Required

**College Code:** CHHS

## NRSRG 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):** NRSRG 515, NRSRG 658, NRSRG 660, NRSRG 665, NRSRG 668.

**Schedule Type:** Practicum

**Term Offering:** Summer

**College Code:** CHHS

## NRSRG 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

**College Code:** CHHS

## NRSRG 690 - Independent Study

**Credits:** 1-3

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CHHS

## NRSRG 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

**College Code:** CHHS

## NRSRG 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

**College Code:** CHHS

## NRSRG 710 - Principles of Epidemiology

**Credits:** 3

Introduces the basic principles and applications of epidemiology. It describes the distribution and determinants of disease in human population; and introduces students to the theory, methods and body of knowledge of epidemiology.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## NRSRG 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:** CHHS

## NRSRG 719 - Nursing Leadership Practicum

**Credits:** 1-3

This course requires 300 - 825 literal hours of practicum which would provide students with the opportunity to utilize knowledge gained in the DNP core or DNP Leadership courses.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** NRSRG 685

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**Special Approval:** Advisor permission required

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CHHS

## NRSRG 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:** CHHS

## **NRSNG 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:** CHHS

## **NRSNG 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:** CHHS

## **NRSNG 730 - Health Care Policy for Advanced Practice Nursing**

**Credits:** 2

This course examines concepts of health care policy and political behavior, and generates strategies for exercising professional leadership in effecting change in health disciplines. The role of the DNP FNP in health politics for the workplace, organization, government and community will be presented.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** NRSNG 685  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

## **NRSNG 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)  
**Corequisite(s):** NRSNG 742  
**Prerequisite(s):** NRSNG 748 , NRSNG 760 , NRSNG 755 , NRSNG 756  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

## **NRSNG 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Schedule Type:** Practicum  
**College Code:** CHHS

## **NRSNG 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  
**College Code:** CHHS

## **NRSNG 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)  
**Corequisite(s):** NRSNG 752  
**Prerequisite(s):** NRSNG 748 , NRSNG 760 , NRSNG 755 , NRSNG 756  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

## **NRSNG 752 - Primary Care Management of Women's Health Practicum**

**Credits:** 2

This course requires 150 literal hours of practicum. They are to be completed at a women's health clinic. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing women's health. Students are expected to apply theoretical knowledge gained from the primary care management of women. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem-solving.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Corequisite(s):** NRSNG 741  
**Prerequisite(s):** NRSNG 748, NRSNG 755, NRSNG 756, NRSNG 760  
**Schedule Type:** Practicum  
**College Code:** CHHS

## **NRSNG 755 - Advanced Health Assessment Across the Lifespan**

**Credits:** 3

The focus of this course is the development of advanced health history and physical examination skills across the lifespan. Emphasis is on interview, communication, and psychomotor skill development, with an end goal of facilitating diagnoses of illness and disease. It also includes concepts related to health assessment which supports the basic tenets of health promotion and disease prevention.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** NRSNG 756  
**Prerequisite(s):** NRSNG 748  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

## **NRSNG 756 - Advanced Health Assessment Practicum**

**Credits:** 2

This course requires 150 literal hours of practicum in a primary care setting in which the student solidifies and strengthens their assessment skills and abilities on well and ill patients across the lifespan.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Corequisite(s):** NRSNG 755  
**Prerequisite(s):** NRSNG 748, NRSNG 760  
**Schedule Type:** Practicum  
**College Code:** CHHS

## **NRSNG 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)  
**Prerequisite(s):** NRSNG 748

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 763 - Primary Care Management of Adults

**Credits:** 3

The focus of this course is the clinical primary care assessment, diagnosis and management of acute illness of adults at the advanced practice level.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** NRSRG 764

**Prerequisite(s):** NRSRG 748 , NRSRG 760 , NRSRG 755 , NRSRG 756

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 764 - Primary Care Management of Adults Practicum

**Credits:** 2

This course requires 150 literal hours of practicum in a primary care setting specific to adults. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing acute and chronic illnesses of adult patients. Students are expected to apply theoretical knowledge gained from the primary care management of adults class. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem-solving.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Practicum

**Term Offering:** Fall

**College Code:** CHHS

### NRSRG 767 - Evidence-based Family Nurse Practitioner Primary Care Management

**Credits:** 3

This course provides a theoretical approach to advanced practice nursing as an FNP. Students are given knowledge, skills, and abilities related to primary care assessment, diagnosis, and management of acute and chronic illness and disease, as well as health promotion and disease prevention strategies of patient care across the lifespan. Students will examine the limits and boundaries of primary care in this role, juggling all roles and areas. Further, it includes issues related to the scope of practice, billing, and more specific to Family Nurse Practitioners.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** NRSRG 768

**Prerequisite(s):** NRSRG 763 , NRSRG 741 , NRSRG 751

**Schedule Type:** Interactive Online

**College Code:** CHHS

### NRSRG 768 - Evidence-based Family Nurse Practitioner Primary Care Management Practicum

**Credits:** 3

This course requires 225 literal hours of practicum. This will be a combination of a Family Nurse Practitioner primary care site under the preceptorship of a Family Nurse Practitioner as well as other clinical activities that round out the scope of the DNP Essentials. 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, working towards independent practice, as well as seeking out new experiences that integrate the DNP essentials in the role of the DNP.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Practicum

**College Code:** CHHS

### NRSRG 770 - Teaching Strategies

**Credits:** 3

This course explores the knowledge and competencies needed to develop and apply evidence-based innovative teaching strategies in the classroom and clinical settings. Strategies for distance and web-based learning are also included.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** NRSRG 775

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 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

396

successful instruction and teaching of clients, families, and populations.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 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/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CHHS

### NRSRG 780 - Nursing Education Outcomes

**Credits:** 3

Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 785 - Curricular Development

**Credits:** 2

Provides students with knowledge related analysis, development or design, and redesign or improvement, and evaluation of client, student, or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### NRSRG 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/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CHHS

### NRSRG 790 - Nursing Education Practicum

**Credits:** 1-3

This course requires 450 - 675 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).

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** NRSRG 770 , NRSRG 775

**Repeatable:** Repeatable up to 9 credits

**Schedule Type:** Practicum

**College Code:** CHHS

### NRSRG 795 - DNP Comprehensive Examinations

**Credits:** 0

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CHHS

### NRSRG 801 - Scholarly Project I

**Credits:** 1,2

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 proposal paper related to the development, implementation,

and evaluation of a protocol for specific health care. This course has variable credits, and it is repeatable until the course outcome is achieved.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** NRS 616 , NRS 644

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CHHS

## **NRS 802 - Scholarly Project II**

**Credits:** 1-3

The completion of work begun in Capstone Scholarly Project I. The project culminates with a written scholarly paper related to the development, implementation, and evaluation of a protocol for specific health care; and successful project defense. This course has variable credits, and it is repeatable until the course outcomes are achieved.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** NRS 801

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Term Offering:** Fall, Spring, Summer

**College Code:** CHHS

# School of Population Health, Nutrition & Wellness

## Mission

The mission of the Andrews University School of Population 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  
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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

Padma P. Tadi Uppala, PhD, MPH  
*Chair, Professor*

Dixon Anjejo, DrPH  
*Director, MPH Program & Associate Professor*

Jean A. Cadet, MD, MPH, MDiv  
*Associate Professor*

Sherri Isaak, MS, RD, CDCES, BC-ADM, DipACLM  
*Director, Dietetics Internship & Associate Professor*

Gretchen Krivak, RD, MS, CGFI  
*Director, Didactic Program in Nutrition and Dietetics & Assistant Professor*

Eric Paddock  
*Gymnics Coach & Instructor*

Emmanuel Rudatsikira, DrPH, MPH, MDiv  
*Professor and Dean*

## Adjunct Faculty

Michelle Adams, PhD, RD  
Cristina Alexe, MDiv  
Laurel Berman, PhD, MS  
Motria P. Caudill, PhD, MS  
Bonny Dent, PT, MS, PCS  
Krystal Eskildsen, MPH, CHES  
Thomas Gillam-Shaffer, MPH  
Stephanie Goddard, M.S.  
Ana Howard, MPH, GFI  
Justin Howard, MDiv, (MPH)  
Lorraine Justiniano-Camacho, MS, RDN  
Jimmy Kijai, PhD  
Evelyn Kissinger, MS, RD  
Naomi Modeste, DrPH, MPH  
David Nowalk, PhD  
Eric Paddock, MA  
Anna Piskozub, MS, CPT, MPI  
Vineesha Rathnam, MA, LLPC, SPADA, CADDCP  
Karen Reiner, PhD, MT(ASCP)  
Robin Sarkar, PhD  
Susan Singer, MPH  
Guru Uppala, MA, MBA  
David Village, DHSc  
Diedri White, DrPH, MS, RDN  
Brian Yuen Yau Wong, PhD

## Emeritus

Winston Craig, PhD, RD, MPH  
*Professor Emeritus*

Patricia Mutch, PhD, RD  
*Associate Professor*

## Bachelors

### Exercise Science BS

This program is designed for students pursuing professional degrees in the fields of Fitness and Exercise, Physical Therapy, Strength and Conditioning, Cardiac Rehab, Occupational Therapy, Exercise Physiology, or graduate school. Two concentrations are available. The Pre-Physical Therapy concentration is for students in pursuit of the DPT program at Andrews University. The Fitness concentration is for students looking to enter the fitness field or planning to pursue another graduate field.

### Total Credits - 124-134

### Major - 53-61

#### Core - 27

FTES 110 - Introduction to Exercise Science, Physical Therapy, and Occupational Therapy **Credits: 2**  
FTES 305 - Current Concepts and Applications in Physical Fitness **Credits: 3**  
FTES 325 - Sports Nutrition **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**  
MLSC 205 - Medical Terminology **Credits: 1**  
PHTH 417 - Human Anatomy **Credits: 3**  
PHTH 427 - Human Anatomy Laboratory **Credits: 1**

#### Additional Requirements

Successful completion of the Certified Personal Trainer (CPT) Exam is a prerequisite to FTES 497 Internship for students who are on the fitness track of the program. Students who are completing the Pre-PT track are encouraged to get their CPT credential, but are not required to do so prior to the internship experience.

#### Concentration - 26-34

##### Fitness Concentration - 26

This concentration is designed for students pursuing professional degrees in the fields of Fitness and Exercise, Physical Therapy, Strength and Conditioning, Cardiac Rehab, Occupational Therapy, Exercise Physiology, or graduate school.

FDNT 448 - Nutrition and Wellness **Credits: 3**  
FDNT 498 - Research Methods **Credits: 3**  
FTES 214 - Weight Training & Conditioning **Credits: 3**  
FTES 220 - CPR & AED **Credits: 1**  
FTES 445 - Exercise Testing and Prescription **Credits: 3**  
FTES 490 - Exercise Science Program Review **Credits: 1**  
HLED 411 - Community Health & Fitness I **Credits: 2**  
HLED 412 - Community Health & Fitness II **Credits: 2**  
HLED 445 - Consumer Health **Credits: 2**  
PSYC 471 - Behavior Modification **Credits: 3**  
3 elective credits chosen in consultation with advisor from FDNT, FTES, or HLED

##### Pre-Physical Therapy Concentration - 34

The Exercise Science degree with concentration in pre-Physical Therapy is designed as a pre-professional interim degree for students pursuing a Doctor of Physical Therapy (DPT) degree through the "3+3" track. This degree with concentration prepares the pre-PT student with the prerequisite knowledge required for the DPT degree. Once accepted into the DPT program, the 3+3 track allows students to enter the professional DPT program before completion of the Exercise Science degree with pre-PT concentration. The 3+3 students' senior year is the first two semesters of the DPT program. This program is designed to be completed in eight

semesters. Students successfully completing the appropriate prerequisites, and DPT-1 and DPT-2 of the professional program (34 credits), qualify for the Bachelor of Exercise Science Degree.

PTH 501 - DPT Orientation **Credits:** 0  
PTH 505 - Anatomy **Credits:** 4  
PTH 509 - Principles of Therapeutic Exercise **Credits:** 2  
PTH 510 - PT Assessment Skills **Credits:** 3  
PTH 513 - Health Promotion and Wellness I **Credits:** 1,2  
PTH 515 - Anatomy Laboratory **Credits:** 3  
PTH 516 - Pathokinesiology **Credits:** 3  
PTH 518 - General Medicine **Credits:** 2  
PTH 519 - Principles of Therapeutic Exercise Laboratory **Credits:** 2  
PTH 520 - PT Assessment Skills Laboratory **Credits:** 3  
PTH 526 - Pathokinesiology Laboratory **Credits:** 2  
PTH 528 - General Medicine Laboratory **Credits:** 1  
PTH 530 - Pathophysiology I **Credits:** 2  
PTH 562 - Topics in Comparative Religion **Credits:** 2  
PTH 565 - Neuroscience and Motor Control **Credits:** 3  
PTH 575 - Neuroscience and Motor Control Laboratory **Credits:** 1

### Additional Requirements (Pre-PT)

- An earned minimum grade of "C+" (2.33) or "S" (in a "S/U" course) in each DPT program course. The BS program courses include PTH 501, PTH 505, PTH 509, PTH 510, PTH 513, PTH 515, PTH 516, PTH 518, PTH 519, PTH 520, PTH 526, PTH 528, PTH 530, PTH 562, PTH 565, and PTH 575.
- 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 Exercise Science 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.

## Cognates - 40-41

BIOL 221 - Anatomy and Physiology I **Credits:** 4  
BIOL 222 - Anatomy and Physiology II **Credits:** 4  
CHEM 131 - General Chemistry I **Credits:** 4 \*  
CHEM 132 - General Chemistry II **Credits:** 4  
FDNT 230 - Nutrition **Credits:** 3  
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3  
PHYS 141 - General Physics I **Credits:** 4  
PHYS 142 - General Physics II **Credits:** 4  
PSYC 101 - Introduction to Psychology **Credits:** 3 \*  
PSYC 201 - Human Development **Credits:** 3  
STAT 285 - Introduction to Applied Statistics **Credits:** 3 \* or MATH 168  
Precalculus **Credits:** 4 \*

\* Course meets ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Admission Requirements

### Apply to the Program

To transition into the professional program, students need to apply to the director of Fitness and Exercise Science at the end of their sophomore year in order to register for FTES 305 Current Concepts and Applications in Fitness (a required course for the major).

### Application Deadline

For acceptance to the program applications need to be submitted by the last Friday in March, September, or November for the following semester.

### Acceptance

- Full acceptance into the Exercise Science BS 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 sciences and FTES courses.

- Students who are in the Fitness Concentration who are not fully accepted into the program by their senior year will be unable to register for HLED 411 Community Health & Fitness which is required for the completion of the program.

### Pre-Physical Therapy Concentration Admission Requirements

An *Early Assurance* option is available for Andrews University freshmen who meet the following criteria:

- Declare pre-PT as the major upon enrollment as a freshman in fall semester
- High school GPA minimum 3.5

Matriculation into the DPT program requires the following criteria:

- Maintain a minimum 3.5 GPA throughout every semester (freshman through acceptance into DPT program)
- Maintain a wholesome lifestyle per the Andrews University Student Handbook
- Exhibit developing professional behavior
- Satisfactory interview
- Graduate Record Exam (GRE): A minimum Verbal and Quantitative score of 142 each is required, and minimum Writing score of 3.0.
- Observation Hours: 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 in-patient acute care or hospital setting.
- Recommendations: At least one reference must be from a physical therapist and another from a professor who taught the student. It is recommended that the third be from an employer/supervisor, clergy, a second physical therapist or health care professional.

Students who meet these *Early Assurance* criteria are guaranteed acceptance into the DPT program, however are still required to apply through PTCAS. Students who lose *Early Assurance* may still apply through PTCAS for the DPT program and will be placed into the applicant pool.

## Student Learning Outcomes

### Domain I: Health and Fitness Assessment

- 1.1: Conduct assessments of cardiovascular, muscular strength, muscular endurance, flexibility, anthropometrics and body composition.
- 1.2: Implement assessment protocols and determine participant's readiness to take part in a fitness assessment.

### Domain II: Exercise Prescription and Implementation

- 2.1: Determine safe and effective exercise programs for healthy populations.
- 2.2: Determine a safe and effective exercise program for a diseased population.
- 2.3: Implement exercise prescriptions using the FITT principle.
- 2.4: Prescribe and implement exercise programs for healthy special populations.

### Domain III: Exercise Counseling and Behavioral Strategies

- 3.1: Optimize adoption and adherence to exercise programs and other healthy behaviors by applying effective communication techniques.
- 3.2: Provide educational resources to support clients in the adoption and maintenance of healthy lifestyle behaviors.
- 3.3: Provide support within the scope of practice of a Health Fitness Specialist and refer to other health professionals as indicated.

### Domain V: Management

- 5.1 Develop and execute a marketing plan to promote programs, services or facilities.
- 5.2 Demonstrate leadership and interpersonal skills

## Nutrition Science & Dietetics, Dietetics Concentration BS

The BS program in 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.

**Accreditation:** The Didactic Program in Nutrition Science & Dietetics (DP) at Andrews University is currently accredited by the Accreditation Council for

## Total Credits - 120

## Major - 36

- 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:** 3

### Additional 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 3.0 in all dietetic courses. No grade below a C- is accepted for prerequisite and cognate courses (or below a C for dietetic courses).

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.

### 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 - 12

- BSAD 355 - Principles of Management **Credits:** 3
- BSAD 384 - Human Resource Management **Credits:** 3
- MKTG 310 - Principles of Marketing **Credits:** 3
- PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3 \*

\*Fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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 Concentration is recommended for students wishing to become a Registered Dietitian/Registered Dietitian Nutritionist or to 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 I, 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 I, which is required for the completion of the program.

### Prerequisites - 29

- BCHM 120 - Introduction to Organic and Biological Chemistry **Credits:** 4
- 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
- MATH 165 - College Algebra **Credits:** 3
- PSYC 101 - Introduction to Psychology **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3

## Additional Information

### 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 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.

## Student Learning Outcomes

### **Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice**

KRDN 1.1: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

KRDN 1.2: Select and use current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3: Apply critical thinking skills.

### **Domain 2: Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietetics practitioner level of practice.**

KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2: Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.

KRDN 2.3: Assess the impact of a public policy position on nutrition and dietetics practice.

KRDN 2.4: Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5: Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.

KRDN 2.6: Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.

KRDN 2.7: Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

KRDN 2.8: Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.

KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.

### **Domain 3: Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations**

KRDN 3.1: Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.

KRDN 3.2: Develop an educational session or program/educational strategy for a target population.

KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for diverse individuals and groups.

KRDN 3.4: Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).

KRDN 3.5: Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.

KRDN 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.

### **Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations**

KRDN 4.1: Apply management theories to the development of programs or services.

KRDN 4.2: Evaluate a budget/financial management plan and interpret financial data.

KRDN 4.3: Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.

KRDN 4.4: Apply the principles of human resource management to different situations.

KRDN 4.5: Describe safety principles related to food, personnel and consumers.

KRDN 4.6: Explaining the processes involved in delivering quality food and nutrition services.

KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

### **Domain 5: Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.**

KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

KRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting and elevator pitch)

KRDN 5.4 Practice resolving differences or dealing with conflict.

KRDN 5.5 Promote team involvement and recognize the skills of each member.

KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

## Nutrition Science & Dietetics, Nutrition Science Concentration BS

The BS program in Nutrition Science & Dietetics with Nutrition Science Concentration is designed for students pursuing professional degrees in the fields of Nutrition, Dietetics, Medicine, Dentistry, Public Health, Research and other health-related graduate degrees (e.g., Pre-Med, Pre-Dent). This BS also prepares students for dietetics registration eligibility.

**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.

## Total Credits - 120

## Major - 36-38

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:** 3

FDNT 499 - Research Project in Nutrition Science & Dietetics **Credits:** 1-3

### **Additional 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 3.0 in all dietetic courses. No grade below a C- is accepted for prerequisite and cognate courses (or below a C for dietetic courses).

**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.

### **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 - 16

BSAD 355 - Principles of Management **Credits:** 3

BSAD 384 - Human Resource Management **Credits:** 3

MKTG 310 - Principles of Marketing **Credits:** 3

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3 \*

PHYS 141 - General Physics I **Credits:** 4

CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1

CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1

FDNT 230 - Nutrition **Credits:** 3

PSYC 101 - Introduction to Psychology **Credits:** 3

MATH 191 - Calculus I **Credits:** 4

SOCI 119 - Principles of Sociology **Credits:** 3

\*Fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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 Concentration 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

BCHM 421 - Biochemistry I **Credits:** 4

BIOL 165 - Foundations of Biology **Credits:** 4,5

BIOL 166 - Foundations of Biology **Credits:** 4,5

BIOL 260 - General Microbiology **Credits:** 4

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

## Additional Information

### 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.

## Student Learning Outcomes

### Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice

KRDN 1.1: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

KRDN 1.2: Select and use current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3: Apply critical thinking skills.

### Domain 2: Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietetics practitioner level of practice.

KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2: Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.

KRDN 2.3: Assess the impact of a public policy position on nutrition and dietetics practice.

KRDN 2.4: Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5: Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.

KRDN 2.6: Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity an inclusion.

KRDN 2.7: Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

KRDN 2.8: Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.

KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.

### Domain 3: Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations

KRDN 3.1: Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine

appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.

KRDN 3.2: Develop an educational session or program/educational strategy for a target population.

KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for diverse individuals and groups.

KRDN 3.4: Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).

KRDN 3.5: Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.

KRDN 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.

#### **Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations**

KRDN 4.1: Apply management theories to the development of programs or services.

KRDN 4.2: Evaluate a budget/financial management plan and interpret financial data.

KRDN 4.3: Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.

KRDN 4.4: Apply the principles of human resource management to different situations.

KRDN 4.5: Describe safety principles related to food, personnel and consumers.

KRDN 4.6: Explaining the processes involved in delivering quality food and nutrition services.

KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

#### **Domain 5: Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.**

KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

KRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting and elevator pitch)

KRDN 5.4 Practice resolving differences or dealing with conflict.

KRDN 5.5 Promote team involvement and recognize the skills of each member.

KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

## **Public Health, Environmental Public 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.

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.

#### **Delivery**

Major courses for this program are also available in an interactive online asynchronous format.

#### **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](http://www.ceph.org)

## **Total Credits - 120**

### **Major - 53-54**

#### **Public Health Core - 33**

FDNT 230 - Nutrition **Credits: 3**

FDNT 498 - Research Methods **Credits: 3**

PBHL 105 - Intro to Public Health **Credits: 3**

PBHL 308 - Environmental Health **Credits: 3**

PBHL 311 - Biostatistics **Credits: 3**

PBHL 315 - Environmental Toxicology **Credits: 3**

PBHL 321 - Epidemiology **Credits: 3**

PBHL 335 - Health Services Administration **Credits: 3**

PBHL 345 - Health Behavior & Chronic Diseases **Credits: 3**

4 credits of PBHL 475 - Experiential Activities **Credits: 2** (Register for two semesters)

2 Credits of PBHL 480 - Seminar in Current Environmental Health Topics **Credits: 1,2**

#### **Concentration - 20-21**

3 Credits of AGRI 345 - Topics in \_\_\_\_\_ **Credits: 1-4** (Environmental Leadership & Sustainability) \*

1 credit of ENGR 475 - Topics in **Credits: 1-4** (Energy & Environment) \*\*

PBHL 320 - Water & Air Quality **Credits: 3**

PBHL 425 - Environmental Risk & Policy **Credits: 3**

PBHL 445 - Environmental Sampling and Analysis **Credits: 4**

#### **Choose two of the following courses:**

3 Credits of PBHL 415 - Bio-terrorism and Preparedness **Credits: 3**

ARCH 336 - Environmental Technology II **Credits: 4**

FDNT 124 - Food Science **Credits: 3**

FDNT 310 - Nutrition in the Life Cycle **Credits: 3**

PSYC 366 - Drugs and Behavior **Credits: 3**

PSYC 471 - Behavior Modification **Credits: 3**

RELT 348 - Christians and the Environment **Credits: 3**

\*May be substituted with HORT 365 Urban Landscape Design or HORT 150 iGrow or any health promotion classes including Fitness courses as suggested by the advisor.

\*\* May be substituted with ARCH 336 - Environmental Technology I or any health promotion classes including Fitness courses as suggested by the advisor.

#### **Additional Requirements**

Graduation is dependent upon the completion of all curriculum requirements for the professional BSPH degree with the maintenance of at least a minimum overall GPA of 2.85 in major and a minimum overall GPA of 2.75. At least 124 semester hours are recommended for graduation.

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.

### **Public Health Cognates - 21**

5 credits of BIOL 165 - Foundations of Biology **Credits: 4,5 \***

5 credits of BIOL 166 - Foundations of Biology **Credits: 4,5 \*\***

CHEM 131 - General Chemistry I **Credits: 4 \*\*\***

PBHL 231 - Public Health Microbiology **Credits: 3**

PBHL 232 - Public Health Microbiology Lab **Credits:** 1

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

\*May be substituted with BIOL 221 Anatomy & Physiology 1

\*\* May be substituted with BIOL 222 Anatomy & Physiology II

\*\*\* May be substituted with CHEM 100 Consumer Chemistry

## Premed Track Cognates - 34

Premed track students should take the premed track cognates in place of Public Health Cognates.

5 Credits of BIOL 165 - Foundations of Biology **Credits:** 4,5

5 Credits of BIOL 166 - Foundations of Biology **Credits:** 4,5

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

CHEM 231 - Organic Chemistry I **Credits:** 3

CHEM 232 - Organic Chemistry II **Credits:** 3

CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1

CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1

PHYS 141 - General Physics I **Credits:** 4

PHYS 142 - General Physics II **Credits:** 4

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Admission Requirements

Prospective students enter the **Pre-Public Health (Pre-BSPH)** program upon acceptance to Andrews University. Students *must apply* to the BSPH program at the end of their sophomore year and have completed at least 12 credits of Public Health courses.

## Additional Information

### 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>

## Public Health, Social and Behavioral Sciences Concentration BSPH

Bachelor of Science in Public Health (BSPH) program with Social and Behavioral Sciences concentration is designed for students pursuing a professional degree in the field of Public Health. This program prepares students for public health careers that focus on lifestyles and behaviors in the context of the socio-economic and cultural aspects of individuals.

Our constant interactions with our surroundings require an understanding of the complex relationships between social systems and health in order to improve the health of the public and prevent disease. A holistic approach to medical care is needed to address the conditions in the social system that contribute to illness. Thus, an understanding of the organization and motivation behind social forces and individual lifestyles can be used to improve the lives of individuals and the society as a whole.

The focus of the BS in Public Health program with Social and Behavioral Sciences concentration is to train students as public health professionals who can pursue careers such as 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. The concentration addresses individual lifestyle factors, social and community networks and general socioeconomic, cultural and environmental conditions that impact the health of the public.

### 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.

### 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](http://www.ceph.org)

## Total Credits - 120

## Major - 56

### Public Health Core - 33

FDNT 230 - Nutrition **Credits:** 3

FDNT 498 - Research Methods **Credits:** 3

PBHL 105 - Intro to Public Health **Credits:** 3

PBHL 308 - Environmental Health **Credits:** 3

PBHL 311 - Biostatistics **Credits:** 3

PBHL 315 - Environmental Toxicology **Credits:** 3

PBHL 321 - Epidemiology **Credits:** 3

PBHL 335 - Health Services Administration **Credits:** 3

PBHL 345 - Health Behavior & Chronic Diseases **Credits:** 3

4 credits of PBHL 475 - Experiential Activities **Credits:** 2 (Register for 2 semesters)

2 credits of PBHL 480 - Seminar in Current Environmental Health Topics **Credits:** 1,2

### Concentration - 23

PSYC 319 - Stress Management **Credits:** 3

PSYC 366 - Drugs and Behavior **Credits:** 3

PSYC 471 - Behavior Modification **Credits:** 3

SOCI 350 - Social Policy **Credits:** 2

SOCI 420 - Medical Sociology **Credits:** 3

SOCI 425 - Racial and Ethnic Relations **Credits:** 3

### Choose two of the following courses:

ANTH 455 - Ethnography **Credits:** 3

FTES 445 - Exercise Testing and Prescription **Credits:** 3

PBHL 415 - Bio-terrorism and Preparedness **Credits:** 3

PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3

SOCI 455 - Development Policy and Analysis **Credits:** 3

### Additional Requirements

Graduation is dependent upon the completion of all curriculum requirements for the professional BSPH degree with the maintenance of at least a minimum overall GPA of 2.85 in major and a minimum overall GPA of 2.75. At least 124 semester hours are recommended for graduation.

### Portfolio

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.

## Cognates - 14

BIOL 221 - Anatomy and Physiology I **Credits:** 4 \*

BIOL 222 - Anatomy and Physiology II **Credits:** 4 \*\*

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**  
PSYC 101 - Introduction to Psychology **Credits: 3**  
OR  
PSYC 210 - Introduction to Health Psychology **Credits: 3**

\* May be substituted with BIOL 165 Foundations of Biology  
\*\* May be substituted with BIOL 166 Foundations of Biology

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Admission Requirements

Prospective students enter the **Pre-Public Health (Pre-BSPH)** program upon acceptance to Andrews University. Students *must apply* to the BSPH program at the end of their sophomore year and have completed at least 12 credits of Public Health courses.

## Wellness BHS

This program is for students seeking a general degree in health and wellness in pursuit of attending graduate school in a health-related field. Students must complete a fitness concentration.

## Total Credits - 120

## Major - 35

### Core - 11

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**

### Concentration

Students must complete the following concentration.

### Fitness - 24

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**  
1 Credit of FTES 495 - Independent Study/Reading/Research/Project **Credits: 1-4**  
HLED 411 - Community Health & Fitness I **Credits: 2**  
HLED 412 - Community Health & Fitness II **Credits: 2**  
2 Credits of NRS 466 - Complementary Wellness and Restoration II **Credits: 2,3**

### Choose one of the following courses:

FTES 214 - Weight Training & Conditioning **Credits: 3**

### Additional Requirements

A student needs to maintain a cumulative GPA of 2.50 or greater in all credits used to meet the BHS degree requirements.

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.

The School of Population 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.

## Cognates - 12+

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3 \***  
PSYC 101 - Introduction to Psychology **Credits: 3 \***

### Choose one of the following courses:

BIOL 260 - General Microbiology **Credits: 4**  
MLSC 230 - Fundamentals of Clinical Microbiology **Credits: 3**  
SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits: 4**  
Both PHYS 141 - General Physics I **Credits: 4** and PHYS 142 PHYS 142 - General Physics II **Credits: 4**

### Choose one of the following sets:

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 sets:

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**

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Off-Campus Locations

This program is also offered at approved off-campus locations.

## Student Learning Outcomes

**Domain I: Systems Aspects:** focuses on the inter-relationship between elements within a system at the body, organization, community, or global level.

1.1: Apply relevant theories and models to explain the integrated role of physical, social, intellectual, emotional, occupational, and spiritual aspects in the human pursuit and experience of wellness throughout the lifespan.

1.2: Establish collaborative relationships within and across key stakeholders and interdisciplinary teams to promote sustainable health and wellness practices that meet long-term personal, organizational, and/or community goals.

**Domain II: Methodological Aspects:** focuses on the technical aspects of promoting wellness such as building relationships, implementing evidence-based strategies, and providing education.

2.1: Utilize appropriate techniques, such as strengths-based, humanistic, and cognitive-behavioral, to encourage active client participation in their wellness journey.

2.2: Adopt person-centered communication practices with clients, recognizing the influence of personal and cultural values and beliefs in the communicative process and taking into consideration factors such as age, socioeconomic status, spiritual beliefs, and health literacy.

2.3: Provide evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness

2.4: Prescribe and implement health programs for healthy, special populations.

**Domain III: Professional Aspects:** focuses on standards that maintain professionalism within the wellness profession.

- 3.1: Practice in accordance with the limits of scope of practice and code of conduct
- 3.2: Demonstrate commitment to self-care by modeling healthy lifestyle practices in multiple dimensions of wellness

**Domain IV: PROJECT MANAGEMENT Aspects: focuses on logistics such as designing programs, marketing, evaluation, and other components needed to complete and deliver a wellness program.**

- 4.1 Develop and execute a marketing plan to promote programs, services or facilities.
- 4.2 Demonstrate leadership and interpersonal skills
- 4.3: Utilize participatory and strengths-based processes to design programs.

## Undergraduate Minors

### Fitness Education Minor

This minor will provide the opportunity to gain the theoretical and practical knowledge and experience to obtain certification as a personal trainer.

#### Total Credits - 20

- BIOL 221 - Anatomy and Physiology I **Credits: 4**
- BIOL 222 - Anatomy and Physiology II **Credits: 4**
- FDNT 230 - Nutrition **Credits: 3**
- FTES 224 - Introduction to Weight Training & Conditioning **Credits: 3**
- FTES 305 - Current Concepts and Applications in Physical Fitness **Credits: 3**
- FTES 355 - Methods of Fitness Instruction **Credits: 3**

### 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.

### Student Learning Outcomes

#### Domain I: Health and Fitness Assessment

- 1.1: Conduct assessments of cardiovascular, muscular strength, muscular endurance, flexibility, anthropometrics and body composition.
- 1.2: Implement assessment protocols and determine participant's readiness to take part in a fitness assessment.

#### Domain II: Exercise Prescription and Implementation

- 2.1: Determine safe and effective exercise programs for healthy populations.

#### Domain III: Exercise Counseling and Behavioral Strategies

- 3.3: Provide support within the scope of practice of a Health Fitness Specialist and refer to other health professionals as indicated.

### Health Minor

This minor will provide students with the opportunity to gain insight into the health field. Depending on the electives chosen, students can learn deeper about the fields of nutrition, fitness or wellness.

**Delivery:** This minor is only available to students at Hong Kong Adventist College.

#### Total Credits - 20

- FTES 214 - Weight Training & Conditioning **Credits: 3**
- 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**

#### Electives

9 credits selected from HLED, FDNT, FTES or other health-related courses approved by the program director.

### 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).

### Student Learning Outcomes

**Domain II: Methodological Aspects: focuses on the technical aspects of promoting wellness such as building relationships, implementing evidence-based strategies, and providing education**

- 2.3: Provide evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.

**Domain III: Professional Aspects: focuses on standards that maintain professionalism within the wellness profession**

- 3.1: Practice in accordance with the limits of scope of practice and code of conduct.

### Nutrition and Wellness Minor

This minor is for students who want to learn more about the field of nutrition and dietetics. The curriculum provides students with a variety of courses that are part of our accredited program in Nutrition Science and Dietetics.

#### Total Credits - 18-19

- 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**

**Electives:** 5-6 credits selected from the School of Population Health, Nutrition and Wellness approved by the director of the Dietetics program.

- FDNT 351 - Food Service Management I **Credits: 3**
- FDNT 422 - Community Nutrition II **Credits: 2**
- FDNT 485 - Nutrition and Metabolism **Credits: 3**
- FTES 325 - Sports Nutrition **Credits: 3**
- HLED 445 - Consumer Health **Credits: 2**
- PBHL 105 - Intro to Public Health **Credits: 3**

### Student Learning Outcomes

**Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice**

- KRDN 1.1: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- KRDN 1.3: Apply critical thinking skills.

**Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice**

- KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.

### Public Health Minor

A minor in Public Health enables students to acquire public health knowledge that complements their career paths. The minor is designed for students going into careers other than public health who can benefit from public health knowledge in the delivery of their services. Public health prepares professionals who can plan, manage, evaluate and solve public health problems in the public and private sector. The field also focuses on lifestyles and behaviors in the context of socio-economic and cultural health aspects of individuals and communities. Environmental health, a branch of public health promotes well-being while limiting exposures to hazardous physical, chemical, and biological agents in air, water food and other environmental media that may adversely affect human health. The mission of public health is to 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 - 18

- PBHL 105 - Intro to Public Health **Credits: 3**

PBHL 311 - Biostatistics **Credits: 3**  
PBHL 321 - Epidemiology **Credits: 3**

### Electives

Students may select any 3 courses from the following:

FDNT 310 - Nutrition in the Life Cycle **Credits: 3**  
PBHL 308 - Environmental Health **Credits: 3**  
PBHL 315 - Environmental Toxicology **Credits: 3**  
PBHL 335 - Health Services Administration **Credits: 3**  
PBHL 345 - Health Behavior & Chronic Diseases **Credits: 3**  
PSYC 319 - Stress Management **Credits: 3**

## Masters

### Healthcare Administration MHA

The School of Population Health, Nutrition & Wellness offers a Master of Healthcare Administration program that prepares healthcare professionals to fulfil the demands of the ever-changing healthcare system and to become managers, administrators, and leaders in various private and government healthcare settings who are devoted to improving health services delivery in the United States and throughout the world. Individuals eligible to enroll in the program are:

- those with at least a bachelor's degree in a health field who are interested in broadening their knowledge and skills for a successful administrative and management careers in the health sector, whether it be hospitals, physicians' offices, long term care institutions such as nursing home, assisted living facilities, and community health centers
- those who hold a bachelor's in another field, but demonstrate a desire to move to the healthcare administration field
- other health professionals such as physicians, nurses, dentists, radiologists, physical therapists, and other related health fields who desire to develop additional skills and knowledge in management and administration, healthcare laws and regulations, and accounting to advance their healthcare career

A total of 42 course credits is required for this degree (including transferred credits), plus 2-5 credits of practicum. This is a two-year online (distance) program based on full-time enrollment. However, part-time enrollment is also permitted, allowing up to a maximum of six years to complete it. Healthcare professionals who have 5 years of active work experience in healthcare management and administration can get up to 12 credits waived for them.

The curriculum includes a Healthcare Administration Practicum and a Capstone Project that integrates the core healthcare management competencies toward a comprehensive strategic plan that incorporates all the elements of a business plan designed specifically for a health care organization.

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions). The interactive online degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

#### Dual Degree Option:

The Healthcare Administration MHA is also available with the following dual degree option:

- Divinity/Healthcare Administration Dual Degree MDiv/MHA

### Total Credits - 42+

#### Foundation Courses - 4

HCAD 500 - Introduction to Public Health **Credits: 3**  
HCAD 535 - Epidemiology for Healthcare Administrators **Credits: 2**

#### Major Courses - 32

HCAD 510 - Healthcare Delivery Systems **Credits: 2**  
HCAD 520 - Accounting Fundamentals in Health-Care Management **Credits: 3**  
HCAD 540 - Quantitative Methods in Healthcare Management **Credits: 2**  
HCAD 550 - Healthcare Quality Management **Credits: 1**  
HCAD 555 - Strategic Planning **Credits: 2**  
HCAD 615 - Organizational Leadership in Health Care Systems **Credits: 2**

HCAD 620 - Information Systems and Patient Care Technology for Health Care **Credits: 2**

HCAD 625 - Healthcare Economics & Policy **Credits: 2**  
HCAD 630 - Healthcare Marketing **Credits: 2**  
HCAD 640 - Healthcare Law and Ethics **Credits: 2**  
HCAD 650 - Healthcare Administration Capstone **Credits: 2**  
HCAD 655 - Reimbursement Systems **Credits: 3**  
HCAD 660 - Managing Human Resources in Healthcare Organizations **Credits: 3**  
3 credits of PBHL 535 - Principles of Health Administration **Credits: 2,3**

#### Electives - 2

Choose one of the following courses:

HCAD 530 - Medical Terminology for Healthcare Managers **Credits: 2**  
PBHL 543 - Introduction to Geographic Information Systems (GIS) **Credits: 1,2**

#### Religion - 2

HCAD 646 - Integration of Spirituality in Health Care **Credits: 2** (MHA/MDiv Dual Degree students must replace this course with DSLE 541 Foundations of Biblical Spirituality)

#### Practical Experience - 2-5

HCAD 670 - Healthcare Administration Practicum **Credits: 2-5** (MHA/MDiv Dual Degree students may reduce this requirement by taking 3 credits of PATH 557 - Practicum in Clinical Pastoral Education)

### Additional Requirements

#### Practicum Requirements

- Students will complete 700 hours of practicum.
- Students who already have a clinical degree or those with relevant experience in healthcare management may require only between 400 and 500 hours of practicum. Each situation will be considered individually.
- Full time students without a clinical degree or healthcare management experience will complete 400 hours of practicum in the first semester and 300 hours in the second semester during the second year.
- Part time students are expected to complete between 100 and 150 hours per semester.
- Students cannot begin practicum until all 500-level courses are completed.
- Any students who are currently working in a healthcare setting and have at least five years' experience in healthcare management may be eligible to replace their practicum hours with a project at their workplace.

### Admission Requirements

Program applicants will need to have at least a Bachelor's degree and satisfy one of the criteria below as described in the Graduate Enrollment and Admissions policy:

- Have an overall GPA of at least 2.60 in undergraduate courses.
- Have a GPA of at least 2.75 on the 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.

### Student Learning Outcomes

Graduates of the program will:

- Understand the U.S. healthcare system and that of some other selected countries.
- Apply legal and government regulations and ethical principles that impact healthcare organizations.
- Utilize fiscal and economic principles needed for growth in healthcare organizations.
- Determine practices required to support, develop, and motivate a diverse healthcare workforce.
- Manage human resources and deliver valuable answers to health services issues.
- Create, implement, and influence health policies that will improve the services provided to patients and health outcomes.
- Develop advanced information systems skills pertinent to the healthcare environment.
- Understand major public health issues and policies.

# Nutrition & Wellness MS

The Nutrition and Wellness Master of Science is designed for students pursuing a career in Nutrition and Dietetics with the goal to become a Registered Dietitian (RD) or a Registered Dietitian Nutritionist (RDN) as credentialed by the Commission on Dietetic Registration (CDR). This program has a unique emphasis on Vegetarian Nutrition.

The Nutrition and Wellness MS provides students with the Dietetic Internship along with a Master's degree so that they are ready for the 2024 CDR requirements to become an RD/RDN. Students must have completed their bachelor's degree from an accredited program in Nutrition & Dietetics and have a verification statement prior to the start of the program or be in their senior year completing a Didactic Program in Dietetics (DPD). Students must apply to the Dietetic Internship through DICAS and be accepted to the internship prior to start of the program or have completed an ACEND accredited dietetic internship.

**Incoming Freshman & Guaranteed Admission to Dietetic Internship (DI):** Incoming freshman can obtain guaranteed admission to the DI by meeting the following criteria: students **must** maintain a 3.3 GPA throughout their four year undergraduate DPD degree *and* have acceptable annual interviews with both DPD and DI Directors.

## Master (MS) Degree Track Options:

Regular Track: 6 semesters\*

Accelerated Track: 4 semesters\*\*

- Students may be able to complete the MS degree in 4 semesters, to accelerate program completion. This must be discussed and approved by the student's advisor prior to the start of the internship.
- Senior level students with a 3.3 GPA or higher (completing the DPD program) may be able to take up to 6 graduate credits in their senior year with permission from their advisor.

## Timeline for Completion:

\*Regular Track: Total time to complete graduate degree = 2 years (24 months)

\*\*Accelerated Track: Total time to complete graduate degree = 1.25 years (15 months)

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions). The interactive online degree does not require any on-campus time.

## Total Credits - 30

FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits:** 3

FDNT 560 - Health Research Methods **Credits:** 3

FDNT 565 - Current Issues in Nutrition and Wellness **Credits:** 3

FDNT 595 - Dietetic Internship I **Credits:** 6

**NOTE:** Students who submit RDN documentation may fulfill the requirement FDNT 595 - Dietetic Internship I (6 credits) through credit for prior learning, and may replace FDNT 596 - Dietetic Internship II with six elective credits, in consultation with their academic advisor.

FDNT 596 - Dietetic Internship II **Credits:** 6

FDNT 670 - Comprehensive Exam **Credits:** 0

2 credits of FDNT 680 - Research Seminar **Credits:** 2

FTES 510 - Fitness and Health Promotion **Credits:** 2

PBHL 511 - Biostatistics **Credits:** 3

PBHL 646 - Integration of Spirituality in Health Care **Credits:** 2

## Additional Requirements

After completion of the BS course work for the Nutrition Science & Dietetics BS, students are eligible to apply for the 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 Dietetic Internship is available at several hospitals affiliated with Andrews University. Successful completion of this intensive eight-month supervised practice and

completion of a Master's Degree permits a student to take the registration exam in dietetics.

In the year 2024 students will be required to have a Master's degree prior to sitting for the national board exam required for RD registration (RD exam). The Masters in Science in Nutrition & Wellness will allow students to continue study in the area of nutrition in preparation to become an RD or RDN. A grade of B or higher in each semester of the internship is required for students to graduate from the MS Nutrition and Wellness.

After successfully completing both the MS Nutrition and Wellness Degree and a Dietetic Internship, students will receive an ACEND® Dietetic Internship Verification statement and will be eligible to take the RDN exam.

Upon passing the registration exam, graduates receive formal recognition as a Registered Dietitian Nutritionist (RD). This status is maintained by participating in continuing professional education activities approved by the Commission on Dietetic Registration. With advanced study or experience, the dietitian may qualify as a specialist in clinical dietetics, food service management, nutrition education, or research.

## Admission Requirements

Applicants must hold a baccalaureate degree from a Nutrition and Dietetics program that is accredited in the United States by the Accreditation Council in Education for Nutrition and Dietetics (ACEND), be in the process of completing such a degree and in their senior year, or be a Registered Dietitian Nutritionist (RDN) as credentialed by the Commission on Dietetic Registration (CDR). Students must have an overall GPA of 3.0 or higher for admission into the program.

## Student Learning Outcomes

Graduates of this program will:

- Enhance their knowledge base on the protective role of plant-based diet for chronic diseases of affluent societies.
- Design and/or deliver an evidence-based, theory-based, plant-based dietary lifestyle intervention to prevent a specific chronic disease among a target group of an affluent society (group project).
- Enhance proficiency in using vegetarian diets to prevent common chronic diseases of affluent countries.
- Select quantitative and qualitative data collection methods appropriate for a given public health context.
- Identify health research questions and specific research objectives.
- Plan, develop, implement and evaluate a health and wellness education initiative/program to inform, educate, and motivate people about health.
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.

## Public Health, Health Promotion and Health Education Concentration, MPH

The MPH program, Health Promotion and Health Education concentration, prepares students to function as public health educators and health promotion specialists to promote preventive health measures and educate people about conditions that affect their health. They are trained to assess needs, plan, implement, and evaluate health education programs in the community. Graduates can work in health departments, government, non-governmental organizations, school institutions, and healthcare facilities in the United States and throughout the world. This program can be completed in 16 months for full-time students.

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions) and face-to-face format. The interactive online degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

## Total Credits - 45

### Public Health Core - 28

PBHL 500 - Introduction to Public Health **Credits:** 2



PBHL 510 - Biostatistics SPSS Lab **Credits:** 1  
 PBHL 511 - Biostatistics **Credits:** 3  
 PBHL 521 - Principles of Epidemiology **Credits:** 2,3  
 PBHL 525 - Principles of Environmental Health **Credits:** 3  
 PBHL 531 - Principles of Health Behavior **Credits:** 3  
 PBHL 535 - Principles of Health Administration **Credits:** 2,3  
 PBHL 540 - Grant Writing **Credits:** 2  
 PBHL 545 - Program Planning and Evaluation **Credits:** 2,3  
 PBHL 560 - Qualitative Research in Health Promotion **Credits:** 2  
 PBHL 565 - Quantitative Research Methods **Credits:** 3

Spiritual - 2

PBHL 646 - Integration of Spirituality in Health Care **Credits:** 2

### Electives - 3

Choose 3 elective credits from the following courses:

FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits:** 3  
 FDNT 553 - Phytotherapy and Pharmacology of Herbs and Spices **Credits:** 2  
 FDNT 565 - Current Issues in Nutrition and Wellness **Credits:** 3  
 FTES 510 - Fitness and Health Promotion **Credits:** 2  
 PBHL 570 - SAS Programming I **Credits:** 2

### Concentration - 12

PBHL 530 - Health Disparities **Credits:** 3  
 PBHL 544 - Community Needs Assessment **Credits:** 3  
 PBHL 554 - Foundation and Techniques of Health Promotion **Credits:** 3  
 PBHL 556 - Principles of Curriculum & Instruction in Health Education **Credits:** 3

## Admission Requirements

- A Bachelor's degree or equivalent, and meet one of the following: a minimum 2.60 overall undergraduate GPA, a 2.75 GPA in your final undergraduate courses, a 3.00 graduate GPA on at least 8 semester credits, or already hold a master's degree.
- Professional resume
- Two letters of recommendation from professionals such as advisors, major professors, and employers
- Statement of purpose
- Minimum TOEFL score of 80 or 6.5 on the IELTS English Proficiency if language of education was not English

## Student Learning Outcomes

Graduates of this program will be able to:

- Evaluate health promotion/education programs
- Design a system-level intervention to address a public health issue
- Write grant proposals related to health promotion and health education
- Deliver disease prevention training that promotes learning in a variety of contexts
- Demonstrate comprehensive knowledge of current health issues to work as competent health educators
- Develop strategies to promote inclusion and equity within public health programs, policies, and systems

## 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 School of Population Health, Nutrition & Wellness Website for the statement of value and goals of the program.

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions) and face-to-face format. The interactive online

degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

### MPH Dual Degree Option:

The MPH is also available with the following dual degree option:

- Public Health, Nutrition and Wellness Concentration/Divinity Dual Degree MPH/MDiv
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

## Total Credits - 43

### Public Health Foundations - 22

PBHL 500 - Introduction to Public Health **Credits:** 2  
 PBHL 510 - Biostatistics SPSS Lab **Credits:** 1  
 PBHL 511 - Biostatistics **Credits:** 3  
 PBHL 521 - Principles of Epidemiology **Credits:** 2,3  
 PBHL 525 - Principles of Environmental Health **Credits:** 3  
 PBHL 531 - Principles of Health Behavior **Credits:** 3 (MPH/MSW dual degree students, replace this course with SOWK 531 - Human Behavior and the Social Environment I and SOWK 532 - Human Behavior and the Social Environment II)  
 3 credits of PBHL 535 - Principles of Health Administration **Credits:** 2,3  
 2 credits of PBHL 575 - Integrated Learning Experience **Credits:** 1,2  
 PBHL 580 - Applied Practice Experience **Credits:** 2

### Electives - 2

Choose one of the following courses (**Note:** MPH/MSW dual degree students replace this choice with SOWK 630 - Policy for Social Change):

FDNT 553 - Phytotherapy and Pharmacology of Herbs and Spices **Credits:** 2  
 2 credits of PBHL 543 - Introduction to Geographic Information Systems (GIS) **Credits:** 1,2

### Spiritual - 2

PBHL 646 - Integration of Spirituality in Health Care **Credits:** 2

### Concentration

Complete the following concentration:

#### Nutrition & Wellness Concentration - 17

FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits:** 3  
 FDNT 560 - Health Research Methods **Credits:** 3  
 FDNT 565 - Current Issues in Nutrition and Wellness **Credits:** 3  
 FDNT 680 - Research Seminar **Credits:** 1  
 FTES 510 - Fitness and Health Promotion **Credits:** 2  
 PBHL 540 - Grant Writing **Credits:** 2  
 3 credits of PBHL 545 - Program Planning and Evaluation **Credits:** 2,3  
 (MPH/MSW dual degree students replace this course with SOWK 660 - Advanced Practice Evaluation)

## Additional Requirements

Student is required to demonstrate ability to integrate specific areas of Administration, Epidemiology, Statistics, Environmental Health, Health Behavior, Program Planning and Evaluation, and Nutrition during culminating activities.

Culminating activities include Applied Practice Experience, professional portfolio, and an exit survey at the conclusion of program.

## 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.

## 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's 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.

### Prerequisites

The candidate is required to have completed the courses listed below at the undergraduate level:

- Biology, Physiology, or Anatomy and Physiology
- Two courses in nutrition:
  - One introductory nutrition course similar to FDNT 230 - Nutrition or equivalent
  - One intermediate level nutrition course similar to FDNT 310 - Nutrition in the Life Cycle or equivalent

## Masters Dual Degrees

## Healthcare Administration/Divinity

### Dual Degree MHA/MDiv

Click here to see the requirements for the Healthcare Administration/Divinity Dual Degree MHA/MDiv program

## Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

The School of Population Health, Nutrition and Wellness in the College of Health and Human Services and the School of Social Work in the College of Arts & Sciences are offering a dual degree combining the Master of Public Health and the Master of Social Work. The goal is to prepare individuals for leadership roles in the field of public health where clinical skills learned in the field of social work strengthen their ability to serve the needs of the community. The objectives of this program are for students to learn from highly competent public health professionals in order to prevent disease and restore health in the local, national, and global communities through the MPH program. In the MSW program, they will learn theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights, and global perspectives from a Christian worldview. This will better equip graduates to meet the needs of the community at multiple levels. Graduates will be equipped to address the mental and physical health problems of individuals, families, groups, and communities through treatment and prevention. In addition, this will enrich their learning experience, expand their employment opportunities, and better equip them for the job market where a wide knowledge base is preferred. The program is designed to give students both master's degrees within four years.

### Total Credits: 76

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 courses.

Specifically, the School of Social Work will reduce the required number of credits from 56 to 42 by allowing students to replace several MSW courses with MPH courses. The following course substitutions will be made:

- FDNT 560 - Health Research Methods (3 credits) will replace SOWK 561 - Social Work Research I (2 credits)

- PBHL 575 - Integrated Learning Experience (1 credit) and PBHL 580 - Applied Practice Experience (3 credits) will replace SOWK 562 - Social Work Research II (2 credits)

- MSW electives (10 credits) will be fulfilled by taking PBHL 521 - Principles of Epidemiology (3 credits), PBHL 525 - Principles of Environmental Health (3 credits), PBHL 535 - Principles of Health Administration (3 credits), and PBHL 540 - Grant Writing (2 credits)

- SOWK 635 - Advanced Field Experience (5 credits) will take place at a county public health department

The MPH will reduce the required number of credits from 42 to 34 by replacing three MPH courses with MSW courses. The following course substitutions will be made:

- SOWK 531 - Human Behavior and the Social Environment I and SOWK 532 - Human Behavior and the Social Environment II (4 credits) will replace PBHL 531 - Principles of Health Behavior (3 credits)

- SOWK 660 - Advanced Practice Evaluation (3 credits) will replace PBHL 545 - Program Planning and Evaluation (3 credits)

- SOWK 630 - Policy for Social Change (3 credits) will replace the choice of FDNT 553 - Phytotherapy and Pharmacology of Herbs and Spices or PBHL 543 - Introduction to Geographic Information Systems (GIS) (2 credits)

## Program Information

Information for the two programs (Public Health, Nutrition and Wellness Concentration MPH and Social Work MSW) follows:

### 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 School of Population Health, Nutrition & Wellness Website for the statement of value and goals of the program.

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions) and face-to-face format. The interactive online degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

#### MPH Dual Degree Option:

The MPH is also available with the following dual degree option:

- Public Health, Nutrition and Wellness Concentration/Divinity Dual Degree MPH/MDiv
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

#### Total Credits - 43

#### Public Health Foundations - 22

PBHL 500 - Introduction to Public Health **Credits: 2**

PBHL 510 - Biostatistics SPSS Lab **Credits: 1**

PBHL 511 - Biostatistics **Credits: 3**

PBHL 521 - Principles of Epidemiology **Credits: 2,3**

PBHL 525 - Principles of Environmental Health **Credits: 3**

PBHL 531 - Principles of Health Behavior **Credits: 3** (MPH/MSW dual degree students, replace this course with SOWK 531 - Human Behavior and the Social Environment I and SOWK 532 - Human Behavior and the Social Environment II)

3 credits of PBHL 535 - Principles of Health Administration **Credits: 2,3**

2 credits of PBHL 575 - Integrated Learning Experience **Credits: 1,2**

PBHL 580 - Applied Practice Experience **Credits: 2**

## Electives - 2

Choose one of the following courses (**Note:** MPH/MSW dual degree students replace this choice with SOWK 630 - Policy for Social Change):

FDNT 553 - Phytotherapy and Pharmacology of Herbs and Spices **Credits:** 2  
2 credits of

PBHL 543 - Introduction to Geographic Information Systems (GIS) **Credits:** 1,2

## Spiritual - 2

PBHL 646 - Integration of Spirituality in Health Care **Credits:** 2

## Concentration

Complete the following concentration:

### Nutrition & Wellness Concentration - 17

FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits:** 3

FDNT 560 - Health Research Methods **Credits:** 3

FDNT 565 - Current Issues in Nutrition and Wellness **Credits:** 3

FDNT 680 - Research Seminar **Credits:** 1

FTES 510 - Fitness and Health Promotion **Credits:** 2

PBHL 540 - Grant Writing **Credits:** 2

3 credits of PBHL 545 - Program Planning and Evaluation **Credits:** 2,3

(MPH/MSW dual degree students replace this course with SOWK 660 - Advanced Practice Evaluation)

## Additional Requirements

Student is required to demonstrate ability to integrate specific areas of Administration, Epidemiology, Statistics, Environmental Health, Health Behavior, Program Planning and Evaluation, and Nutrition during culminating activities.

Culminating activities include Applied Practice Experience, professional portfolio, and an exit survey at the conclusion of program.

## 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.

## 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's 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.

## Prerequisites

The candidate is required to have completed the courses listed below at the undergraduate level:

- Biology, Physiology, or Anatomy and Physiology
- Two courses in nutrition:
  - One introductory nutrition course similar to FDNT 230 - Nutrition or equivalent
  - One intermediate level nutrition course similar to FDNT 310 - Nutrition in the Life Cycle or equivalent

## 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 9 core competencies that are required for every accredited MSW program: 1) Demonstrate ethical and professional behavior; 2) Engage diversity and difference in practice; 3) Advance human rights and social, economic, and environmental justice; 4) Engage in practice-informed research and research-informed practice; 5) Engage in policy practice; 6) Engage with individuals, families, groups, organizations and communities; 7) Assess and plan with individuals, families, groups, organizations and communities; 8) Intervene with individuals, families, groups, organizations and communities; and 9) Evaluate practice with individuals, families, groups, organizations and communities. In addition, our program has added an additional competency: 10) Demonstrate a Christian social work perspective. The curriculum is designed to teach students the knowledge, values and skills, along with understanding of the cognitive and affective reactions and judgement that accompany these dimensions. Measurement outcomes for these competencies can be found on the first page of the Andrews University School of Social Work website. The Andrews University MSW program is accredited by the Council of Social Work Education through the year 2027.

## Delivery

All tracks of the MSW program are available in the face-to-face format. The Regular Standing and Accelerated Regular Standing tracks are also available in the interactive online synchronous format (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

## Dual Degrees Options

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 School of Social Work 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, approximately 16 credits will be shared between the two programs. The following Dual Degree options are available:

- Business Administration/Social Work Dual Degree MBA/MSW
- Community & International Development/Social Work Dual Degree MSCID/MSW
- Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW
- Divinity/Social Work Dual Degree MDiv/MSW
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

## 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 may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

## MSW 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

## Areas of Focus

Students may choose to specialize in the following focus areas: Human Resources, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, and Medical Social Work. Please refer to the School of Social Work website for further information: [www.andrews.edu/cas/socialwork/](http://www.andrews.edu/cas/socialwork/). Students are not required to choose a focus area.

## Additional 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 as part of SOWK689 Advanced Professional Seminar. 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.

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.

#### 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
  - 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  
\*with permission of the department
- 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.

#### Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program are not required to take the GRE.

#### Additional Information

#### 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 School of Social Work as well as relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

#### Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

#### Student Learning Outcomes

Students who complete this program will:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess and Plan with Individuals, Families, Groups, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Demonstrate a Christian Social Work Perspective

## Public Health/Divinity Dual Degree MPH/MDiv

Click here to see the requirements for the Public Health/Divinity Dual Degree MPH/MDiv

## Certificates

## Culinary Medicine Graduate Certificate

The Culinary Medicine Graduate Certificate prepares individuals with healthcare degrees to understand an evidence-based approach for disease treatment and prevention. Graduates from this program will become specialists in improving eating behaviors by integrating nutritional science with food preparation.

This Certificate is a 12-13 credit program designed for those with a health-related bachelor's degree. For those with a non-health-related degree, prerequisites in nutrition courses such as General Nutrition and/or Nutrition and the Lifecycle are required.

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions). The interactive online program does not require any on-campus time.

## Certificate Courses - 12-13

The curriculum includes a practical application of learning, ending with a culinary medicine conference and leading out in a workshop. Students who complete this certificate will complement their degree and can work as nutrition coaches, lifestyle intervention counselors, and health ministry or healthcare industry leaders.

FDNT 501 - Intro to Culinary Medicine **Credits:** 3

FDNT 541 - Nutrition Therapy for Disease Prevention & Management I **Credits:** 3

FDNT 551 - Nutrition Therapy for Disease Prevention & Management II **Credits:** 3

FDNT 568 - Lifestyle Medicine Workshop **Credits:** 2

Choose one of the following courses:

FDNT 553 - Phytotherapy and Pharmacology of Herbs and Spices **Credits:** 2

FDNT 585 - Topics in \_\_\_\_\_ **Credits:** 1-4 (Culinary Medicine workshop/conference)

## Student Learning Outcomes

Certificate completers will be able to:

- Design, implement and evaluate culinary presentations to a target audience.
- Use effective education to facilitate behavior change.
- Apply leadership skills to achieve desired outcomes.
- Apply evidence-based guidelines, and concepts from systematic reviews of scientific literature.

# Nutrition & Dietetics Graduate Certificate (Dietetic Internship)

The Andrews University Dietetic Internship is a post-baccalaureate, clinical-oriented, full-time supervised practice program that qualifies graduates who complete a Master's Degree to take the examination to become a Registered Dietitian Nutritionist (RDN). This internship has a strong plant-based nutrition component.

The Dietetic Internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and provides hands-on practicum experiences in clinical, food service management and community nutrition. The internship provides 12 graduate credits upon successful completion. All interns must complete a minimum of 1000 supervised practice hours.

Only graduates from an ACEND accredited/approved Didactic Program in Dietetics are eligible for the Dietetic Internship.

**Online Delivery:** This degree is offered in an interactive online asynchronous format (See School of Distance Education definitions).

**Accreditation:** The Dietetic Internship at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995; 312/899-5400.

## Total Credits - 12

FDNT 595 - Dietetic Internship I **Credits:** 6

FDNT 596 - Dietetic Internship II **Credits:** 6

### Registration Examination Eligibility

At the successful completion of all dietetic internship program requirements, interns who have completed a Master's Degree are eligible for an ACEND verification statement which qualifies them to apply for the Registration Examination for Dietitians to become a Registered Dietitian Nutritionist.

## Admission Requirements

Requirements are as follows to enter the ACEND®-accredited Dietetic Internship program:

- The completion of an ACEND® Didactic Program in Dietetics (DPD).
- A bachelor's degree from a college or university recognized by the US Department of Education (USDE).
- Currently enrolled in a Master's program or have completed a Master's degree.
- A minimum cumulative GPA of 3.0 and a DPD (Didactic Program in Nutrition Science and Dietetics) GPA of 3.2 are recommended for admission into the program.

Students must apply to the internship online through DICAS (Dietetic Internship Centralized Application Services, <https://portal.dicas.org>).

## Foods & Nutrition

### FDNT 118 - The Profession of Dietetics

**Credits:** 1

A discussion of the dietetics profession and the role of the dietitian within the health-care team. Ethical concerns in the practice of dietetics.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CHHS

### FDNT 124 - Food Science

**Credits:** 3

Chemical and physical properties of foods that affect food handling, preparation, and preservation. Lab procedures apply the principles studied to the preparation of foods.

**Lecture/Lab:** Weekly: 2 lectures and a 3-hour lab

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Term Offering:** Fall

**College Code:** CHHS

### FDNT 230 - Nutrition

**Credits:** 3

A study of the basic principles of nutrition science, the biochemical functions of various nutrients, the changes in physiological needs with age, and the relationship between nutrition and health. Students needing life science general education credit must also register for the lab, FDNT240.

**Lecture/Lab:** Weekly: 3 lectures

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring

**College Code:** CHHS

### FDNT 240 - Nutrition Laboratory

**Credits:** 1

Discovering principles of nutrition science in the laboratory.

**Lecture/Lab:** Weekly: 3-hour lab. Lab required for those students needing life science general education credit.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lab, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring

**College Code:** CHHS

### FDNT 310 - Nutrition in the Life Cycle

**Credits:** 3

Study of the nutritional needs of the healthy person throughout the life cycle. The influence of socioeconomic, cultural, and psychological factors on food and nutritional behavior.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FDNT 230.

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall

**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

## FDNT 415 - Professional Experience

**Credits:** 1–4

A supervised lab experience introducing the student to the role of a professional in the workplace.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 8 credits

**Schedule Type:** Independent

**Term Offering:** Fall, Spring

**College Code:** CHHS

## 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 lecture and a 3-hour lab

**Course/Lab Fee:** Yes

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Course Attribute:** Service course

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FDNT 310. Fall/Offered alternate years

**Schedule Type:** Lecture/Lab

**Year Offering:** Alternate years

**Term Offering:** Fall

**College Code:** CHHS

## FDNT 422 - Community Nutrition II

**Credits:** 2

Analysis of local and national nutrition programs and services. Impact of nutrition policies on community health. Implementing and evaluating a community nutrition program.

**Lecture/Lab:** Weekly: 1 lecture and a 3-hour lab

**Course/Lab Fee:** Yes

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Course Attribute:** Service course

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FDNT 421.

**Schedule Type:** Lecture, Lab

**Year Offering:** Alternate years

**Term Offering:** Spring

**College Code:** CHHS

## FDNT 440 - Topics in

**Credits:** 1–3

Selected topics in nutrition.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** CHHS

## FDNT 441 - Medical Nutrition Therapy I

**Credits:** 3

Introduction to medical nutrition therapy. Medical terminology for healthcare professionals. Assessment of nutritional status by various methods. Development of nutritional care plans. Theory and techniques of counseling in various settings.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FDNT 310, FDNT 485

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall

**College Code:** CHHS

## FDNT 442 - Medical Nutrition Therapy II

**Credits:** 3

Implement medical nutrition therapy through the assessment of nutritional status and development of care plans for a variety of clinical conditions, such as chronic diseases, oncology, nutrition support, and renal disease.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FDNT 441.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CHHS

## FDNT 448 - Nutrition and Wellness

**Credits:** 3

The dietary factors associated with the major chronic diseases of Western society.

The use of plant-based diets in health promotion and disease prevention.

Discussion of herbal therapies.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FDNT 230.

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CHHS

## FDNT 451 - Medical Nutrition Therapy I Lab

**Credits:** 1

Review of care plans and case studies

**Course/Lab Fee:** Yes

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** FDNT 441

**Schedule Type:** Lab

**Term Offering:** Fall

**College Code:** CHHS

## FDNT 452 - Medical Nutrition Therapy II Lab

**Credits:** 1

Analysis of care plans and care studies.

**Course/Lab Fee:** Yes

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** FDNT 442

**Schedule Type:** Lab

**Term Offering:** Spring

**College Code:** CHHS

## FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings

**Credits:** 1

Review of contemporary issues and/or current literature in nutrition. An analysis of the nutrition and health writings of Ellen G. White to determine the meaning and importance of her writings within their cultural context and provide a comparison to modern day literature.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Seminar

**Term Offering:** Spring

**College Code:** CHHS

## FDNT 469 - International Nutrition

**Credits:** 2,3

A study of world food production, supply, storage, and marketing. Causes and symptoms of nutritional deficiencies in the developing world. Diseases of the affluent. Effects of nutritional deprivation on health and productivity. Effects of social and cultural factors in nutrition.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CHHS

## FDNT 476 - Nutrition and Aging

**Credits:** 2

Physiological changes in aging. Food-selection patterns, nutritional needs, nutritional disorders, and chronic diseases.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** FDNT 230.  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**College Code:** CHHS

### FDNT 478 - Study Tour:

**Credits:** 0  
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**Course/Lab Fee:** Yes  
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Blended Learning  
**College Code:** CHHS

### FDNT 485 - Nutrition and Metabolism

**Credits:** 3  
Study of the nutrients and their functions within the living cell and the complex organism. Discussion of the major metabolic pathways.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BCHM 120, FDNT 230.  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CHHS

### FDNT 490 - Dietetic Program Review

**Credits:** 1  
A comprehensive review of the major elements of the undergraduate dietetics program (DPD). The senior comprehensive exam will be given at the end of the semester.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### FDNT 495 - Independent Study/Readings

**Credits:** 1–3  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable up to 4 credits in independent study and 4 credits in readings on nutrition and dietetics  
**Schedule Type:** Independent  
**Special Approval:** Instructor permission required.  
**College Code:** CHHS

### 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:** CHHS

### FDNT 498 - Research Methods

**Credits:** 3  
A study of research methodology, survey methods, and applied statistics as they relate to dietetics.

**Lecture/Lab:** Weekly: 2-hour lecture and a 1-hour lab  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### FDNT 499 - Research Project in Nutrition Science & Dietetics

**Credits:** 1–3  
A research project in Nutrition Science & Dietetics supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take research project courses up

to 6 credits with no more than 3 credits per semester. Recommendation: Consult with faculty before registering.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Special Approval:** Instructor permission required.  
**College Code:** CHHS

### FDNT 501 - Intro to Culinary Medicine

**Credits:** 3  
This course is designed to develop introductory knowledge and skills in Culinary Medicine. Students will apply concepts and techniques of plant-based food preparation to prevent and reverse chronic diseases. Culinary techniques to prepare food that is consistent with low income to moderate budgets, time constraints, and diverse populations are also addressed.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Prerequisite/Corequisite:** FDNT 230, FDNT 310  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### 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:** CHHS

### FDNT 541 - Nutrition Therapy for Disease Prevention & Management I

**Credits:** 3  
This course explores the pathophysiology of selected chronic diseases that are influenced by diet. Mechanisms underlying plant-based, culinary medicine nutritional approaches for prevention and reversal of chronic diseases will be discussed. Selected evidenced-based prevention and reversal of diabetes, cardiovascular diseases, and weight management are addressed. Students will familiarize themselves with nationally recognized disease reversal and treatment programs that will enable them to effectively communicate with their patients in their professional programs.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### 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:** CHHS

## FDNT 551 - Nutrition Therapy for Disease Prevention & Management II

**Credits:** 3

This course will explore the pathophysiology of selected chronic diseases that are influenced by diet. Mechanisms underlying plant based, culinary medicine nutritional approaches for prevention and reversal of chronic diseases will be discussed. Selected evidence-based approach to prevent and reverse chronic diseases such as autoimmune diseases, gastrointestinal diseases, Rheumatoid arthritis, Thyroid disorders, cancer, osteoporosis, Healthy aging, and other diet-related diseases from a culinary medicine perspective will be addressed. Strategies to plan and implement culinary medicine programs will be reviewed.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

## FDNT 553 - Phytotherapy and Pharmacology of Herbs and Spices

**Credits:** 2

This course offers a survey of herbs and spices that are used as medicines for common conditions, diseases and illnesses. Cases will be used throughout the lectures to illustrate the application of nonconventional approaches to treat common conditions and diseases. Pharmacological aspects of selected herbs and spices will be briefly discussed. Topics will include overview of complementary and alternative medicine, controversies, cultural practices, efficacy and safety considerations as well as evidence-based research of herbs and spices. The course will include a list of readings, websites, and case studies.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

## 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:** CHHS

## 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.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CHHS

## 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 (A-F,I,W)

**Prerequisite(s):** PBHL 511.

**Schedule Type:** Interactive Online

**College Code:** CHHS

## 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. FDNT 310.

**Schedule Type:** Interactive Online

**College Code:** CHHS

## FDNT 568 - Lifestyle Medicine Workshop

**Credits:** 2

Students will develop and host a Culinary Medicine workshop on a pre-approved

disease state. This workshop can be completed on the Andrews University campus or a pre-approved site.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Workshop

**College Code:** CHHS

## 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:** CHHS

## 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, Interactive Online

**College Code:** CHHS

## 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:** CHHS

## FDNT 595 - Dietetic 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.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Practicum

**College Code:** CHHS

## FDNT 596 - Dietetic 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.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Practicum

**College Code:** CHHS

## FDNT 600 - Research Design

**Credits:** 1

Criteria for the organization, analysis, and reporting of research in nutrition. Preparation of a proposal for a master's thesis or project.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FDNT 498 or equivalent.

**Repeatable:** Repeatable

**Schedule Type:** Lecture



**Term Offering:** Spring  
**College Code:** CHHS

### FDNT 648 - Workshop

**Credits:** 1–4  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Workshop  
**College Code:** CHHS

### 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:** CHHS

### FDNT 655 - Program Continuation

**Credits:** 0  
Students may register for this non-credit continuation course to maintain active status. Please refer to Active Status for additional information. Registration does not indicate full-time status.

**Course/Lab Fee:** Yes  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### FDNT 660 - Thesis Continuation

**Credits:** 0  
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### FDNT 665 - Preparation for Comprehensive Exams

**Credits:** 0  
Advisor approval required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### FDNT 670 - Comprehensive Exam

**Credits:** 0  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### FDNT 680 - Research Seminar

**Credits:** 1  
Individual reports and discussion of recent research data. (Repeatable)

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Prerequisite(s):** Consent of instructor required.  
**Repeatable:** Repeatable up to 2 credits  
**Schedule Type:** Seminar, Interactive Online  
**College Code:** CHHS

### FDNT 690 - Independent Study

**Credits:** 1–6  
Individual study and/or research. Consent of instructor required.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CHHS

### FDNT 698 - Research Project

**Credits:** 3  
\*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Provides students with guidelines and supervision for data collection, analysis, project preparation and oral presentation.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### 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.

**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CHHS

## Fitness & Exercise Studies

### FTES 106 - Beginning Basketball

**Credits:** 1  
Instruction in the fundamental skills of shooting, passing, ball-handling, man-to-man defensive play, basic rules, offensive strategy, basic rules and team play.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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:** CHHS

### FTES 110 - Introduction to Exercise Science, Physical Therapy, and Occupational Therapy

**Credits:** 2  
An introduction to the professions of exercise science, physical therapy and occupational therapy with an overview of duties and responsibilities of each profession. Partially fulfills the clinical observation prerequisites for admission to the DPT program. Students must have their own transportation for the clinical observation.

**Lecture/Lab:** Weekly: 1-hour lecture & a 2-hour lab  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### 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:** CHHS

## 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:** CHHS

## 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:** CHHS

## 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:** CHHS

## 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:** CHHS

## 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:** CHHS

## FTES 130 - Special Activities

**Credits:** 1  
Special areas beyond normally offered courses: Cardinal Athletics, personalized fitness activities, horseback riding. Consult the current class schedule for activities offered each year.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**College Code:** CHHS

## FTES 131 - Pilates

**Credits:** 1  
The student will learn the Pilates fundamentals and essential mat work exercises, then work towards mastery of these basic skills. Pilates exercises help to strengthen core muscles and increase flexibility, endurance, posture and body

awareness.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

## FTES 132 - Cardio Kick

**Credits:** 1  
The student will participate in a high-intensity, cardio workout utilizing kickboxing techniques and aerobic movements. In addition, the student will learn abdominal exercises and whole body strengthening exercises.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

## FTES 135 - Self-Defense

**Credits:** 1  
The purpose of this class is to provide the student with the appropriate level of knowledge and skills in self-defense. As a result of the class the student will improve his/her general physical fitness and skill performance. Principles, techniques and safe practices of self-defense will be taught.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

## FTES 138 - Cardio Development

**Credits:** 1  
A study of basic-fitness concepts and principles focused on cardiovascular endurance and flexibility. Students will be required to develop a personalized exercise program for physical fitness based on their current fitness level. Weekly independent workouts are required.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**College Code:** CHHS

## FTES 150 - Swimming

**Credits:** 1  
Designed for multilevel instruction. Three basic levels are incorporated into the class based on a swimming pretest: beginners, intermediate and advanced. No swimming ability necessary.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

## FTES 205 - Fitness Conditioning

**Credits:** 1  
This class is designed to inspire a lifelong fitness program using dynamic movements and natural body resistance. Will explore ways to gain maximum results using the minimal equipment, such as the new suspension system 'TRX.' All workouts will target the anaerobic zone while strength training.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

## FTES 210 - Personal Fitness Plan

**Credits:** 1  
A study of basic-fitness concepts and principles in conjunction with a personalized exercise program for physical fitness. Weekly independent workouts are required.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

## FTES 214 - Weight Training & Conditioning

**Credits:** 3  
This course is an introduction to basic resistance and weight training. It will inform students about the benefits of including strength training in a fitness regimen and will examine body composition and development, personal fitness program

development, proper lifting techniques, spotting and safety issues. The course will also provide students with many alternative ways to strength train using modern methods and exercises.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### FTES 220 - CPR & AED

**Credits:** 1  
Students will perform hands-on skills training related to CPR, AED, and first aid training. Students will learn preparation skills to respond to breathing and cardiac emergencies. Knowledge and skills to provide care for victims of sudden cardiac arrest will be assessed through a variety of scenarios. The use of an automated external defibrillator (AED) will be covered. Students will learn materials related to first aid training.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### FTES 224 - Introduction to Weight Training & Conditioning

**Credits:** 3  
This course is an introduction to basic resistance and weight training. It will inform students about the benefits of including strength training in a fitness regimen and will examine body composition and development, personal fitness program development, proper lifting techniques, spotting and safety issues. The course will also provide students with many alternative ways to strength train using modern methods and exercises.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F, I, W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### FTES 240 - Gymnics

**Credits:** 0,1  
The student will be a part of a demonstration acrobatic team that will perform for various audiences both spiritual and secular in nature. Students will learn to perform various acrobatics, increase their physical fitness level and learn teamwork. Students will develop tolerance both for others and for themselves as they become a part of the team and will have an opportunity to share what God has done and what He is ready to do again in their lives. Class meets four nights a week for 2 hours throughout the fall and spring semesters of the school year. Registration for this class is contingent upon being selected for the team following tryouts. All students on the team must register each semester. Course can be taken for credit one semester per academic year.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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:** CHHS

### FTES 300 - Lifeguarding

**Credits:** 1  
Instruction in accident prevention, aquatic facility supervision, and water-rescue techniques. Successful completion results in American Red Cross Lifeguard Training certification. Current first aid and CPR certification included.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Ability to swim 500 yards in 10 minutes or less.  
**Schedule Type:** Lecture, Lab  
**College Code:** CHHS

### 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)  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

### 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:** CHHS

### 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:** CHHS

### 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:** CHHS

### FTES 440 - Topics In

**Credits:** 1-3  
Selected topics in fitness and exercise science.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

### FTES 475 - Kinesiology

**Credits:** 3  
An understanding of how the structure of the humans body determines its function, how movement is produced, and how exercise can maintain, rehabilitate, and improve body structure.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** BIOL 221, BIOL 222  
**Schedule Type:** Lecture/Lab  
**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

### FTES 497 - Internship

**Credits:** 2  
Supervised field experience in an approved health, fitness or wellness facility  
420

engaged in a health promotion program for a total of 90 hours. Application of knowledge and competencies learned in the fitness and wellness program.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Practicum  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CHHS

### FTES 498 - Research Methods

**Credits:** 2  
A study of research methodology, survey methods, and applied statistics as they relate to fitness and exercise science.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Term Offering:** Fall  
**College Code:** CHHS

### 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:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### FTES 540 - Topics In

**Credits:** 1–3  
Selected topics in fitness and exercise science.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**College Code:** CHHS

## Health Care Administration

### HCAD 500 - Introduction to Public Health

**Credits:** 2  
Provides students 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, global health, and emerging issues in public health.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### HCAD 510 - Healthcare Delivery Systems

**Credits:** 2  
Assesses current healthcare financial trends; integrated delivery systems in selected countries; managed care, as well as some focus on healthcare operations, including billing, coding, pricing, utilization review, case management, and systems. Assesses and discusses telehealth, challenges to current events, and healthcare system research throughout the world and relative to U.S. healthcare policy.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online

**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

## HCAD 520 - Accounting Fundamentals in Health-Care Management

**Credits:** 3

Provides an overview of essential principles in healthcare accounting including the accounting cycle, balance sheets, financial statements, debt policies, ethics, internal controls, accounting for assets, medical billing/collection regulations and standards, and stockholder equity. Explores fundamentals of managerial accounting topics and tools to assist in making informed health care decisions.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ACCT 121 - Principles of Accounting I or equivalent

**Schedule Type:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

## HCAD 525 - Introduction to Geographic Information Systems (GIS)

**Credits:** 2

Introduces several useful pieces of analytical GIS functionality with health applications including cartographic standards, table joins, and feature symbolization, and spatial analysis. Each unit includes a lecture, a hands-on exercise using ArcGIS, and the data needed to complete the exercise.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

## HCAD 530 - Medical Terminology for Healthcare Managers

**Credits:** 2

This course provides an in-depth study of medical terms and abbreviations relating to diseases, disorders, and drugs that healthcare managers and administrators should become familiar with.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

## HCAD 535 - Epidemiology for Healthcare Administrators

**Credits:** 2

This course provides a foundation for applied epidemiology, including an overview of basic epidemiological principles, concepts, and procedures used in healthcare. It explains how to calculate and interpret frequency measures and measures of central tendency; demonstrates best practices in organizing, summarizing, and displaying health data; and evaluates how epidemiology is used to support a population health-based approach in healthcare management and service delivery.

**Grade Mode:** Normal (A-F,I,W)

**Recommended:** Basic understanding of the practices of public health and biostatistics.

**Schedule Type:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

## HCAD 540 - Quantitative Methods in Healthcare Management

**Credits:** 2

Uses quantitative techniques to analyze processes and applies decision-making tools to improve healthcare institutions' practices. Includes forecasting, resource distribution, facility location and layout, workload management, productivity measurement, supply chain and inventory management, quality control and improvement, project management, and queuing theory.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Biostatistics or General Statistics

**Schedule Type:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Summer

**College Code:** CHHS

## HCAD 550 - Healthcare Quality Management

**Credits:** 1

Covers quality systems that include developing a well-defined mission or vision, establishing measurable strategic quality goals, identifying specific activities to implement goals, and controlling results. Evaluates quality process in health care historically, with emphasis on key strategies for success.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Summer

**College Code:** CHHS

## HCAD 555 - Strategic Planning

**Credits:** 2

Explains the process of strategic planning, and how to analyze internal and external factors related to an organization. Teaches students how to develop the vision, mission, goal statements, and objectives; how to set control mechanisms; manage human resources; marketing; finance; and, impact of business, demographic, cultural, political, and regulatory decisions on long-term success in their planning.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

## HCAD 615 - 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:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

## HCAD 620 - 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:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

## HCAD 625 - Healthcare Economics & Policy

**Credits:** 2

This course is designed to provide students with economic tools and theories that will help them to understand and analyze various issues related to the provision and consumption of healthcare services, as well as the interaction between the three types of agents (consumers, private and public healthcare insurers and providers) in the market of healthcare and how it affects the price setting, costs, demand and supply of healthcare services. It also provides an understanding of the US healthcare system, its functioning, efficiency, and limits, and how it differs from some other healthcare systems. Healthcare policies over time will be analyzed and discussed in the context of their economic impact with particular attention to the Affordable Care Act, as well as the years ahead. Some other specific issues involving physician's shortage and its economic impact, nurses, competition, the pharmaceutical industry will be discussed and analyzed.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

## HCAD 630 - Healthcare Marketing

**Credits:** 2

Explores concepts, theory, and skills of marketing applied health care delivery systems. The role of social media and digital marketing techniques will be

highlighted. A strategic marketing plan for a healthcare service will be the end product.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### HCAD 640 - Healthcare Law and Ethics

**Credits:** 2  
Provides an overview of legal issues that healthcare practitioners and administrators may encounter. Subjects in regulatory compliance, medical malpractice, health-care contracting, employment law will be explored. Students will also consider principles of business ethics, integrity and trustworthiness, interprofessional collaborations for patient's benefits, altruism, and how Christian virtues can nurture moral leadership.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### HCAD 646 - Integration of Spirituality in Health Care

**Credits:** 2  
A discussion of spiritual values from a Christian perspective, how faith and Spirituality facilitate 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. (TDPT and DScPT students register for PTH 846)

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### HCAD 650 - Healthcare Administration Capstone

**Credits:** 2  
Integrates the core healthcare administration competencies, resulting in a learning experience that combines healthcare perspectives, theories, skills, and tools in the field. Uses case studies, guest lectures, and literature review, develop a comprehensive strategic plan that incorporates all the elements of a business plan designed specifically for a health care organization.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** HCAD 520 - Accounting Fundamentals in Health-Care Management  
HCAD 540 - Quantitative Methods in Healthcare Management  
HCAD 655 - Reimbursement Systems  
HCAD 615 - Organizational Leadership in Health Care Systems  
HCAD 640 - Healthcare Law & Ethics  
PBHL 521 - Principles of Epidemiology  
**Schedule Type:** Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### HCAD 655 - Reimbursement Systems

**Credits:** 3  
This is an introduction to the financial management of healthcare organizations. The course focuses on related topics of planning and financial decision-making. Considers the unique operating environment of healthcare, the analysis methods of appropriate financial management, and communication of financial concepts.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### HCAD 660 - Managing Human Resources in Healthcare

**Organizations**  
**Credits:** 3  
Considers key regulatory procedures and human resource requirements related to healthcare organizations. Analyzes the strategic role of the human resource manager in performing functions of recruitment, hiring, training, career development, and other contemporary processes within the organizational setting and how they produce results in healthcare. Addresses a new paradigm in traditional human resource management practices.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### HCAD 670 - Healthcare Administration Practicum

**Credits:** 2–5  
Offers up to 700 hours of practical learning opportunities in healthcare administration where students can apply their MHA knowledge and skills to fulfill their interests and their organization's needs. Students will register for 2 to 5 credits after consulting with their academic advisor based on their past medical, administrative, and leadership experiences.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Practicum  
**Special Approval:** Advisor permission required  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

## 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:** CHHS

### HLED 135 - Wellbeing 360°

**Credits:** 3  
This course will provide lifetime approaches to wholistic wellbeing, knowledge and practice opportunities for transformative change through the lens of the Adventist Health Message. Content will include physical, emotional, spiritual, social, occupational, and financial dimensions; impact factors; and environmental contexts affecting community well being. Experiential activities will be incorporated to discover and apply how to live life to the fullest potential.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Lab  
**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

### 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:** CHHS

## HLED 412 - Community Health & Fitness II

**Credits:** 2

This course reviews the methods and planning of community programs related to obesity prevention and lifestyle interventions conducted in multiple settings (e.g., individual, family, and community settings, as well as policy-level interventions). Topics include physical activity, nutrition, and weight-loss interventions in various populations. This course is intended to further enhance the student's skills in implementing and evaluating lifestyle interventions.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**College Code:** CHHS

## 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:** CHHS

## HLED 440 - Topics in \_\_\_\_\_

**Credits:** 1-5

Selected topics in health education.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CHHS

## HLED 445 - Consumer Health

**Credits:** 2

An analysis of the various fads in society today, and the methods and techniques used by promoters of healthcare products and services. A study of ways in which consumers are vulnerable to certain health claims and scams, and the protection provided to the consumer by governmental agencies.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

## HLED 540 - Topics In

**Credits:** 1-3

Selected topics in health science education.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**College Code:** CHHS

# Public Health

## PBHL 105 - Intro to Public Health

**Credits:** 3

Provides student with an overview of the field of public health. Major topics include: public health competencies, careers in public health, health disparities, cultural competence, and public health ethics. Current hot topics in public health; Public health policy challenges facing United States and the global community.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

## PBHL 231 - Public Health Microbiology

**Credits:** 3

Public Health Microbiology is a sub-discipline of environmental health, which itself is one of the five principle areas of public health. In this course, the student will be

introduced to microorganisms that are relevant to public health. Students will learn both the beneficial and harmful effects of microorganisms. Microorganisms constitute a diverse group of organisms, which are central to the functioning of our ecosystem. Students will be introduced to various groups of microorganisms that include autotrophs and heterotrophs; how they acquire carbon and energy; their growth requirements, how they survive in the ecosystem; and how they cause diseases. Communicating the importance of each disease to the medical community and establishing access to the treatment of each disease will also be discussed. A major emphasis of public health microbiology is on the avoidance of pathogens and infections or on the destruction of pathogenic microorganisms before they can infect the populations.

There are no prerequisites for this course.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Spring  
**College Code:** CHHS

## PBHL 232 - Public Health Microbiology Lab

**Credits:** 1

Public Health Microbiology is a sub-discipline of environmental health, which itself is one of the five principle areas of public health. In this course, the student will be introduced to microorganism that are relevant to public health. Students will learn both the beneficial and harmful effects of microorganisms. Microorganisms constitute a diverse group of organisms, which are central to the functioning of our ecosystem. Students will be introduced to various groups of microorganisms that include autotrophs and heterotrophs; how they acquire carbon and energy; their growth requirements, how they survive in the ecosystem; and how they cause diseases. Communicating the importance of each disease to the medical community and establishing access to the treatment of each disease will also be discussed. A major emphasis of public health microbiology is on the avoidance of pathogens and infections or on the destruction of pathogenic microorganisms before they can infect the populations. The General microbiology lab is adjusted to include public health microbiology labs.

There are no prerequisites for this course.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lab  
**College Code:** CHHS

## PBHL 308 - Environmental Health

**Credits:** 3

Presents concepts, principles, and applications that form the basis of environmental health. Describes environmental health hazards; the sources, and pathways of exposure. Describes methods of control of the principal physical, chemical, biologic, and sociologic factors that impact human health in ambient, indoor and occupational environments. Discusses strategies for preventing or controlling environmental health hazards that pose risk to human health.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

## 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:** CHHS

## PBHL 315 - Environmental Toxicology

**Credits:** 3

Principles and mechanisms of toxicology as applied to environmentally encountered toxic agents. Toxicants of current public health importance and their pathologic effect on representative tissues and organs. Quantitate dose-response 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:** CHHS

### 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.&nbsp;

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### 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:** CHHS

### PBHL 335 - Health Services 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 (A-F, I, W)  
**Schedule Type:** Lecture, Blended Learning, Interactive Online  
**College Code:** CHHS

### 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:** CHHS

### PBHL 415 - Bio-terrorism and Preparedness

**Credits:** 3  
Examines critical public health considerations and environmental health issues of concern in an emergency, or disaster. Describes public health responsibilities of assessment of water, food, shelter, sanitation in an emergency situation and prevention of communicable diseases. Utilizes case studies to provide practical application of the principles of bioterrorism and emergency preparedness during natural disasters.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PBHL 425 - Environmental Risk & Policy

**Credits:** 3  
This course introduces students to environmental issues and risks confronting us in the present time and how the society, federal agencies and laws address those concerns. The course is organized into five sections, the first section begins with an overview of the recent history of environmentalism, key environmental issues, environmental risks and risk assessment process. The second part of the class will focus on the role of the American political institutions: the Executive, Congress, the federal courts and the states. The third section is devoted to the different approaches and principles relevant to environmental policymaking, including command and control, the precautionary principle, environmental justice, benefit-cost analysis. In the fourth section we will shift our attention to the most significant environmental threats that have shaped and continue to shape US environmental policy: water and air pollution, hazardous substances, the environmental impact of fossil fuels, the battle over public lands, and global climate change. The last portion of the course will be dedicated to assessing recent and current US environmental policy and debating possible future trends.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare

**Credits:** 3  
Addresses religious and spiritual issues of significance for healthcare. Includes a discussion of views of the relationship between health and spirituality from different religious perspectives. Provides an overview of the philosophical and historical background for ethical systems and their significance for current ethical challenges in healthcare. Required course for all majors in the School of Health Professions with the exception of students transferring to AU in their senior year.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PBHL 445 - Environmental Sampling and Analysis

**Credits:** 4  
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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning, Lecture/Lab, Interactive Online  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Spring  
**College Code:** CHHS

### PBHL 470 - Topics in:

**Credits:** 0-4  
Selected topics in Public Health.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CHHS

### 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Practicum, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CHHS

### 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, Interactive Online  
**College Code:** CHHS

### PBHL 495 - Independent Study/Readings

**Credits:** 1–3  
Repeatable up to 4 credits in independent study and 4 credits in readings on public health

**Grade Mode:** Normal w S (A-F,I,S,U,W)



**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Independent, Interactive Online  
**College Code:** CHHS

### **PBHL 499 - Research Project in Public Health**

**Credits:** 1–3  
A research project in public health 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  
**College Code:** CHHS

### **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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### **PBHL 510 - Biostatistics SPSS Lab**

**Credits:** 1  
This course provides an overview of some of the mechanics of SPSS Statistics for data management and basic statistical analyses in preparation for PBHL 511 - Biostatistics. Students will explore the features of the data view, variable view, output and syntax editor windows of SPSS. They will learn the difference between 'numeric' or 'string' variables, how to label variables, specify value labels, import SPSS data sets (e.g. import Excel data to SPSS or SPSS to Excel), input data to create SPSS data sets, create new variables, sort variables and data, split datasets, select cases, merge data, transform data. They will also learn how to check for variable characteristics, such as descriptive statistics (central tendency, variation, skewness), shape of distribution (skewness), and missing values.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PBHL 511 Biostatistics  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### **PBHL 511 - Biostatistics**

**Credits:** 3  
This is an introductory course in applied statistics for students in the health sciences. The course is designed for students with minimal background in mathematics who may or may not pursue further studies in applied statistics. (Prerequisite: MATH 165, STAT 285). In this course, you will be introduced to statistical concepts and analytical methods as applied to data encountered in the biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical inferences. The class is extended to 12 weeks, with the first 4 weeks focusing specifically on SPSS.

**Lecture/Lab:** Weekly: 3 lectures, 1 lab if registered for 4 credits  
**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 165, STAT 285  
**Schedule Type:** Lab, Interactive Online  
**College Code:** CHHS

### **PBHL 521 - Principles of Epidemiology**

**Credits:** 2,3  
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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### **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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### **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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### **PBHL 530 - Health Disparities**

**Credits:** 3  
This course examines the historical, ethical, and legal issues influencing health disparities and equity, reviews theories, methods, and applications of health disparities research and practice, and provides health education and promotion strategies to engage diverse populations in interventions.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### **PBHL 531 - Principles of Health Behavior**

**Credits:** 3  
\*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Examines the psycho-social, behavioral, and educational principles that determine health behavior. Describes the philosophical, ethical and theoretical foundations of health education in schools, community, work site and hospital settings.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### **PBHL 535 - Principles of Health Administration**

**Credits:** 2,3  
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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### **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 (A-F,I,W)  
**Prerequisite(s):** PBHL 545.  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### **PBHL 543 - Introduction to Geographic Information Systems (GIS)**

**Credits:** 1,2  
This course introduces several useful pieces of analytical GIS functionality with health applications including: cartographic standards, table joins, and feature symbolization, and spatial analysis. Each unit includes a lecture, a hands-on exercise using ArcGIS, and the data needed to complete the exercise.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### **PBHL 544 - Community Needs Assessment**

**Credits:** 3  
This course covers methods and approaches to conducting needs assessments, including a) planning, b) primary data collection via surveys, focus groups, and interviews, c) analysis, d) strategy prioritization, and e) action plans.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### PBHL 545 - Program Planning and Evaluation

**Credits:** 2,3  
\*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Introduces principles of program development and evaluation. Develop a health promotion and education program with an evaluation component for community groups. Major topics includes: community needs and assets assessment; program planning, implementation and evaluation of a program.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PBHL 550 - Addictions Prevention and Treatment

**Credits:** 3  
Discuss addictions theory, treatment and prevention programs.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### PBHL 554 - Foundation and Techniques of Health Promotion

**Credits:** 3  
In this course, students learn about 1) the history and principles of health promotion and education, 2) the key issues in health promotion and education within various demographics and communities, and 3) the current health promotion techniques and programs designed to facilitate health behavioral change.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### PBHL 555 - Health Promotion and Education Seminar

**Credits:** 2  
Develop capstone research project

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PBHL 556 - Principles of Curriculum & Instruction in Health Education

**Credits:** 3  
This course highlights methods used in designing health interventions, introduces models for health education strategy selection for specific populations, and explores techniques in behavior modification, classroom instruction, group facilitation, mass communication, and organizational development.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### PBHL 560 - Qualitative Research in Health Promotion

**Credits:** 2  
In this course, students learn various practical techniques and theoretical approaches to qualitative data analysis, including using qualitative data analysis

software (NVivo). Students are expected to conduct their own mini-qualitative studies.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### PBHL 565 - Quantitative Research Methods

**Credits:** 3  
This course familiarizes students with the types of theory-driven quantitative research methods. They will use primary or secondary datasets to analytically investigate theory-driven research questions related to behavioral, social, and cultural factors that contribute to the health and well-being of individuals, communities, and populations. They will learn how to interpret, present data, and communicate findings to a variety of audiences.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PBHL 510, PBHL 511  
**Schedule Type:** Lecture/Lab  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CHHS

### PBHL 570 - SAS Programming I

**Credits:** 2  
This course provides an introduction to the SAS programming environment and instructs students in the techniques needed to enter data into a database and to properly organize and edit data into a final dataset that is ready for epidemiologic analysis.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**College Code:** CHHS

### PBHL 575 - Integrated Learning Experience

**Credits:** 1,2  
This course allows students to integrate their learning experience into a practice-based project, a research-based capstone or an essay-based comprehensive exam. The final product of each option will highlight the student's ability to contribute to social changes to positively impact community health. In the practice-based project, the student will apply proven methods to monitor the health status of a community, investigate unusual occurrences of diseases or other conditions and implement preventive control measures based on current understanding of public health sciences. Students may also collect and analyze health data for the purpose of protecting the health of a particular community. In the research-based capstone, the student will test new strategies that are not known to be efficacious or explore novel approaches to public health needs. Thus, the research report will include the design of the study, rigorous monitoring of health outcomes and unexpected consequences to human subjects in the application of new experiments/interventions. The student will collect new data or use secondary data and analyze them for the purpose of generating knowledge. The essay-based comprehensive examination provides students with an opportunity to demonstrate and fully integrate most of their public health skills acquired in the MPH program through the creative design, implementation and evaluation plans of a health and wellness program. This will evaluate the student's ability to integrate knowledge, apply theory to practice, think logically and communicate effectively.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### PBHL 580 - Applied Practice Experience

**Credits:** 2  
The Applied Practice Experience (APE) allows students to develop public health concepts and skills to demonstrate the application of these skills through a practice-based or research-based experience relevant to the students' areas of concentration. In addition, students are expected to meet Foundational and Concentration Competencies throughout this course. 200 hours of practical skills implemented in a professional public health setting is required. The data generated in this experience may be used in the Integrative Learning Experience (ILE) project.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**College Code:** CHHS

### **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; CSD students register for SPPA 646, MLS students register for MLSC 546).

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### **PBHL 697 - Practice Based Capstone**

**Credits:** 2

\*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that are of interest to them. Completion of the capstone project requires both written and oral components. The capstone is completed in the last semester of the program. The project is done under the direction of a capstone project advisor.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

### **PBHL 698 - Research Based Capstone**

**Credits:** 2

\*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that are of interest to them. Completion of the capstone project requires both written and oral components. The capstone is completed in the last semester of the program. The project is done under the direction of a capstone project advisor.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

# School of Rehabilitation Sciences

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Berrien Springs MI 49104-0420  
269-471-AUPT or 800-827-AUPT  
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## Faculty

Kim Ferreira, *Chair, DPT Program Director*  
Bill Scott, *Clinical Education Director*  
Kim Ferreira, *Postprofessional Program Director*  
Michelle Allyn, *Curriculum Coordinator*  
Greg Almeter, *Orthopedic Musculoskeletal Coordinator*  
Gerson De Leon, *Clinical Science Coordinator*  
Nathan Hess, *Behavioral Science Coordinator*  
Sozina Katuli, *DPT Research Coordinator*  
Dovison Kereri, *Postprofessional DScOT Director*  
Elizabeth Oakley, *Postprofessional Research Coordinator, Neuromuscular Coordinator*  
Ryan Orrison, *Foundation Science Coordinator*  
Letrisha Stallard, *General Medicine Coordinator*

## Emeritus

Lee Olson, MPT, DC - Professor of Physical Therapy, Emeritus  
David Village, PT, PhD - Professor of Physical Therapy, 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 School of Rehabilitation Sciences provides a quality physical therapist education within a cooperative learning environment that promotes Christian values. The School 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 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 School of Rehabilitation Sciences for academic dates.

## Bachelors

### Physical Therapy BHS (Interim Degree)

The BHS Physical Therapy degree was designed as a pre-professional interim degree for students pursuing a Doctor of Physical Therapy (DPT) degree through the "3+3" track. Starting Fall 2021 the interim degree for Andrews University students on the "3+3" track is Exercise Science BS with a pre-PT concentration. Thus, the BHS-Physical Therapy degree is only available now for pre-PT majors from affiliate schools. The BHS Physical Therapy prepares the pre-PT student with the prerequisite knowledge required for the DPT degree. Once accepted into the DPT program the 3+3 track allows students to enter the professional DPT program before completion of the BHS degree. The 3+3 students' senior year is the first two semesters of the DPT program. This program is designed to be completed in eight semesters. Students successfully completing the appropriate prerequisites, DPT-1 and DPT-2 of the professional program (35 credits) qualify for the Bachelor of Health Science Degree.

### Total Credits - 123

### Major - 35

PTH 501 - DPT Orientation **Credits: 0**  
PTH 505 - Anatomy **Credits: 4**  
PTH 509 - Principles of Therapeutic Exercise **Credits: 2**  
PTH 510 - PT Assessment Skills **Credits: 3**  
PTH 513 - Health Promotion and Wellness I **Credits: 1,2**  
PTH 515 - Anatomy Laboratory **Credits: 3**  
PTH 516 - Pathokinesiology **Credits: 3**  
PTH 518 - General Medicine **Credits: 2**  
PTH 519 - Principles of Therapeutic Exercise Laboratory **Credits: 2**  
PTH 520 - PT Assessment Skills Laboratory **Credits: 3**  
PTH 526 - Pathokinesiology Laboratory **Credits: 2**  
PTH 528 - General Medicine Laboratory **Credits: 1**  
PTH 530 - Pathophysiology I **Credits: 2**  
PTH 562 - Topics in Comparative Religion **Credits: 2**  
PTH 565 - Neuroscience and Motor Control **Credits: 3**  
PTH 575 - Neuroscience and Motor Control Laboratory **Credits: 1**

### Additional Requirements

- 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 509, PTH 510, PTH513, PTH 515, PTH 516, PTH 518, PTH 519, PTH 520, PTH 526, PTH 528, PTH 530, PTH 562, PTH 565 and PTH 575.
- 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.

### Cognates - 44+

BIOL 221 - Anatomy and Physiology I **Credits: 4**  
BIOL 222 - Anatomy and Physiology II **Credits: 4**  
CHEM 131 - General Chemistry I **Credits: 4**  
CHEM 132 - General Chemistry II **Credits: 4**  
MLSC 205 - Medical Terminology **Credits: 1**  
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3 \***  
PHYS 141 - General Physics I **Credits: 4**  
PHYS 142 - General Physics II **Credits: 4**  
PSYC 101 - Introduction to Psychology **Credits: 3 \***  
PSYC 201 - Human Development **Credits: 3**  
STAT 285 - Introduction to Applied Statistics **Credits: 3 \***

#### Choose one of the following courses:

- BIOL 100 - Human Biology **Credits:** 4
- BIOL 165 - Foundations of Biology **Credits:** 4,5
- BIOL 260 - General Microbiology **Credits:** 4

#### Choose one of the following courses:

- FTES 465 - Exercise Physiology **Credits:** 4
- FTES 475 - Kinesiology **Credits:** 3
- PHTH 417 - Human Anatomy **Credits:** 3 enrolled concurrently with PHTH 427

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Recommended Electives

Some elective course suggestions include business, ethics, leadership, culture and diversity, arts and humanities, nutrition and physical activity courses.

## Admission Requirements

An *Early Assurance* option is available for Andrews University freshmen who meet the following criteria:

- Declare pre-PT as the major upon enrollment freshman fall semester
- High school GPA minimum 3.5
- Maintain a minimum 3.5 GPA throughout every semester (freshman through acceptance into DPT program)
- Maintain a wholesome lifestyle per the Andrews University Student Handbook
- Exhibit developing professional behavior
- Satisfactory interview

Students who meet these *Early Assurance* criteria are guaranteed acceptance into the DPT program, however are still required to apply through PTCAS. Students who lose *Early Assurance* may still apply through PTCAS for the DPT program and will be placed into the applicant pool.

## Student Learning Outcomes

The BHS Physical Therapy degree is an interim degree. Therefore, upon completion of the BHS Physical Therapy degree, graduates who are accepted into the DPT program will continue the DPT coursework and complete the DPT degree.

## Post-Masters

## Occupational Therapy DScOT

The Doctor of Science in Occupational Therapy (DScOT) prepares clinicians to be practice scholars who teach both in higher education and the clinic, to be leaders and agents of change in healthcare, and conduct applied research. This degree combines the scientific study of human occupation, in conjunction with education and leadership to create a holistic view of the relationship between occupations, occupational beings, health, and everyday life experiences. Most of the core courses are taken with other health professions students, creating a rich interdisciplinary perspective. The main focus of the program is to empower clinicians to become educators and leaders who integrate the science of occupational participation and engagement into communities, corporations, and academics. The overarching goal is to develop therapists who have a personal interest and commitment to the growth of the profession, research, and education.

The DScOT is an advanced degree uniquely designed to cater to the needs of master's or doctoral trained occupational therapists. The curriculum is feasible for full-time or part-time students, allowing flexibility to meet each individual's work/life balance needs. The program can be paced from 3 to 5 years. Graduates of the DScOT program are primed for teaching in a university setting, contributing to scholarly research, as well as leading the profession in evidence-based clinical practice.

**Delivery:** This program is delivered in an interactive online asynchronous format (see Global Campus definitions). Some required on-campus intensives are required for students entering with a Bachelor's or Master's degree. Students are encouraged to come to campus for graduation.

## Total Credits - 45-64

Three track options are available and selected at the time of admission based on student's educational background.

### Degree Core - 38

Core courses required for either track.

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- OTH 700 - Scholarly Writing & Research **Credits:** 2
- OTH 744 - Principles of Contemporary Leadership **Credits:** 3
- OTH 748 - Education Techniques for Healthcare Professionals **Credits:** 2
- OTH 756 - Occupational Science I **Credits:** 3
- OTH 759 - Emerging Roles and Practice Areas for the Occupational Therapist **Credits:** 2
- OTH 840 - Statistics for Health Sciences **Credits:** 3
- OTH 846 - Integration of Spirituality in Health Care **Credits:** 3
- OTH 854 - Advocacy in Occupational Therapy **Credits:** 3
- OTH 860 - Research Applications **Credits:** 2
- OTH 876 - Occupational Science II **Credits:** 3
- OTH 896 - Occupational Science III **Credits:** 3
- 6 credits of OTH 898 - Dissertation Project **Credits:** 1-6

### Tracks - 7-26

Track 1: OTD to DScOT - 7

Track 1 is for students with an OTD degree, either entry-level or postprofessional.

### Electives - 7

Chosen in consultation with faculty advisor from the following course prefixes: OTH, PTH, EDCl, EDAL, PBHL. All elective courses must be at least 600 level.

Track 2: BS to DScOT - 26

Track 2 is for students with a Bachelor's degree from an ACOTE accredited institution.

- OTH 716 - Clinical Pharmacology **Credits:** 2
- OTH 732 - Clinical Research **Credits:** 2
- OTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3
- OTH 750 - Professional Communication and Consulting **Credits:** 2
- OTH 764 - Physiological Basis for Exercise Prescription: Level II **Credits:** 3
- OTH 774 - Physiological Basis for Exercise Prescription: Level III **Credits:** 1
- OTH 783 - Applied Research in Occupational Therapy **Credits:** 3
- Electives:** 10 credits chosen in consultation with faculty advisor from the following course prefixes: OTH, PTH, EDCl, EDAL, PBHL. All elective courses must be at least 600 level.

Track 3: MS to DScOT - 17

Track 3 is for students with a Master's degree from an ACOTE accredited institution or a Bachelor's degree from an ACOTE accredited institution and a Master's degree in a related field.

- OTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3
- OTH 764 - Physiological Basis for Exercise Prescription: Level II **Credits:** 3
- OTH 774 - Physiological Basis for Exercise Prescription: Level III **Credits:** 1
- OTH 783 - Applied Research in Occupational Therapy **Credits:** 3
- Electives:** 7 credits chosen in consultation with faculty advisor from the following course prefixes: OTH, PTH, EDCl, EDAL, PBHL. All elective courses must be at least 600 level.

### Additional Requirements

- A minimum cumulative GPA of 3.00.
- No grade lower than "C" (2.00) in any course.
- A minimum of 80% of credits must be taken at regular tuition for degree conferral.
- Successful completion of the dissertation project, including defense.
- Satisfactory completion of the graduate exit survey.

### Admission Requirements

In order to apply to the program, the applicant must have:

- Graduated from an Accreditation Council for Occupational Therapy Education (ACOTE) or World Federation of Occupational Therapy (WFOT) accredited occupational therapy program with a minimum of a 3.0 GPA. Applicants with a bachelor's degree in occupational therapy must have graduated with a master's degree in a related field with a minimum of a 3.0 GPA.
- A current license to practice occupational therapy.
- A minimum of two years practicing as a full-time occupational therapist.

Applicants must also submit three letters of recommendation addressing their leadership capacity, ability to complete doctoral level work, and ability to work collaboratively towards a common goal. The following are a list of potential references:

- Practicing or retired occupational therapist
- Current supervisor
- Professor
- Current or previous colleague

\*At least one letter of recommendation must be from a practicing/retired occupational therapist.

Additional items to be submitted:

- Current Curriculum Vitae
- Letter of professional summary (1000-word maximum) outlining applicant's
  - professional goals,
  - potential as a leader,
  - past experiences that support their pursuit of this degree,
  - area of interest, and
  - planned use of the degree to further the profession and change the area of healthcare or education for the better.
- All transcripts from applicant's post-secondary education verifying applicant's bachelor's and master's degree and any other post-graduate credits completed. All transcripts must be received directly from the college or university issuing the transcript.
- Copy of current occupational therapist license, certification from the National Board for Certification in Occupational Therapy, and any specialty certificates, if applicable.
- If English is not applicant's first language, applicant must submit score reports from either the iBTTOEFL with a minimum score of 80 or the IELTS with a minimum score of 6.5.

## Physical Therapy DPT

Physical therapists are in high demand in the workforce, the Bureau of Labor Statistics expects the employment of physical therapists to grow by 36% through 2024, which is much faster than the average for occupations. According to the American Physical Therapy Association, "the need for physical therapists is expected to remain strong into the foreseeable future as the US population ages and the demand for physical therapy services grows." The entry-level DPT degree is designed for the student pursuing a first time degree in the field of physical therapy. Once accepted, students may enter the program as a "4+3" with a bachelor's degree or "3+3" student. Students entering the professional phase of the program as a "3+3" student must have completed 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. The DPT program is 9 full-time consecutive semesters.

### 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 [ptinfo@andrews.edu](mailto:ptinfo@andrews.edu) or visit <http://www.andrews.edu/chhs/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](http://www.PTCAS.org). The soft due date for priority application processing is November 1, with the firm or final due date being December 17.

## Total Credits - 116

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.

PTH 501 - DPT Orientation	Credits: 0
PTH 505 - Anatomy	Credits: 4
PTH 509 - Principles of Therapeutic Exercise	Credits: 2
PTH 510 - PT Assessment Skills	Credits: 3
PTH 513 - Health Promotion and Wellness I	Credits: 1,2
PTH 515 - Anatomy Laboratory	Credits: 3
PTH 516 - Pathokinesiology	Credits: 3
PTH 518 - General Medicine	Credits: 2
PTH 519 - Principles of Therapeutic Exercise Laboratory	Credits: 2
PTH 520 - PT Assessment Skills Laboratory	Credits: 3
PTH 525 - Therapeutic Interventions	Credits: 3
PTH 526 - Pathokinesiology Laboratory	Credits: 2
PTH 528 - General Medicine Laboratory	Credits: 1
PTH 530 - Pathophysiology I	Credits: 2
PTH 535 - Therapeutic Interventions Laboratory	Credits: 2
PTH 540 - Pathophysiology II	Credits: 2
PTH 562 - Topics in Comparative Religion	Credits: 2
PTH 565 - Neuroscience and Motor Control	Credits: 3
PTH 575 - Neuroscience and Motor Control Laboratory	Credits: 1
PTH 580 - Introduction to Orthopedic Physical Therapy	Credits: 1
PTH 601 - Orthopedics I	Credits: 2
PTH 602 - Orthopedics II	Credits: 2
PTH 606 - Pharmacology in Physical Therapy	Credits: 1
PTH 611 - Orthopedics I Laboratory	Credits: 2
PTH 612 - Orthopedics II Laboratory	Credits: 2
PTH 613 - Health Promotion and Wellness II	Credits: 1,2
PTH 616 - Scholarly Inquiry and Dissemination I	Credits: 1
PTH 617 - Scholarly Inquiry and Dissemination II	Credits: 1
PTH 622 - Research Statistics	Credits: 1
PTH 625 - Cardiopulmonary	Credits: 2
PTH 626 - Prosthetics & Orthotics	Credits: 2
PTH 632 - Research Statistics Laboratory	Credits: 1
PTH 635 - Cardiopulmonary Laboratory	Credits: 1
PTH 640 - Pediatrics	Credits: 2
PTH 645 - PT Administration	Credits: 3
PTH 646 - Integration of Spirituality in Health Care	Credits: 2,3
PTH 647 - Differential Diagnosis	Credits: 2
PTH 650 - Pediatrics Laboratory	Credits: 2
PTH 651 - Neurology I	Credits: 2
PTH 652 - Neurology II	Credits: 2
PTH 661 - Neurology I Laboratory	Credits: 2
PTH 662 - Neurology II Laboratory	Credits: 2
PTH 670 - Written Comprehensive Exam I	Credits: 0
PTH 680 - Clinical Practicum	Credits: 1
PTH 711 - Musculoskeletal Clinical Reasoning	Credits: 1
PTH 712 - Neuromuscular Clinical Reasoning	Credits: 1
PTH 721 - Musculoskeletal Clinical Reasoning Laboratory	Credits: 1
PTH 722 - Neuromuscular Clinical Reasoning Laboratory	Credits: 1
PTH 726 - Geriatrics	Credits: 2
PTH 736 - Psychosocial Issues in Healthcare	Credits: 3
PTH 765 - Ethical & Legal Issues in Healthcare	Credits: 1
PTH 768 - Professional Compendium	Credits: 1
PTH 770 - Practical Comprehensive Examination	Credits: 0
3 credits of PTH 799 - Research Project (topic)	Credits: 1-4
PTH 870 - Written Comprehensive Examination II	Credits: 0
PTH 880 - PT Seminar	Credits: 1
PTH 885 - Clinical Education 1	Credits: 6
PTH 886 - Clinical Education 2	Credits: 6
PTH 887 - Clinical Education 3	Credits: 6

## Additional Requirements

- Completion of a bachelor's degree (BHS or other).

- An earned minimum grade of "C+" (2.33) or "S" in each DPT program course.
- 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 670, PTH 770 & PTH 870
- Satisfactory completion of a capstone project and presentation.
- Satisfactory completion of all clinical education experiences and the associated "Clinical Performance Instrument."
- Satisfactory completion of the Professional Development Portfolio (PDP)
- Satisfactory completion of the Graduate Exit Survey.

## Maintaining Academic Standing

- All coursework scheduled for each semester must be successfully completed prior to advancing to the next semester.
- 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 and be required to remediate per the *DPT Student Handbook*. A student who accumulates six or more points will academically disqualify him/herself from continuing in the program. Student may be required to enroll in and pay tuition for PTH585 Remediation in: as part of their remediation plan determined by DPT Faculty Council.

## Admission Requirements

**Graduate Application:** Students must submit an application and all the required components through Physical Therapy Centralized Applications System (PTCAS)

**GPA:** A minimum science and core PT prerequisite GPA of 3.40 is required, however a minimum of 3.5 is needed to be competitive in the applicant pool. A grade of "C" or better is required for all other courses.

**Clinical Observation:** Students must complete a minimum of 50 observation hours supervised by a licensed physical therapist in at least 3 different settings; at least 20 hours must be in an inpatient hospital setting. Please note that skilled nursing home or extended care facilities do not qualify as an inpatient hospital 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 School of Rehabilitation Sciences on an individual basis. Test must be taken within one year prior to application. **TOEFL internet-based test (iBT) is preferred.** Official TOEFL scores must be sent directly to PTCAS from Educational Testing Service (ETS). The PTCAS ETS code is 531.

### Minimum Requirements

TOEFL Internet-based test (iBT) (preferred)	111 (minimum of 15 in Reading, 15 in Listening, 18 in Speaking, and 17 in Writing)
TEOFL Paper-based test	640 (minimum of 56 in each section)
IELTS Academic Version	8.0
PTE Academic Version	72

Prerequisite courses for students WITH an earned bachelor's degree:

- A basic statistics or research methods course
- An introductory psychology course
- A course which covers human development throughout the lifespan

- A full sequence of anatomy and physiology with labs, and
- Two additional human biology courses (one must be a 3-semester credit *upper division* course) with labs
- 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
- A course in basic medical terminology (may be taken by distance education)

Prerequisite courses 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.
- Fulfill general education professional program requirements, noting the following specific requirements:
  - A basic statistics or research methods course
  - An introductory psychology course
  - A course which covers human development throughout the lifespan
  - A full sequence of anatomy and physiology with labs, and
  - Two additional human biology courses with labs (One must be a 3-semester credit *upper division* course; however, the lab is not required.)
  - 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
  - A course in basic medical terminology (may be taken by distance education)
  - PBHL 400 - Fundamentals of Spirituality & Ethics in Healthcare (**NOTE:** Not required for transfer students who are entering straight into the +3 part of the program.)

## Student Learning Outcomes

In accordance with the School of Rehabilitation Sciences mission and program goals, DPT graduates will:

- Model behavior which reflects Christian values, including an understanding of the role of prayer and faith in the complete healing process.
- Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in its application within professional clinical practice.
- Provide primary care to patients/clients within the scope of physical therapy practice.
- Demonstrate entry-level competency in clinical skills necessary to perform a comprehensive physical therapy examination, and evaluation, establish a differential diagnosis, determine an appropriate prognosis, and establish intervention and/or prevention activities.
- Understand and value the capabilities of other health care providers and determine the need for referral to those individuals.
- Participate in practice management including delegation and supervision of support personnel, financial management, business planning, marketing and public relations activities.
- Possess the critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to evidence-informed physical therapy practice.
- Demonstrate legal and ethical behavior consistent with professional standards.
- Demonstrate sensitivity to individual and cultural differences when engaged in physical therapy practice.
- Demonstrate professional behavior.

## Physical Therapy DPT (Transitional)

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.

**Delivery:** The program is available via two modes of delivery: 1) on campus and 2) interactive online.

- **On Campus:** This program is delivered on-campus and is designed for the international student with a bachelor's or master's degree in physical therapy from their country of origin. It is a full-time program that can be completed in 18-24 months over five semesters.
- **Interactive Online:** This program is delivered mostly asynchronous online with some required short intensive on-campus attendance periodically throughout the curriculum. All of the courses follow fixed enrollment with specific start and end dates. Participants interact with each other and with instructor throughout all courses. Students are encouraged to come to campus for graduation. (See Global Campus for specific policies on online education.)

## Total Credits - 35-38

### Degree Core - 22

PTH 700 - Scholarly Writing & Research **Credits:** 2  
PTH 701 - tDPT Orientation **Credits:** 0  
PTH 716 - Clinical Pharmacology **Credits:** 2  
PTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3  
PTH 744 - Principles of Contemporary Leadership **Credits:** 3  
PTH 748 - Educational Techniques for Health Care Professionals **Credits:** 2  
PTH 830 - Medical Diagnostics **Credits:** 2  
3 Credits of PTH 846 - Integration of Spirituality in Health Care **Credits:** 2,3

### Research Curriculum

PTH 732 - Clinical Research **Credits:** 2  
PTH 840 - Statistics for Health Sciences **Credits:** 3

### Requirements based on Delivery Options

#### On-Campus - 16

2 credits of PTH 647 - Differential Diagnosis **Credits:** 2  
PTH 685 - Integrated Clinical Practicum **Credits:** 1-2  
PTH 702 - Transition to DPT **Credits:** 3  
PTH 703 - Transition to DPT Laboratory **Credits:** 2  
PTH 770 - Practical Comprehensive Examination **Credits:** 0  
PTH 780 - Advanced Clinical Practicum **Credits:** 1,2  
3 credits of PTH 799 - Research Project (topic) **Credits:** 1-4  
PTH 870 - Written Comprehensive Examination II **Credits:** 0

#### Program Elective - 2

Choose two credits in consultation with advisor

#### Interactive Online - 13

PTH 750 - Professional Communication & Consulting **Credits:** 2  
PTH 835 - Holistic Care in Physical Therapy **Credits:** 2  
PTH 836 - Medical Screening & Clinical Differential Diagnosis **Credits:** 2  
3 credits of PTH 799 - Research Project (topic) **Credits:** 1-4

#### Electives - 4

Choose 4 credits in consultation with advisor

## Additional Requirements

- A minimum of 80% of credits must be taken at regular tuition for degree conferral for distance tDPT. On-campus tDPT students must take 100% of credits at block tuition rate for degree conferral.
- No grade lower than "C" (2.00) in any course.
- A minimum cumulative GPA of 3.00.
- Successful completion of the research project and presentation.
- On-Campus delivery: Satisfactory completion of the practical and written comprehensive exams: PTH770 & PTH 870
- On-Campus delivery: Satisfactory completion of PTH680 Clinical Practicum and the associated Clinical Performance Instrument
- Satisfactory completion of the Graduate exit survey.
- Fully satisfy professional course content, credit and requirements as outlined in the student's individualized FCCPT Education Credential Review.

## 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 country in which they live.
- Students must have the equivalent of a four-year US bachelor's degree, and at least one year of experience working as a physical therapist is preferred prior to starting the program.
- 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.
- Internationally trained physical therapists must complete the Foreign Credentialing Commission on Physical Therapy (FCCPT) Education Credential Review application prior to starting the on-campus tDPT program.
- English Proficiency - Students whose language of education is not English must submit a minimum TOEFL score of 80.

## Student Learning Outcomes

Graduates of the t-DPT Program will:

- Model personal behavior which accurately reflects Christian values, including an understanding of the role of prayer and faith in the complete healing process.
- Continue to serve as a member of the physical therapy profession, promoting the delivery of safe, ethical, effective patient care while upholding the standards of the profession.
- Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in its application within professional physical therapy clinical practice.
- Demonstrate entry-level competency in clinical skills necessary to perform a comprehensive physical therapy examination and evaluation, establish a differential diagnosis, determine an appropriate prognosis establish intervention and/or prevention activities, and provide health and wellness programming.
- Provide "primary care" to clients/patients within the scope of physical therapy practice.
- Demonstrate expressive and receptive communication skills necessary to display an appreciation of individual differences when delivering physical therapy care and when interacting with clients/patients, healthcare team members and others.
- Possess the critical inquiry skills necessary to evaluate his/her professional knowledge and competencies in relation to evidence-informed physical therapy practice, along with evaluating current research, theory and techniques so as to design a professional development plan necessary to integrate new knowledge into effective patient care.
- Possess leadership skills necessary to serve as a leader in their physical therapy practice setting and community healthcare network.
- Value the capabilities of other health care providers and possess the critical thinking skills necessary to determine the need for referral to those individuals.
- Participate in research and the advancement of physical therapy at the community, state or national level.

## Physical Therapy DScPT (Distance Education)

The Doctor of Science in Physical Therapy (DScPT) degree represents the highest clinical specialty doctorate in the world. This unique degree is designed to enhance the skills of the physical therapist clinician and educator. Working with our partner ASPIRE, and respecting the importance of fundamental principles of orthopedic manual therapy, each graduate will be recognized as a Certified Orthopedic Manual Therapist (COMT).



In addition to the COMT, the student will choose a concentration in Higher Education Teaching, Orthopedic Manual Therapy, or Women's Health. The Higher Education Teaching concentration prepares the student to teach in higher education, including DPT and Postprofessional PT programs. In the Orthopedic Manual Therapy concentration, our partnership with ASPIRE provides students the opportunity to gain the designation of SMT (Spinal Manipulative Therapist) and be ready to practice as a master clinician. The Women's Health concentration prepares the student to meet the underserved, complex physical therapy needs of women. Dual concentrations may be available.

For the student who already possesses a DPT degree from a CAPTE accredited program and a FAAOMPT or manual therapy certification from another approved institution the DScPT degree is available without a concentration.

The DScPT is an advanced degree uniquely designed to cater to the needs of bachelors, masters, or doctoral trained physical therapists. The curriculum is feasible for full-time or part-time students, allowing flexibility to meet each individual's work/life balance needs. The program can be paced from 3 to 7 years. Graduates of the DScPT program are primed for teaching in a University setting, contributing to scholarly research, as well as leading the profession in evidence based clinical practice.

The DScPT program offers five tracks:

- Track 1: DPT with FAAOMPT/Manual Therapy Certification to DScPT (35 credits)
- Track 2: BS/Master's to DScPT (64 credits)
- Track 3: DPT to DScPT (45 credits)
- Track 4: BS/Master's with NAIOMT CMPT or COMT from other approved organizations to DScPT (59 credits)
- Track 5: DPT with NAIOMT CMPT or COMT from other approved organizations to DScPT (40 credits)

**Delivery:** The program is a combination of didactic and supervised clinical experience, using a blend of interactive online courses, intensive hands-on short courses and clinical practice hours. This program is delivered mostly in an interactive online asynchronous format, with some required on-campus intensives (see Global Campus definitions). The format of this degree program, the distinguished faculty and the diverse background and practice of the students provides a rich experience and outstanding opportunity to flourish as master clinicians.

## Total Credits - 35-64

### Degree Core - 19

- PTH 700 - Scholarly Writing & Research **Credits:** 2
- PTH 744 - Principles of Contemporary Leadership **Credits:** 3
- PTH 840 - Statistics for Health Sciences **Credits:** 3
- PTH 846 - Integration of Spirituality in Health Care **Credits:** 2,3
- PTH 860 - Research Applications **Credits:** 2
- PTH 898 - Dissertation Project **Credits:** 1-10

### Tracks - 16-45

Selected at the time of admission based on your a student's educational background.

Track 1: DPT with FAAOMPT or Manual Therapy Certification to DScPT - 16

Track 1 is for students with a DPT degree who already have FAAOMPT or manual therapy certification from another approved institution.

- PTH 893 - Spinal Segmental Manipulation **Credits:** 3

### Electives - 13

Physical Therapy electives selected in consultation with advisor from PTH courses to total 35 credits for Track 1 students.

Track 2: BS/Master's to DScPT - 45

Track 2 is for students with a BS or Master's degree.

- PTH 716 - Clinical Pharmacology **Credits:** 2
- PTH 732 - Clinical Research **Credits:** 2
- PTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3
- PTH 748 - Educational Techniques for Health Care Professionals **Credits:** 2
- PTH 830 - Medical Diagnostics **Credits:** 2
- PTH 835 - Holistic Care in Physical Therapy **Credits:** 2

- PTH 836 - Medical Screening & Clinical Differential Diagnosis **Credits:** 2
- PTH 841 - Gateway to Musculoskeletal Therapy: Lumbopelvic & Cervical **Credits:** 3
- PTH 842 - Upper Quadrant Evaluation and Management **Credits:** 3
- PTH 843 - Lower Quadrant Evaluation and Management **Credits:** 3
- PTH 844 - Integrated Evaluation and Management: Thorax **Credits:** 2
- PTH 845 - COMT Practical Comprehensive Examination **Credits:** 0
- 1 credit of PTH 850 - Supervised Clinical Practice **Credits:** 1-4 (concentration in manual therapy skills)

### Electives - 4

Physical Therapy electives selected in consultation with advisor from PTH courses to total 64 credits for Track 2 students.

### Choose one of the following concentrations:

- Higher Education Teaching - 14
- Orthopaedic Manual Therapy - 14
- Women's Health - 14

Track 3: DPT to DScPT - 26

Track 3 is for students with a DPT degree.

- PTH 841 - Gateway to Musculoskeletal Therapy: Lumbopelvic & Cervical **Credits:** 3
- PTH 842 - Upper Quadrant Evaluation and Management **Credits:** 3
- PTH 843 - Lower Quadrant Evaluation and Management **Credits:** 3
- PTH 844 - Integrated Evaluation and Management: Thorax **Credits:** 2
- PTH 845 - COMT Practical Comprehensive Examination **Credits:** 0
- 1 credit of PTH 850 - Supervised Clinical Practice **Credits:** 1-4

### Choose one of the following concentrations:

- Higher Education Teaching - 14
- Orthopaedic Manual Therapy - 14
- Women's Health - 14

Track 4: BS/Master's with NAIOMT CMPT or COMT from other approved organizations to DScPT - 40

Track 4 is for students with a BS or Master's degree with NAIOMT CMPT or COMT from other approved organizations.

- PTH 716 - Clinical Pharmacology **Credits:** 2
- PTH 732 - Clinical Research **Credits:** 2
- PTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3
- PTH 748 - Educational Techniques for Health Care Professionals **Credits:** 2
- PTH 830 - Medical Diagnostics **Credits:** 2
- PTH 835 - Holistic Care in Physical Therapy **Credits:** 2
- PTH 836 - Medical Screening & Clinical Differential Diagnosis **Credits:** 2

### Electives - 11

Physical Therapy electives selected in consultation with advisor to total 64 credits.

### Choose one of the following concentrations:

- Higher Education Teaching - 14
- Orthopaedic Manual Therapy - 14
- Women's Health - 14

Track 5: DPT with NAIOMT CMPT or COMT from other approved organizations to DScPT - 21

Track 5 is for students with a DPT degree with NAIOMT CMPT or COMT from other approved organizations.

### Electives - 7

Physical Therapy electives selected in consultation with advisor to total 64 credits.

### Choose one of the following concentrations:

- Higher Education Teaching - 14
- Orthopaedic Manual Therapy - 14
- Women's Health - 14

## Concentrations

### Higher Education Teaching Concentration

This concentration provides training for current or aspiring college teachers who have limited to no specific training in the craft of teaching at the university level. Upon completion of the concentration, you will be well-equipped to seek a

position as a faculty member in institutions of higher education, particularly in entry-level and postprofessional physical therapy programs. Students in Tracks 2-5 can choose this concentration.

PTH 748 - Educational Techniques for Health Care Professionals **Credits:** 2

PTH 806 - Teaching in Higher Education **Credits:** 3

PTH 810 - Effective Assessment of Learning **Credits:** 3

PTH 820 - Accreditation in Physical Therapy Programs **Credits:** 3

PTH 825 - Course Design **Credits:** 3

NOTE: Students on the 64-credit track will need to take an additional 2 elective credits.

### Orthopedic Manual Therapy Concentration

This concentration prepares the student to gain advanced skills in advanced manual therapy techniques. Students in Tracks 2-5 can choose this concentration.

3 credits of PTH 850 - Supervised Clinical Practice **Credits:** 1-4 (Concentration in advanced manual therapy skills)

PTH 891 - Integrated Evaluation and Management: Lower Quadrant **Credits:** 3

PTH 892 - Integrated Evaluation and Management: Upper Quadrant **Credits:** 3

PTH 893 - Spinal Segmental Manipulation **Credits:** 3

PTH 894 - Integrated Advanced Clinical Reasoning **Credits:** 2

PTH 895 - SMT Exam: Spinal Manipulative Therapist Exam **Credits:** 0

### Women's Health Concentration

This concentration prepares the student to meet the underserved, complex physical therapy needs of women. Students in Tracks 2-5 can choose this concentration.

PTH 705 - Lifespan Considerations in Women's Health **Credits:** 1

PTH 707 - Principles of Contemporary Leadership in Women's Health **Credits:** 3

PTH 713 - Women, Health and Human Rights **Credits:** 1

PTH 714 - Pregnancy and Postpartum **Credits:** 2

PTH 723 - Pain Science and Persistent Pelvic Pain in Women's Health **Credits:** 2

PTH 724 - Surgical and Oncological Considerations in Women's Health **Credits:** 1

PTH 755 - Female Sexual Health and Function **Credits:** 1

PTH 775 - Advanced Gastrointestinal Health and Dysfunction **Credits:** 2

PTH 855 - Supervised Clinical Practice: Women's Health **Credits:** 1

## Additional Requirements

- A minimum cumulative GPA of 3.00.
- No grade lower than "C" (2.00) in any course.
- A minimum of 80% of credits must be taken at regular tuition for degree conferral.
- COMT certification through ASPIRE is required for Tracks 2 and 3 (completed by registering for and passing PTH 845 - COMT Practical Comprehensive Examination).
- **For candidates completing the Orthopedic Manual Therapy Concentration:** Spinal Manipulative Therapist Certification through ASPIRE or equivalent certification from another approved program. Completed by registering for and passing PTH 895 - SMT Exam: Spinal Manipulative Therapist Exam. PTH 850 - Supervised Clinical Practice (3 credit) must be concentrated in advanced manual therapy skills. PTH 898 - Dissertation Project (6 credits) must be focused on an area of orthopedic manual therapy.
- **For candidates completing the Women's Health Concentration:** PTH 855 - Supervised Clinical Practice: Women's Health (1 credit) must be concentrated in women's health (*for example clients with a diagnosis of obstetrical trauma/pregnancy/Post-Partum, Urinary Incontinence, Pelvic Organ Prolapse, Gastrointestinal, Breast Cancer, Gynecologic Cancers, Pelvic Pain*). PTH 898 - Dissertation Project (6 credits) must be focused on an area of women's health.
- Successful completion of the dissertation project and presentation.
- Satisfactory completion of the Graduate exit survey.

## Admission Requirements

- Applicants must have graduated from an approved school of physical therapy and be licensed to practice physical therapy in United States or Canada.
- Applicants must have the equivalent of a four-year U.S. bachelor's degree. Applicants with a bachelor's degree must have a minimum of two years of experience working in an orthopedic setting as a physical therapist prior to applying.
- Applicants must submit graduate application and all the required components

- Applicants 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.
- Applicants must submit a copy of physical therapy license. If license is not in English a translated copy must be submitted as well.
- Applicants 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.
- English Proficiency - Applicants whose language of education is not English must submit a minimum TOEFL score of 80 or 6.5 on the IELTS.
- Applicants for Track 1: Proof of FAAOMPT is required.
- Applicants for Tracks 4 and 5: Proof of COMT certification through ASPIRE or equivalent certification from another approved program is required.
- Applicants for the Women's Health concentration: Prior learning is required in the following content areas:
  - Basic anatomy, physiology, evaluation, and intervention for urogenital and colorectal conditions (including prolapse).
  - Pelvic pain (neurological, musculoskeletal, and centrally-mediated) and basic female sexual function.
  - Satisfactory completion of content areas include prior training and certification or certificate of completion and lab skills checklist in one or more of the following categories:
    - Herman & Wallace Pelvic Rehabilitation Institute : Level 1, 2a and 2b
    - APTA/Section On Women's Health: Pelvic 1 and 2
    - Other courses with similar content upon approval of admissions committee
    - Portfolio review with rubric if greater than 1,500 clinical hours in women's health. If less, above courses will be required. (Must include a statement or letter speaking to skill competence from a colleague or a supervisor)
    - Practical examination utilized if necessary.

## Student Learning Outcomes

Graduates of the DScPT Program will:

- Possess the critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to evidence-based physical therapy practice
- Be an active contributor to the body of knowledge regarding evidenced base practice, clinical research and/or publishable quality case studies.
- Function as a direct access provider of physical therapy care with advanced clinical skills.
- Possess the leadership skills necessary to serve as a leader in their physical therapy academic and/or practice setting, and community healthcare network.
- Value the capabilities of other health care providers and possess the critical thinking skills necessary to determine the need for referral to those individuals.
- Participate in the advancement of physical therapy at the community, state or national level.
- DScPT graduates with a concentration in **Higher Education Teaching** will also:
  - Apply principles of effective teaching in course and lesson design for all learners.
  - Demonstrate understanding of faculty responsibilities, including service, in various institutional settings.
  - Demonstrate an understanding of the role of accreditation in higher education.
  - Create professional portfolio including individual faculty components required for accreditation.
- DScPT graduates with a concentration in **Orthopaedic** will also:
  - Attain nationally recognized certification in orthopedic manual and manipulative physical therapy
  - Be prepared to serve as an orthopedic clinical specialist in their physical therapy practice setting and community healthcare network as well as faculty in entry-level physical therapist education programs.
- DScPT graduates with a concentration in **Women's Health** will also:
  - Serve as a women's health clinical specialist and/or women's health clinical specialist educator in their physical therapy practice setting, community healthcare network, global healthcare community, and in entry-level physical therapist programs.

- Demonstrate and execute leadership in women's health within organizations and institutions, including identifying and strategically addressing individual and population level women's health needs.

## Occupational Therapy

### OTH 420 - Topics in Comparative Religion

**Credits:** 3

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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CHHS

### OTH 500 - Introduction to Occupational Science

**Credits:** 3

Introduction to occupational science by reviewing occupation and its relationship to occupational therapy. Students will examine the contributions of occupational science to occupational therapy, including human occupation or activity. Students will study activities people do in their everyday lives and how those occupations influence and are influenced by health and well-being. The course will explore the relationship between occupation and development, and how occupation changes over the course of life. It will cover how people organize their daily occupations and the personal and socio-cultural implications of occupation.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CHHS

### OTH 501 - Foundations of Occupational Therapy Practice

**Credits:** 3

This course lays a foundation for the students to understand the history, philosophy, theoretical foundations of occupational therapy and key terminology used in the profession including but not limited to OT Framework, role and meaning of occupation, occupational science, ethics, documentation, and task/activity analysis.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

### OTH 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 occupational/physical therapy clinical sciences.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** OTH 515

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

### OTH 515 - Anatomy Laboratory

**Credits:** 3

Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials and radiographs are utilized to identify anatomical landmarks and configurations.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** OTH 505

**Schedule Type:** Lab

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

### OTH 516 - Movement and Occupational Performance

**Credits:** 3

An analysis of human movement and its relationship to occupational performance. Students will learn information on the interrelationships between human structural design and functional capabilities of the human body for use in the enactment of occupational performance. The anatomical principles, neuromotor control, and kinesiology principles will be highlighted in relation to their influence on human movement and functional performance.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

### OTH 520 - Human Development and Occupation

**Credits:** 3

This course will examine the human physical, cognitive, emotional, and psychosocial development. The course places emphasis on diversity and quality of life as they relate to lifestyle choices and meaningful occupations. Human development will be examined from the sociocultural and socioeconomic contexts.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

### OTH 530 - Pathophysiology I

**Credits:** 2

Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** OTH 505 and OTH 515

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

### OTH 553 - Clinical Reasoning I

**Credits:** 1

This course introduces students to critical thinking and decision-making. The course provides a systematic approach to clinical reasoning. The course will utilize case studies and reflection to promote integrating knowledge and application of task analysis, influences of sociocultural and socioeconomic factors, theoretical concepts, assessments and screens, and development of occupation-based intervention plans in the occupational therapy practice areas of pediatrics, introductory neuroscience, physical dysfunction, and mental health.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CHHS

### OTH 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.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture**Year Offering:** Annually**Term Offering:** Spring**College Code:** CHHS**OTH 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.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)**Corequisite(s):** OTH 575**Schedule Type:** Lecture**Year Offering:** Annually**Term Offering:** Spring**College Code:** CHHS**OTH 575 - Neuroscience and Motor Control Laboratory****Credits:** 1

Study of the prosected central and peripheral nervous tissues, models and charts. Imaging will be used to compare normal to abnormal CNS presentation. Portions of lab will concentrate on making connections between neurologic structures and their role in controlling human movement.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Grade Mode:** Normal (A-F,I,W)**Corequisite(s):** OTH 565**Schedule Type:** Lab**Year Offering:** Annually**Term Offering:** Spring**College Code:** CHHS**OTH 700 - Scholarly Writing & Research****Credits:** 2

This course is dedicated to the development of doctoral quality writing skills through guided practice of writing a literature review for a scientific paper in preparation for publishing work. This is also a degree orientation course, which includes introduction to the degree(s), being oriented to the James White Library, including endnote training and instruction to the AOTA Occupational Therapy Practice Framework: Domain & Process. This course is available on-campus and interactive online.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS**OTH 710 - 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.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS**OTH 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 occupational therapy interventions.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS**OTH 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. This course is available on-campus and interactive online.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS**OTH 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.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Recommended:** OTH 764 Physiological Basis for Exercise Prescription: Level II

OTH 774 Physiological Basis for Exercise Prescription: Level III

**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS**OTH 744 - Principles of Contemporary Leadership****Credits:** 3

Theory and application of complexity sciences to organizational management; exploration of key leadership roles and changing paradigm; presentation of methods to maximize personal and professional life. This course is available on-campus and interactive online.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS**OTH 748 - Education Techniques for Healthcare Professionals****Credits:** 2

Examines and applies educational theory to skills utilized by the occupational therapist in the classroom, community, and clinical facility. Topics include the educational role of the occupational therapist, the taxonomies of learning, learning styles, multiple intelligence, and education technology. This course is available as on-campus and interactive online.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS**OTH 750 - Professional Communication and Consulting****Credits:** 2

An introduction to the integration of the occupational therapist as consultant. Discussion will include applying occupational therapy consultation services to individuals, business, schools, government agencies and/or other organizations.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS**OTH 756 - Occupational Science I****Credits:** 3

This course delves deeper into the underlying models, theories, philosophies, and framework of the occupational therapy profession. Students will apply these constructs to clients across the life-span and in various settings.

**Course/Lab Fee:** No**Grade Mode:** Normal (A-F,I,W)**Recommended:** OTH876 Occupational Science II

OTH896 Occupational Science III

**Schedule Type:** Lecture, Interactive Online**College Code:** CHHS

## OTH 759 - Emerging Roles and Practice Areas for the Occupational Therapist

**Credits:** 2

Non-traditional and emerging roles and practice areas for occupational therapists will be examined and explored in conjunction with the evolving healthcare system and academic opportunities. Students will have the opportunity to implement an evidence-based project into an emerging area of practice.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## OTH 764 - Physiological Basis for Exercise Prescription: Level II

**Credits:** 3

Advanced clinical reasoning and application for precision therapeutic exercise design, dosing, and delivery. Topics: hand-held dynamometry, exercise design, optimal improvement, 4 outcome domains, lower quadrant, spine

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** OTH741 Physiological Basis for Exercise Prescription: Level I

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## OTH 774 - Physiological Basis for Exercise Prescription: Level III

**Credits:** 1

Mastery of the application of precision therapeutic exercise design, dosing, and delivery is demonstrated through a comprehensive theoretical exam and a lab-based oral practical with clinical discussion derived from case studies submitted by the student. Upon satisfactory completion, Certified Manual Exercise Therapist (CMET) credential is awarded.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** OTH741 Physiological Basis for Exercise Prescription: Level I  
OTH764 Physiological Basis for Exercise Prescription: Level II

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## OTH 783 - Applied Research in Occupational Therapy

**Credits:** 3

Students will develop and execute an applied research project related to occupational therapy. This project has the possibility to be expanded into a dissertation project.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** OTH700, OTH732, OTH840

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## OTH 800 - Teaching Practicum

**Credits:** 2

This course provides students with a semester-long supervised teaching experience. Students will be paired with an experienced teacher (mentor) in their field of rehabilitation expertise and will participate in their mentor's course in activities such as developing instructional materials, teaching selected portions of the course, and preparing and grading assessments.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** OTH744, OTH748, OTH756, OTH759, OTH783, OTH854, OTH876, OTH896.

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**College Code:** CHHS

## OTH 840 - Statistics for Health Sciences

**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. This course is available as on-campus and interactive online.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** CHHS

## OTH 846 - Integration of Spirituality in Health Care

**Credits:** 3

A discussion of individual spiritual values; 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/addressing the spiritual needs of the patients/clients, family members and ancillary medical staff in a professional environment. This course is only available interactive online.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## OTH 854 - Advocacy in Occupational Therapy

**Credits:** 3

Reviews the historical impact of major legislation on occupational therapy practice. Investigates current trends and challenges in the occupational therapy profession and explores the importance of professional advocacy. Students will examine legal, moral, ethical and public policy challenges occupational therapists face in a variety of settings including administration, academics, clinical practice and research.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## OTH 860 - Research Applications

**Credits:** 2

This course is designed to further develop the researchers' skills through the application of the research process. Principles of evidence-based practice will be applied utilizing critical thinking to analyze and interpret published research. Through the development of a research question, the learner will apply the skills needed to write and progress through the various steps of the research process, including basic skills of data collection, analysis, interpretation and principles of effective dissemination of research findings.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, Interactive Online

**College Code:** CHHS

## OTH 876 - Occupational Science II

**Credits:** 3

This course examines the science of participation and performance of persons in their environments incorporating theories and research.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** OTH756 Occupational Science I

**Recommended:** OTH896 Occupational Science III

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## OTH 896 - Occupational Science III

**Credits:** 3

This course examines the science of participation and performance of populations and communities incorporating theories and research.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** OTH756 Occupational Science I

OTH876 Occupational Science II

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## OTH 898 - Dissertation Project

**Credits:** 1-6

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 DScOT to make significant contributions to the profession and/or serve as a change agent in the field of occupational therapy.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CHHS

## Physical Therapy

### PHTH 417 - Human Anatomy

**Credits:** 3  
Comprehensive study of human anatomy covering all systems of head, neck, trunk, and extremities. A solid morphological basis for a synthesis of anatomy, physiology, and clinical sciences provided. Dissection and identification of structures in the cadaver, and the study of charts, models, and prosected materials.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PHTH 427  
**Prerequisite(s):** BIOL 221, BIOL 222 or BIOL 165, BIOL 166 or equivalent. See instructor for additional requirements.  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PHTH 420 - Topics in Comparative Religion

**Credits:** 3  
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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### PHTH 427 - Human Anatomy Laboratory

**Credits:** 1  
Study of the prosected extremity, head and neck anatomy, and dissection of the abdominal and thoracic organ systems.

**Course/Lab Fee:** Yes  
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PHTH 417  
**Prerequisite(s):** same as for PHTH 417 .  
**Schedule Type:** Lab  
**College Code:** CHHS

### 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  
**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable up to 5 credits  
**Schedule Type:** Practicum  
**College Code:** CHHS

### PTH 501 - DPT Orientation

**Credits:** 0  
This orientation course reviews the principle and practices underlying the Curriculum and Instruction of the DPT Program. This course also facilitates bonding with cohort classmates to enrich the students' experience in the DPT program and assists the student and cohort in emulating the core values of the School. Students will learn and apply the concepts of Strengths, Emotional Intelligence, GRIT and

Metacognitive Learning Strategies. Mandatory for all incoming DPT students.

**Course/Lab Fee:** No  
Yes, 500–599 courses that qualify for undergraduate-level credit  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CHHS

### 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:** CHHS

### PTH 509 - Principles of Therapeutic Exercise

**Credits:** 2  
This course is designed to provide the student with fundamental principles of therapeutic exercise to develop and implement exercise interventions associated with specific impairments and assess patient responses during exercise and in response to training over time. Discussion of specific pathological conditions in relation to exercise testing and prescription and the process of clinical decision-making will be presented.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH519  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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:** CHHS

### PTH 513 - Health Promotion and Wellness I

**Credits:** 1,2  
Analysis and application of prevention, health promotion, wellness and fitness for individuals, groups and communities. Examination and application of education theory and skills. An exploration of the role of the physical therapist in teaching, learning and leadership in the classroom, clinical setting and community.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 515 - Anatomy Laboratory

**Credits:** 3  
Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials and radiographs are utilized to identify anatomical landmarks and configurations. Co requisite: PTH400.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 505  
**Schedule Type:** Lab  
**College Code:** CHHS

### 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:** CHHS

### PTH 518 - General Medicine

**Credits:** 2  
Physical therapy management of patients in general medicine, acute care, and subacute care settings with emphasis on examination, evaluation, establishment of prognosis, and intervention with relevant factors. Management of pain and physical complications after medical/surgical treatment. Management of special populations, including wound/burn care and pelvic health care.

**Course/Lab Fee:** No  
Yes, 500–599 courses that qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 528  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### PTH 519 - 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH509 .  
**Schedule Type:** Lab  
**College Code:** CHHS

### 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:** CHHS

### PTH 525 - Therapeutic Interventions

**Credits:** 3  
Basic principles, physiologic effects, indications and contraindications, application and usage of equipment, and intervention rationale for hydrotherapy, thermal agents, wound care, massage, electrotherapy and mechanotherapy (traction) and other therapeutic interventions.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 535  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 526 - Pathokinesiology Laboratory

**Credits:** 2  
Biomechanical and observational analysis of normal and abnormal human movement. Integration of basic examination skills with gait and movement analysis.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 505, PTH 515  
**Schedule Type:** Lab  
**College Code:** CHHS

### PTH 528 - General Medicine Laboratory

**Credits:** 1  
Practice in examination and evaluation modified for the acute-care and sub acute environment. Applications include functional examination procedures, following precaution and safety procedures of hospital equipment, pelvic health exercises, modification of interventions for acute care, and appropriate documentation for inpatient physical therapy.

**Course/Lab Fee:** No  
Yes, 500–599 courses that qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 518  
**Schedule Type:** Lab  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### PTH 530 - Pathophysiology I

**Credits:** 2  
Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PTH 505 and PTH 515  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 535 - Therapeutic Interventions Laboratory

**Credits:** 2  
Supervised practicum includes patient positioning and application of the therapy to obtain desired physiological response. Techniques of hydrotherapy, thermal agents, wound care, and massage, as well as specific electrotherapy and mechanotherapy treatments and assessment of physiological responses to those treatments.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 525  
**Schedule Type:** Lab  
**College Code:** CHHS

### PTH 562 - Topics in Comparative Religion

**Credits:** 2  
This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 565 - Neuroscience and Motor Control

**Credits:** 3  
An examination of the basic anatomy and function of the central and peripheral nervous system with an emphasis on those structures involved in the control of 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:** CHHS

### PTH 575 - Neuroscience and Motor Control Laboratory

**Credits:** 1  
Study of the prosected central and peripheral nervous tissues, models and charts. Imaging will be used to compare normal to abnormal CNS presentation. Portions of lab will concentrate on making connections between neurologic structures and their role in controlling human movement.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 565

**Schedule Type:** Lab

**College Code:** CHHS

### PTH 585 - Remediation in:

**Credits:** 1

Remediation of selected topics in Physical Therapy. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** No

Yes, 500–599 courses that qualify for undergraduate-level credit

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture/Lab

**Special Approval:** Instructor permission required

**College Code:** CHHS

### PTH 595 - Independent Study/Readings/Research/Projects

**Credits:** 1–4

Permission of the department chair required prior to registration for all independent work.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable up to 8 credits

**Schedule Type:** Independent

**College Code:** CHHS

### PTH 613 - Health Promotion and Wellness II

**Credits:** 1,2

Advanced evaluation and application of personal and interpersonal principles of leadership, prevention, health promotion, wellness and fitness for individuals, groups and communities. Synthesis of the role of Physical Therapists in teaching, learning and leadership through design and integration of a community assessment and prevention of disability service project.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PTH513 Health Promotion & Wellness I

**Schedule Type:** Lecture

**College Code:** CHHS

### PTH 626 - Prosthetics & Orthotics

**Credits:** 2

Study of orthotics and prosthetics including the evaluation, application, and management of individuals with limb loss and limb impairment requiring orthotic and/or prosthetic intervention. Application of these devices in physical therapy to maximize functional independence.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**College Code:** CHHS

### PTH 670 - Written Comprehensive Exam I

**Credits:** 0

Assesses the student physical therapist's ability to understand and apply concepts from the foundational and introductory clinical sciences to the practice of physical therapy.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Independent

**College Code:** CHHS

### PTH 707 - Principles of Contemporary Leadership in Women's Health

**Credits:** 3

This course serves as a foundational exploration of personal and organizational leadership to empower women at various stages of their healthcare careers to succeed in leadership positions, transforming organizations and positively impacting health outcomes. The following topics in women's leadership are included: theory and application of complexity sciences to organizational management; examination and application of leadership styles; developing talent in others to expand opportunities for women's growth; dynamic and persuasive communication; harnessing social media to promote healthcare leadership goals; emotional intelligence; building and leading teams; and negotiating difficult conversations. Additional content focused specifically on the needs of women and their relevance to leadership in women's health include: Epidemiology; Population

health-focused screening; Telehealth/Digital health; Health Policy; Global WH issues; Nutrition; and Self-care.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, Interactive Online

**College Code:** CHHS

### PTH 713 - Women, Health and Human Rights

**Credits:** 1

This course provides fundamental instruction in human rights, the human right to health, and explores the meaning of applying a human rights framework to healthcare. It further applies these concepts to the experience of women and girls, addressing gender equity, gender-based violence, maternal health, and education.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

### PTH 855 - Supervised Clinical Practice: Women's Health

**Credits:** 1

Advanced supervised clinical practice; must be concentrated in women's health (for example clients with a diagnosis of obstetrical trauma/pregnancy/Post-Partum, Urinary Incontinence, Pelvic Organ Prolapse, Gastrointestinal, Breast Cancer, Gynecologic Cancers, Pelvic Pain ). Supervision must be provided by an experienced women's health clinician (WCS or PRPC, preferred) and may include an experienced practitioner with > one domain of content expertise (Ex: female sexual health, pelvic pain specialist). The objective of this course is for students to seek supplemental and deeper knowledge in one or more areas of practice and does not require broad exposure to all aspects of practice. A minimum of 30 hours is required.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** PTH 705, PTH 707, PTH 713, PTH 714, PTH 723, PTH 724, PTH 755, PTH 775

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**Term Offering:** Fall, Spring, Summer

**College Code:** CHHS

### PTH 881 - Clinical Education I

**Credits:** 4

Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Practicum

**College Code:** CHHS

### PTH 882 - Clinical Education II

**Credits:** 4

Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Practicum

**College Code:** CHHS

### PTH 883 - Clinical Education III

**Credits:** 5

Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Practicum

**College Code:** CHHS

### PTH 884 - Clinical Education IV

**Credits:** 5

Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status



**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Schedule Type:** Practicum  
**College Code:** CHHS

### PTH 885 - Clinical Education 1

**Credits:** 6  
Advanced full-time clinical experience (12-14 weeks each) in a variety of physical therapy practice settings involving patients/clients with diseases and conditions representative of those typically seen across the lifespan and continuum of care. 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):** PTH680 Clinical Practicum  
**Schedule Type:** Practicum  
**College Code:** CHHS

### PTH 886 - Clinical Education 2

**Credits:** 6  
Advanced full-time clinical experience (12-14 weeks each) in a variety of physical therapy practice settings involving patients/clients with diseases and conditions representative of those typically seen across the lifespan and continuum of care. 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):** PTH680 Clinical Practicum

PTH885 Clinical Education 1  
**Schedule Type:** Practicum  
**College Code:** CHHS

### PTH 887 - Clinical Education 3

**Credits:** 6  
Advanced full-time clinical experience (12-14 weeks each) in a variety of physical therapy practice settings involving patients/clients with diseases and conditions representative of those typically seen across the lifespan and continuum of care. 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):** PTH680 Clinical Practicum

PTH885 Clinical Education 1

PTH886 Clinical Education 2  
**Schedule Type:** Practicum  
**College Code:** CHHS

## Physical Therapy (Professional & Post-Professional)

### 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:** CHHS

### PTH 540 - Pathophysiology II

**Credits:** 2  
Sequence studying disease processes affecting major body systems (not covered in PTH 530 – Pathophysiology I) and the resulting anatomical and pathophysiological changes. Clinical presentations and treatment of patients with those disease processes considered, 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 530  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### 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. History taking, the subjective examination and cervical and lumbar scanning exams are taught.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 589 - Professional Seminar

**Credits:** 1,2  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Seminar  
**College Code:** CHHS

### 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:** CHHS

### PTH 602 - Orthopedics II

**Credits:** 2  
A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 612.  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 606 - Pharmacology in Physical Therapy

**Credits:** 1  
Introduction to the general principles of pharmacology including pharmacokinetics and the development of a non-prescriptive knowledge of drug nomenclature, classification and medications specifically impacting physical therapy practice.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CHHS

## PTH 611 - Orthopedics I Laboratory

**Credits:** 2

Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 601

**Schedule Type:** Lab

**College Code:** CHHS

## PTH 612 - Orthopedics II Laboratory

**Credits:** 2

Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 602.

**Schedule Type:** Lab

**College Code:** CHHS

## PTH 616 - Scholarly Inquiry and Dissemination I

**Credits:** 1

Introduction to the principles and practice of research including: research and null hypothesis, research questions, research design, research ethics and IRB protocol, sampling, validity and reliability, methodology, hypothesis testing and critical evaluation of physical therapy literature. Knowledge of the concepts needed for writing a graduate research proposal is interwoven throughout this course to prepare students for the Capstone Project.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## PTH 617 - Scholarly Inquiry and Dissemination II

**Credits:** 1

Application of the principles and practice of research, including designs, IRB, ethics, hypothesis testing and critical evaluation of clinical literature as they relate to preparation of the Capstone Research Project. Preparation and development of a graduate research proposal is interwoven throughout this course.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## PTH 622 - Research Statistics

**Credits:** 1

Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 632.

**Schedule Type:** Lecture

**College Code:** CHHS

## PTH 625 - Cardiopulmonary

**Credits:** 2

Lectures covering selected topics in cardiopulmonary medicine, focusing on clinical presentation, diagnostic tests, and medical and physical therapy interventions.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 635.

**Schedule Type:** Lecture

**College Code:** CHHS

## PTH 627 - Orthotics and Prosthetics

**Credits:** 1

Prosthetic management of amputees, management of patients with disabilities requiring orthotic intervention, and application/management of traction and orthotic devices.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 637.

**Schedule Type:** Lecture

**College Code:** CHHS

## PTH 632 - Research Statistics Laboratory

**Credits:** 1

Practice in the computation of statistical data using appropriate formulas. Practical

applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, and linear regressions.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 622.

**Schedule Type:** Lab

**College Code:** CHHS

## PTH 635 - Cardiopulmonary Laboratory

**Credits:** 1

Emphasis on physical therapy assessment and intervention with cardiac and pulmonary patients. Practice of relevant techniques, such as stress testing, percussion, pulmonary function tests and breathing techniques, as well as other techniques identified in the Physical Therapy Guide to Practice.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 625.

**Schedule Type:** Lab

**College Code:** CHHS

## PTH 637 - Orthotics and Prosthetics Laboratory

**Credits:** 1

Practice of the physical therapy techniques required in the application of orthotic and prosthetic devices. Special attention given to gait and function. Selected topics such as wheelchair modifications, miscellaneous ortho-rehab apparatus, and other assistive/adaptive devices included.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 627.

**Schedule Type:** Lab

**College Code:** CHHS

## PTH 640 - Pediatrics

**Credits:** 2

An overview of embryologic development, followed by normal infant/child development to 5 years of age with an emphasis on motor development. Identification of assessment techniques for infants and children with normal and abnormal development. Description of various pediatric pathologies encountered in physical therapy with appropriate corresponding assessment and treatment approaches.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** PTH 650

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CHHS

## PTH 645 - PT Administration

**Credits:** 3

A study of the organizational structures, operations, and financing of healthcare delivery institutions and an examination of the organization and interrelationship of their professional and support elements. Application of current health care management strategies and theory are related to the acute-care facility and independent practice.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

## 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CHHS

## PTH 647 - Differential Diagnosis

**Credits:** 2

Analysis of the clinical 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, Interactive Online  
**College Code:** CHHS

### PTH 650 - Pediatrics Laboratory

**Credits:** 2  
Designed to evaluate and assess pediatric patients utilizing typical development standardized exams and observational skills. Establish a family-centered treatment plan for appropriate physical therapy interventions for children with impairments or disabilities.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 640  
**Schedule Type:** Lab  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

### PTH 655 - Program Continuation

**Credits:** 0  
Students may register for this non-credit continuation course while clearing deferred grade (DG), incomplete (I) courses and/or deficiencies noted in the Foreign Credentialing Commission on Physical Therapy (FCCPT) Education Credential Review. 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  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### 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:** CHHS

### 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:** CHHS

### PTH 680 - Clinical Practicum

**Credits:** 1  
Practice of the knowledge and skills developed in the classroom and lab in a patient-care setting for DPT students. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist clinician. The practicum consists of integrated physical therapy and interprofessional experiences on campus and in facilities affiliated with Andrews University.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Practicum  
**College Code:** CHHS

### PTH 685 - Integrated Clinical Practicum

**Credits:** 1-2  
Practice of the knowledge and skills developed in the classroom and lab in a patient-care setting for transitional DPT students. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. The practicum consists of physical therapy and interprofessional experiences on campus and in facilities affiliated with Andrews University. Forty (40) clinical hours per credit hour.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Practicum  
**College Code:** CHHS

### PTH 697 - Independent Learning Contract

**Credits:** 2  
The student, working with their advisor and following degree/course guidelines, will develop an independent 40-hour learning contract with a qualified clinical specialist to facilitate intensive focused clinical training in a field of study of their choosing.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### PTH 700 - Scholarly Writing & Research

**Credits:** 2  
This course is dedicated to the development of doctoral quality writing skills through guided practice of writing a literature review for a scientific paper in preparation for publishing work. This is a degree orientation course, which includes introduction to the degree(s), being oriented to the James White Library, including endnote training and instruction to the APTA Guide to Physical Therapy Practice.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning, Interactive Online  
**College Code:** CHHS

### PTH 701 - tDPT Orientation

**Credits:** 0  
The orientation course reviews the principles and practices underlying the Curriculum and Instruction of the tDPT program for on campus and off campus students. Proficiency testing of evaluation and treatment required for on-campus tDPT students. Required for all incoming tDPT students.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Seminar  
**College Code:** CHHS

### PTH 702 - Transition to DPT

**Credits:** 3  
Explores the role of the autonomous, Doctor of Physical Therapy in the United States.

Prepares the student to become a direct access Practitioner of choice through application of the examination, evaluation, diagnosis and prognosis, intervention

and outcomes, elements of the American Physical Therapy Association Patient Client Management Model. Study of the organizational structures, operations and financing of healthcare delivery in the United States.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 703 - Transition to DPT Laboratory

**Credits:** 2  
Practical application of Examination and treatment techniques including basic orthopedic and neurological tests and screening, and identification of need for referral. Students will demonstrate proficiency in patient handling, evaluation skills including history taking, review of systems, systems review and examination skills. Interventions, documentation, and billing needed for today's DPT will be covered.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lab  
**College Code:** CHHS

### PTH 705 - Lifespan Considerations in Women's Health

**Credits:** 1  
Pertinent physiological, psychosocial, and biological milestones will be addressed through childhood, adolescence, early-, middle- and late adulthood. This will lead to improved understanding of normal development and aging, as well as special considerations for wellness, athletes and emerging health conditions for various life stages.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### 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:** CHHS

### PTH 709 - Evidence Based Orthopedic Clinical Practice: A Research Review

**Credits:** 2  
This course covers an up-to-date understanding of evidence supporting the evaluation and treatment of orthopedic pathologies. Keys to a working knowledge of contemporary research methodology and design along with the ability to analyze results of published studies from the perspective of statistical analysis will be presented.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**Term Offering:** Spring  
**College Code:** CHHS

### PTH 711 - Musculoskeletal Clinical Reasoning

**Credits:** 1  
A course intended to enhance the skills associated with clinical reasoning within the Physical Therapy setting. It will address the thought process that enters into every aspect of patient care in the practice of physical therapy, from the history to the physical exam; the differential diagnosis to the development of the prognosis; the plan of intervention to the eventual discharge.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** Corerequisite: PTH 721.  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 712 - Neuromuscular Clinical Reasoning

**Credits:** 1  
A continuation of PTH 711 Musculoskeletal Clinical Reasoning.

**Grade Mode:** Normal (A-F,I,W)  
444

**Corequisite(s):** PTH 722.  
**Prerequisite(s):** PTH 711.  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 714 - Pregnancy and Postpartum

**Credits:** 2  
Biopsychosocial case-based approach to maternal health for the physical therapist, from preconception through postpartum for low- and high- risk populations. Course will include current evidence and practice guidelines, physical examination, integrative interventions and wellness. 2-3 days on-campus to include additional lecture, lab, and small group work

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** CHHS

### PTH 716 - Clinical Pharmacology

**Credits:** 2  
Develops a non-prescriptive knowledge of specific medications including indications, contraindications, precautions, adverse reactions, and dosage, especially as related to physiological effects of physical therapy interventions.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### PTH 721 - Musculoskeletal Clinical Reasoning Laboratory

**Credits:** 1  
A continuation of PTH 711. Labs are designed to reinforce specific skills (evaluative or therapeutic) applicable to each lecture topic.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 711.  
**Schedule Type:** Lab  
**College Code:** CHHS

### PTH 722 - Neuromuscular Clinical Reasoning Laboratory

**Credits:** 1  
A continuation of PTH 721 Neuromuscular Clinical Reasoning Laboratory.

**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** PTH 712.  
**Prerequisite(s):** PTH 721.  
**Schedule Type:** Lab  
**College Code:** CHHS

### PTH 723 - Pain Science and Persistent Pelvic Pain in Women's Health

**Credits:** 2  
Differential diagnosis and intervention of complex pelvic pain syndromes. The current evidence in pain science application to the pelvic region including examination, differential diagnosis of peripheral vs. central mediated pain algorithms and intervention techniques specific to this population. Includes 1 day on-campus lab

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab, Interactive Online  
**College Code:** CHHS

### PTH 724 - Surgical and Oncological Considerations in Women's Health

**Credits:** 1  
Anatomical and physiological changes leading to and resulting from surgery specific to females due to oncological and other diagnoses. Presentation of the pre and post-operative course of common women's health conditions including the examination and intervention of post-surgical sequela including tissue changes, lymphedema and wellness.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### PTH 726 - Geriatrics

**Credits:** 2  
Study of the unique characteristics of the geriatric patient, especially the physiological, psychological and social aspects, related to special needs in the physical therapy assessment, plan of care, and intervention.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 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 (A-F,I,W)  
**Schedule Type:** Blended Learning, Interactive Online  
**College Code:** CHHS

### PTH 736 - Psychosocial Issues in Healthcare

**Credits:** 3

An introduction to psychosocial responses to illness and disability, especially the interpersonal relationships between the therapist, the family and the patient. Common psychiatric disorders are discussed along with their clinical diagnosis, treatment regimes, projected outcomes and methods for handling these responses in clinical situations.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 741 - Physiological Basis for Exercise Prescription: Level I

**Credits:** 3

Using the system of Medical Exercise Therapy founded by Odvar Holten, this course covers the physiological basis for exercise prescription specifically related to the healing process. Testing strategies, formulas for exercise dosing and equipment conducive to this approach will be presented along with computer software developed to assist dosage and patient tracking.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** CHHS

### PTH 743 - Health Promotion and Wellness

**Credits:** 3

An exploration of the role of the physical therapist in teaching, learning and leadership in the classroom, clinical setting and community. Examination and application of education theory and skills. Analysis and application of prevention, health promotion, wellness and fitness for individuals, groups and communities. Identification of personal strengths and preferred leadership styles, and applications of personal and interpersonal principles of leadership. Synthesis of the role of Physical Therapist's in teaching, learning and leadership through design and integration of a community assessment and prevention of disability service project.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CHHS

### PTH 744 - Principles of Contemporary Leadership

**Credits:** 3

Theory and application of complexity sciences to organizational management; exploration of key leadership roles and changing paradigms; presentation of methods to maximize personal and professional life.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### PTH 748 - Educational Techniques for Health Care Professionals

**Credits:** 2

Examines and applies educational theory to skills utilized by the physical therapist in the classroom, community, and clinical facility. Topics include the educational role of the physical therapist, the taxonomies of learning, learning styles, multiple intelligence, and educational technology.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning, Interactive Online  
**College Code:** CHHS

### PTH 750 - Professional Communication & Consulting

**Credits:** 2

An introduction to the integration of the physical therapist as consultant. Discussion will include applying physical therapy consultation services to individuals, business, schools, government agencies and/or other organizations.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning, Interactive Online  
**College Code:** CHHS

### PTH 753 - Level I Clinical Reasoning Tutorial

**Credits:** 1

Learn how to effectively and safely examine the lumbopelvic and cervical spine utilizing case based instruction. Enhance your ability to recognize clinical presentation that may indicate serious pathology, and gain the confidence to ensure your patient is within the scope of physical therapy practice. Through critical thinking combined with evidenced base practice techniques, apply the knowledge of pain science and behaviors, with biomechanics, anatomy and physiology to develop the proper evaluation and management techniques to restore optimal function in your patients.

**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### PTH 755 - Female Sexual Health and Function

**Credits:** 1

This course adopts an evidence-based and sex-positive approach to the understanding of female sexual health and function and exploring the role of the physical therapist in meaningful care related to this topic.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### PTH 763 - Level II Lower Clinical Reasoning Tutorial

**Credits:** 1

Learn how to effectively and safely examine the lumbar spine, functional hip, knee and talocalcral and subtalar joint utilizing case based instruction. Enhance your ability to recognize clinical presentation that may indicate serious pathology, and gain the confidence to ensure your patient is within the scope of physical therapy practice. Through critical thinking combined with evidenced base practice techniques, apply the knowledge of functional biomechanics, anatomy and physiology to develop the proper evaluation and management techniques to restore optimal function in your patients. Specific lumbar traction as well as lower extremity manipulations will be introduced, in case based questions, requiring proper acknowledgement of indications and contraindications to manual techniques.

**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### PTH 764 - Physiological Basis for Exercise Prescription: Level II

**Credits:** 3

Advanced clinical reasoning and application for precision therapeutic exercise design, dosing, and delivery. Topics: hand-held dynamometry, exercise design, optimal improvement, 4 outcome domains, lower quadrant, spine

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PTH 741  
**Schedule Type:** Lecture/Lab, Interactive Online  
**College Code:** CHHS

### PTH 765 - Ethical & Legal Issues in Healthcare

**Credits:** 1

Contemporary ethical issues are explored, including the relationships among peers, superiors, subordinates, institutions, clients, and patients. Illustrations include actual cases related to Christian biblical principles.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** CHHS

### PTH 768 - Professional Compendium

**Credits:** 1

Exploration and application of practical skills for DPT professionals; includes preparation of a professional portfolio, interviewing practice, personal financial literacy and planning, evaluating continuing education options, and preparation for

professional licensure examination.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CHHS

### PTH 770 - Practical Comprehensive Examination

**Credits:** 0

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CHHS

### PTH 773 - Level II Upper Clinical Reasoning Tutorial

**Credits:** 1

Learn how to effectively and safely examine the cervical spine, functional shoulder, elbow and hand utilizing case based instruction. Enhance your ability to recognize clinical presentation that may indicate serious pathology, and gain the confidence to ensure your patient is within the scope of physical therapy practice. Through critical thinking combined with evidenced base practice techniques, apply the knowledge of functional biomechanics, anatomy and physiology to develop the proper evaluation and management techniques to restore optimal function in your patients. Specific cervical joint mobilization as well as upper extremity manipulations will be introduced, in case based questions, requiring proper acknowledgement of indications and contraindications to manual techniques.

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

### PTH 774 - Physiological Basis for Exercise Prescription: Level III

**Credits:** 1

Mastery of the application of precision therapeutic exercise design, dosing, and delivery is demonstrated through a comprehensive theoretical exam and a lab-based oral practical with clinical discussion derived from case studies submitted by the student. Upon satisfactory completion, Certified Manual Exercise Therapist (CMET) credential is awarded.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Prerequisite PTH 741 ,PTH 764 Physiological Basis for Exercise Prescription: Level II

**Schedule Type:** Independent

**College Code:** CHHS

### PTH 775 - Advanced Gastrointestinal Health and Dysfunction

**Credits:** 2

A comprehensive approach to gastrointestinal disorders including bowel and digestion dysfunction. This approach allows for the consideration of management of multiple factors including nutritional, psychosocial, medical-surgical decisions, and physical therapy examination/intervention advanced intervention. A multifactorial approach can often lead to improved management of this complex patient as a varied intervention approach may be required to be successful. A comprehensive understanding of the physiology and symptom manifestation can improve the ability to develop a comprehensive intervention strategy tailored to each patient's needs throughout the episode of care. Includes 1 day on-campus lab.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** CHHS

### PTH 780 - Advanced Clinical Practicum

**Credits:** 1,2

Advanced practice of skills developed and applied during the Integrated Clinical Practicum, in an off-campus physical therapy practice setting affiliated with Andrews University. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. This experience can be full or part time as determined after consultation between student and Advisor/Program Director. Eighty (80) clinical hours per credit hour.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** PTH685 Integrated Clinical Practicum

**Repeatable:** Repeatable up to 4 credits

**Schedule Type:** Practicum

**College Code:** CHHS

### PTH 788 - Research Project Continuation

**Credits:** 0

Students register for this continuation course while completing their capstone

project and not enrolled in other program courses. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration which includes library privileges and access to an advisor. Requires advisor approval.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CHHS

### PTH 790 - Topics in \_\_\_\_\_

**Credits:** 1–12

Selected topics in physical therapy.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Specific prerequisites may be required for some subject areas.

**Repeatable:** Repeatable

**Schedule Type:** Lecture, Independent, Interactive Online

**College Code:** CHHS

### PTH 799 - Research Project (topic)

**Credits:** 1–4

Provides students with guidelines and supervision for data collection, analysis, capstone project preparation and oral presentation.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 4 credits

**Schedule Type:** Independent

**College Code:** CHHS

### PTH 806 - Teaching in Higher Education

**Credits:** 3

This course is designed to provide foundational skills and strategies to graduate students and newly hired university faculty. The course provides opportunities for exploration and practice of several instructional approaches, assessment practices, and innovation in the higher education classroom. This course offers the opportunity for participants to discuss current and relevant issues related to the profession.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

### PTH 810 - Effective Assessment of Learning

**Credits:** 3

Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

### 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 (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** CHHS

### PTH 820 - Accreditation in Physical Therapy Programs

**Credits:** 3

Exploration of the history and purpose of accreditation in physical therapy programs. Study and application of the accrediting agency requirements for physical therapy programs. Participants will have the opportunity to prepare documents required of faculty by each relevant accrediting body.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

## PTH 825 - 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.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

## 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 (A-F,I,W)

**Schedule Type:** Blended Learning, Interactive Online

**College Code:** CHHS

## PTH 834 - Lifestyle Medicine and Pain Management

**Credits:** 2

This course will prepare the student to demonstrate critical awareness of the role of health promotion, wellness and prevention in pain management, through a lifestyle medicine approach. Components of lifestyle medicine include nutrition, exercise, the use of water, sunshine, temperance, fresh air, rest, and trust in God. Additionally, the student will demonstrate an understanding of other interventions and modalities, such as taping, electrophysical modalities, hydrotherapy and ultrasound to enhance the stage of healing in order to optimize rehabilitation of the neuromuscular system.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Interactive Online

**College Code:** CHHS

## PTH 835 - Holistic Care in Physical Therapy

**Credits:** 2

This course will give the physical therapist a method of analysis and a wealth of practical information to evaluate more than just mechanical factors that affect pain, symptoms and disease progression. Application of this material will allow the therapist to be more effective with the same number of physical therapy visits. This course will provide the knowledge and skill needed to bring confidence in treating more complex patients and patients that do not respond to mechanical treatment only. Course content includes functional medicine, chronic pain physiology, traumatic brain injury and post-Concussion Syndrome, and other challenging dysfunctions physical therapists treat in the complex patient.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, , Interactive Online, Lecture/Lab

**College Code:** CHHS

## PTH 836 - Medical Screening & Clinical Differential Diagnosis

**Credits:** 2

Knowledge and clinical skills designed for screening patients for medical conditions. Differential diagnosis is addressed through comparison of systematic signs and symptoms.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning, Interactive Online

**College Code:** CHHS

## PTH 840 - Statistics for Health Sciences

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** CHHS

## PTH 841 - Gateway to Musculoskeletal Therapy: Lumbopelvic & Cervical

**Credits:** 3

Application of clinical reasoning and differential diagnosis through formulating illness scripts based upon a comprehensive musculoskeletal examination of the lumbar and cervical spines. Evaluation to determine the appropriateness of physical therapy, need for a referral for signs and symptoms of serious pathology and generation of a provisional differential diagnosis of lumbar and cervical spinal dysfunction. Appraisal and application of pain science, including acute and chronic nociceptive mechanisms through clinical scenarios. Introduction to intervention techniques and management of common spinal pathologies, including soft tissue techniques and joint articulation techniques. Introduction to neuromuscular reeducation and therapeutic exercises to reinforce manual therapy treatment. Exploration of Dr. James Cyriax principles, including selective tissue tensioning examination. Course format: blended learning with on-campus lab intensives and online requirements.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** CHHS

## PTH 842 - Upper Quadrant Evaluation and Management

**Credits:** 3

Application of safe and effective comprehensive biomechanical musculoskeletal examination and evaluation of the upper quadrant (cervical spine, upper thoracic, shoulder, elbow, wrist, and hand). Heavy emphasis on biomechanics, introduced by Michael MacConnail and functional anatomy. Development of diagnosis and prognosis through clinical reasoning, recognition of signs and symptoms of upper extremity pathology, formulation of differential diagnosis, demonstration of ruling out serious pathology which may mimic upper extremity musculoskeletal dysfunction. Demonstration of appropriate interventions, of the upper quadrant, utilized by the physical therapist including joint articulation stability and mobility techniques, manipulation, neuromuscular reeducation, and therapeutic exercises prescription. Course format: blended learning with on-campus lab intensives and online requirements.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** CHHS

## PTH 843 - Lower Quadrant Evaluation and Management

**Credits:** 3

Application of safe and effective comprehensive biomechanical musculoskeletal examination and evaluation of the lower quadrant (lower thoracic and lumbar spines, hip, knee, ankle and subtalar joint). Development of diagnosis and prognosis through clinical reasoning, recognition of signs and symptoms of lower extremity pathology, formulation of differential diagnosis, demonstration of ruling out serious pathology which may mimic upper extremity musculoskeletal dysfunction. Introduction to lumbar spine locking techniques to navigate complex lumbar pathologies. Demonstration of appropriate interventions, of the lower quadrant, utilized by the physical therapist including joint articulation stability and mobility techniques, specific lumbopelvic stabilization and graded mobilization techniques,

manipulation, neuromuscular reeducation and therapeutic exercises prescription. Course format: blended learning with on-campus lab intensives and online requirements.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** CHHS

## PTH 844 - Integrated Evaluation and Management: Thorax

**Credits:** 2

Investigation of the visceral and biomechanical functions served by the thorax. Appreciation of the interplay between thoracic biomechanical and visceral problems. Analysis of essential normal function of the thoracic region for musculoskeletal health of the entire axial and appendicular skeleton. Comprehensive examination of the ribs and thoracic spine. Demonstration of interventions including mobilization and manipulative techniques, neuromuscular and therapeutic exercise prescription. Course format: blended learning with on-campus lab intensives and online requirements.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning  
**College Code:** CHHS

### PTH 845 - COMT Practical Comprehensive Examination

**Credits:** 0  
This oral practical comprehensive examination requires the participant to demonstrate proficiency in clinical reasoning and differential diagnosis, including proper screening for serious pathology. Testing content includes examination, evaluation, and management techniques: cervical, thoracic, lumbar and sacroiliac scanning examinations, Cyriax's STTT principles, localized spinal stability testing and appropriately graded mobilizations followed by neuromuscular reeducation and therapeutic exercise techniques for all spinal involvement. Additionally, surface anatomy and deep friction massage techniques to localized structures may be assessed, as well as peripheral joint stability, specific graded mobilizations and manipulations followed with the proper instruction of neuromuscular and therapeutic exercise prescription. Course format: On-campus practical examination.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Prerequisite(s):** Successful completion of PTH841, PTH842, PTH843, PTH844, and one (1) credit of PTH850 Supervised Clinical Practice  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning, Interactive Online  
**College Code:** CHHS

### PTH 850 - Supervised Clinical Practice

**Credits:** 1-4  
Using a 3-to1 model, students will apply hands-on advanced manual therapy techniques on patients/clients under the supervision of an approved, certified manual therapy clinical instructor, or FAAOMPT. These hours can be split into increments as agreed upon by the student and CI, however, no less than 15 hours (1 semester credit) can be registered for at any given time.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Prerequisite(s):** Successful completion of PTH841, PTH842, PTH843, PTH844  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Practicum  
**College Code:** CHHS

### PTH 860 - Research Applications

**Credits:** 2  
This course is designed to further develop the researchers' skills through the application of the research process. Principles of evidence-based practice will be applied utilizing critical thinking to analyze and interpret published research. Through the development of a research question, the learner will apply the skills needed to write and progress through the various steps of the research process, including basic skills of data collection, analysis, interpretation and principles of effective dissemination of research findings.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning, Interactive Online  
**College Code:** CHHS

### PTH 870 - Written Comprehensive Examination II

**Credits:** 0  
Assesses the student physical therapist's entry level preparedness to apply the concepts of the clinical sciences to safe and effective patient-centered care in the practice of physical therapy.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### PTH 875 - Advanced Neuromuscular Reeducation and Therapeutic Exercise

**Credits:** 2  
Study of neuromuscular reeducation, of the orthopaedic manual therapy patient, utilizing functional anatomy to explain the neurophysiological principles behind rehabilitating the sacroiliac joint, lumbar, thoracic and cervical spine. Focus on muscle testing strategies, formulas for exercise dosing and equipment conducive to specific therapeutic exercise.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**College Code:** CHHS

### PTH 880 - PT Seminar

**Credits:** 1  
Application of advanced skills from previous or new learning experiences relative to contemporary issues in physical therapy.

**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Seminar  
**College Code:** CHHS

### PTH 890 - Independent Study

**Credits:** 1-4  
Individualized study and/or research in a specialized area under the guidance of an instructor. Permission from the department chair required prior to registration.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable up to 8 credits  
**Schedule Type:** Independent  
**College Code:** CHHS

### PTH 891 - Integrated Evaluation and Management: Lower Quadrant

**Credits:** 3  
Examination of the regional interdependence of the lower quadrant. Development of global comprehensive advanced biomechanical musculoskeletal examination and evaluation skills, of the lower quadrant, utilized by the physical therapist in the clinical setting. This course builds on skills learned in previous courses to deepen the clinician's understanding of the kinetic chain interdependence. Integration of examination and evaluation to formulate the causal or contributory role of remote dysfunctions. Topics include: gait analysis, psoas pyramid, detailed foot musculoskeletal assessment and management, sacroiliac joint assessment and management, integration of the individual lower quadrant and lumbar/sacroiliac joint examinations into a larger regional diagnosis picture for examination and management. Course format: blended learning with on-campus lab intensives and online requirements.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** CHHS

### PTH 892 - Integrated Evaluation and Management: Upper Quadrant

**Credits:** 3  
Examination of the regional interdependence of the upper quadrant. Development of global comprehensive advanced biomechanical musculoskeletal examination and evaluation skills, of the upper quadrant, utilized by the physical therapist in the clinical setting. This course builds on skills learned in previous courses to deepen the clinician's understanding of the kinetic chain interdependence. Integration of examination and evaluation to formulate the causal or contributory role of remote dysfunctions. Topics include: Differential diagnosis of trigeminal sources of pain, TMJ, the functional hand, integration of the individual upper quadrant and cervical joint examinations into a larger regional diagnosis picture for examination and management. Course format: blended learning with on-campus lab intensives and online requirements.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** CHHS

### PTH 893 - Spinal Segmental Manipulation

**Credits:** 3  
Development of global comprehensive biomechanical musculoskeletal examination and evaluation skills, of the axial spine, utilized by the physical therapist in the clinical setting. Appraisal of spinal thrust indications and



contraindications, development of a differential diagnosis of spinal pathology appropriate for manipulations, creation of adaptations techniques. Course format: blended learning with on-campus lab intensives and online requirements.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** CHHS

### **PTH 894 - Integrated Advanced Clinical Reasoning**

**Credits:** 2

Development of a global comprehensive biomechanical musculoskeletal examination and evaluation of the entire body, incorporating regional interdependence, by the physical therapist in the clinical setting. Mastery of advanced clinical reasoning and differential diagnosis skills using a case-based approach. Formulation of evaluation, diagnosis, prognosis and intervention while valuing regional interdependence in complex musculoskeletal dysfunctions. Course format: blended learning with on-campus lab intensives and online requirements.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** CHHS

### **PTH 895 - SMT Exam: Spinal Manipulative Therapist Exam**

**Credits:** 0

This oral practical comprehensive examination requires the participant to demonstrate proficiency in clinical reasoning and differential diagnosis, including proper screening for serious pathology. Examination focuses on clinical reasoning and the quadrant inter-relationships. Testing content includes joint mobilization/ manipulation (thrust) and soft tissue techniques to all parts of appendicular/extremity and axial/spinal skeleton, in addition to shoulder and pelvic girdles, as well as temporomandibular joint. The participant will defend each technique in terms of safety, specificity and grade and will articulate to the panel the neuromuscular reeducation and therapeutic exercises utilized to enhance the patient's prognosis. Course format: On-campus practical examination.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Prerequisite(s):** Successful completion of PTH845, PTH891, PTH892, PTH893, PTH894 and three (3) credits of PTH850 Supervised Clinical Practice  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

### **PTH 898 - Dissertation Project**

**Credits:** 1–10

Serves as an essential outcome component to augment the professional development and new learning that occurs in didactic course work of the post-professional doctoral degree and demonstrates the ability of the DPT/DScPT to make significant contributions to the profession and/or serve as a change agent in the field of physical therapy.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CHHS

# College of Professions

Chan Shun Hall, Room #201  
269-471-3632; FAX: 269-471-6158  
sba-info@andrews.edu  
www.andrews.edu/cp

Kimberly Pichot, *Dean*  
Lucile Sabas, *Associate Dean*

## College of Professions Structure

The College of Professions, formed in 2019, is comprised of the following schools and departments:

- Department of Aviation
- Department of Computing
- School of Architecture & Interior Design
- School of Business Administration
  - Department of Accounting, Economic & Finance
  - Department of Management & Marketing

## Mission

The College of Professions educates and prepares ethical and competent professionals through experiential learning to meet the expectations of an ever-changing global environment.

## Vision

Cultivating impactful, ethically-driven world leaders.

## Values

The College of Professions adheres to six core values:

## Integrity

Remaining consistent, honoring the principles, policies, and procedures, while maintaining high quality standards, whatever the circumstances.

## Individualized Consideration

Providing specialized opportunities and attention, utilizing community and institutional resources, to support every student based on their personalized level of need.

## Lifelong Learning

Pursuing continuous, voluntary, and self-motivated acquisition of knowledge, providing pathways for innovation, and elevating citizenship through excellence for students, faculty and staff alike.

## Teamwork

Pursuing a collaborative and cohesive effort from multiple individuals to achieve common goals involving interdependence through defined individual roles, responsibility, and trust.

## Relevant Experience

Equipping students with access to relevant experience within the context of their chosen field.

## Critical Thinking

Cultivating a culture of excellence that promotes the discerning evaluation of professional situations; embraced by students, faculty and staff alike.

## College of Professions Programs

### Department of Aviation

#### Associate of Technology

- Aviation, Flight Concentration AT
- Aviation, Maintenance Concentration AT

### Bachelor of Technology

- Aviation, Aviation Management - Flight Concentration BT
- Aviation, Aviation Management - Maintenance Concentration BT
- Aviation, Flight and Maintenance Concentration BT
- Aviation, Flight Concentration BT
- Aviation, Individualized Concentration BT
- Aviation, Maintenance Concentration BT

### Certificates

- Aircraft Maintenance Certificate
- Aviation Flight Certificate
- FAA Certification

### Minors

- Aviation Flight Minor
- Aviation Maintenance Minor

## Department of Computing

### Bachelor of Science

- Computer Science BS
- Computing BS
- Cybersecurity BS
- Data Science BS

### Minors

- Computing Minor
- Cybersecurity Minor
- Data Analytics Minor
- Data Science Minor
- Information Technology Minor

## School of Architecture and Interior Design

### Associates

- Architecture AS

### Bachelors

- Architectural Studies BS (Non-Professional)
- Architecture BSA (Professional Degree Track)
- Interior Design BID

### Undergraduate Minors

- Architectural Studies Minor

### Masters

- Architecture MArch (3 1/2 Year Track)
- Architecture MArch (5 1/2 Year Track)

## School of Business Administration

### Associate of Science

- Business AS

### Bachelor of Science

- Business Administration BS

### Bachelor of Business Administration

- Accounting BBA
- Accounting Analytics BBA
- Finance BBA
- Information Systems BBA

- International Business BBA
- International Business/Language Dual Degree BBA/BA
- Management BBA
- Marketing BBA
- Supply Chain Management BBA

#### Minors

- Accounting Minor
- Business Administration Minor
- Economics Minor
- Finance Minor
- Information Systems Minor
- Management Minor
- Marketing Minor

#### Graduate Programs

- Business Administration MBA
- Business Administration/Social Work Dual Degree MBA/MSW
- Organizational Management MSA
- Business Administration PhD

## Aviation

Seamount Building (Airpark)  
269-471-3547  
Fax: 269-471-6004  
airinfo@andrews.edu  
www.andrews.edu/aviation/

#### Faculty

Duane Habenicht, *Chair*  
Blue Peterson  
Alan Scott  
John Andrew-Smith

#### Emerti

Harry Lloyd

## Mission

Andrews University's Department of Aviation develops aviation professionals, empowered to engage and lead in the adventure of the aviation industry and Christ's worldwide mission.

## Programs

For the aviation professional, the most competitive aviation program emphasizes both flight and maintenance. Therefore, the Department of Aviation strongly recommends completing a degree with both Flight and Aviation Maintenance emphases. Students wishing to enter a non-flying aviation career, may limit their specialization to Aviation Maintenance. Three programs are available: A four-year Bachelor in Aviation, a two-year Associate in Aviation, and a FAA certificate program. Students may select from available emphases for their area of study.

The Airpark is located about one mile from the central campus. Students should plan to arrange their own transportation to and from the airport.

## Associates

## Aviation, Flight Concentration AT

The AT in Aviation Flight prepares the individual for a career as a professional pilot. It provides the training to be eligible for the 1250-hour restricted ATP license. The

degree requires the completion of the Commercial Pilot Certificate with single and multi-engine ratings.

## Total Credits - 64

## Major - 46

#### Flight

- AFLT 110 - Basic Aircraft Systems **Credits: 3**
- AFLT 115 - Private Pilot Ground School **Credits: 5**
- AFLT 121 - Flight Training 1 **Credits: 3**
- AFLT 122 - Flight Training 2 **Credits: 3**
- AFLT 215 - Instrument Pilot Ground School **Credits: 5**
- 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: 5**
- AFLT 321 - Flight Training 5 **Credits: 3**
- AFLT 322 - Flight Training 6 **Credits: 3**
- AFLT 323 - Flight Training 7 **Credits: 3**
- AFLT 324 - Flight Training 8 **Credits: 3**
- AFLT 426 - Multiengine Flight Training **Credits: 1**

## Maintaining Academic Standing

- Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

## Graduation Requirements

- A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate in Single-Engine Ratings and Commercial Certificate in Multi-Engine Ratings are required for AT flight option.

## Admission Requirements

- 1st Class FAA medical with Student Pilot Certificate is required 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 a US/state government issued photo identification.

**Contact the Department of Aviation no later than July 15 to start the application process for TSA.**

- For ALL NON-U.S. CITIZENS planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required for each flight class. Students must receive department authorization before starting the TSA application process. **TSA AUTHORISATION IS REQUIRED BEFORE ANY FLIGHT CLASSES CAN BE STARTED.**
- TSA approval must be completed by the first week of the semester 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 (see Department of Aviation Charges).

## 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.

## Student Learning Outcomes

The Department of Aviation is committed to the education and training of its students and strives to prepare them for productive careers in the aviation industry. The following are the Associate of Technology in Aviation Flight degree educational goals:

- Demonstrates an understanding of aircraft performance and design, systems, and operations.
- Exhibits an understanding of aviation safety and human factors.
- Demonstrates knowledge of safe operations within the national airspace, system.
- Demonstrates an understanding of meteorology and environmental issues.
- Obtains the appropriate Federal Aviation Administration certifications.

## Aviation, Maintenance

### Concentration AT

The AT degree in Aviation Maintenance prepares the student for work in the aviation industry as an aircraft maintenance technician. This degree requires the completion of the Airframe and Powerplant certificates. This degree can be completed in two years and one summer semester.

### Total Credits - 73

### Major - 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**

## Maintaining Academic Standing

- Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

## Graduation Requirements

- An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

## Admission Requirements

- Admission into the maintenance program starts in the fall semester only.
- Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes before continuing on to the Airframe or Powerplant.
- Students are required to have a Windows-compatible PC laptop (see Department of Aviation Charges).
- Required US/state 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).

## 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.

## Student Learning Outcomes

The Department of Aviation is committed to the education and training of its students and strives to prepare them for productive careers in the aviation industry. The following are the Associate of Technology in Aviation Maintenance degree educational goals:

- Effectively apply technical knowledge, problem-solving techniques and hands-on skills in aviation maintenance support.
- Be active in ongoing professional development, professional growth and increasing professional responsibility.
- Work effectively in teams.
- Work within the accepted standards of professional integrity and conduct.
- Obtain the appropriate Federal Aviation Administration certifications.

## Bachelors

### Aviation, Aviation Management - Flight Concentration BT

The BT in Aviation, Aviation Management - Flight Concentration prepares the individual for a career as a professional pilot. It provides the training to be eligible for the 1000-hour restricted ATP license. It is the recommended track for the student that wants to become an airline pilot or corporate pilot and is also interested in advancing into a management position. The degree requires the completion of the Commercial Pilot Certificate with single and multi-engine ratings.

**Delivery:** This degree is offered as blended program, with the major courses offered on campus (or transferred in), and the general education and electives offered both on campus and online. The online courses are available in an interactive online asynchronous format (see Global Campus definitions). On campus time is determined in conversation with your advisor.

### Total Credits - 120

### Major - 73

#### Flight - 52

- AFLT 110 - Basic Aircraft Systems **Credits: 3**
- AFLT 115 - Private Pilot Ground School **Credits: 5**
- AFLT 121 - Flight Training 1 **Credits: 3**
- AFLT 122 - Flight Training 2 **Credits: 3**
- AFLT 215 - Instrument Pilot Ground School **Credits: 5**
- AFLT 220 - Meteorology **Credits: 3**
- AFLT 226 - Flight Training 3 **Credits: 3**
- AFLT 227 - Flight Training 4 **Credits: 3**
- AFLT 230 - Aerodynamics **Credits: 3**
- AFLT 305 - Commercial Pilot Ground School **Credits: 5**
- AFLT 310 - Advanced Systems **Credits: 3**
- AFLT 321 - Flight Training 5 **Credits: 3**

- AFLT 322 - Flight Training 6 **Credits:** 3
- AFLT 323 - Flight Training 7 **Credits:** 3
- AFLT 324 - Flight Training 8 **Credits:** 3
- AFLT 426 - Multiengine Flight Training **Credits:** 1

#### Business - 21

- ACCT 121 - Principles of Accounting I **Credits:** 3
- ACCT 122 - Principles of Accounting II **Credits:** 3
- BSAD 341 - Business Law **Credits:** 3
- BSAD 475 - Operations Management **Credits:** 3
- ECON 208 - Principles of Economics **Credits:** 3
- FNCE 317 - Business Finance **Credits:** 3
- STAT 285 - Introduction to Applied Statistics **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

- Students must maintain a minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

## Graduation Requirements

- A Private Pilot Certificate, Instrument Rating, Commercial Certificate with Single-Engine Rating and Multi-Engine Rating are required for graduation.

## Admission Requirements

- 1st Class FAA medical with Student Pilot Certificate is required 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 US/state government issued photo identification.
- TSA clearance must be finalized before starting all flying classes.

**Contact the Department of Aviation no later than July 15 to start the application process for TSA**

- For ALL NON-U.S. CITIZENS planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required for each flight class. Students must receive department authorization before starting the TSA application process. **TSA AUTHORISATION IS REQUIRED BEFORE ANY FLIGHT CLASSES CAN BE STARTED.**
- TSA application must be started and the fee must be paid before the **end of June** so that the application process can be completed before school starts.
- International Students - A TOEFL score of 550 or equivalent must be on file before admission to the flight program. See the university bulletin section English Language Requirements for equivalent scores.
- Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the Flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted in to regular status in the flight program.
- Students are required to have an iPad (see Department of Aviation Charges).
- Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.
- In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges).

## 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.

## Student Learning Outcomes

The Department of Aviation is committed to the education and training of its students and strives to prepare them for productive careers in the aviation industry. The following are the Bachelor of Technology in Aviation Management – Flight degree educational goals:

- Demonstrates an understanding of aircraft performance and design, systems, and operations.
- Exhibits an understanding of aviation safety and human factors.
- Demonstrates knowledge of safe operations within the national airspace system.
- Demonstrates an understanding of meteorology and environmental issues.
- Obtains the appropriate Federal Aviation Administration certifications.
- 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.

## Aviation, Aviation Management - Maintenance Concentration BT

The BT in Aviation Management – Maintenance Concentration prepares the student for work in the aviation industry as an aircraft maintenance technician and adds the business skills necessary to advance into a management position in the company or to operate their own aviation business in the future. This degree requires the completion of the Mechanics certificate with the Airframe and Powerplant ratings.

**Delivery:** This degree is offered as blended program, with the major courses offered on campus (or transferred in), and the general education and electives offered both on campus and online. The online courses are available in an interactive online asynchronous format (see Global Campus definitions). On campus time is determined in conversation with your advisor.

## Total Credits - 120

## Major - 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 - 21

Credits to be selected in consultation with academic advisor.

ACCT 121 - Principles of Accounting I **Credits:** 3  
 ACCT 122 - Principles of Accounting II **Credits:** 3  
 BSAD 341 - Business Law **Credits:** 3  
 BSAD 475 - Operations Management **Credits:** 3  
 ECON 208 - Principles of Economics **Credits:** 3  
 FNCE 317 - Business Finance **Credits:** 3  
 STAT 285 - Introduction to Applied Statistics **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

- Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

## Graduation Requirements

- An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

## Admission Requirements

- Admission into the maintenance program starts in the fall semester only.
- Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes before continuing on to the Airframe or Powerplant.
- Students are required to have a Windows-compatible PC laptop (see Department of Aviation Charges).
- Required US/state 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).

## 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.

## Student Learning Outcomes

The Department of Aviation is committed to the education and training of its students and strives to prepare them for productive careers in the aviation industry. The following are the Bachelor of Technology in Aviation Management - Maintenance degree educational goals:

- Effectively apply technical knowledge, problem-solving techniques and hands-on skills in aviation maintenance support.
- Be active in ongoing professional development, professional growth and increasing professional responsibility.
- Work effectively in teams.
- Work within the accepted standards of professional integrity and conduct.
- Obtain the appropriate Federal Aviation Administration certifications.
- 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.

# Aviation, Flight and Maintenance Concentration BT

The BT in Aviation, Flight and Maintenance Concentration prepares the individual for a career as both a pilot and a mechanic. This major is specifically aimed at the person that is interested in becoming a mission pilot. It provides the training to be eligible for the 1250-hour restricted ATP license. The degree requires the completion of the Commercial Pilot Certificate with single and multi-engine ratings and the Mechanics Certificate with both the Airframe and Powerplant ratings. This degree requires four years and at least 2 summers to complete.

## Total Credits - 131

## Major - 95

### 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 - 43

AFLT 115 - Private Pilot Ground School **Credits:** 5  
 AFLT 121 - Flight Training 1 **Credits:** 3  
 AFLT 122 - Flight Training 2 **Credits:** 3  
 AFLT 215 - Instrument Pilot Ground School **Credits:** 5  
 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:** 5  
 AFLT 321 - Flight Training 5 **Credits:** 3  
 AFLT 322 - Flight Training 6 **Credits:** 3  
 AFLT 323 - Flight Training 7 **Credits:** 3  
 AFLT 324 - Flight Training 8 **Credits:** 3  
 AFLT 426 - Multiengine Flight Training **Credits:** 1

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

- Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

## Graduation Requirements

- A Private Pilot Certificate, Instrument Rating, Commercial Certificate with Single-Engine Rating and Multi-Engine Rating, and Aircraft Maintenance Certificate with Airframe and Powerplant rating are required for graduation.

## Admission Requirements

- 1st Class FAA medical with Student Pilot Certificate is required 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 US/state government issued photo identification.
- TSA clearance must be finalized before starting all flying classes.

**Contact the Department of Aviation no later than July 15 to start the application process for TSA.**

- For **ALL NON-U.S. CITIZENS** planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required for each flight class. Students must receive department authorization before starting the TSA application process. **TSA AUTHORISATION IS REQUIRED BEFORE ANY FLIGHT CLASSES CAN BE STARTED.**
- TSA application must be started and the fee must be paid before the **end of June** so that the application process can be completed before school starts.
- International Students - A TOEFL score of 550 or equivalent must be on file before admission to the flight and maintenance program. See the university bulliten section English Language Requirements for equivalent scores.
- Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the Flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted in to regular status in the flight program. In order to proceed in the Aviation Maintenance program students must successfully pass all general classes 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 maintenance programs starts in the fall semester only.

## 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.

## Student Learning Outcomes

The Department of Aviation is committed to the education and training of its students and strives to prepare them for productive careers in the aviation industry. The following are the Bachelor of Technology in Aviation Flight and Maintenance degree educational goals:

- Demonstrates an understanding of aircraft performance and design, systems, and operations.
- Exhibits an understanding of aviation safety and human factors.
- Demonstrates knowledge of safe operations within the national airspace system.
- Demonstrates an understanding of meteorology and environmental issues.
- Obtains the appropriate Federal Aviation Administration certifications.
- Effectively apply technical knowledge, problem-solving techniques and hands-on skills in aviation maintenance support.
- Be active in ongoing professional development, professional growth and increasing professional responsibility.
- Work effectively in teams.
- Work within the accepted standards of professional integrity and conduct.

- Obtain the appropriate Federal Aviation Administration certifications.

## Aviation, Flight Concentration BT

The BT in Aviation, Flight Concentration prepares the individual for a career as a professional pilot. It provides the training to be eligible for the 1000-hour restricted ATP license. It is the recommended track for the student that wants to become an airline pilot or corporate pilot. The degree requires the completion of the Commercial Pilot Certificate with single and multi-engine ratings and the Certified Flight Instructor certificate.

**Delivery:** This degree is offered as an on campus or blended program, with the major courses offered on campus (or transferred in), and the general education and electives offered online. The online courses are available in an interactive online formats (see Global Campus Definitions). On campus time is determined in conversation with your advisor.

## Total Credits - 120

### Major - 64

- AFLT 110 - Basic Aircraft Systems **Credits: 3**
- AFLT 115 - Private Pilot Ground School **Credits: 5**
- AFLT 121 - Flight Training 1 **Credits: 3**
- AFLT 122 - Flight Training 2 **Credits: 3**
- AFLT 215 - Instrument Pilot Ground School **Credits: 5**
- AFLT 220 - Meteorology **Credits: 3**
- AFLT 226 - Flight Training 3 **Credits: 3**
- AFLT 227 - Flight Training 4 **Credits: 3**
- AFLT 230 - Aerodynamics **Credits: 3**
- AFLT 300 - Aviation Safety Management **Credits: 3**
- AFLT 305 - Commercial Pilot Ground School **Credits: 5**
- AFLT 310 - Advanced Systems **Credits: 3**
- AFLT 321 - Flight Training 5 **Credits: 3**
- AFLT 322 - Flight Training 6 **Credits: 3**
- AFLT 323 - Flight Training 7 **Credits: 3**
- AFLT 324 - Flight Training 8 **Credits: 3**
- AFLT 340 - Airspace and Air Traffic Control **Credits: 3**
- AFLT 415 - Basic Physiology for Pilots **Credits: 3**
- AFLT 426 - Multiengine Flight Training **Credits: 1**
- AFLT 430 - Crew Resource Management **Credits: 3**

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

- Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

## Graduation Requirements

- A Private Pilot Certificate, Instrument Rating, Commercial Pilot Certificate with Single-Engine Rating and Multi-Engine Rating, and Certified Flight Instructor are required for graduation.

## Admission Requirements

- 1st Class FAA medical with Student Pilot Certificate is required 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 US/state government issued photo identification.
- TSA clearance must be finalized before starting all flying classes.

**Contact the Department of Aviation no later than July 15 to start the application process for TSA.**

- For **ALL NON-U.S. CITIZENS** planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is

required for each flight class. Students must receive department authorization before starting the TSA application process. **TSA AUTHORISATION IS REQUIRED BEFORE ANY FLIGHT CLASSES CAN BE STARTED.**

- TSA application must be started and the fee must be paid before the **end of June** so that the application process can be completed before school starts.
- International Students - A TOEFL score of 550 or equivalent must be on file before admission to the flight program. See the university bulletin section English Language Requirements for equivalent scores.
- Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the Flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted in to regular status in the flight program.
- Students are required to have an iPad (see Department of Aviation Charges).
- Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.
- In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges).

## 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.

## Student Learning Outcomes

The Department of Aviation is committed to the education and training of its students and strives to prepare them for productive careers in the aviation industry. The following are the Bachelor of Technology in Aviation Flight degree educational goals:

- Demonstrates an understanding of aircraft performance and design, systems, and operations.
- Exhibits an understanding of aviation safety and human factors.
- Demonstrates knowledge of safe operations within the national airspace system.
- Demonstrates an understanding of meteorology and environmental issues.
- Obtains the appropriate Federal Aviation Administration certifications.

## Aviation, Individualized Concentration BT

The BT in Aviation, Individual Studies is aimed at the aviation professional that has been working in the aviation industry and need to complete a degree for advancement in their field. It allows a specialized degree to be designed based on the applicant's life experience.

**Delivery:** This degree is offered as a blended program, with the major courses offered on campus (or transferred in), and the general education and electives offered online. The online courses are available in an interactive online format (see School of Distance Education and International Partnerships Definitions). On campus time is determined in conversation with your advisor.

### Total Credits - 120

### Major - 60

The program is negotiated with an academic advisor for review and approval by the department faculty and the Academic Policies and Curriculum Committee of the school.

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

- Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

## Graduation Requirements

- A minimum of 20 of the 60 major credits, and 30 credits of the total 124 credits, must be earned through Andrews University

## 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.

## Aviation, Maintenance Concentration BT

The BT degree in Aviation, Maintenance Concentration prepares the student for work in the aviation industry as an aircraft maintenance technician with the ability to advance into a shop leadership position in the future. This degree requires the completion of the Mechanics certificate with the Airframe and Powerplant ratings. This degree may be completed either on campus or through the university's distance education program.

**Online Delivery:** This degree is offered as a blended program, with the major courses offered on campus (or transferred in), and the general education and electives offered online. The online courses are available in an interactive online format (see Global Campus Definitions). On campus time is determined in conversation with your advisor.

### Total Credits - 120

### Major - 60

- 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: 2**

### Aviation Electives - 8

Credits to be selected in consultation with academic advisor.

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.



## Maintaining Academic Standing

- Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

## Graduation Requirements

- An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

## Admission Requirements

- Admission into the maintenance program starts in the fall semester only.
- Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes before continuing on to the Airframe or Powerplant.
- Students are required to have a Windows-compatible PC laptop (see Department of Aviation Charges).
- Required US/state 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).

## 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.

## Student Learning Outcomes

The Department of Aviation is committed to the education and training of its students and strives to prepare them for productive careers in the aviation industry. The following are the Bachelor of Technology in Aviation Maintenance degree educational goals:

- Effectively apply technical knowledge, problem-solving techniques and hands-on skills in aviation maintenance support.
- Be active in ongoing professional development, professional growth and increasing professional responsibility.
- Work effectively in teams.
- Work within the accepted standards of professional integrity and conduct.
- Obtain the appropriate Federal Aviation Administration certifications.

## Undergraduate Minors

## Aviation Flight Minor

### Total Credits - 21

AFLT 110 - Basic Aircraft Systems **Credits:** 3

AFLT 115 - Private Pilot Ground School **Credits:** 5

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.

## Graduation Requirements

- A Private Pilot Certificate is required.

## Aviation Maintenance Minor

### Total Credits - 32

#### General - 12

AVMT 108 - Applied Science for Aerospace Technicians **Credits:** 4

AVMT 114 - Aircraft Basic Electricity **Credits:** 2

AVMT 116 - Federal Regulations, Publications, Forms and Records **Credits:** 2

AVMT 120 - Materials and Processes for Aircraft Structures **Credits:** 4

#### Focus Areas - 20

Students must choose either the Airframe Rating or Powerplant Rating courses to complete the minor.

#### Airframe Rating - 20

AVMT 204 - Aircraft Electrical Systems **Credits:** 2

AVMT 210 - Aircraft Systems **Credits:** 4

AVMT 220 - Aircraft Fuels and Fuel Systems **Credits:** 2

AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems **Credits:** 4

AVMT 304 - Aircraft Metal Structures **Credits:** 4

AVMT 306 - Aircraft Non-metal Structures **Credits:** 2

AVMT 308 - Aircraft Assembly, Rigging and Inspections **Credits:** 2

#### Powerplant Rating - 20

AVMT 206 - Powerplant Electrical Systems **Credits:** 4

AVMT 226 - Engine Fuel Metering Systems **Credits:** 2

AVMT 310 - Gas Turbine Engines **Credits:** 4

AVMT 314 - Aircraft Propellers and Engine Inspections **Credits:** 3

AVMT 316 - Reciprocating Engine Systems and Overhaul **Credits:** 7

## Graduation Requirements

- An Aircraft Maintenance Certificate with either the Airframe or Powerplant Rating is required.

## Certificates

## Aircraft Maintenance Certificate

This certificate program is aimed to meet the needs of several target groups:

Group 1. Students who are not ready for an expensive college degree. These students are currently looking for a community college or technical school program. They want to gain a mechanic's certificate and have no intentions of advancement in the industry into leadership positions. These student want only the basic FAA training and licenses. They need an approved program that is eligible for government funding.

Group 2. Adult students who are seeking new careers. They typically already have a degree and desire only the FAA training.

Group 3. Student who are eligible for VA benefits and want a maintenance career. They need a 14 CFR part 147 approved program but do not want to complete a traditional degree.

Group 4. International students who are often sponsored by their local government. Their government is often only willing to pay for the professional certifications and not the associated degree. These students would usually go to a technical school, but, first they must learn to read and speak English. We are uniquely positioned for this student because of our ESL programs. These students can come to one school to study English and then transition into the aviation program. We have an excellent reputation in the international market partly because the governments are already familiar with our Adventist school system.

This will be a two-year program but without the additional requirements of the AT degree. It will meet the requirements of the FAA Aircraft Maintenance Certificate with the Airframe and Powerplant ratings. It will be taught on campus simultaneously with the degree-seeking maintenance classes.

## Total Credits - 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

## Student Learning Outcomes

- The student will be able to pass the 15 external FAA required tests for the Aircraft Maintenance Certificate.

## Aviation Flight Certificate

This certificate program is aimed to meet the needs of several target groups:

Group 1. Students who are not ready for an expensive college degree. These students are generally looking for a local flight school. They want to gain pilot's licenses and have no intentions of advancement in the industry into leadership positions. These students want only the basic FAA training and licenses. They need an approved program that is eligible for government funding.

Group 2. Adult students who are seeking new careers. They typically already have a degree and desire only the FAA training.

Group 3. Students who are eligible for VA benefits and want a flight career. They need a 14 CFR part 141 approved program.

Group 4. International students who are often sponsored by their local government. Their government is often only willing to pay for the professional certifications and not the associated degree. These students would usually go to a professional flight school, but first they must learn to read and speak English. We are uniquely positioned for this student group because of our ESL programs. These students can come to one school to study English and then transition into the aviation program. We have an excellent reputation in the international market partly because the governments are already familiar with our Adventist school system.

This will be a two-year program but without the additional requirements of the AT degree. It will meet the requirements of the FAA Commercial Pilot Certificate with Single and Multi-engine ratings. It will be taught on campus simultaneously with the degree-seeking Flight classes.

## Total Credits - 37

- AFLT 115 - Private Pilot Ground School **Credits:** 5
- AFLT 121 - Flight Training 1 **Credits:** 3
- AFLT 122 - Flight Training 2 **Credits:** 3
- AFLT 215 - Instrument Pilot Ground School **Credits:** 5
- AFLT 226 - Flight Training 3 **Credits:** 3
- AFLT 227 - Flight Training 4 **Credits:** 3
- AFLT 305 - Commercial Pilot Ground School **Credits:** 5
- AFLT 321 - Flight Training 5 **Credits:** 3
- AFLT 322 - Flight Training 6 **Credits:** 3
- AFLT 323 - Flight Training 7 **Credits:** 3
- AFLT 324 - Flight Training 8 **Credits:** 3
- AFLT 426 - Multiengine Flight Training **Credits:** 1

## Student Learning Outcomes

- The student will be able to pass the required FAA tests for the commercial pilot's certificate with the single and multi-engine ratings.

## 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

\*14CFR Part 141 programs

**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 (A-F,I,W)

**Repeatable:** Repeatable up to 4 credits

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring

**College Code:** CPS

### AFLT 107 - Community Student Flight/Ground School

**Credits:** 0

This class is for non-university guest students or non-aviation majors wanting to take aviation ground school of flight classes for non-academic credit. Current aviation majors are not eligible for this class.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CP

### 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:** CPS

### AFLT 115 - Private Pilot Ground School

**Credits:** 5

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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Equivalency Assessment

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

### 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 (A-F,I,W)

**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:** CPS

### 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 (A-F,I,W)

**Prerequisite(s):** AFLT 121 and have passed the FAA Private pilot knowledge test.

**Schedule Type:** Flight Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

### AFLT 215 - Instrument Pilot Ground School

**Credits:** 5

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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** AFLT 226

**Prerequisite(s):** AFLT 115

**Schedule Type:** Lecture, Equivalency Assessment

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

### AFLT 220 - Meteorology

**Credits:** 3

Meteorology provides students with a comprehensive study of the principles of meteorology while simultaneously providing classroom and laboratory applications focused on current weather situations. It provides real experiences demonstrating the value of computers and electronic access to time sensitive data and information.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**Term Offering:** Spring

**College Code:** CPS

### 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 (A-F,I,W)

**Schedule Type:** Flight Training

**Term Offering:** Spring

**College Code:** CPS

### 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 (A-F,I,W)

**Prerequisite(s):** AFLT 226 and have passed the FAA Instrument knowledge test.

**Schedule Type:** Flight Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

### AFLT 230 - Aerodynamics

**Credits:** 3

The study of aerodynamic principles used in aircraft. Designed for a better understanding of basic design and devices used to improve aircraft performance.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years

**Term Offering:** Fall

**College Code:** CPS

### AFLT 300 - Aviation Safety Management

**Credits:** 3

The study of physiological and psychological factors related to flight safety, emphasizing cause-and-effect of airplane accidents and their prevention. Includes a systems approach to safety program development and management.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Private Pilots License

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CPS

### AFLT 303 - Drone Build

**Credits:** 3

In this hands-on class you will learn how drones are designed and built from the ground up. We will be attempting to solve the "last mile conundrum" using drone technology. In this class you will get to build a drone prototype whose primary mission is to deliver life saving medical aid to remote locations in Africa. You will learn everything from electronics to airframe design. This class will also build your experience and skills in assembling a ground station used for conducting autonomous flight missions.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

### AFLT 305 - Commercial Pilot Ground School

**Credits:** 5

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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** AFLT 321

**Prerequisite(s):** AFLT 215 , AFLT 226

**Schedule Type:** Lecture, Equivalency Assessment

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

### AFLT 310 - Advanced Systems

**Credits:** 3

The study of transport category aircraft systems, including: turbine engines, APUs, fuel, electrical, hydraulic, pneumatic, environmental control, emergency oxygen, pressurization, de-icing systems, and advanced avionics systems. Particular emphasis will be placed on preparing for airline systems ground school.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** AFLT 305.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CPS

## 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 (A-F,I,W)

**Prerequisite(s):** AFLT 227

**Schedule Type:** Flight Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

## 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 (A-F,I,W)

**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:** CPS

## 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 (A-F,I,W)

**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:** CPS

## 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 (A-F,I,W)

**Prerequisite(s):** AFLT 323 and have passed the FAA Single Engine Land Commercial knowledge test.

**Schedule Type:** Flight Training

**Term Offering:** Spring, Summer

**College Code:** CPS

## 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:** CPS

## AFLT 340 - Airspace and Air Traffic Control

**Credits:** 3

Examines how instrument flight operations function within the FAA air traffic 460

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:** CPS

## AFLT 345 - Special Flight Instruction

**Credits:** 1-3

Instruction tailored to the individual needs of students pursuing the professional pilot course sequence. Develop skills to progress efficiently in normal course sequence.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Flight Training

**Special Approval:** Department permission required.

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

## 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:** CPS

## AFLT 356 - Flight Instructor Flight Training

**Credits:** 1,2

Flight and ground training to prepare the student for the FAA flight instructor airplane practical test. Topics include the performance, teaching, and analysis of flight maneuvers required for the private and commercial airplane pilot (2 cr. for initial CFI; 1 cr. for CFI add-on).

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** AFLT 355, FAA written tests passed: Fundamentals of Instruction, Flight Instructor-Airplane, FAA commercial pilots license with an instrument rating.

**Schedule Type:** Flight Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

## AFLT 364 - Basic and Advanced Ground Instructor

**Credits:** 2

Prepares the student for the FAA basic and advanced ground instructor knowledge test. Topics include techniques of teaching aerodynamics, aircraft performance, aircraft systems, weight and balance, meteorology, navigation, and regulations.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

## AFLT 365 - Instrument Flight Instructor Ground School

**Credits:** 2

Prepares the student for the FAA instrument flight instructor knowledge test. Topics include techniques of teaching instrument flight, analysis of instrument maneuvers, instrument approaches, enroute operations, regulations, and lesson planning.

**Lecture/Lab:** Weekly: 2 lectures and a 2-hour lab

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** AFLT 366

**Prerequisite(s):** AFLT 355

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

## AFLT 366 - Instrument Flight Instructor Flight Training

**Credits:** 1,2

Flight and ground training to prepare the student for the FAA instrument flight instructor airplane practical test. Topics include the performance, teaching, and

analysis of attitude instruments, instrument approaches, and enroute operations. (2 cr. for initial; 1 cr. for add-on.)

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** AFLT 356 , FAA written test passed - Flight Instructor - Instrument

**Schedule Type:** Flight Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

### AFLT 410 - Aviation Law

**Credits:** 3

Legal principles governing the aviation industry, historical precedents, regulatory statutes, standards, contracts, liability and insurance. Current developments and court decisions.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Commercial Pilot or Maintenance Certificates.

**Schedule Type:** Lecture

**College Code:** CPS

### 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:** CPS

### 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 Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

### AFLT 426 - Multiengine Flight Training

**Credits:** 1

Flight instruction in a multi-engine aircraft in preparation for the FAA multi-engine rating. The FAA Medical is required.

**Lecture/Lab:** Weekly: one 1-hour lecture and two 2-hour flight blocks

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FAA Single Engine Land Commercial

**Schedule Type:** Flight Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

### AFLT 427 - Multiengine Flight

**Credits:** 1

30 hours of additional experience in multiengine aircraft with a focus on cross country and instrument experience. The FAA Medical is required.

**Lecture/Lab:** Weekly: two 2-hour flight blocks

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FAA Single Engine Land Commercial

**Repeatable:** Repeatable

**Schedule Type:** Flight Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

### AFLT 430 - Crew Resource Management

**Credits:** 3

Study of the effective use of resources available to the crew to achieve safe and efficient flight operations. Areas include human factors, communication, conflict resolution, leadership, teamwork, and situational awareness as applied to flight operations.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FAA Commercial Pilots Certificate and an Instrument Rating or by permission of the instructor.

**Schedule Type:** Flight Training

**Term Offering:** Spring

**College Code:** CPS

### 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):** Commercial Pilots Certificate with Multengine Rating, CFI or CFII.

**Schedule Type:** Flight Training

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

### AFLT 469 - Instrument Ground Instructor

**Credits:** 2

Prepares the student for the FAA instrument ground instructor knowledge test. Topics include the techniques of teaching advanced weather theory, weather reports and forecasts, instrument procedures and regulations, approaches, and enroute operations.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** AFLT 355 , AFLT 364 or CFI

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** CPS

### 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 (A-F,I,W)

**Prerequisite(s):** Commercial Pilots Certificate

**Schedule Type:** Flight Training

**Term Offering:** Spring

**College Code:** CPS

## Aviation

### AVIA 125 - Drone School

**Credits:** 3

Fulfills the requirements for the successfully passing the Part 107 exam, safety, and small unmanned aerial flight training. This allows students to be certified UAS operators and work professionally industrial, real estate, photography, marketing, videography, agricultural, land management, and remote sensing application.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CPS

### 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, Lecture/Lab

**Term Offering:** Fall

**College Code:** CPS

### 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CPS

### 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:** CPS

### AVIA 275 - Topics in \_\_\_\_\_

**Credits:** 1-4  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**College Code:** CPS

### 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 (A-F,I,S,U,W)  
**Prerequisite(s):** Permission of the department.  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Independent  
**College Code:** CPS

### AVIA 395 - Practicum

**Credits:** 1-4  
Lab or on-the-job experience to build skills in a specific area of technology.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** Permission of department.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Practicum  
**College Code:** CPS

### AVIA 460 - Program Continuation

**Credits:** 0  
Aviation students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes, or working to complete practical tests in the flight and/or maintenance programs. This course qualifies for full-time status, requiring a minimum of 540 hours of work per semester of registration. .

**Course/Lab Fee:** Yes  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Prerequisite(s):** Permission of advisor and department chair.  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** CPS

### AVIA 476 - Topics in \_\_\_\_\_

**Credits:** 1-4  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**College Code:** CPS

### AVIA 495 - Independent Study

**Credits:** 1-3  
Enables students to pursue topics in aviation not offered in other scheduled courses.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Prerequisite(s):** Permission of the department.  
**Repeatable:** Repeatable up to 4 credits  
**Schedule Type:** Independent  
**College Code:** CPS

# 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)  
**Schedule Type:** Studio  
**Term Offering:** Fall  
**College Code:** CPS

## AVMT 114 - Aircraft Basic Electricity

**Credits:** 2  
A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. FAA 14CFR part 147 approved classes.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**Term Offering:** Fall  
**College Code:** CPS

## AVMT 116 - Federal Regulations, Publications, Forms and Records

**Credits:** 2  
Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. FAA 14CFR part 147 approved classes.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**Term Offering:** Fall  
**College Code:** CPS

## AVMT 120 - Materials and Processes for Aircraft Structures

**Credits:** 4  
Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, nondestructive testing, and fluid lines and fittings. FAA 14CFR part 147 approved classes.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**Term Offering:** Fall  
**College Code:** CPS

## AVMT 204 - Aircraft Electrical Systems

**Credits:** 2  
Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. FAA 14CFR part 147 approved classes.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**Term Offering:** Spring  
**College Code:** CPS

## AVMT 206 - Powerplant Electrical Systems

**Credits:** 4  
A study of engine ignition and engine electrical systems: starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection suppression systems. FAA 14CFR part 147 approved classes.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Studio  
**Term Offering:** Spring  
**College Code:** CPS

## AVMT 210 - Aircraft Systems

### Credits: 4

An in-depth study into the inspection, repair, checking, servicing and troubleshooting of the following aircraft systems; ice-and rain detection, cabin atmosphere (pressurization, heating, cooling, and oxygen), position warning systems, navigation and communication systems, and aircraft instruments and their use in trouble-shooting of aircraft systems. FAA 14CFR part 147 approved classes.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Studio

**Term Offering:** Spring

**College Code:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

# Center for Innovation & Entrepreneurship

## Contact Information

Art & Design Center, Office #111  
269-471-3262  
innovate@andrews.edu  
www.andrews.edu/innovation

## Faculty

Matias Soto, Director, Professor of Engineering

## Adjunct Faculty

Liz Muhlenbeck, Associate Professor of Management  
Jay Brand, Professor of Leadership & Higher Education  
Joel Raveloharimisy, Associate Professor of Community & Int'l Development  
Douglas Taylor, Assistant Professor of Graphic Design

## Mission

We exist to help students, faculty, staff, and the surrounding business community ideate, create and launch ideas that will change the world.

## Vision

To establish Andrews University and the surrounding community as a hub for initiatives, projects, ministries, non-profit organizations, and business that aim to change the world.

## Certificates

### Graduate Innovation & Entrepreneurship Certificate

The Graduate Innovation and Entrepreneurship Certificate (I&E Certificate) is a 16-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. It is open to master's level students enrolled on the main campus of Andrews University.

The program requires 10 credits of core courses and is complemented by 6 credits from one of three focus area tracks: Non-Profit Innovation, Humanitarian and Development Innovation, and Product-Market Innovation. Completion involves a capstone course that is a practical implementation of a project or launch of a business, non-profit organization, or ministry. 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 - 16

### Required Courses - 10

INEN 500 - Graduate Seminar **Credits:** 1  
INEN 540 - Innovative Business Models **Credits:** 3  
CIDS 575 - Topics: **Credits:** 1-6 (Innovation Theory and Practice)

Choose one of the following:

CIDS 698 - Research Project **Credits:** 2,3  
INEN 690 - Capstone Project **Credits:** 3  
LEAD 698 - MA Research Project **Credits:** 1-3

### Focus Area - 6

Students must choose one of the following focus areas:

#### Not-For-Profit Innovation

Choose 6 credits from the following courses:

BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3  
MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits:** 3  
LEAD 628 - Creating Collective Impact **Credits:** 1-3  
LEAD 641 - Leading Social Innovation **Credits:** 1-3

#### Humanitarian and Development Innovation

Choose 6 credits from the following courses:

CIDS 534 - Fundraising **Credits:** 3  
CIDS 535 - Grant Writing **Credits:** 2  
CIDS 673 - Project Cycle Management **Credits:** 3

#### Product-Market Innovation

Choose 6 credits from the following courses:

INEN 520 - Minimum Viable Product **Credits:** 3  
INEN 650 - Graduate Business Accelerator **Credits:** 3  
MKTG 680 - Strategic Marketing Management **Credits:** 3

## Student Learning Outcomes

- Evaluate users' unmet needs using design thinking methodologies.
- Develop creative solutions to unmet needs using a customer-centric approach and iterate based on customer discovery and validation data.
- Implement creative solutions that can have an impact through a business venture, non-profit organization, or ministry.
- Demonstrate ability to function in an interdisciplinary team by engaging with other students in the Certificate program.
- Demonstrate competence in engaging diverse perspectives and effective communication when interacting with customers.

## Interdisciplinary Innovation and Entrepreneurship Certificate

The Innovation and Entrepreneurship Certificate (I&E Certificate) is a 15-credit sequence to actively lay a foundation, build a core, shape and polish a student's capacity for Innovation and Entrepreneurship (I&E) through engagement in advanced projects and ancillary coursework in the Andrews Interdisciplinary Institute of Innovation and Entrepreneurship (AIIE). This program complements any major and can be completed in 4 to 9 semesters. Completion involves a capstone course that is a practical implementation of a project or launch of a business. This program is designed to be of special interest to traditional and non-traditional students who have ambitions for establishing a startup company developing or offering an innovative product, process, ministry, organization, or service.

### Total Credits - 15

### Pre-I&E - 3

Courses available before formal acceptance into the I&E Certificate program.

INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play **Credits:** 3  
INEN 300 - I & E Seminar **Credits:** 0

### Capstone - 3

A capstone that integrates all Interdisciplinary project work into a successful point of launch.

INEN 455 - Advanced Project - The Launch **Credits:** 2,3

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CPS

## INEN 225 - Prototyping and Tinkering

**Credits:** 3

Students grow ideas through advance play in a creative maker-space. I&E players learn a variety of prototyping approaches and techniques ranging from the quick and dirty, useful for the brainstorming stage, to more precise and sophisticated, best for final design presentation. Upon completion of this course, students will experiment with prototyping processes and reflect on successes and failures, apply discipline-specific methods of prototyping, and demonstrate the use of design thinking in model-making through an iterative process.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CPS

## 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 I&E Certificate program register for this course for a minimum of two 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Seminar

**Term Offering:** Fall, Spring

**College Code:** CP

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CPS

## INEN 340 - Topics in \_\_\_\_\_

**Credits:** 3

Current topics in Innovation & Entrepreneurship

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Special Approval:** Instructor permission required.

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CP

## INEN 455 - Advanced Project - The Launch

**Credits:** 2,3

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

**Term Offering:** Fall, Spring

**College Code:** CP

## INEN 500 - Graduate Seminar

**Credits:** 1

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 Graduate I&E Certificate program register for this course for one semester. Upon completion, students will have made significant connections with faculty, entrepreneurs, experts, and peers and used ensuing ideas and opportunities to develop their project.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Seminar

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INEN 520 - Minimum Viable Product

**Credits:** 3

Students grow ideas through advance prototyping in a creative maker-space. I&E players learn a variety of prototyping approaches and techniques ranging from the quick and dirty, useful for the brainstorming stage, to more precise and sophisticated, best for final design presentation. The focus of this course is for the student to develop a minimum viable product (MVP) that can be used for customer discovery and customer validation in future courses. Upon completion of this course, students will experiment with prototyping processes and reflect on successes and failures, apply discipline-specific methods of prototyping, and demonstrate the use of design thinking in prototyping through an iterative process.

**Lecture/Lab:** Weekly: one 1-hour lecture and two 1-hour labs

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** CIDS 5XX, INEN 5XX

**Schedule Type:** Lecture, Lab

**Special Approval:** Advisor permission required

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INEN 540 - Innovative Business Models

**Credits:** 3

Students apply the knowledge and skills used in previous I&E courses to the planning process required for new venture development. The course is focused on developing a new business model based on a unmet need in the market and a proposed solution. The different aspects of a new business model are explored and created, such as value proposition, customer segments, revenue model, cost structure, marketing channels, among others. Students explore the legal, regulatory, and ethical issues faced by innovators and entrepreneurs. Upon completion of this course, students will develop a business plan or philanthropic proposal and be ready to engage in customer discovery activities in the following capstone course.

**Lecture/Lab:** Weekly: 2 lectures

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** CIDS 5XX

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

### **INEN 650 - Graduate Business Accelerator**

**Credits:** 3

Students go through several learning modules and mentorship sessions and apply learning to grow an already developed new venture. The learning modules are focused on team creation and growth, market research, customer discovery, competitive analysis, revenue/financial modeling and fundraising, business formation, customer acquisition, and pitch coaching. The learning approach is through lectures, practical application of learning, reflection moments, and group and one-on-one mentorship. Upon completion of this course, students will validate their business model through an MVP and real-life customers.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Special Approval:** Instructor permission required

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

### **INEN 690 - Capstone Project**

**Credits:** 3

A practicum that focuses on the actual launch of the project with a mentor. Focus is placed on validating the proposed business model and a minimum viable product (MVP) through different strategies that engage in customer discovery activities. Upon completion of the course, students, under the mentorship of an appropriate expert, will demonstrate the steps required to launch the proposed idea.

**Course/Lab Fee:** No

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Corequisite(s):** INEN 5XX

**Prerequisite(s):** CIDS 5XX, INEN 5XX

**Schedule Type:** Independent

**Special Approval:** Advisor permission required

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

# Computing

Haughey Hall, Room #312  
269-471-3680; FAX: 269-471-6158  
computing@andrews.edu  
www.andrews.edu/sba

## Faculty

William Wolfer, *Chair*, Assistant Professor of Computer Science  
Betty Gibson, Assistant Professor of Information Systems  
Olivia Spence, Assistant Professor of Computer Science  
Roy Villafane, Associate Professor of Computer Science  
Ackley Will, Associate Professor of Computer Science

## Mission

The Department of Computing aspires to be a place of choice for students interested in computing-related careers where dedicated students and faculty grow together to reach their God-given potential for service to society and the church.

## Bachelors

## Computer Science BS

Computer Science prepares students to design and implement innovative computing solutions to real world problems. Areas of study include (but are not limited to) algorithms, software engineering, artificial intelligence, robotics, databases, data science, virtual and augmented reality, theory of computation, networks, web and mobile application development. 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 - 120

## Major - 60

### Core - 45

CPTR 151 - Computer Science I **Credits: 3**  
CPTR 152 - Computer Science II **Credits: 3**  
CPTR 230 - Data Science Fundamentals **Credits: 3**  
CPTR 247 - Web Application Development **Credits: 3**  
CPTR 251 - Server Application Development **Credits: 3**  
CPTR 252 - Mobile Application Development **Credits: 3**  
CPTR 276 - Data Structures and Algorithms **Credits: 3**  
CPTR 425 - Programming Languages **Credits: 3**  
CPTR 435 - Machine Learning **Credits: 3**  
CPTR 437 - Formal Theory of Computation **Credits: 3**  
CPTR 440 - Operating Systems **Credits: 3**  
CPTR 450 - Networking **Credits: 3**  
CPTR 460 - Software Engineering **Credits: 3**  
CPTR 467 - Database Systems **Credits: 3**  
CPTR 487 - Artificial Intelligence **Credits: 3**

### Electives - 15

Choose 15 credits in consultation with academic advisor from CPTR and CBSC courses.

## Cognates

ENGR 385 - Microprocessor Systems **Credits: 4**

### Math

MATH 191 - Calculus I **Credits: 4**  
MATH 192 - Calculus II **Credits: 4**  
MATH 215 - Introduction to Linear Algebra **Credits: 3**  
MATH 355 - Foundations of Advanced Mathematics **Credits: 3**

## Statistics

Choose at least one of the following courses:

STAT 285 - Introduction to Applied 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**  
PHYS 241 - Physics for Scientists and Engineers I **Credits: 4 and PHYS 271 - Physics for Scientists and Engineers Laboratory I Credits: 1**  
PHYS 242 - Physics for Scientists and Engineers II **Credits: 4 and PHYS 272 - Physics for Scientists and Engineers Laboratory II Credits: 1**

## Additional Requirements

No grade lower than C- may be counted toward major or cognate requirements.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will possess the ability to:

- Design and develop different types applications while adhering to current software development best practices. (software development)
- Design and implement data structures, algorithms, and data management systems to store, manage, access, and process data. (data management)
- Design and analyze efficient algorithms to solve given problems. (algorithm design and analysis)
- Understand capabilities, tradeoffs, and limitations of algorithms, computational models, programming languages, operating systems and computing technology. (capabilities and limits of computing)
- Consider the concerns and impact of software and computing innovations on individuals and society. Experience spiritual growth that informs social and professional interactions. (faith and ethics)

## Computing BS

Computing is an extensive area of study with multiple areas of specialization. The Computing BS program prepares students to function as professionals. The student must choose one of the following concentrations: The Applied Computer Science concentration is a professionally focused area of Computer Science. The Cybersecurity concentration enables students to effectively protect various aspects of computer systems. Data Analytics is a focused concentration on the functional aspects of synthesizing actionable knowledge from a variety of data sources. Information Technology is concerned with the application of available hardware, software and other computer systems and associated components to support organizations.

## Total Credits - 120

## Major - 45

## Computing Core - 15

CPTR 151 - Computer Science I **Credits: 3**  
CPTR 152 - Computer Science II **Credits: 3**  
CPTR 230 - Data Science Fundamentals **Credits: 3**  
CPTR 320 - Software Development and Operations **Credits: 3**  
CPTR 467 - Database Systems **Credits: 3**

## Concentrations - 30

Students must choose one of the following concentrations:

### Applied Computer Science Concentration - 30

CPTR 247 - Web Application Development **Credits:** 3  
CPTR 251 - Server Application Development **Credits:** 3  
CPTR 252 - Mobile Application Development **Credits:** 3  
CPTR 276 - Data Structures and Algorithms **Credits:** 3  
CPTR 435 - Machine Learning **Credits:** 3  
CPTR 460 - Software Engineering **Credits:** 3  
CPTR 487 - Artificial Intelligence **Credits:** 3

### Applied Computer Science Electives - 9

Choose 9 credits in consultation with academic advisor from CPTR courses.

### Cybersecurity Concentration - 30

CBSC 101 - Cybersecurity **Credits:** 3  
CBSC 250 - Server and Client Security **Credits:** 3  
CBSC 275 - Cloud Computing Security **Credits:** 3  
CBSC 310 - Network Security **Credits:** 3  
CBSC 470 - Forensics **Credits:** 3  
CBSC 480 - Cybersecurity Implementation Evaluation **Credits:** 3  
CPTR 450 - Networking **Credits:** 3

### Cybersecurity Electives - 9

Choose 9 credits in consultation with academic advisor from CPTR courses.

### Data Analytics Concentration - 30

CPTR 235 - Data Analytics Fundamentals **Credits:** 3  
CPTR 236 - Data Visualization **Credits:** 3  
CPTR 330 - Text and Media Analytics **Credits:** 3  
CPTR 435 - Machine Learning **Credits:** 3  
CPTR 476 - Data Analytics Development and Integration **Credits:** 3  
CPTR 487 - Artificial Intelligence **Credits:** 3  
STAT 285 - Introduction to Applied Statistics **Credits:** 3

### Data Analytics Electives - 9

Choose 9 credits in consultation with academic advisor from CPTR courses.

### Information Technology Concentration - 30

CBSC 101 - Cybersecurity **Credits:** 3  
CBSC 250 - Server and Client Security **Credits:** 3  
CBSC 310 - Network Security **Credits:** 3  
CPTR 115 - Information Technology **Credits:** 3  
CPTR 445 - Computer Systems Analysis and Implementation **Credits:** 3  
CPTR 450 - Networking **Credits:** 3  
INFS 447 - Project Management **Credits:** 3

### Information Technology Electives - 9

Choose 9 credits in consultation with academic advisor from CPTR or CBSC courses.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

### Applied Computer Science Concentration

Graduates of the Applied Computer Science concentration of Computing BS will possess the following abilities:

- Design and develop different types of software applications using current software development best practices.
- Analyze computing problems that can be solved using existing software, and select appropriate approaches, tools and methods to implement a software solution.
- Effectively use data structures, algorithms, and data management systems in computer programs to store, manage, access, and process data.
- Demonstrate understanding of capabilities, tradeoffs, and limitations of algorithms, programming languages, operating systems and other related computing technology.

### Cybersecurity Concentration

Graduates of the Cybersecurity concentration of Computing BS will possess the following abilities:

- Analyze the cybersecurity exposure profile of an organization.
- Develop effective cybersecurity plans for an organization.
- Implement technical aspects of a cybersecurity solution, including planning, management, and incident mitigation.

### Data Analytics Concentration

Graduates of the Data Analytics concentration of Computing BS will possess the following abilities:

- Manage data ingestion tasks, such as collection, cleaning, and transfer, from different sources into an accessible system for analysis.
- Demonstrate understanding of issues and solutions for storing, managing, and analyzing data sets.
- Apply current methods to understand, visualize, identify, and communicate trends in data.
- Use appropriate tools, algorithms, and mathematical models to perform desired analysis, with consideration of related limitations.

### Information Technology Concentration

Graduates of the Information Technology concentration of Computing BS will possess the following abilities:

- Analyze the computing needs of an organization.
- Design a computing technology solution consisting of computer software and hardware to satisfy the relevant identified organization technology needs and goals, ranging in scope from limited in technology and organizational unit application, to comprehensive.
- Implement a designed or planned computing technology solution with the identified computer software and hardware, including deployment and management of the solution.

## Cybersecurity BS

The BS Cybersecurity program enables graduates to function as professionals who can manage and implement computing and related systems that are well protected against intrusion, destructive, and other attacks. Graduates have comprehensive technical understanding of the underlying computing technology that is being secured, including both applied and theoretical aspects. They also possess a practical understanding of various attack methods. Their abilities also include relevant functional abilities in areas such as legal concerns, business environment, social impact, and ethics.

## Total Credits - 120

## Major - 54

### Core - 39

CBSC 101 - Cybersecurity **Credits:** 3  
CBSC 250 - Server and Client Security **Credits:** 3  
CBSC 275 - Cloud Computing Security **Credits:** 3  
CBSC 310 - Network Security **Credits:** 3  
CBSC 365 - Legal Issues in Cybersecurity **Credits:** 3  
CBSC 460 - Risk Management & Mitigation **Credits:** 3  
CBSC 470 - Forensics **Credits:** 3  
CBSC 480 - Cybersecurity Implementation Evaluation **Credits:** 3  
CPTR 151 - Computer Science I **Credits:** 3  
CPTR 152 - Computer Science II **Credits:** 3  
CPTR 230 - Data Science Fundamentals **Credits:** 3  
INFS 310 - Applied Networks and Telecommunications **Credits:** 3  
INFS 318 - Business Systems Analysis and Design **Credits:** 3

### Electives - 15

Choose 15 credits from among the following courses.

CPTR 276 - Data Structures and Algorithms **Credits:** 3  
CPTR 420 - Data Visualization and Mining **Credits:** 3  
CPTR 425 - Programming Languages **Credits:** 3  
CPTR 435 - Machine Learning **Credits:** 3

CPTR 440 - Operating Systems **Credits:** 3  
CPTR 460 - Software Engineering **Credits:** 3  
INFS 428 - Database Systems Design and Development **Credits:** 3

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of the program will be able to:

- Analyze cybersecurity exposure profile of an organization
- Develop effective cybersecurity plans for an organization
- Implement and manage technical aspects of cybersecurity plans, from planning to implementation and incident mitigation
- Provide legal, social, ethical, and other non-technical solutions as part of a cybersecurity plan

## Data Science BS

Data Scientists provide insight and predictions from data. They work in research labs, startups, corporations, universities, governments, and nonprofits. A degree in data science provides students with skills for acquiring, managing, visualizing, mining, and modeling data. Students in this program learn tools and techniques for working with Big Data and using machine learning for making predictions. They consider implications of decisions made with data for human rights and privacy from an appropriate ethical, legal, and Christian framework. The program consists of a core set of data science, computer science, mathematics, and statistics courses and the choice of a minor or certificate where students learn discipline-specific techniques and issues.

The Data Science BS program is shared between the Department of Mathematics in the College of Arts and Sciences and the Department of Computing in the College of Professions.

## Total Credits - 120

### Major - 50

CPTR 151 - Computer Science I **Credits:** 3  
CPTR 152 - Computer Science II **Credits:** 3  
CPTR 230 - Data Science Fundamentals **Credits:** 3  
CPTR 236 - Data Visualization **Credits:** 3  
CPTR 276 - Data Structures and Algorithms **Credits:** 3  
CPTR 330 - Text and Media Analytics **Credits:** 3  
CPTR 435 - Machine Learning **Credits:** 3  
CPTR 467 - Database Systems **Credits:** 3  
CPTR 487 - Artificial Intelligence **Credits:** 3  
MATH 191 - Calculus I **Credits:** 4  
MATH 192 - Calculus II **Credits:** 4  
MATH 215 - Introduction to Linear Algebra **Credits:** 3  
MATH 389 - Mathematics Colloquium **Credits:** 0,1 (2 semesters)  
MATH 426 - Mathematical Modeling **Credits:** 3  
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3  
STAT 440 - Mathematical Statistics **Credits:** 3

Choose one of the following courses in consultation with an advisor:

STAT 285 - Introduction to Applied Statistics **Credits:** 3  
MATH 240 - Calculus III **Credits:** 4  
MATH 286 - Differential Equations **Credits:** 3

### Cognates - 3

Choose one of the following courses that addresses ethics:

HONS 380 - Topic in Bioethics & Christian Faith **Credits:** 3  
HONS 415H - Thinking Theologically: Christian Life and Faith **Credits:** 3  
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3  
RELT 385 - Bioethics and Christian Faith **Credits:** 3

## Application Area - 12+

Completion of a minor (or second major) in any area or an Innovation & Entrepreneurship Certificate. See [https://www.andrews.edu/cp/computing/data\\_science.html](https://www.andrews.edu/cp/computing/data_science.html) for recommended courses in common areas such as Accounting, Behavioral Sciences, Biology, Finance, Marketing, Physics, and Public Health.

## Additional Requirements

No grade lower than C- may be counted toward major, cognate, or application area requirements.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will:

- Know how to collect, clean, anonymize, and manage data from different sources in a convenient system for analysis.
- Understand issues and solutions for storing, managing, and analyzing large-scale data sets.
- Apply techniques to understand, visualize, identify, and communicate trends in data.
- Identify appropriate tools, algorithms, mathematical techniques and models to perform desired analysis; understanding limitations and pitfalls.

## Undergraduate Minors

### Computing Minor

The Computer Science minor prepares students to develop software solutions to real world problems. Students have the opportunity to acquire knowledge and skills in a variety of theoretical and applied areas of Computer Science. Areas include (but are not limited to) algorithms, data science, artificial intelligence, software engineering, web/mobile development, virtual and augmented reality, databases, and networks.

### Total Credits - 18

CPTR 151 - Computer Science I **Credits:** 3  
CPTR 152 - Computer Science II **Credits:** 3  
CPTR 276 - Data Structures and Algorithms **Credits:** 3

#### Electives

A minimum of 9 credits chosen from CPTR courses in consultation with a CS academic advisor.

#### Additional Requirements

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.

## Student Learning Outcomes

Students who complete this minor will be able to:

- Design and develop complex, efficient algorithms and programs while adhering to current software development best practices.
- Develop knowledge and skills in theoretical and applied areas of Computer Science.

## Cybersecurity Minor

The Cybersecurity minor enables graduates to function as professionals who can manage computing and related systems that are protected against intrusion, destructive, and other attacks. Graduates have a technical applied understanding

of the underlying computing technology that is being secured. They also possess a practical understanding of various attack methods.

## Minor - 18

- CBSC 101 - Cybersecurity **Credits:** 3
- CBSC 250 - Server and Client Security **Credits:** 3
- CBSC 275 - Cloud Computing Security **Credits:** 3
- CBSC 310 - Network Security **Credits:** 3
- CPTR 151 - Computer Science I **Credits:** 3
- CPTR 450 - Networking **Credits:** 3

## Data Analytics Minor

Data Analysts provide insight and predictions from data. They work in research labs, startups, corporations, universities, governments, and nonprofits. A minor in Data Analytics provides students with skills for acquiring, managing, and visualizing data. Students in this program learn tools and techniques for working with data and making predictions. They consider implications of decisions made with data for human rights and privacy from an appropriate ethical, legal, and Christian framework.

## Minor - 18

- CPTR 151 - Computer Science I **Credits:** 3
- CPTR 235 - Data Analytics Fundamentals **Credits:** 3
- CPTR 236 - Data Visualization **Credits:** 3
- CPTR 330 - Text and Media Analytics **Credits:** 3
- CPTR 476 - Data Analytics Development and Integration **Credits:** 3
- STAT 285 - Introduction to Applied Statistics **Credits:** 3

## Data Science Minor

A minor in Data Science introduces students to the skills for acquiring, managing, visualizing, mining, and modeling data. Students learn some tools and techniques for working with Big Data and using machine learning for making predictions.

## Total Credits - 18

- CPTR 151 - Computer Science I **Credits:** 3
- CPTR 230 - Data Science Fundamentals **Credits:** 3
- CPTR 435 - Machine Learning **Credits:** 3

### Choose one of the following courses:

- STAT 285 - Introduction to Applied Statistics **Credits:** 3
- STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

### Choose one of the following courses:

- CPTR 350 - Big Data Management **Credits:** 3
- CPTR 467 - Database Systems **Credits:** 3

### Choose one of the following courses:

- CPTR 420 - Data Visualization and Mining **Credits:** 3
- MATH 426 - Mathematical Modeling **Credits:** 3

## Student Learning Outcomes

- Know how to collect, clean, anonymize, and manage data from different sources in a convenient system for analysis.
- Understand issues and solutions for storing, managing, and analyzing large-scale data sets.
- Apply techniques to understand, visualize, identify, and communicate trends in data.
- Identify appropriate tools, algorithms, mathematical techniques and models to perform desired analysis; understanding limitations and pitfalls.
- Know what questions can be asked within an appropriate ethical, legal, and Christian framework.
- Respect individual rights and privacy when collecting and handling human data.
- Consider the implications of decisions made using data.

## Information Systems Minor

The minor in Information Systems is designed to supplement a student's course of study. It equips the graduate with a toolkit for applying technology to enhance any major field. The IS minor also prepares the graduate for liaising with non-technical personnel on the job.

## Total Credits - 18

- INFS 130 - Management of Information Systems **Credits:** 3
- INFS 225 - Introduction to Data Analytics **Credits:** 3
- INFS 300 - Organization IT Design, Deployment and Management **Credits:** 3
- INFS 310 - Applied Networks and Telecommunications **Credits:** 3
- INFS 318 - Business Systems Analysis and Design **Credits:** 3

## Electives

Choose any remaining INFS courses for a total of 3 credits.

## Student Learning Outcomes

The student who completes a minor in Information Systems will be able to:

- Identify problems and apply suitable technology skills to develop solutions.
- Communicate information systems concepts in written and verbal forms
- Integrate technology-based solutions into a user environment.
- Articulate that their understanding of Christian Principles and ethics relate positively to their professional careers.

## Information Technology Minor

The Information Technology minor enables graduates to function as professionals who can manage computing and related systems. Graduates have a technical applied understanding of the underlying computing technology. They also possess a practical understanding of various attack methods. They can provide insight in the decision process for selecting from available hardware, software and other computer systems and associated components to support organizations.

## Total Credits - 18

- CBSC 101 - Cybersecurity **Credits:** 3
- CPTR 115 - Information Technology **Credits:** 3
- CPTR 151 - Computer Science I **Credits:** 3
- CPTR 320 - Software Development and Operations **Credits:** 3
- CPTR 445 - Computer Systems Analysis and Implementation **Credits:** 3
- CPTR 450 - Networking **Credits:** 3

## Computing & Software Engineering

### CPTR 115 - Information Technology

**Credits:** 3

Introduction to areas of study in Information Technology. Management of software ranging in deployment from service to endpoints. Data storage environments and devices. Current and emerging communication network approaches. Hardware evaluation, including processors, networks, storage, peripherals, and others associated with computational systems. Use of IT automation and orchestration tools.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

### 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab  
**Term Offering:** Fall, Spring  
**College Code:** CPS

## 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 151  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring  
**College Code:** CPS

## CPTR 220 - Topics in \_\_\_\_\_

**Credits:** 1-4

Selected topics of current interest in computing.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CP

## CPTR 230 - Data Science Fundamentals

**Credits:** 3

Introduction to the data science process: asking data-driven questions, data acquisition, cleaning, management, and analysis. Programming and analysis techniques for summarizing data. Introduction to common languages and tools used in data science.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 151 Computer Science I  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CPS

## CPTR 235 - Data Analytics Fundamentals

**Credits:** 3

Introduction to the process of data analysis with the use of current tools. Coverage of data extraction, loading, transformation, summarization, and presentation. Usage of tools and tool features that require only minimal amounts of computer programming.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CP

## CPTR 236 - Data Visualization

**Credits:** 3

Representation of results of knowledge discovery processed used in the analysis of data. Fixed and static representations such as reports, graphs, and charts. Dynamic representations with interactive tools allowing limited exploration of results, and partial contributing data and summaries where relevant.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CP

## CPTR 245 - Discrete Structures

**Credits:** 3

Formal mathematical structures and methods used in developing computing solutions are introduced. Their application in computer science is emphasized.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MATH 168 or MPE score of P4 or higher  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CPS

## CPTR 246 - User Application Development

**Credits:** 3

Methods and technologies used for developing applications proving interfaces to end users. Coverage of application types such as web, mobile, and desktop. Includes application concerns related to interfacing with a server component and networking. Aspects covered include user interfaces, programming languages used for developing applications in various environments, related libraries and frameworks, and markup languages. Content adjusted based on current trends.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 151  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

## CPTR 247 - Web Application Development

**Credits:** 3

A study of techniques and concepts used for developing web client applications. Aspects covered include programming languages used for developing applications in web browsers, related libraries and frameworks, and markup languages. Content adjusted based on current trends.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 151  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

## CPTR 251 - Server Application Development

**Credits:** 3

A study of techniques and concepts used for developing service applications. Aspects covered include the internet, web, databases, networking and object-oriented. Content adjusted based on current trends.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CP

## CPTR 252 - Mobile Application Development

**Credits:** 3

A study of techniques and concepts used for developing applications for mobile devices.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CP

## 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 152  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CPS

## CPTR 285 - Systems Programming

**Credits:** 3

Organization of programs and data; program analysis, pointers, manual memory management, system calls, introduction to threads, embedded programming.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 151  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CPS

## CPTR 295 - Directed Computer Language Study

**Credits:** 1-3

Directed study of computer language in consultation with the instructor. Normally,

the language is not included in other courses taught by the department. A programming project may be required.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Prerequisite(s):** CPTR 152 or equivalent.

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CPS

### CPTR 310 - Database Application Programming

**Credits:** 3

A study of basic database principles and web applications using technologies such as PHP, MySQL, Three Tier Architectures, scripting languages and data manipulation. Manipulating databases using SQL. Sessions, authentication and security.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 151

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CPS

### CPTR 320 - Software Development and Operations

**Credits:** 3

Application of current methods in various areas of computing for the combined processes of software development and software operations. Includes topics such as source control, continuous integration, continuous deployment, automation of deployment, security, version migration, virtual machines and containers, and configuration management.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 151

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

### CPTR 325 - Media Application Development

**Credits:** 3

Methods and technologies used for developing applications of various modalities of human-computer interaction. Includes text, images, audio, video, tact, and other modalities. Covers technologies and environment using the modalities such as virtual reality, augmented reality, mobile devices, simulations, and games. Content adjusted based on current trends.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 151

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

### CPTR 330 - Text and Media Analytics

**Credits:** 3

Analysis of text, audio, video, and other semi-structured and unstructured data. Use of existing methods and models from machine learning, computer vision, natural language processing, and related areas.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CP

### CPTR 345 - Virtual and Augmented Reality

**Credits:** 3

Provides an introduction to the development of virtual and augmented reality applications.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 151

**Schedule Type:** Lecture

**College Code:** CPS

### CPTR 350 - Big Data Management

**Credits:** 3

Covers tools, languages and strategies for storing, accessing and fusing data from a variety of sources.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 230 Data Science Fundamentals

472

OR

CPTR 276 Data Structures and Algorithms

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CPS

### CPTR 410 - Data Mining

**Credits:** 3

Automated and semi-automated discovery of interesting knowledge, patterns, generalizations, and other relevant summarized information from large amounts of data. Apply algorithmic methods for the data exploration process, instead of manual methods. Use approaches such as sequential pattern mining, cluster detection, association rule learning, and classification.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CP

### CPTR 416 - Internet Technologies

**Credits:** 3

A study of current technologies and their effects, including web server software, e-commerce, various scripting languages, human-computer interaction, perception, and related issues.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 152

**Schedule Type:** Lecture

**Year Offering:** Even years

**Term Offering:** Fall

**College Code:** CPS

### CPTR 420 - Data Visualization and Mining

**Credits:** 3

Covers tools and techniques for understanding trends in large data sets.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 230 Data Science Fundamentals

OR

CPTR 276 Data Structures and Algorithms

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CPS

### 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 152

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

### CPTR 427 - Object-Oriented Design and Programming

**Credits:** 3

Emphasizes the study of object-oriented analysis and design methodologies and the application of these to the development of advanced software. Includes survey of object-oriented programming languages and environments.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 152.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CPS

### 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:** CPS

### CPTR 435 - Machine Learning

**Credits:** 3  
Provides an introduction to designing software systems that can learn from data. Topics include supervised and unsupervised learning techniques, classification vs. regression, model evaluation, generalization issues (e.g. bias-variance tradeoff, overfitting) and current best practices. Applies machine learning to a variety of data sets and covers popular tools used for machine learning on large data sets.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 152  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### 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:** CPS

### 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:** CPS

### CPTR 440 - Operating Systems

**Credits:** 3  
Study of computer operating system concepts and functionality. Process management, including asynchronous concurrent processes and deadlock. Storage management, job and process scheduling, concurrency and multiprocessing, disk scheduling and file systems. Performance and security.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 152  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### CPTR 445 - Computer Systems Analysis and Implementation

**Credits:** 3  
Comprehensive analysis of an organization or unit, and associated technical implementation of an Information Technology solution. Assessment of current and desired environment. Development of a plan to achieve service and other goals. Deployment of the software, hardware, policies, and other aspects of the solution. Maintenance of the solution, including support for evolving needs. Use of current software and other tools in all phases.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 115, CPTR 151  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### CPTR 450 - Networking

**Credits:** 3  
Concepts applicable to using, designing, and developing for computer networks. Application of computing algorithms and solutions using networked computers and devices. Study topics such as physical transmission media, protocols and associated layers, TCP/IP, application programming interfaces and frameworks, sockets, and security.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 151  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 152, CPTR 467  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### CPTR 465 - Computer Architecture

**Credits:** 3  
Focus on hardware aspects of computing and logical concepts. Includes data representation for numbers and other data types, Boolean algebra, digital logic circuit representations of basic computational building blocks, CPU components, interrupt schemes and buses. Relevance of supporting concepts is discussed, including system software, assemblers, assembly language programming and operating systems.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 152, ENGR 385  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CPS

### CPTR 467 - Database Systems

**Credits:** 3  
Study of issues relevant to the use and creation of database management system software. Indexing, buffering and other internal and physical database design issues. Relational model and query languages. Functional dependencies and normalization. Modeling using Entity-Relationship and other relevant paradigms. Transactions, query optimization, and non-relational database models. Design and software development using databases.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 151  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### 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:** CPS

### CPTR 476 - Data Analytics Development and Integration

**Credits:** 3  
Implementation of complete data analysis pipelines. Interfacing with data sources. Presentation of analysis results to end users. Integration of all stages of the data analytics process. Development of electronic reports, dashboards, and other artifacts. Focus on the automation of the process and delivery of complete systems to all users involved.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CP

### 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:** CPS

### CPTR 487 - Artificial Intelligence

**Credits:** 3  
Study of current trends in Artificial Intelligence. Includes topics such as symbolic and numeric processing, intelligent search methods, problem representation, machine learning, logic and inference, probabilistic reasoning, constraint satisfaction, sequential decision problems, reinforcement learning, and social implications.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** CPTR 152  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### 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:** CPS

### 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:** CPS

### 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 (S,U,I,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CPS

### 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:** CPS

## Cybersecurity

### CBSC 101 - Cybersecurity

**Credits:** 3  
Introduction to various areas of study in cybersecurity. Covers both technical and

non-technical concerns, including legal and ethical. Technical implementation of basic cybersecurity plans, including configuration options for existing software and hardware, as well as external tools.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### CBSC 250 - Server and Client Security

**Credits:** 3  
Security of servers and devices. Operating system configuration options to prevent intrusion. Protection mechanisms such as discretionary access control, mandatory access control, role-based authorization, and encryption. Additional software and hardware solutions available for security beyond the operating system. Application of corresponding mechanisms to client and device security.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### CBSC 275 - Cloud Computing Security

**Credits:** 3  
Cloud compute, storage, network, and other security concerns. Implementation and use of security technical policies and methods, such as encryption of data at rest, and hardware security modules. Levels of trust for cloud provider systems. Consequences on data compliance depending on chosen tools.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### CBSC 310 - Network Security

**Credits:** 3  
Security of computer networks. Firewalls, intrusion detection systems, intrusion prevention systems. Client network security, firewalls in clients.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### CBSC 365 - Legal Issues in Cybersecurity

**Credits:** 3  
Legal requirements, exposure, and other aspects related to law and compliance. Global information security. International law. Ethics, and issues with types of hacking. Human issues, including trust of IT staff and organization employees.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### CBSC 460 - Risk Management & Mitigation

**Credits:** 3  
Available options for analysis of different levels of permissible risk exposure, with associated resource requirements. Selecting among risk avoidance, transfer, reduction, and acceptance. Insurance issues. Ranking risk probability vs. consequence, and appropriate actions. Data backup policies. Disaster recovery. Mitigating results of malware, viruses, ransomware, and other attacks.

**Lecture/Lab:** Weekly: 3 lectures  
**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

## CBSC 470 - Forensics

**Credits:** 3

Tools used in the management of forensic evidence while meeting compliance targets. Gathering of evidence, technical and legal aspects, chain of custody, appropriate format for use in court.

**Lecture/Lab:** Weekly: 3 lectures

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

## CBSC 480 - Cybersecurity Implementation Evaluation

**Credits:** 3

Technical tools used in the evaluation of selected mitigations for security. Penetration testing, fuzzing attacks, social engineering attacks. Implement defensive systems against malware, and establish incident response plans.

**Lecture/Lab:** Weekly: 3 lectures

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

# Information Systems

## INFS 130 - Management of Information Systems

**Credits:** 3

In this course, students will be introduced to the business and enterprise technology ecosystems and organizational information systems through lectures and in-classroom activities. The lab will introduce students to a variety of enterprise tools like applied analytical applications, collaborative technology, and data visualization systems.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

## INFS 225 - Introduction to Data Analytics

**Credits:** 3

This course introduces students to the concepts and techniques of data analytics. Multiple analytics software including spreadsheets, mining tools, tableau, SQL and BI will be used for acquiring, preparing, analyzing, interpreting, and visualizing different types of data. Other relevant tools will be demonstrated.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INFS 245 - Analytics for Business Applications

**Credits:** 3

This course explores larger structured and unstructured data with particular application to business scenarios. Students will apply appropriate tools to determine trends, build models, and make predictions from the data. Cloud systems will be included

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INFS225

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INFS 265 - Drone Flight, Data Gathering, Analysis and Certification Support

**Credits:** 3

Fulfills the requirements for successfully passing the Part 107 exam, safety, and small unmanned aerial flight training. This allows students to be certified UAS operators and work professionally in industrial, real estate, photography, marketing, videography, agricultural, land management, and remote sensing applications.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

## INFS 300 - Organization IT Design, Deployment and Management

**Credits:** 3

This course is the IT "boot camp" and it covers hands-on and applied understanding of organization technology. It covers the basics of hardware and software, electronics, software programming, IoT development, and computer network architectures.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INFS 310 - Applied Networks and Telecommunications

**Credits:** 3

This course looks at data communications and networking for the enterprise. It covers layered models, connectivity options, security and protocols for Local Area Networks and Wide Area Networks. Through lectures and hands-on sessions, students learn to design, implement and troubleshoot communication options within an organization.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INFS 130 or INFS 300

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

## 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INFS 225

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

## 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CPTR 151

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INFS 360 - Drone Maintenance & Management

**Credits:** 3

A practical study of drone or UAV (Unmanned Aerial Vehicles) electronics, flight controllers, materials, and ground systems technologies. A multitude of different autopilots will be examined and applied to autonomous flight.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture/Lab

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INFS 380 - Applied Decision Support (DSS) and Expert Systems

(EX)

**Credits:** 3

This course explores the use of AI and BI tools in providing information to assist management with making decisions and planning

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Spring

**College Code:** CP

## INFS 385 - Business Automation, Robotics and Society

**Credits:** 3

This course explores the use automation and robotics in organizational operations and its impact to society. It covers industry deployed automation systems and robotics to solve business problems, their role in risk management, and deskilling. Through case studies and lectures the students will learn how to apply these new systems and understand the ethical and other ramifications of their deployment.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate years (odd)

**Term Offering:** Fall

**College Code:** CP

## 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:** CPS

## 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INFS 318 or CPTR 230

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INFS 318

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

## INFS 450 - Ecommerce Design and Development

**Credits:** 3

This course explores the modern ecommerce industries and the marketing strategies that have evolved to support this economic powerhouse. Students will learn through a hands-on approach exploring the industry standard on setting up an ecommerce platform through Shopify, Wix, and WordPress. Students will also implement, PayPal, Stripe, SEO and social media marketing tools to deploy analytics from sales leads to conversions.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INFS 130 Management of Information Systems AND

INFS 245 Analytics for Business Applications

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

## INFS 457 - Certification Support

**Credits:** 3

Provides background and support necessary for students to pursue various software certification exams.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INFS 470 - Disruptive Technology and Digital Transformation Management

**Credits:** 3

Disruptive technologies are changing the ecosystem of modern business operations. In this class students will explore how these emerging technologies systems are affecting business in the areas of logistics, analytics, organizational diversion, new product development, and digital transformation.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INFS130 Management of Information Systems

**Schedule Type:** Lecture

**Year Offering:** Alternate years (odd)

**Term Offering:** Fall

**College Code:** CP

## INFS 490 - Information Systems Consulting

**Credits:** 3

This course provides an opportunity for highly motivated students to gain exposure to the skills and tools to succeed in the consulting industry. Students learn through a dynamic process by working in small teams to define client problems, collect and analyze data, prescribe solution proposals, and implement recommendations. In addition, students will be able to hone their skills in project management, presentation delivery, storytelling, and stakeholder engagement.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** (INFS 130 Management of Information Systems AND INFS 318 Business Systems Analysis and Design AND (INFS 447 OR BSAD447 Project Management))

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Spring

**College Code:** CP

## INFS 497 - Advanced Topics in \_\_\_\_\_

**Credits:** 3

Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**Special Approval:** Instructor permission required.

**College Code:** CPS

## INFS 510 - Management Information Systems

**Credits:** 3

Covers current issues that effective managers must address as their organizations grow increasingly dependent on information technologies. Topics include hardware, software, telecommunications, networking and the management challenges involving these technologies. Extensive use of case studies. Word processing and spreadsheet skills are assumed.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Year Offering:** Alternate Years

**Term Offering:** Summer

**College Code:** CPS

# School of Architecture & Interior Design

## Architecture & Interior Design Faculty

Lionel Johnson, *Chair*  
Tamara Karr, *Library Director*  
Stella Diane Abijuru  
Jussara Bauermann  
Enrique Bernal  
Tom Hurst  
Mark Moreno  
Christopher Perry  
Jessica Perry  
Rhonda Root  
Zayda Steinke  
Kristin von Maur

Carey Carscallen, *Professor Emeritus*  
Kathleen Demsky, *Professor Emerita*  
Llewellyn Seibold, *Professor Emeritus*

### Mission

The faculty promote stewardship, rigorous scholarship and creative problem solving in their disciplines, and encourage students to:

- Shape places that foster whole human health;
- Explore time-honored and innovative solutions in their works;
- Seek joy, beauty, and moderation in a lifelong pursuit of learning;
- Serve mankind in accord with a professional and Christian vocation.

All this for the glory of God until the risen Christ comes again.

### Academic Calendar 2024–2025

May 25, 2024 Deadline for application to BSA professional degree track. (Currently enrolled students and transfer students seeking studio placement.)

### Master of Architecture (3½-Year Track) Application Deadlines

Sept 15, 2024 For January 2025 admission  
Feb 15, 2025 For summer or fall admission

### Resources

**Architecture Resource Center (ARC).** The ARC provides an extensive range of materials including around 30,000 books, 100 journals, and a media collection. An added dimension to resource materials are multiple 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. There are also smaller historical collections such as the Thomas H. Logan, Randall L. Wagner, Special, Roberth Thornberry, Emma Watson, and Vernon Watson Collections.

**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 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.

Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

Andrews University School of Architecture & Interior Design offers the following NAAB-accredited degree programs:

- M.Arch. (pre-professional degree—138 undergraduate credits + 30 graduate credits)
- M.Arch. (non-pre-professional degree + 72 undergraduate prerequisite credits + 30 graduate credits)

Next accreditation visit for all programs: 2026

(*The National Architectural Accrediting Board, Inc., 2020 Conditions for Accreditation*)

## Associates

### Architecture AS

The Associate of Science in Architecture program is a nonprofessional degree program (2 years) that teaches technical skills in drafting, building information modeling (BIM), specifications, construction documents, and physical model making. Students who choose this program may seek advanced degrees and/or employment as non-licensed architectural technicians or other entry-level positions in architecture, engineering and construction industries (AEC), arts, real estate, and other fields.

### Total Credits - 65

#### Major - 34

ARCH 126 - Drawing and Graphics Studio **Credits: 3**  
ARCH 150 - Introduction to Architecture and Design **Credits: 3**  
ARCH 165 - Architectural Digital Representation I **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 265 - Architectural Digital Representation II **Credits: 3**  
ARCH 315 - History of Architecture I **Credits: 3**  
ARCH 316 - History of Architecture II **Credits: 3**

### Interior Design AS

The Interior Design AS students will immerse themselves in the world of interior design. Students will explore the profession of interior design, learn about the design process, gain hands-on knowledge about interior construction, utilize both hand drawing and computer-aided design to communicate design ideas. The skills taught in this program will prepare students to secure work in the interior design industry.

### Total Credits - 62

#### Core - 31

INT 126 - Drawing & Graphics Studio **Credits: 3**  
INT 150 - Introduction to Interior Design **Credits: 3**  
INT 165 - Interior Digital Representation I **Credits: 3**  
INT 235 - Materials for Interiors **Credits: 3**  
INT 240 - Construction for Interiors **Credits: 3**  
INT 255 - Interior Design Studio I **Credits: 5**  
INT 256 - Interior Design Studio II **Credits: 5**  
INT 265 - Interior Digital Representation II **Credits: 3**  
INT 315 - History and Theory of Interiors **Credits: 3**

#### Cognate - 3

This course fills the ACE requirement for Arts & Humanities.

ART 104 - Drawing I **Credits: 3**

## General Education (Andrews Core Experience)

Students must fulfill all Associate's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

Graduates of this program will be able to:

- Evaluate the form, space and order of an interior environment.
- Classify interior design solutions, material selections and construction techniques.
- Conduct design research and interpret information to provide a decision-making framework for interior solutions.
- Utilize written, verbal and graphic presentation skills to thoughtfully communicate design.
- Design interior spaces that reflect empathy, creative thinking and innovative problem solving.

## Bachelors

## Architectural Studies BS (Non-Professional)

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 - 120

### Major - 38

- 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

A minimum of 21 elective credits from courses with ARCH and INT acronyms of which 9 must be upper division.

### Cognates - 6

- ART 104 - Drawing I **Credits:** 3
- DSGN 130 - Introduction to Digital Media **Credits:** 3

### Additional Electives

Additional elective credits may be chosen from course acronyms ARCH, ART, ARTH, DSGN, HORT, INT, PHTO, and other courses upon consultation with and approval from the academic advisor.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Understand the relationship between building and landscape.
- Understand the fundamental design concepts involved in a variety of architectural languages.

- Gain introductory knowledge of conventional building systems.
- Understand a global view for the historical architecture and architects as a connection to understanding global and cultural diversity.
- Develop a vocabulary of words, images, concepts, and ideas rooted in the study of architectural precedents and form.

## Architecture BSA (Professional Degree Track)

The professional degree program consists of a pre-professional Bachelor of Science in Architecture and then a Master of Architecture. When earned sequentially, the degree track results in the accredited professional education.

### Total Credits - 138

### Major - 93

- 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 205 - Structures I **Credits:** 4
- ARCH 215 - Introduction to Design Studio **Credits:** 5
- ARCH 247 - Architecture as Craft Studio **Credits:** 5
- ARCH 305 - Structures II **Credits:** 4
- ARCH 315 - History of Architecture I **Credits:** 3
- ARCH 316 - History of Architecture II **Credits:** 3
- ARCH 318 - Background Building Studio **Credits:** 5
- ARCH 320 - Placemaking Studio **Credits:** 5
- ARCH 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

### Electives

A minimum of 7 credits of architecture electives at the undergraduate level. Elective must be selected from ARCH, BSCM, and INT courses. Selection of electives outside of school offerings requires the approval of the school faculty.

### Cognates - 11

- ART 104 - Drawing I **Credits:** 3 \*
- PHYS 141 - General Physics I **Credits:** 4 \*
- MATH 168 - Precalculus **Credits:** 4 \*

\*Course fulfills ACE requirement

## Additional Requirements

### Continued Undergraduate Enrollment Requirements

Year	Enrollment Requirement(s)
Pre-Professional Year One	2.5 Cumulative GPA
Pre-Professional Year Two	Application and \$40 fee Cumulative GPA of 2.75 Portfolio Three letters of recommendation (two must be from academic sources) Letter of Intent Official transcripts (transfer students only) Acceptance into Professional Degree Track

### 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.

### Undergraduate Electives - 5

Courses must be non-ARCH courses.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## Maintaining Academic Standing

Students are required to complete the BSA in a specific path sequence. Please see the attached chronological listing of courses by year with academic requirements.

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442; INT 341, INT 342, INT 441, INT 442.)

Students accepted to the BSA Professional Degree Track are expected to maintain a minimum cumulative GPA requirement of 2.75 for acceptance into the Master of Architecture year (see Graduate-Year Enrollment requirements). Students whose cumulative GPA falls below this minimum requirement are not allowed to continue to the Master of Architecture Year (graduate-year) but may be eligible to receive the Bachelor of Science in Architecture (BSA), the pre-professional component of the professional Master of Architecture. The BSA alone is not an NAAB-accredited degree. A minimum cumulative GPA of 2.25 is required to receive the BSA.

## Admission Requirements

### Application Process

#### *BSA Professional Degree Track, BID or BSCM*

Students seeking to pursue the \*BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre-Professional Year One, which is a common first-year experience between these programs.

Upon completion of Pre-Professional Year One students must:

- Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and
- Have a minimum cumulative GPA of 2.5

Upon completion of Pre-Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

\* Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate-Year Enrollment.

### Transfer Students

Transfer applicants who have no previous work in architectural/ interior design must complete the foundation years (pre-professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture & Interior Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course

evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of Andrews Core Experience courses normally required in Pre-Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture & Interior Design directly to confirm their reservation for the class.

### Graduate Year Admission

In addition to meeting the General Minimum Admission Requirements for graduate degree programs, the following School requirements apply to the graduate phase of this program.

- Completion of a baccalaureate degree—BSA: Architecture.
- Successful completion of all undergraduate coursework with a minimum cumulative GPA of 2.75.
- Completion of the Graduate Record Exam (GRE). The GRE must be taken AND scores reported prior to beginning the M.Arch. year.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts.
- Use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.
- Comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions.
- Synthesize a wide range of variables into an integrated design solution.
- Understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

## Architecture BSA (Professional Degree Track) - Chronological

Required Path Sequence for BSA outlined below.

### Total Credits —138

### Pre-Professional Year One

#### Andrews Core Experience—23

ART 104 - Drawing I **Credits:** 3

COMM 104 - Communication Skills **Credits:** 3

ENGL 115 - College Writing I **Credits:** 3

History Choice (see list Andrews Core Experience: Bachelor's Degrees)  
**Credits:** 3

MATH 168 - Precalculus **Credits:** 4

PE Elective **Credits:** 1

RELT 100 - God and Human Life **Credits:** 3

Social Science Choice (see list Andrews Core Experience: Bachelor's Degrees)  
**Credits:** 3

#### Undergraduate Electives - 3

#### Architecture Core—6

ARCH 126 - Drawing and Graphics Studio **Credits:** 3

ARCH 150 - Introduction to Architecture and Design **Credits:** 3

### Continued Undergraduate Enrollment Requirements

- 2.5 Cumulative GPA

## Pre-Professional Year Two

### Andrews Core Experience—8

- PHYS 141 - General Physics I **Credits: 4**
- PE Elective Credits: 1
- Religion Elective Credits: 3

### Undergraduate Electives—2

### Architecture Core—22

- ARCH 201 - Construction I **Credits: 3**
- ARCH 202 - Construction II **Credits: 3**
- ARCH 215 - Introduction to Design Studio **Credits: 5**
- ARCH 247 - Architecture as Craft Studio **Credits: 5**
- ARCH 315 - History of Architecture I **Credits: 3**
- ARCH 316 - History of Architecture II **Credits: 3**

### Continued Undergraduate Enrollment Requirements

- Application and \$40 fee
- Cumulative GPA of 2.75
- Portfolio
- Three letters of recommendation (two must be from academic sources)
- Letter of Intent
- Official transcripts (transfer students only)
- Acceptance into Professional Degree Track

## Professional Track Years One & Two

### Andrews Core Experience—9

- ENGL 215 - College Writing II **Credits: 3**
- Religion electives Credits: 6

### Architecture Core—58

- ARCH 205 - Structures I **Credits: 4**
- ARCH 305 - Structures II **Credits: 4**
- ARCH 318 - Background Building Studio **Credits: 5**
- ARCH 320 - Placemaking Studio **Credits: 5**
- ARCH 330 - Analytical Summer Abroad **Credits: 6**
- ARCH 335 - Environmental Technology I **Credits: 4**
- ARCH 336 - Environmental Technology II **Credits: 4**
- ARCH 370 - Person-Environment Theory **Credits: 3**
- ARCH 434 - Urban Studies **Credits: 3**
- ARCH 435 - Introduction to Building Information Modeling **Credits: 3**
- ARCH 441 - Comprehensive Building Design Studio **Credits: 5**
- ARCH 442 - Integrative Design Studio **Credits: 5**
- ARCH 449 - Integrative Design I **Credits: 2**
- ARCH 459 - Design Theory **Credits: 3**
- ARCH 469 - Integrative Design II **Credits: 2**

### Architecture Electives —7

A minimum of 7 credits of architecture electives at the undergraduate level. Elective must be selected from ARCH, BSCM, and INT courses. Selection of electives outside of School offerings requires the approval of the School faculty.

## Major: Additional Requirements

### Analytical Summer Abroad

Each student is required to attend the Analytical Summer Abroad Program (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 Andrews Core Experience: Bachelor's Degrees 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)

## Interior Design BID

The Bachelor of Interior Design degree is a four-year course of study. This program prepares students with knowledge and skills that allow them to be eligible to sit for the National Council for Interior Design Qualification (NCIDQ) certification examination. This degree includes academic studios, workshops, lectures, hands-on experiences, field trips, and opportunities for internships and domestic and international travel.

## Total Credits - 120

## Major - 71

- ARCH 335 - Environmental Technology I **Credits: 4**
- ARCH 336 - Environmental Technology II **Credits: 4**
- INT 126 - Drawing & Graphics Studio **Credits: 3**
- INT 150 - Introduction to Interior Design **Credits: 3**
- INT 165 - Interior Digital Representation I **Credits: 3**
- INT 200 - Color Theory for Interiors **Credits: 3**
- INT 230 - Textiles for Interiors **Credits: 3**
- INT 235 - Materials for Interiors **Credits: 3**
- INT 240 - Construction for Interiors **Credits: 3**
- INT 255 - Interior Design Studio I **Credits: 5**
- INT 256 - Interior Design Studio II **Credits: 5**
- INT 265 - Interior Digital Representation II **Credits: 3**
- INT 315 - History and Theory of Interiors **Credits: 3**
- INT 355 - Interior Design Studio III **Credits: 5**
- INT 356 - Interior Design Studio IV **Credits: 5**
- INT 435 - Professional Practice **Credits: 3**
- INT 440 - Lighting for Interiors **Credits: 3**
- INT 455 - Interior Design Studio V **Credits: 5**
- INT 456 - Interior Design Studio VI **Credits: 5**

### Electives

A minimum of 6 credits of electives at the undergraduate level. Electives must be selected from INT or ARCH courses. Selection of electives outside of school offerings requires the approval of the school faculty.

## Cognates - 3

- ART 104 - Drawing I **Credits: 3 \***

\*Fulfills ACE requirement

## Maintaining Academic Standing

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, INT 126, INT 250, INT 255, INT 350, INT 355, INT 450, INT 455.)

## Transfer Students

Transfer applicants who have no previous work in interior design or architecture must complete year one courses.



Advanced Standing. Transfer students from another interior design or architecture program may apply for advanced standing (entering the program at year two, three or four). Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture & Interior Design application including required portfolio. Please contact the School for specific information.

Placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Evaluate the form, space and order of an interior environment.
- Classify what constitutes quality interior design solutions, material selections and construction techniques.
- Conduct project-centric design research and interpret information to provide a framework for designing quality interior spaces.
- Utilize written, verbal and graphic presentation skills to thoughtfully communicate design.
- Design interior spaces that reflect empathy, creative thinking and innovative problem solving.
- Implement a finished design solution via processes such as construction, fabrication, installation or the ordering and expediting of goods.

## Interior Design BID - Chronological

Required Path Sequence for BID outlined below.

### Total Credits - 132

### Pre-Professional Year One

#### Andrews Core Experience-23

- ART 104 - Drawing I **Credits: 3**
- COMM 104 - Communication Skills **Credits: 3**
- ENGL 115 - College Writing I **Credits: 3**
- History Choice (see Andrews Core Experience: Bachelor's Degrees) **Credits: 3**
- MATH 168 - Precalculus **Credits: 4**
- PE Elective **Credit: 1**
- RELT 100 - God and Human Life **Credits: 3**
- Social Science Choice (see Andrews Core Experience: Bachelor's Degrees) **Credits: 3**

#### Undergraduate Electives - 3

#### Core-6

- ARCH 126 - Drawing and Graphics Studio **Credits: 3**
- ARCH 150 - Introduction to Architecture and Design **Credits: 3**

#### Continued Undergraduate Enrollment Requirements

- 2.5 Cumulative GPA

### Pre-Professional Year Two

#### Andrews Core Experience-8

- PHYS 141 - General Physics I **Credits: 4**
- PE Elective **Credits: 1**
- Religion Elective **Credits: 3**

#### Core-24

- 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 485 - Special Topics in \_\_\_\_\_ **Credits: 1-4**

Must be ARCH485 Special Topics: Introduction to CAD **Credits: 2**

- INT 200 - Color Theory for Interiors **Credits: 3**

INT 315 - History and Theory of Interiors **Credits: 3**

#### Continued Undergraduate Enrollment Requirements

- Application and \$40 fee
- Cumulative GPA of 2.75
- Portfolio
- Three letters of recommendation (two must be from academic sources)
- Letter of Intent
- Official transcripts (transfer students only)
- Acceptance into Professional Degree

## Professional Years One & Two

#### Andrews Core Experience-9

- ENGL 215 - College Writing II **Credits: 3**
- Religion electives **Credits: 6**

#### Core - 56

- 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**
- INT 300 - Materials & Methods **Credits: 2**
- INT 420 - Textiles **Credits: 3**
- INT 435 - Professional Practice **Credits: 3**

#### 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 Program (ARCH330). This program is usually five weeks in duration. Students completing Professional Year One should make plans accordingly. For further information, consult the School of Architecture & Interior Design.

## Andrews Core Experience

Students must take all courses designated in the Andrews Core Experience: Bachelor's Degrees 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 Minors

## Architectural Studies Minor

The Architectural Studies Minor is an excellent way to be introduced to the profession of architecture and architectural thinking. For those interested in

gaining a cursory understanding of architectural principles this minor would be an excellent choice.

## Total Credits - 20

- 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
- Choose 9 additional credits from courses with ARCH or INT acronyms, including 6 upper division credits.

## Student Learning Outcomes

At the end of the program, students should:

- Be familiar with the concepts necessary to evaluate and think about the qualities of a place.
- Be able to recognize and be conversant in the vocabulary common to the profession of architecture.
- Understand information portrayed in architectural drawings and models.
- Understand architecture as a disciplined body of thought and practice that has significant historical and cultural value.

## Interior Design Studies Minor

The Interior Design Studies Minor provides foundational knowledge that can be used to secure employment in an interior design related field through a focus on technical skills, conceptual knowledge, construction concepts and materials education. This program complements any major and can be fit into any degree and is designed to increase and inform interest in Interior Design.

## Required Courses - 18

- INT 150 - Introduction to Interior Design **Credits:** 3
- INT 235 - Materials for Interiors **Credits:** 3
- INT 240 - Construction for Interiors **Credits:** 3
- INT 315 - History and Theory of Interiors **Credits:** 3
- Choose 6 additional credits with a minimum of 3 upper division credits from courses with INT acronym.

## Masters

## Architecture MArch (3 1/2 Year Track)

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 for application deadlines.

## Total Credits - 102

## Prerequisites - 72

- ARCH 150 - Introduction to Architecture and Design **Credits:** 3
- ARCH 201 - Construction I **Credits:** 3
- ARCH 202 - Construction II **Credits:** 3
- ARCH 205 - Structures I **Credits:** 4
- ARCH 247 - Architecture as Craft Studio **Credits:** 5
- ARCH 305 - Structures II **Credits:** 4
- ARCH 315 - History of Architecture I **Credits:** 3
- ARCH 316 - History of Architecture II **Credits:** 3
- ARCH 318 - Background Building Studio **Credits:** 5
- ARCH 320 - Placemaking Studio **Credits:** 5
- ARCH 335 - Environmental Technology I **Credits:** 4

- ARCH 336 - Environmental Technology II **Credits:** 4
- ARCH 370 - Person-Environment Theory **Credits:** 3
- ARCH 434 - Urban Studies **Credits:** 3
- ARCH 435 - Introduction to Building Information Modeling **Credits:** 3
- ARCH 441 - Comprehensive Building Design Studio **Credits:** 5
- ARCH 442 - Integrative Design Studio **Credits:** 5
- ARCH 449 - Integrative Design I **Credits:** 2
- ARCH 459 - Design Theory **Credits:** 3
- ARCH 469 - Integrative Design II **Credits:** 2

## Graduate Program - 30

- 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

## Electives

A minimum of 14 credits of electives 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.

## Student Learning Outcomes

At the end of the program, students should be able to:

- Build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts.
- Use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.
- Comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions.
- Synthesize a wide range of variables into an integrated design solution.
- Understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

# Architecture MArch (5 1/2 Year Track)

The professional degree program consists of a pre-professional Bachelor of Science in Architecture and then a Master of Architecture. When earned sequentially, the degree track results in the accredited professional education.

## Total Credits - 30

- 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

### Electives

A minimum of 14 credits of architecture electives at the graduate level. Elective must be selected from ARCH, BSCM and INT courses. Selection of electives outside of school offerings requires the approval of the school faculty.

## Maintaining Academic Standing

- No grade lower than C (2.00) in any course in the graduate portion of the program.
- A student whose cumulative graduate GPA falls below 3.0 in any given term is placed on academic probation. A student is normally disqualified if they do not increase their graduate GPA to 3.0 during the academic term of probation.
- A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture.

## Admission Requirements

### Application Process

In addition to meeting the General Minimum Admission Requirements for graduate degree programs, the following School requirements apply to the graduate phase of this program.

- Completion of a baccalaureate degree—BSA: Architecture.
- Successful completion of all undergraduate coursework with a minimum cumulative GPA of 2.75.
- Completion of the Graduate Record Exam (GRE) is recommended. The GRE should be taken AND scores reported prior to beginning the M.Arch. year

## Student Learning Outcomes

At the end of the program, students should be able to:

- Build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts.
- Use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.
- Comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions.
- Synthesize a wide range of variables into an integrated design solution.
- Understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

## Certificates

### Interior Design Certificate

Students choosing this 12-credit Interior Design Certificate as a stand-alone program, or as an add-on to their current studies, can immerse themselves in the world of interior design. Certificate students will explore the profession of interior design, learn about the design process, and gain hands-on knowledge about interior construction. The skills taught in this program can assist in gaining entry

level employment in a field related to interior design, it can allow students to explore an area of personal interest, or it can be utilized by students in related majors to concentrate in this specific area to enhance future career opportunities.

## Core - 6

- INT 150 - Introduction to Interior Design **Credits:** 3
- INT 240 - Construction for Interiors **Credits:** 3

## Elective - 6

Six credits of electives from INT courses to be chosen in consultation with and approved by student's primary Interior Design advisor.

## Student Learning Outcomes

Graduates of this program will be able to:

- Evaluate an interior space.
- Classify interior design solutions, material selections and construction techniques.
- Conduct design research and interpret information to provide a decision-making framework for interior solutions.
- Utilize written and verbal communication skills to thoughtfully discuss design.

## 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:** Studio

**Term Offering:** Spring, Summer

**College Code:** CP

### 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:** CP

### ARCH 165 - Architectural Digital Representation I

**Credits:** 3

Introduction to foundational digital media for architecture design. Includes 2-D documentation, 3-D modeling, renderings, and techniques.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

### 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:** CP

## ARCH 202 - Construction II

**Credits:** 3

An investigation into the structural and material properties, assembly methods and detailing primarily for steel and concrete construction systems as well as an introduction to cost estimating.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ARCH 201.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CP

## ARCH 205 - Structures I

**Credits:** 4

Structural theory: statics by analytical and graphical solutions. Determinations of loads, resolution of force systems, and equilibrium analysis. Structural properties of shape (centroids, moment of inertia) and materials (stress, stiffness, modulus of elasticity). Shear and bending moments, deflection, column theory, introductory awareness of structural system behavior. Analysis and design of wood structures (joists, girders, columns). Introduction to the structural design process.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MATH 168 & PHYS 141.

**Schedule Type:** Lecture/Lab

**Term Offering:** Fall

**College Code:** CP

## 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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ARCH 126.

**Schedule Type:** Studio

**Term Offering:** Fall

**College Code:** CP

## 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:** Studio

**Term Offering:** Spring

**College Code:** CP

## ARCH 265 - Architectural Digital Representation II

**Credits:** 3

Introduction to foundational digital media for architecture design. Includes 2-D documentation, 3-D modeling, renderings, and techniques.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

## ARCH 299 - Independent Study

**Credits:** 1-4

Study of special topics not currently offered by the School of Architecture, Art & Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture, Art & Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CP

## 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:** CP

## 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:** CP

## ARCH 316 - History of Architecture II

**Credits:** 3

Chronological overview of the history of architecture from the 15th century (Renaissance) to today. Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ENGL 115.

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CP

## ARCH 318 - Background Building Studio

**Credits:** 5

Design of a commercial and/or residential building(s) of increased programmatic complexity, in the physical and cultural setting of a traditional small town or urban neighborhood.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ARCH 320.

**Schedule Type:** Studio

**Term Offering:** Spring

**College Code:** CP

## ARCH 320 - Placemaking Studio

**Credits:** 5

The design of buildings as it relates to landscape and to human experience with increased complexity of program and form.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ARCH 247, admission to the Professional Degree Track.

**Schedule Type:** Studio

**Term Offering:** Fall

**College Code:** CP

## ARCH 330 - Analytical Summer Abroad

**Credits:** 6

A course focusing upon study, analysis, and documentation of buildings, spaces, and/or gardens in another country. Venues may change from year to year.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ARCH 318.

**Schedule Type:** Blended Learning

**Term Offering:** Summer

**College Code:** CP

## ARCH 335 - Environmental Technology I

**Credits:** 4

Introduction to environmentally, energy-conscious design concepts with the primary focus on climate and site analysis. An overview of standard evaluation methods for thermal performance in both design development and qualitative building evaluations covers heat loss/gain, thermal and solar envelope, HVAC system selection and layout. Principles of water conservation, collection and supply, and the treatment and disposal of liquid and solid wastes.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall  
**College Code:** CP

### ARCH 336 - Environmental Technology II

**Credits:** 4

Principles of design for fire safety and code compliance. Principles of electricity and a brief survey of electrical systems and wiring design. The design and location requirements of elevators and moving stairways and walks. A qualitative overview of lighting and acoustics and their integration into the design of buildings with introductory quantitative methods.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PHYS 141.  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CP

### ARCH 370 - Person-Environment Theory

**Credits:** 3

Studies in the relationship between people and the environment, including a consideration of towns, cities, gardens, buildings, and artifacts, as well as the cultural and natural landscape.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ARCH 320.  
**Schedule Type:** Lecture  
**College Code:** CP

### ARCH 390 - Special Topics in \_\_\_\_\_

**Credits:** 1-4

Based on selected topics of current interest in architecture offered by the School of Architecture & Interior Design. May be repeated in different topic areas.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CP

### ARCH 395 - Community Project in Architecture

**Credits:** 1-6

"Hands-on" involvement in humanitarian and/ or service oriented projects in an on-site work environment. Work initiated by students requires prior approval of faculty.

**Course Attribute:** Service course  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CP

### ARCH 424 - Islamic Architecture

**Credits:** 2,3

A focused view on the period of architectural history known as Islamic Architecture. Covers the beginnings of Islamic period from 600 CE to the present time, looking at Islamic buildings from all parts of the world.

Swing course—Approved 400-499 courses qualify for graduate-level credit for graduate students  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ARCH 315 & ARCH 316.  
**Schedule Type:** Lecture  
**College Code:** CP

### ARCH 425 - Architecture of Ancient Americas

**Credits:** 2,3

A focused view of the architectural history that covers ancient North, Central and South Americas. Covers the vernacular architecture and art of the Native American cultures.

Swing course—Approved 400-499 courses qualify for graduate-level credit for graduate students  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ARCH 315 & ARCH 316.  
**Schedule Type:** Lecture  
**College Code:** CP

### ARCH 426 - Far Eastern Architecture

**Credits:** 2,3

A focused view of the architectural history that covers ancient Far East. Covers the vernacular architecture and art from India to China, Japan and the Southeast Asian cultures.

Swing course—Approved 400-499 courses qualify for graduate-level credit for graduate students  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ARCH 315 & ARCH 316.  
**Schedule Type:** Lecture  
**College Code:** CP

### ARCH 434 - Urban Studies

**Credits:** 3

A broad survey, both typological and historical, of the physical characteristics of cities and their development, with an emphasis upon urban form as a cooperative human artifact embodying particular cultural values and ideas.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ENGL 115.  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CP

### 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:** CP

### ARCH 441 - Comprehensive Building Design Studio

**Credits:** 5

Design of a public and/or civic building in the physical and cultural setting of a small town or urban neighborhood.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** ARCH 435, ARCH 449.  
**Prerequisite(s):** ARCH 205, ARCH 318, ARCH 330;  
**Schedule Type:** Studio  
**Term Offering:** Fall  
**College Code:** CP

### 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).

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Corequisite(s):** ARCH 469  
**Prerequisite(s):** ARCH 441.  
**Schedule Type:** Studio  
**Term Offering:** Spring  
**College Code:** CP

### 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:** CP

## 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:** CP

## 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:** CP

## 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:** CP

## 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.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ARCH 247.

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Lecture

**College Code:** CP

## 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 (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** CP

## ARCH 496 - Cooperative Work Experience

**Credits:** 1–6

Supervised work with an architecture or construction firm. 120 hours of work is required for each credit. May be repeated up to 6 credits.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** 3rd year standing and application one semester in advance of the planned work. Graded on S/U basis.

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Practicum

**College Code:** CP

## 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 45 hours of work required for each credit. May be repeated for a total of 6 credits.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Independent

**College Code:** CP

## ARCH 521 - Urban Design Studio

**Credits:** 6

Urban design proposal for a small town (or parts thereof), urban neighborhood, or college campus.

**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:** Fall

**College Code:** CP

## 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:** CP

## 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:** CP

## 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:** CP

## 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:** CP

## 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 (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** CP

### 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:** CP

### 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 (S,U,I,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CP

### 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 60 hours of work required for each credit. May be repeated for a total of 6 credits.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** CP

## Interior Design

### INT 126 - Drawing & 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)  
**Prerequisite(s):** ART 104  
**Schedule Type:** Studio  
**Year Offering:** Annually  
**Term Offering:** Spring, Summer  
**College Code:** CP

### INT 150 - Introduction to Interior Design

**Credits:** 3  
Emphasis on historical context, concepts used to create interior spaces, design vocabulary, scope of work included in the profession, professional associates, notable designers, and architectural styles. Includes exploration of interior design as a problem-solving process and classification of quality design solutions. Open to all students.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CP

### INT 165 - Interior Digital Representation I

**Credits:** 3  
Introduction to foundational digital media for interior design. Includes 2-D and 3-D documentation, renderings, and techniques.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CP

### INT 200 - Color Theory for Interiors

**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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### INT 230 - Textiles for Interiors

**Credits:** 3  
This course introduces students to the technical and aesthetic aspects of textiles and their use in interior design. Emphasis is placed on history, product knowledge, specifications, technology, safety, testing, and terminology. New textiles and fibers and their application and performance will be studied.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**Year Offering:** Annually  
**College Code:** CP

### INT 235 - Materials for Interiors

**Credits:** 3  
Builds a foundational understanding of non-textile materials used in interior finishing. Students will learn how to utilize materials for designs and how to convey material selections to clients, architects, subcontractors, and suppliers.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### INT 240 - Construction for Interiors

**Credits:** 3  
Provides a foundational understanding of interior construction. Students will learn how to convey design solutions to contractors, subcontractors, suppliers and clients.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Recommended:** INT 165 or ARCH 165  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**College Code:** CP

### INT 255 - Interior Design Studio I

**Credits:** 5  
Focus on the foundational skills needed to complete a design project. Projects will utilize small-scale spaces and emphasis will be placed on utilizing interior design principles including balance, harmony, contrast, etc.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** INT 126  
**Schedule Type:** Studio  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CP

## INT 256 - Interior Design Studio II

**Credits:** 5

Residential design projects focusing on the materiality of interior design and the logic of construction. Emphasis on adjacency and space planning.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INT 255

**Schedule Type:** Studio

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## INT 265 - Interior Digital Representation II

**Credits:** 3

Introduction to foundational digital media for interior design. Includes 2-D documentation, 3-D modeling, renderings, and techniques.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

## INT 300 - Materials & Methods

**Credits:** 2

In this course students will examine non-textile based materials, available resources, and methods of production, construction and installation. Through a study of current product applications, they will learn how to select, specify and apply appropriate materials and finishes on the basis of aesthetics, material cost, environmental impact and performance.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CP

## INT 315 - History and Theory of Interiors

**Credits:** 3

This course is a survey of interior design throughout history. Emphasis is given to the historical, theoretical and cultural influences that have affected the design of the interior environment from antiquity through present-day.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** HIST 117, HIST 118, ENGL 115.

**Schedule Type:** Lecture

**College Code:** CP

## INT 355 - Interior Design Studio III

**Credits:** 5

Projects of moderate complexity with emphasis on codes, regulations and guidelines to promote the health, safety and welfare of those utilizing the spaces.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INT 255

**Schedule Type:** Studio

**Year Offering:** Annually

**College Code:** CP

## INT 356 - Interior Design Studio IV

**Credits:** 5

Projects of moderate complexity with emphasis on lighting and materiality.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INT 355

**Schedule Type:** Studio

**Year Offering:** Annually

**College Code:** CP

## INT 420 - Textiles

**Credits:** 3

This course introduces students to the technical and aesthetic aspects of textiles and their use in interior design. Emphasis is placed on product knowledge, specifications, technology, safety, testing, and terminology. New textiles and fibers and their application and performance will be studied.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

488

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CP

## INT 435 - Professional Practice

**Credits:** 3

This course explores standard business procedures commonly associated with the practice of interior design. Students will study various types of design practices, financial management and compensation, ethical practices, professional development, legal liability, and issues related to licensing and certification. The management of a typical interior design project will be studied, including writing proposals and contracts, specifications, bidding procedures, budgets, construction schedules, contractor negotiations and collaboration, and project administration.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CP

## INT 440 - Lighting for Interiors

**Credits:** 3

Explore the elements that comprise a successful lighting design for interior environments including: appropriate lighting choices for a space based on its conditions; lighting sources, fixtures and systems that can be utilized to create dynamic lighting solutions; functional and safety concerns; aesthetics; how lighting impacts color and material rendition; lighting design principles and techniques to enhance client satisfaction.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ARCH 336

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

## INT 448 - Furniture: Design/Make

**Credits:** 2-4

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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

## INT 455 - Interior Design Studio V

**Credits:** 5

Large-scale multi-use project with on integration of building systems with lighting, millworks, finishes and furnishings.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INT 355

**Schedule Type:** Studio

**Year Offering:** Annually

**College Code:** CP

## INT 456 - Interior Design Studio VI

**Credits:** 5

Collaborative design project with emphasis on coordination and documentation.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** INT 455

**Schedule Type:** Studio

**Year Offering:** Annually

**College Code:** CP

## INT 460 - Kitchen and Bath Design

**Credits:** 3

Explore elements that comprise successful kitchen and bath designs including: appropriate choices for a space based on its conditions; cabinetry (construction, components and finishes); fixtures and appliances; functional and safety concerns; aesthetics; counters, backsplashes, flooring and materials; lighting solutions; and storage solutions.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)



**Prerequisite(s):** ARCH 320 or INT 355

**Schedule Type:** Lecture

**Year Offering:** Annually

**College Code:** CP

### **INT 485 - Special Topics in \_\_\_\_\_**

**Credits:** 1-4

Based on selected topics of current interest in interior design offered by the School of Architecture & Interior Design. May be repeated in different topic areas.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Blended Learning

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CP

### **INT 496 - Cooperative Work Experience**

**Credits:** 1-6

Supervised work with an interior design firm or supervised interior design work in another setting approved by the instructor. Ninety hours of work is required for each credit. May be repeated up to 6 credits.

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** Second-year standing and application one semester in advance of the planned work.

**Repeatable:** Repeatable to 6 credits

**Schedule Type:** Practicum

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CP

### **INT 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 45 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 to 6 credits

**Schedule Type:** Independent

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CP

# School of Business

## Administration:

## Accounting, Economics &

## Finance

Chan Shun Hall, Room #215  
269-471-3429; FAX: 269-471-6158  
aef-info@andrews.edu  
www.andrews.edu/sba

### 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  
Betty Gibson, Assistant Professor of Information Systems  
Williams Peprah, Associate Professor of Finance  
Armand Poblete, Instructor of Information Systems  
Lucile Sabas, Associate Professor of Economics  
Quentin Sahly, Assistant Professor of Accounting  
Ann Gibson, Emeritus Professor of Accounting

### Adjunct Faculty

Bari Courts  
Jimmie Flores  
Delynne Shepard  
Paul Smith  
Robert Neely  
Satyanarayana Ramella  
Jim Temple

## Bachelors

### Accounting Analytics BBA

This degree combines accounting and analytics to help accounting students develop a working proficiency in data management, cleaning, and visualization. With an emphasis on applications, this degree is geared towards students seeking careers outside of public accounting.

### Total Credits - 120

### 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 130 - Management of Information Systems **Credits: 3**  
INFS 225 - Introduction to Data Analytics **Credits: 3**  
MKTG 310 - Principles of Marketing **Credits: 3**

### Major Requirements - 21

ACCT 321 - Intermediate Accounting I **Credits: 3**  
ACCT 322 - Intermediate Accounting II **Credits: 3**  
ACCT 328 - Intermediate Managerial Accounting/Data Analytics **Credits: 3**  
ACCT 425 - Data Analytics for Accounting **Credits: 3**  
ACCT 476 - Accounting Information Systems **Credits: 3**  
CPTR 236 - Data Visualization **Credits: 3**  
CPTR 350 - Big Data Management **Credits: 3**

### Major Electives - 6

Choose six credits from the following (maximum of one elective course can be in Accounting):

ACCT 456 - Advanced Accounting **Credits: 3**  
ACCT 465 - Auditing **Credits: 3**  
CPTR 435 - Machine Learning **Credits: 3**  
INFS 360 - Drone Maintenance & Management **Credits: 3**  
INFS 380 - Applied Decision Support (DSS) and Expert Systems (EX) **Credits: 3**  
INFS 428 - Database Systems Design and Development **Credits: 3**  
INFS 470 - Disruptive Technology and Digital Transformation Management **Credits: 3**

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### Student Learning Outcomes

#### Program Outcomes

- Students will be able to apply the major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to implement the elements of a high performing team.
- Students will be able to employ decision-support tools in organization problem-solving.
- Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

#### 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 major courses: Intermediate Accounting, Managerial Accounting, Data Analytics, Accounting Information Systems, Data Visualization and Big Data Management.
- Students in Accounting Analytics 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 how the rigor and content of their Accounting Analytic courses adequately prepared them for their careers in business.

### 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.

Students may desire to secure, through state examination, the status of Certified Public Accountant (CPA) or that of Certified Management Accountant (CMA). The CPA exam is not required for practice as an accountant and the BBA in Accounting does not insure that a student will pass the CPA. However, if a student decides to sit for the CPA exam, they 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.

This program is available at the main campus and at Middle East University.

## Total Credits - 120

### 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 130 - Management of Information Systems **Credits: 3**  
INFS 225 - Introduction to Data Analytics **Credits: 3**  
MKTG 310 - Principles of Marketing **Credits: 3**

### Major - 27

ACCT 321 - Intermediate Accounting I **Credits: 3**  
ACCT 322 - Intermediate Accounting II **Credits: 3**  
ACCT 328 - Intermediate Managerial Accounting/Data Analytics **Credits: 3**  
ACCT 360 - Introduction to Taxation **Credits: 3**  
ACCT 456 - Advanced Accounting **Credits: 3**  
ACCT 465 - Auditing **Credits: 3**  
ACCT 476 - Accounting Information Systems **Credits: 3**

#### Electives

Choose 2 courses from the following:

ACCT 455 - Accounting for Not-for-Profit Organizations **Credits: 3**  
ACCT 470 - Internship in Accounting/Auditing **Credits: 1-3**  
ACCT 385 - Topics in \_\_\_\_\_ **Credits: 3**  
FNCE 397 - Investments **Credits: 3**

#### Additional Requirements

Students must complete the business core courses (39 credits) and the major required and elective courses (27 credits) with a minimum overall GPA of 2.33. However, students must receive a minimum of a "C-" grade in each course. Courses where a grade less than a "C-" is received will not apply towards the business core or major requirements.

All accounting majors must obtain a C (2.00) minimum grade in ACCT 121 and ACCT 122.

### Cognates - 12

MATH 166 - College Algebra for Business **Credits: 3 \***  
STAT 285 - Introduction to Applied Statistics **Credits: 3**

#### Choose one of the following courses:

PSYC 101 - Introduction to Psychology **Credits: 3 \***  
SOCI 119 - Principles of Sociology **Credits: 3 \***

#### Choose one of the following courses:

RELT 340 - Religion and Ethics in Modern Society **Credits: 3 \***  
RELT 390 - Christian Business Ethics **Credits: 3 \***

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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).

## Student Learning Outcomes

#### Program Outcomes

- Students will be able to apply the major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to implement the elements of a high performing team.
- Students will be able to employ decision-support tools in organization problem-solving.
- Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

#### 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

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 - 120

### 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 130 - Management of Information Systems **Credits: 3**  
INFS 225 - Introduction to Data Analytics **Credits: 3**  
MKTG 310 - Principles of Marketing **Credits: 3**

## Major - 24

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

### Electives

A minimum of 4 courses, for a total of 12 or more credits, from the following:

ACCT 322 - Intermediate Accounting II **Credits:** 3

ECON 328 - Money and Banking **Credits:** 3

ECON 330 - Health Economics **Credits:** 3

ECON 335 - Intermediate Macroeconomics **Credits:** 3

ECON 415 - Introduction to Econometrics **Credits:** 3

ECON 440 - Public Finance **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

FNCE 435 - Internship in Finance/Investments **Credits:** 1–3

### Additional Requirements

Students must complete the business core courses (39 credits) and the major required and elective courses (24 credits) with a minimum overall GPA of 2.33. However, students must receive a minimum of a "C-" grade in each course. Courses where a grade less than a "C-" is received will not apply towards the business core or major requirements.

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 - 12

MATH 166 - College Algebra for Business **Credits:** 3 \*

STAT 285 - Introduction to Applied Statistics **Credits:** 3 \*

### Choose one of the following courses:

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3 \*

RELT 390 - Christian Business Ethics **Credits:** 3 \*

### Choose one of the following courses:

PSYC 101 - Introduction to Psychology **Credits:** 3 \*

SOCI 119 - Principles of Sociology **Credits:** 3 \*

\*Fulfills ACE requirement.

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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% (31.5 credits) of the course work for the BBA degree (63 credits = 39 credits in the BBA core + 24 credits in BBA required/elective major courses).

## Student Learning Outcomes

### Program Outcomes

- Students will be able to apply the major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.

- Students will be able to implement the elements of a high performing team.
- Students will be able to employ decision-support tools in organization problem-solving.
- Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

### 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.

## Information Systems BBA

Information Systems (IS) combines 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 successful information systems.

The Information Systems major is designed to produce graduates equipped with the ability to integrate information systems into the business environment, to explore methods of leveraging business functions through information systems, and to function in entry-level, information systems positions with a basis for continued career growth. The curriculum reflects input from both industry and universities and responds to industry requests for increased emphasis in technical orientation and improved skills for managers in strategic uses of information systems.

## Total Credits - 120

### 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

MKTG 310 - Principles of Marketing **Credits:** 3

INFS 130 - Management of Information Systems **Credits:** 3

INFS 225 - Introduction to Data Analytics **Credits:** 3

### Major - 24

CPTR 151 - Computer Science I **Credits:** 3

INFS 245 - Analytics for Business Applications **Credits:** 3

INFS 300 - Organization IT Design, Deployment and Management **Credits:** 3

INFS 310 - Applied Networks and Telecommunications **Credits:** 3

INFS 318 - Business Systems Analysis and Design **Credits:** 3

INFS 428 - Database Systems Design and Development **Credits:** 3

### Electives

Choose six credits from the following:

BSAD 487 - Internship in \_\_\_\_\_ **Credits:** 1–3

CPTR 230 - Data Science Fundamentals **Credits:** 3

INFS 265 - Drone Flight, Data Gathering, Analysis and Certification Support **Credits:** 3

INFS 330 - Introduction to Web Development **Credits:** 3

INFS 360 - Drone Maintenance & Management **Credits:** 3

INFS 380 - Applied Decision Support (DSS) and Expert Systems (EX) **Credits:** 3

INFS 385 - Business Automation, Robotics and Society **Credits:** 3

INFS 397 - Topics in \_\_\_\_\_ **Credits:** 1–3  
INFS 447 - Project Management **Credits:** 3  
INFS 450 - Ecommerce Design and Development **Credits:** 3  
INFS 457 - Certification Support **Credits:** 3  
INFS 470 - Disruptive Technology and Digital Transformation Management **Credits:** 3  
INFS 490 - Information Systems Consulting **Credits:** 3

## Cognates - 12

MATH 166 - College Algebra for Business **Credits:** 3 \*  
STAT 285 - Introduction to Applied Statistics **Credits:** 3

### Choose one of the following courses:

PSYC 101 - Introduction to Psychology **Credits:** 3 \*  
SOC 119 - Principles of Sociology **Credits:** 3 \*

### Choose one of the following courses:

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3 \*  
RELT 390 - Christian Business Ethics **Credits:** 3 \*

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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% (31.5 credits) of the course work for the BBA degree (63 credits = 39 credits in the BBA core + 24 credits in BBA required/elective major courses).

## Maintaining Academic Standing

Students must complete the required and elective major courses (24 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 24 credits of the major.

All information systems majors must obtain a C minimum grade in ACCT 122.

## Off-Campus Locations

This program is also offered at approved off-campus locations.

## Student Learning Outcomes

### Program Outcomes

Graduates of this program will be able to:

- Identify the major theory and concepts of business across business functional areas.
- Incorporate relevant quantitative and qualitative data in the analysis.
- Identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
- Deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.
- 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

Graduates of this program will be able to:

- Demonstrate the major concepts, theory, and practice of their specific Concentration in Information Systems.
- Demonstrate that the rigor and content of their Information Systems courses adequately prepared them for their careers in business.
- Articulate that their understanding of Christian Principles and ethics related positively to their professional careers.

## International Business BBA

This major enables students to acquire a knowledge base that develops their capacity to work for an organization that operates in a global setting. Students who complete an International Business BBA will have skills necessary to work in a variety of industries and positions such as an international financial analyst, foreign exchange consultant, customs broker, international product/brand manager, foreign sales representative, or an international management consultant.

This program is available on the main campus and in Vietnam.

### Dual Degree Option (available to main campus students only):

This program is available as a dual degree with the Language for International Trade BA:

- Language/International Business Dual Degree BA/BBA

## Total Credits - 120

### 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 130 - Management of Information Systems **Credits:** 3  
INFS 225 - Introduction to Data Analytics **Credits:** 3  
MKTG 310 - Principles of Marketing **Credits:** 3

### Major - 24

Take the following required courses:

BSAD 467 - International Management **Credits:** 3  
ECON 454 - International Economics **Credits:** 3  
FNCE 426 - International Finance **Credits:** 3  
MKTG 465 - International Marketing **Credits:** 3

### Concentrations - 12

Students may select a concentration that suits their special area of interest, or take any combination of the courses listed below to meet the degree requirements. Choose a minimum of 12 credits from the following:

#### Economics Concentration

BHSC 225 - Global Social Issues **Credits:** 3  
BSAD 471 - Internship in International \_\_\_\_\_ **Credits:** 3  
ECON 328 - Money and Banking **Credits:** 3  
ECON 415 - Introduction to Econometrics **Credits:** 3  
ECON 427 - Economic Development **Credits:** 3  
ECON 455 - Advanced International Economics **Credits:** 3

#### Finance/Accounting Concentration

ACCT 321 - Intermediate Accounting I **Credits:** 3  
ACCT 328 - Intermediate Managerial Accounting/Data Analytics **Credits:** 3  
BSAD 471 - Internship in International \_\_\_\_\_ **Credits:** 3  
FNCE 397 - Investments **Credits:** 3  
FNCE 330 - Financial Planning **Credits:** 3

### Management Concentration

BSAD 345 - Business and Society **Credits: 3**

BSAD 410 - Entrepreneurship **Credits: 3**

BSAD 450 - Multicultural Business Relations **Credits: 3**

BSAD 470 - Quality Management **Credits: 3**

BSAD 471 - Internship in International \_\_\_\_\_ **Credits: 3**

Student may take one of the following courses: PLSC 230 - International Relations **Credits: 3**

PLSC 365 - American Foreign Relations **Credits: 3**

### Marketing Concentration

BSAD 450 - Multicultural Business Relations **Credits: 3**

BSAD 471 - Internship in International \_\_\_\_\_ **Credits: 3**

MKTG 320 - Consumer Behavior **Credits: 3**

MKTG 335 - Digital Marketing **Credits: 3**

MKTG 368 - Integrated Marketing Communication **Credits: 3**

MKTG 440 - Marketing Strategy **Credits: 3**

MKTG 456 - Marketing Research **Credits: 3**

### Global Environment Concentration

BSAD 345 - Business and Society **Credits: 3**

BSAD 450 - Multicultural Business Relations **Credits: 3**

BSAD 471 - Internship in International \_\_\_\_\_ **Credits: 3**

ECON 427 - Economic Development **Credits: 3**

PLSC 230 - International Relations **Credits: 3**

PLSC 365 - American Foreign Relations **Credits: 3**

### Internship (International Focus)

International students will have their internship in a multinational company and do not need to go abroad if they do not want to or are not able to. US students will need at least one semester of international experience, including their internship.

BSAD 471 - Internship in International \_\_\_\_\_ **Credits: 3**

## Cognates - 12

3 credits of MATH 166 - College Algebra for Business **Credits: 3 \***

STAT 285 - Introduction to Applied Statistics **Credits: 3**

### Choose one of the following courses:

PSYC 101 - Introduction to Psychology **Credits: 3 \***

SOCI 119 - Principles of Sociology **Credits: 3 \***

### Choose one of the following courses:

RELT 340 - Religion and Ethics in Modern Society **Credits: 3 \***

RELT 390 - Christian Business Ethics **Credits: 3 \***

\*Course fulfills ACE requirement

## Recommended ACE Electives

The following courses should be taken as part of the ACE electives.

BHSC 225 - Global Social Issues **Credits: 3**

ANTH 200 - Cultural Anthropology **Credits: 3**

MUHL 250 - Music to Change the World **Credits: 3**

## Additional Requirements

Students must complete the business core courses (39 credits) and the major required and elective courses (24 credits) with a minimum overall GPA of 2.33. However, students must receive a minimum of a "C-" grade in each course. Courses where a grade less than a "C-" is received will not apply towards the business core or major requirements.

All International Business students must earn at least a "C" letter grade in the following courses: ACCT 121 and ACCT 122.

### Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (31.5 credits) of the course work for the BBA degree (63 credits = 39 credits in the BBA core + 24 credits in BBA required/elective major courses).

### 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).

## Student Learning Outcomes

### Program Outcomes

- Students will be able to apply the major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to implement the elements of a high performing team.
- Students will be able to employ decision-support tools in organization problem-solving.
- Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

### 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.

## Bachelors Dual Degrees

## International Business/Language Dual Degree BBA/BA

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 - 146

## 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 130 - Management of Information Systems **Credits: 3**

INFS 225 - Introduction to Data Analytics **Credits: 3**

MKTG 310 - Principles of Marketing **Credits: 3**

## Business Major - 24

### Business 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**

### Business Electives - 9

Students may select electives in one academic discipline that suits their special area of interest, or take any combination of the elective courses listed below to meet the degree requirements. Choose a minimum of 3 courses, for a total of 9 or more credits, 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

ACCT 321 - Intermediate Accounting I **Credits:** 3  
FNCE 206 - Personal Finance **Credits:** 2,3  
FNCE 397 - Investments **Credits:** 3  
FNCE 410 - Intermediate Business Finance **Credits:** 3  
FNCE 429 - Portfolio Theory **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

BSAD 487 - Internship in \_\_\_\_\_ **Credits:** 1-3 (with international focus)  
MKTG 320 - Consumer Behavior **Credits:** 3  
MKTG 368 - Integrated Marketing Communication **Credits:** 3  
MKTG 440 - Marketing Strategy **Credits:** 3  
MKTG 456 - Marketing Research **Credits:** 3

### Business Major Graduation Requirements

Students must complete the business core courses (39 credits) and the major required and elective courses (27 credits) with a minimum overall GPA of 2.33. However, students must receive a minimum of a "C-" grade in each course. Courses where a grade less than a "C-" is received will not apply towards the business core or major requirements.

All International Business students must earn at least a "C" letter grade in the following courses: ACCT 121 and ACCT 122.

## Language Major - 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 Business **Credits:** 3  
ILGS 490 - Internship **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

Choose one course in each of the following sets:

### Advanced Grammar

SPAN 351, 352, 353, 451, 452, 453

### Advanced Composition

SPAN 361, 362, 363, 461, 462, 463

### Advanced Conversation

SPAN 371, 372, 373, 471, 472, 473

### Andrews University Language Courses - 24

SPAN 275 - Intermediate Spanish **Credits:** 4  
SPAN 280 - Spanish Conversation and Composition **Credits:** 3  
SPAN 470 - Spanish for Business **Credits:** 3  
SPAN 488 - Spanish for International Relations **Credits:** 3  
ILGS 490 - Internship **Credits:** 3 (BSAD 487 may be taken in place of ILGS 490.)

### Choose one of the following courses:

SPAN 416 - Spanish for Native Speakers **Credits:** 3  
SPAN 420 - Advanced Spanish **Credits:** 3

### Choose one of the following courses:

SPAN 426 - Culture of Spain **Credits:** 3  
SPAN 436 - South American Culture **Credits:** 3

Remaining SPAN/ILGS credits to complete 30 credits.

**Note:** Language proficiency exit exam required.

## Cognates - 9

MATH 166 - College Algebra for Business **Credits:** 3  
STAT 285 - Introduction to Applied Statistics **Credits:** 3

### Choose one of the following courses:

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3  
RELT 390 - Christian Business Ethics **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% (31.5 credits) of the course work for the BBA degree (63 credits = 39 credits in the BBA core + 24 credits in BBA required/elective major courses).

## Student Learning Outcomes

- Students will demonstrate an advanced level of proficiency in the target language in speaking, writing, listening and reading consistent with the Advanced levels as defined by the American Council of the Teaching of Foreign Languages (ACTFL).
- Students will demonstrate full understanding of linguistic concepts related to the target language such as phonetics, semantics, morphology, and syntax.
- Students will use their skills to translate specific terminology and concepts of the business world from and to the target language and English.
- Students will apply their knowledge of the target language and culture to business decisions in intercultural settings.
- Students will provide linguistics, culture, and business advice on decisions involving the target language and culture.
- Students will integrate their knowledge of both business and the target language in the work setting.
- 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.
- Students will be able to explain how their International Business courses integrated with the other functional areas of business.
- Students 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

The minor in Accounting helps the student to develop a robust foundation in accounting and financial reporting. The accounting minor opens opportunities for employment in entry-level areas of accounting, such as bookkeeping or junior accountants in business, not-for-profit, and other entities. The accounting minor is a practical area to complement a major in other areas of business and also to non-business majors. Students with a minor in accounting are better prepared to eventually move into administration and middle-management positions where they need to understand and interpret financial reports and make decisions based on financial data and financial performance.

#### Total Credits - 18

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 .

#### Electives

Choose 2 of the following courses:

ACCT 455 - Accounting for Not-for-Profit Organizations **Credits: 3**

ACCT 456 - Advanced Accounting **Credits: 3**

ACCT 465 - Auditing **Credits: 3**

ACCT 476 - Accounting Information Systems **Credits: 3**

### Student Learning Outcomes

- Students will be able to understand generally accepted accounting principles and the practice of financial accounting.
- Students will be able to perform accounting functions based on generally accepted accounting principles.
- Students will be able to analyze and interpret business performance through the use of financial ratios.

### Economics Minor

The minor in economics offers a program which is devoted primarily to the study of the economic principles, tools, theory and institutions that affect business activity. It helps students to understand economic units' decision making process, as well as some major economic issues in our society and to analyze economic policy and decisions made at the government level. The economics minor also grounds the student deeply in a liberal arts education, offers opportunities for electives, and gives them a foundation to pursue a major in Economics or Finance.

#### Total Credits - 18

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.

#### Electives

A minimum of 6 credits of ECON electives at the 300 or 400 level.

### Student Learning Outcomes

- Students will be able to understand the major concepts and issues at the macro and micro economics levels.
- Students will be able to integrate economic knowledge and make appropriate decisions supported by relevant analysis.
- Students will demonstrate effective communication skills.
- Students will be able to understand the value of a holistic, integrated Christian world-view and the importance of personal and professional integrity.
- Students will be able to understand the ethical ramifications of economic decisions.

### Finance Minor

A student with a finance minor completes 18 credits in both finance and possibly economics. The extent of the additional course work provides a more complete background in finance compared to a business student without the finance minor. This additional program of study provides information relevant to investing in securities, personal finance, options, international business finance, portfolio risk, and banking. These areas will allow a student to begin an entry-level position in the realm of finance, as well as a better understanding of personal finance.

Career possibilities include financial analyst/manager and banking. The content of the coursework provides material rich in applications of finance, and supplements the coursework taken in the students' major. The minor in finance stresses issues in data and decision-making with data commonly seen in actual firms. The minor may additionally stimulate a student to pursue a graduate degree in business, or finance specifically. This preparation in the finance minor can be seen to open up career paths not otherwise possible. Many corporate executives have a strong college background in finance and their studies facilitate enhanced career options.

#### Total Credits - 18

FNCE 317 - Business Finance **Credits: 3** **NOTE:** A minimum of a "C" letter grade must be earned in FNCE 317.

FNCE 397 - Investments **Credits: 3**

#### Choose one of the following:

**Both** ACCT 121 - Principles of Accounting I **Credits: 3** and ACCT 122 - Principles of Accounting II

ACCT 205 - Accounting for Decision Making and Control **Credits: 3**

#### Electives

Choose 3 courses from the following:

ECON 328 - Money and Banking **Credits: 3**

ECON 415 - Introduction to Econometrics **Credits: 3**

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**

### Student Learning Outcomes

- Students will be able to explain how the required and elective Finance minor courses integrated with the other functional areas of business or a non-business major.
- Students will be able to explain the basic concepts, theory and practice of their required Finance minor courses.
- Students will be able to explain that the content of their Finance minor courses adequately prepared them for entry-level careers in Finance.



# 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: 2 lectures and 1 lab

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Interactive Online, Self-Paced

**Term Offering:** Fall

**College Code:** CPS

## 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 ACCT122.

**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:** CPS

## ACCT 205 - Accounting for Decision Making and Control

**Credits:** 3

Accounting and financial analysis overview course focusing on financial reporting, internal controls and fraud prevention, cost management, budgeting, forecasting, and performance evaluation, with applications to financial management in health-care and other not-for-profit organizations. Labs are designed to further address, through practice and implementation, the content of this course. This course may not be used to satisfy requirements for an undergraduate business degree.

**Lecture/Lab:** Weekly: one 3-hour lecture and one 75-minute lab

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Lab, Lecture/Lab

**Term Offering:** Fall, Spring

**College Code:** CPS

## ACCT 321 - Intermediate Accounting I

**Credits:** 3

Theory, research and application of generally accepted accounting principles in problemsolving, classification of transactions, asset and liability valuation, income determination, and the presentation and analysis of financial statements. Introduction to related International Financial Reporting Standards. Students may not enroll in ACCT 321 unless they have obtained a grade of C or higher in ACCT 121, ACCT 122.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ACCT 122

**Prerequisite/Corequisite:** INFS 215

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CPS

## ACCT 322 - Intermediate Accounting II

**Credits:** 3

A continuation of ACCT 321. Theory, research and application of generally accepted accounting principles in problem-solving, classification of transactions, asset, liability and equity valuation, presentation and analysis of financial statements, and disclosure requirements. Introduction to related International Financial Reporting Standards. Students may not enroll in ACCT 322 unless they have obtained a grade of C or higher in ACCT 121, ACCT 122, and ACCT 321.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ACCT 122, ACCT 321

**Prerequisite/Corequisite:** INFS 215

**Schedule Type:** Lecture

**Term Offering:** Spring

**College Code:** CPS

## ACCT 328 - Intermediate Managerial Accounting/Data Analytics

**Credits:** 3

Study of cost determination, accumulation, and allocation procedures using data

analytics and visualization tools. Preparation and utilization of financial information for internal management purposes. The course covers costs systems, cost-volume-profit analysis, budgeting, performance evaluation and control. Students may not enroll in ACCT 328 unless they have obtained a grade of C or higher in ACCT 122.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Students must take ACCT122 and obtain a grade of C or higher

**Schedule Type:** Lecture

**Year Offering:** Alternate years (odd)

**Term Offering:** Spring

**College Code:** CP

## ACCT 360 - Introduction to Taxation

**Credits:** 3

An introductory study of federal taxation. Students learn methods of taxation and federal tax procedures as they relate to the taxation of individuals, corporations, partnerships, and tax-exempt organizations. The course also covers tax compliance and planning. Students may not enroll in ACCT 365 unless they have obtained a grade of C or higher in ACCT 121, ACCT 122.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ACCT 122

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

## ACCT 385 - Topics in \_\_\_\_\_

**Credits:** 3

Current topics in Accounting and Auditing.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Prerequisite: ACCT 121 & ACCT 122

**Recommended:** Recommended: INFS 215

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**Special Approval:** Instructor permission required.

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CP

## ACCT 425 - Data Analytics for Accounting

**Credits:** 3

This course introduces students to data analytic thinking and terminology and practical applications of data analytics tools and techniques, to build a framework for helping organizations operate more effectively. Using tools like Excel and Tableau, students learn descriptive, diagnostic, predictive and prescriptive analysis relating to financial and managerial accounting and auditing.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ACCT 322, INFS 225

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CP

## ACCT 455 - Accounting for Not-for-Profit Organizations

**Credits:** 3

The study of the fundamental accounting systems used by government, hospitals, colleges and universities, and other not-for-profit organizations. Topics include the budgeting process, and the analysis and interpretation of governmental and not-for-profit financial statements.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** ACCT 322

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CPS

## ACCT 456 - Advanced Accounting

**Credits:** 3

Study of accounting for business combinations and the preparation of consolidated financial statements; foreign currency financial statements; accounting for foreign currency transactions and hedging; partnership accounting and SEC reporting.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** ACCT 322

**Schedule Type:** Lecture

**Term Offering:** Spring  
**College Code:** CPS

### ACCT 465 - Auditing

**Credits:** 3  
This course introduces students to the assurance profession, the basic concepts of auditing, and how those concepts may be applied in different scenarios. Professional auditing standards are emphasized, including the selection and application of auditing procedures required to perform a quality audit, while considering and analyzing the risks present in accounting and financial reporting systems. The course examines the auditor's professional decision-making process, how to identify a problem, research and apply the appropriate auditing standards and accounting principles, and resolve audit issues in the context of the professional code of ethics.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** ACCT 322  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**College Code:** CPS

### ACCT 470 - Internship in Accounting/Auditing

**Credits:** 1-3  
A program of supervised accounting and/or auditing experience, approved in advance by program coordinator. Student must have at least a 2.67 cumulative GPA. A minimum of 75 hours of accounting/auditing work experience is required for each credit hour. Full arrangements for a structured program must be made prior to the start of the internship. Open only to accounting and finance majors.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Prerequisite(s):** ACCT 321  
**Repeatable:** Repeatable up to 3 credit hours  
**Schedule Type:** Practicum  
**Special Approval:** Instructor permission required.

**College Code:** CPS

### ACCT 476 - Accounting Information Systems

**Credits:** 3  
The study of accounting as an information system, its objectives, internal controls, ethics, documentation of an accounting information system (AIS), and the impact of information technology on AIS. Completion of manual and computerized practice-sets is required.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ACCT 122 and junior class standing.  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Spring  
**College Code:** CPS

### ACCT 490 - Independent Readings/Study in \_\_\_\_\_

**Credits:** 1-3  
Individually directed study or readings under the guidance of the instructor. Oral and reading reports may be required.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ACCT 321, ACCT 322; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in accounting courses  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**Special Approval:** Instructor, Department Chair and Dean permission required  
**College Code:** CPS

### ACCT 505 - Survey of Accounting for Decision Making and Control

**Credits:** 2,3  
Accounting and financial analysis overview course focusing on financial reporting, internal controls and fraud prevention, cost management, budgeting, forecasting, and performance evaluation, with applications to financial management in health-care and other not-for-profit organizations. Labs are designed to further address, through practice and implementation, the content of this course. This course is a foundation course for the MBA program, and is part of the core for the Medical Laboratory Sciences and Community and International Development graduate degree programs. Course grade not included in the MBA GPA calculation.

**Lecture/Lab:** Weekly: 1 lecture and one 75-minute lab  
**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture  
**College Code:** CP

### ACCT 515 - Data Analytics for Managers

**Credits:** 3  
Application of Big Data tools to make business decisions. Topics addressed include: ask the right questions, find and cleanse the data, examine and analyze Big Data and interpret results. This introductory course, from an accounting perspective, uses Excel analytics tools and data visualization software to assist in making business decisions.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ACCT505  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CP

### ACCT 586 - Tax Research

**Credits:** 3  
Study of the legislative, administrative, and judicial sources of tax law, as well as the resources and techniques used to find a competent and professional conclusion to a tax problem. Extensive research of tax issues and presentation of research is required.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** ACCT 365  
**Recommended:** ACCT 467  
**Schedule Type:** Lecture  
**College Code:** CPS

### ACCT 595 - Topics In \_\_\_\_\_

**Credits:** 3  
Current topics in Accounting and Auditing.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ACCT 121 & ACCT 122, Or ACCT 505  
**Recommended:** INFS 215  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Lecture  
**Special Approval:** Instructor permission required

**College Code:** CP

### ACCT 610 - Managerial Accounting

**Credits:** 3  
The use of accounting data in decision making. Special attention is given to cost analysis and control, cost allocation, budgeting, and motivational aspects of accounting.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** ACCT 122 or ACCT 205 or ACCT 505  
**Schedule Type:** Lecture, Interactive Online  
**Term Offering:** Fall  
**College Code:** CPS

### ACCT 615 - Accounting Theory

**Credits:** 3  
An examination of the standard-setting process and selected accounting research, and analysis of major problem areas of financial accounting. A research paper is required.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Equivalent of 1 year of intermediate accounting.  
**Schedule Type:** Lecture  
**College Code:** CPS

### ACCT 620 - Financial Statement Analysis

**Credits:** 3  
This course develops the skills necessary to interpret and use financial statement information effectively to assess profitability and risk, and provides a framework for business analysis and valuation. Requirements include research and written analysis of financial statements, SEC filings, and other public disclosures.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** ACCT 122 or ACCT 205 or ACCT 505  
**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall  
**College Code:** CPS

### 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:** CPS

## Economics

### ECON 208 - Principles of Economics

**Credits:** 3

This course is designed to offer non-economics major students a broad understanding of the world around them at both a microeconomic and a macroeconomic level. Firm decision-making tools and consumer choice mechanisms will be studied. More specifically, the role of the market and its structures will be analyzed through the theory of supply and demand, including price and quantity determination, price elasticity, and the role of government in regulating market size and in addressing market failures. Production function, profit maximization conditions, and the basics of firm behavior will help the student to understand some aspects of the firm decision-making process. At a macroeconomic level, several aggregate variables will be studied, including GDP, the consumer price index, the monetary system, and economic policies implementation. This course may not be used to satisfy requirements for an undergraduate business degree.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CPS

### 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, Interactive Online, Self-Paced  
**Term Offering:** Fall  
**College Code:** CP

### ECON 226 - Principles of Microeconomics

**Credits:** 3

Use of the mainstream economic schools of thought to explain how economic units (consumers and producers) make decisions. The role of the market in organizing economic activity is widely explained as well as the way resources are allocated in an economy through the price mechanism. Concepts like elasticities and profit maximization are computed and analyzed. Algebra used extensively.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**Term Offering:** Spring  
**College Code:** CP

### ECON 320 - U.S. Economic History

**Credits:** 3

A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post- World War II growth.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CPS

### 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:** CPS

### 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:** CPS

### 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:** CPS

### 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:** CPS

### ECON 334 - Intermediate Microeconomics

**Credits:** 3

Theoretical analysis of consumer behavior, and decision making, using the utility function. The firm's decision making process is also analyzed in different market structures, based on profit maximization and costs of production. Welfare economics and game theory are introduced. Students may not enroll in ECON334 unless they have obtained a grade of C or higher in ECON 226 .

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ECON 226  
**Prerequisite/Corequisite:** MATH 191 or MATH 182  
**Schedule Type:** Lecture  
**Year Offering:** Odd years  
**Term Offering:** Spring  
**College Code:** CPS

### ECON 335 - Intermediate Macroeconomics

**Credits:** 3

The classical theory and growth theory in the long run are analyzed as well as the business cycle theory. Determinants of aggregate income are studied, along with other aggregate variables like the unemployment rate, the interest rate and inflation and its impact on the economy. Students may not enroll in ECON335 unless they have obtained a grade of C or higher in ECON 225 .

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ECON 225  
**Prerequisite/Corequisite:** ECON 226  
**Schedule Type:** Lecture  
**Year Offering:** Even years

**Term Offering:** Spring  
**College Code:** CPS

### ECON 367 - Labor Economics and Relations

**Credits:** 3  
An analysis of the labor market focusing on labor demand, supply, wage differentials, human capital, discrimination, and unions.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** CPS

### 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:** CPS

### 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:** CPS

### 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:** CPS

### ECON 454 - International Economics

**Credits:** 3  
A description and theoretical analysis of international trade, balance-of-payments accounts, the mechanisms of international economic adjustment, the theory of comparative advantage, and economic integration.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** ECON 225, ECON 226  
**Schedule Type:** Lecture  
**Year Offering:** Even years  
**Term Offering:** Fall  
**College Code:** CPS

### ECON 455 - Advanced International Economics

**Credits:** 3  
Welcome to Advanced International Economics, an exploration of the intricate world of global economics, policy challenges, and strategic decision-making in an interconnected world. This course is designed for students who have a foundational understanding of international economics and are eager to delve deeper into the complex issues facing economies in the era of globalization. After studying the fundamental principles, theories, and policies that govern international economic interactions and trade in ECON 454 (International Economics), in this course, students will gain a comprehensive understanding of the global economy, and its impact on nations, businesses, and individuals. They will also study the impact of international trade on an economy's performance through the analysis of the balance of payments. Through case studies, simulations, and policy debates, students will critically engage with the multifaceted aspects of international economics. The relationship between the trade balance and some other aggregates (the exchange rate, the interest rate).

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ECON 454  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Fall  
**College Code:** CP

### ECON 490 - Independent Readings/Study in \_\_\_\_\_

**Credits:** 1–3  
Individually directed study or readings under the guidance of the instructor. Oral and reading reports may be required.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** ECON 225, ECON 226; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in economics courses  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**Special Approval:** Instructor, Department Chair and Dean permission required  
**College Code:** CPS

### 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:** CPS

### 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:** CPS

### 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:** CPS

### ECON 715 - Applied Econometrics

**Credits:** 3  
This course is designed to expose students to econometric techniques used in economics and finance research. The major focus will be on time-series and panel data. The course will include regressions, ANOVA analysis and inferences techniques; as well as critiquing empirical research papers. An empirical research

project using econometric techniques will be required.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Year Offering:** Annually  
**College Code:** CP

## 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:** CPS

### 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(s):** ACCT122, MATH 166 or higher math course.  
**Prerequisite/Corequisite:** ACCT 122, MATH 165 or higher math course  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring  
**College Code:** CP

### 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:** CPS

### 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:** CPS

### 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:** Spring  
**College Code:** CP

### 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:** Fall  
**College Code:** CP

### FNCE 426 - International Finance

**Credits:** 3  
The financial management of international enterprises. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage, taxation impacts, and global-risk diversification.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** FNCE 317  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (even)  
**Term Offering:** Spring  
**College Code:** CP

### 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:** CPS

### 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:** CPS

### FNCE 435 - Internship in Finance/Investments

**Credits:** 1-3  
A program of supervised finance and/or investments experience, approved in advanced by the academic advisor for finance and the AEF program coordinator. Student must have at least a 2.67 cumulative GPA. A minimum of 75 hours of finance/investments work experience is required for each credit hour. Full arrangements for a structured program must be made prior to the start of the internship.

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Prerequisite(s):** FNCE 317  
**Repeatable:** Repeatable up to 3 credit hours  
**Schedule Type:** Practicum  
**Special Approval:** Instructor permission required.

**College Code:** CPS

### 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:** CPS

### 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:** CPS

## **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:** CPS

## **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:** CPS

## **FNCE 680 - Investment Management**

**Credits:** 3

Study of security risk-and-return concepts, security analysis, and concepts of market efficiency. Emphasizes equity investments, bonds, options, future, and international securities. Case analyses are required. Application of concepts in an investment portfolio simulation.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FNCE 317 or FNCE 500

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Alternate Years

**Term Offering:** Summer

**College Code:** CPS

## **FNCE 810 - Advanced Corporate Finance**

**Credits:** 3

This course responds to the need of developing an objective framework to analyze and evaluate the opportunities and risks of the rapid financial developments in today's global economy. It will study the major decision-making areas of managerial finance and some selected topics in financial theory. It reviews the theory and empirical evidence related to the investment and financing policies of the firm and attempts to develop decision-making ability in these areas. Some areas like mergers and acquisitions, corporate reorganizations, financial planning, and some other selected topics will be covered. Pricing of selected financial instruments and corporate liabilities, and dividend policy will be covered if not covered in FNCE 675.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

# School of Business

## Administration:

## Graduate Business

## Administration

### Masters

### Business Administration 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 and may not be used to satisfy program requirements.

The graduate courses in the MBA itself, which approximate three semesters of work, are divided into two groups, required and elective; 21 credits are in courses required of all students, and 12 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.

**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.

**Delivery:** The Master of Business Administration is available in three modes of delivery:

- Main Campus
- Interactive Online Synchronous
- International Sites: Vietnam National University, Middle East University, National Economics University (Viet Nam)

The interactive online option for the MBA degree program is designed for completion of all courses online. Most courses are offered in the interactive online synchronous format (see Global Campus definitions). The final course(s) may be taken online or on campus in the last summer semester culminating with graduation exercises (usually the first weekend in August).

**Dual Degree Option:**

This program is also available as a dual degree with Social Work MSW:

- Business Administration/Social Work Dual Degree MBA/MSW

### Total Credits - 33

ACCT 610 - Managerial Accounting **Credits:** 3  
BSAD 515 - Organizational Behavior & Leadership **Credits:** 3  
BSAD 620 - Christian Ethics, Service & Society **Credits:** 3 (MBA/MSW Dual Degree students replace this course with 1 credit of BSAD 556 and SOWK 515.)  
BSAD 689 - Strategic Management **Credits:** 3 (Capstone Course)  
ECON 530 - Managerial Economics **Credits:** 3  
FNCE 675 - Financial Management **Credits:** 3  
MKTG 680 - Strategic Marketing Management **Credits:** 3

### Electives

Choose 4 courses (numbered 510 and above) from the following acronyms: ACCT, BSAD, ECON, FNCE, INFS, MKTG. (MBA/MSW Dual Degree students must choose either SOWK 630 or SOWK 660.) Students may fulfill elective credits by taking either the Healthcare Administration concentration or the Accounting/Finance concentration.

### Healthcare Administration Concentration

The Healthcare Administration concentration prepares students seeking careers in management, clinical management and consulting with the knowledge needed to address the challenges and opportunities within the diverse industry of healthcare. Coursework covers the broad spectrum of health services administration skills, including healthcare management, ethics, finance, and policy. (The courses in this concentration may be taken instead of 4 elective courses.) Student pursuing the healthcare concentration need to start in the fall semester by taking BSAD 537.

BSAD 537 - Organization and Management of Healthcare Systems **Credits:** 3  
BSAD 625 - Healthcare Law & Ethics **Credits:** 3  
BSAD 640 - Healthcare Economics & Policy **Credits:** 3  
BSAD 645 - Reimbursement Systems **Credits:** 3

### Accounting/Finance Concentration

The Accounting/Finance concentration is designed to prepare students for management-level careers in the business arena. The concentration focuses on the skills needed to analyze and evaluate the risks and rewards associated with enterprise- and project-level business opportunities and improved decision-making using accounting and finance tools. (The courses in this concentration may be taken instead of 4 elective courses.)

Choose 12 credits from the following courses:

ACCT 515 - Data Analytics for Managers **Credits:** 3  
ACCT 620 - Financial Statement Analysis **Credits:** 3  
BSAD 643 - Quantitative Methods in Business Decisions **Credits:** 3  
FNCE 526 - International Financial Management **Credits:** 3  
FNCE 680 - Investment Management **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.

These courses must be taken prior to starting the MBA program. Students may take up to three courses concurrently with the MBA, by permission only, on a provisional status, during the first two semesters of their MBA program.

The following courses constitute the prerequisites for the MBA degree:

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  
  
FNCE 500 - Survey of Business Finance **Credits:** 2  
**Or**  
FNCE 317 - Business Finance **Credits:** 3  
  
STAT 285 - Introduction to Applied Statistics **Credits:** 3

### Choose one of the following:

ACCT 505 - Survey of Accounting for Decision Making and Control **Credits:** 2,3  
ACCT 205 - Accounting for Decision Making and Control **Credits:** 3  
Both ACCT 121 - Principles of Accounting I **Credits:** 3 and ACCT 122 - Principles of Accounting II **Credits:** 3

### Choose one of the following:

ECON 508 - Survey of Economics **Credits:** 2  
ECON 208 - Principles of Economics **Credits:** 3

Both ECON 225 - Principles of Macroeconomics **Credits: 3** and ECON 226 - Principles of Microeconomics **Credits: 3**

Competency in computers is assumed.

### Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as 515 or above) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

Admission GMAT requirements can be obtained by **ONE** of the following:

Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score  $\geq$  1,000.

**OR**

Five years of documented and approved related work experience and earned a grade of at least B- in statistics and a grade of at least B- in college algebra.

**OR**

Previously earned an on-campus Andrews University undergraduate business degree with a cumulative GPA  $\geq$  3.0 and earned a grade of at least B- in statistics and a grade of at least B- in college algebra.

**OR**

Previously earned degree with a cumulative GPA  $\geq$  3.25 from a U. S. accredited institution.

### Professional Resume

All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

### Provisional Status

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 (or before they reach 9 credit hours of graduate level course work).

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.

## Additional Information

### Accreditation

The Master of Business Administration degree (both on-campus and interactive online delivery) is accredited by the International Accreditation Council for Business Education (IACBE), located in Lenexa, Kansas.

## Student Learning Outcomes

- Students will be able to integrate knowledge of major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to demonstrate collaborative team skills in order to deliver transformative solutions.
- Students will be able to evaluate complex data in order to solve advanced business problems.
- Students will be able to implement leadership theory through the strategic management process.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

## Organizational Management MSA

A Master of Science in Administration program is designed to prepare students for leadership in organizational management in various industry-specific settings.

The MSA degree in Organizational Management is for students seeking management roles in industry, church or other not-for-profit organizations. Offered by the School of Business Administration, the program blends business management and leadership principles to create a well-rounded degree experience with a capstone practicum. We offer a distinctive program with the option of adding one of the two concentrations: human resource management and nonprofit. An option for a general MSA is also available.

This MSA degree can be completed on-campus or online.

**Online Delivery:** Most courses are offered in the interactive online synchronous format and taught to on-campus students simultaneously (see Global Campus online delivery definitions). Online students are encouraged to come to campus for graduation.

## Total Credits - 34

### Business Core - 16

ACCT 505 - Survey of Accounting for Decision Making and Control **Credits: 2,3**  
BSAD 515 - Organizational Behavior & Leadership **Credits: 3**  
BSAD 620 - Christian Ethics, Service & Society **Credits: 3**  
BSAD 670 - Management of Human Resources **Credits: 3**  
FNCE 500 - Survey of Business Finance **Credits: 2**  
BSAD 695 - Practicum **Credits: 3**

### Business Electives - 6

Choose six credits from the following courses:

ACCT 515 - Data Analytics for Managers **Credits: 3**  
BSAD 560 - Intercultural Business Relations **Credits: 3**  
BSAD 594 - Business Research **Credits: 3**  
BSAD 615 - Management of Quality **Credits: 3**  
MKTG 680 - Strategic Marketing Management **Credits: 3**

### General MSA - 12

Students may choose to take a concentration or complete 12 general MSA credits:

Select 2 courses with the following prefixes: ACCT, BSAD, FNCE, INFS, or MKTG (BSAD 689 excluded)  
Select 2 courses with the following prefixes: CIDS, LEAD, PATH or MSSN

### Concentration

Students may choose to take a concentration, which fulfills the 12 credits from the General MSA section.

#### Human Resources Concentration - 12

BSAD 565 - Human Capital & Workforce Development **Credits: 3**  
BSAD 675 - Negotiation and Conflict Management Strategies **Credits: 3**

#### Select 6 credits from the following courses:

ANTH 517 - Cultural and Developmental Anthropology **Credits: 2**  
CIDS 575 - Topics: **Credits: 1-6** (Innovation Theory and Practice)  
CIDS 673 - Project Cycle Management **Credits: 3**  
LEAD 540 - Creativity and Innovation Workshop **Credits: 1,2**  
LEAD 647 - Creative Critical Thinking and Problem Solving **Credits: 3**  
GDPC 614 - Human Development **Credits: 3**  
GDPC 630 - Personality Assessment **Credits: 3**  
GDPC 638 - Group Processes **Credits: 3**  
GDPC 644 - Psychological Testing **Credits: 3**

#### Nonprofit Concentration - 12

BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits: 3**  
MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits: 3**

#### Select 2 courses from the following:

CIDS 535 - Grant Writing **Credits: 2**  
CIDS 673 - Project Cycle Management **Credits: 3**  
CIDS 568 - Community Change **Credits: 3**  
LEAD 628 - Creating Collective Impact **Credits: 1-3**  
LEAD 634 - Cultural Intelligence and Inclusive Leadership **Credits: 1-3**  
LEAD 639 - Introduction to Social Innovation **Credits: 1-3**  
LEAD 641 - Leading Social Innovation **Credits: 1-3**



## Additional Requirements

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.

## Admission Requirements

See general admission requirements under Graduate Academic Policies.

### 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

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.

## Student Learning Outcomes

- Students will be able to demonstrate competence in the application of business principles and practices to the administration of church and church-related organizations.
- Students will be able to apply professional communication skills, both oral and written.
- Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving administrative problems.
- Students will be able to articulate an administrators' ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

## Masters Dual Degrees

## Business Administration/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

School of Social Work  
Nethery Hall, Room 009  
269-471-6196; FAX: 269-471-3686  
swinfo@andrews.edu  
www.andrews.edu/socialwork

### Program Description

Andrews University has chosen to explore a collaboration between the School of Business Administration and the School 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 MBA/MSW 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.

## Total Credits - 74

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 SOWK 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.

## Program Information

Information for the two programs (Business Administration MBA and Social Work MSW) follows:

### Business Administration 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 and may not be used to satisfy program requirements.

The graduate courses in the MBA itself, which approximate three semesters of work, are divided into two groups, required and elective; 21 credits are in courses required of all students, and 12 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.

**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.

**Delivery:** The Master of Business Administration is available in three modes of delivery:

- Main Campus
- Interactive Online Synchronous
- International Sites: Vietnam National University, Middle East University, National Economics University (Viet Nam)

The interactive online option for the MBA degree program is designed for completion of all courses online. Most courses are offered in the interactive online synchronous format (see Global Campus definitions). The final course(s) may be taken online or on campus in the last summer semester culminating with graduation exercises (usually the first weekend in August).

### Dual Degree Option:

This program is also available as a dual degree with Social Work MSW:

- Business Administration/Social Work Dual Degree MBA/MSW

### Total Credits - 33

ACCT 610 - Managerial Accounting **Credits:** 3  
BSAD 515 - Organizational Behavior & Leadership **Credits:** 3  
BSAD 620 - Christian Ethics, Service & Society **Credits:** 3 (MBA/MSW Dual Degree students replace this course with 1 credit of BSAD 556 and SOWK 515.)  
BSAD 689 - Strategic Management **Credits:** 3 (Capstone Course)  
ECON 530 - Managerial Economics **Credits:** 3  
FNCE 675 - Financial Management **Credits:** 3  
MKTG 680 - Strategic Marketing Management **Credits:** 3

## Electives

Choose 4 courses (numbered 510 and above) from the following acronyms: ACCT, BSAD, ECON, FNCE, INFS, MKTG. (MBA/MSW Dual Degree students must choose either SOWK 630 or SOWK 660.) Students may fulfill elective credits by taking either the Healthcare Administration concentration or the Accounting/Finance concentration.

### Healthcare Administration Concentration

The Healthcare Administration concentration prepares students seeking careers in management, clinical management and consulting with the knowledge needed to address the challenges and opportunities within the diverse industry of healthcare. Coursework covers the broad spectrum of health services administration skills, including healthcare management, ethics, finance, and policy. (The courses in this concentration may be taken instead of 4 elective courses.) Student pursuing the healthcare concentration need to start in the fall semester by taking BSAD 537.

BSAD 537 - Organization and Management of Healthcare Systems **Credits: 3**

BSAD 625 - Healthcare Law & Ethics **Credits: 3**

BSAD 640 - Healthcare Economics & Policy **Credits: 3**

BSAD 645 - Reimbursement Systems **Credits: 3**

### Accounting/Finance Concentration

The Accounting/Finance concentration is designed to prepare students for management-level careers in the business arena. The concentration focuses on the skills needed to analyze and evaluate the risks and rewards associated with enterprise- and project-level business opportunities and improved decision-making using accounting and finance tools. (The courses in this concentration may be taken instead of 4 elective courses.)

Choose 12 credits from the following courses:

ACCT 515 - Data Analytics for Managers **Credits: 3**

ACCT 620 - Financial Statement Analysis **Credits: 3**

BSAD 643 - Quantitative Methods in Business Decisions **Credits: 3**

FNCE 526 - International Financial Management **Credits: 3**

FNCE 680 - Investment Management **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.

These courses must be taken prior to starting the MBA program. Students may take up to three courses concurrently with the MBA, by permission only, on a provisional status, during the first two semesters of their MBA program.

The following courses constitute the prerequisites for the MBA degree:

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**

FNCE 500 - Survey of Business Finance **Credits: 2**

Or

FNCE 317 - Business Finance **Credits: 3**

STAT 285 - Introduction to Applied Statistics **Credits: 3**

**Choose one of the following:**

ACCT 505 - Survey of Accounting for Decision Making and Control **Credits: 2,3**

ACCT 205 - Accounting for Decision Making and Control **Credits: 3**

Both ACCT 121 - Principles of Accounting I **Credits: 3** and ACCT 122 - Principles of Accounting II **Credits: 3**

**Choose one of the following:**

ECON 508 - Survey of Economics **Credits: 2**

ECON 208 - Principles of Economics **Credits: 3**

Both ECON 225 - Principles of Macroeconomics **Credits: 3** and ECON 226 - Principles of Microeconomics **Credits: 3**

Competency in computers is assumed.

### Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as 515 or above) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

Admission GMAT requirements can be obtained by **ONE** of the following:

Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score  $\geq$  1,000.

OR

Five years of documented and approved related work experience and earned a grade of at least B- in statistics and a grade of at least B- in college algebra.

OR

Previously earned an on-campus Andrews University undergraduate business degree with a cumulative GPA  $\geq$  3.0 and earned a grade of at least B- in statistics and a grade of at least B- in college algebra.

OR

Previously earned degree with a cumulative GPA  $\geq$  3.25 from a U. S. accredited institution.

### Professional Resume

All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

### Provisional Status

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 (or before they reach 9 credit hours of graduate level course work).

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.

### Additional Information

#### Accreditation

The Master of Business Administration degree (both on-campus and interactive online delivery) is accredited by the International Accreditation Council for Business Education (IACBE), located in Lenexa, Kansas.

#### Student Learning Outcomes

- Students will be able to integrate knowledge of major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to demonstrate collaborative team skills in order to deliver transformative solutions.
- Students will be able to evaluate complex data in order to solve advanced business problems.
- Students will be able to implement leadership theory through the strategic management process.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

## 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 9 core competencies

that are required for every accredited MSW program: 1) Demonstrate ethical and professional behavior; 2) Engage diversity and difference in practice; 3) Advance human rights and social, economic, and environmental justice; 4) Engage in practice-informed research and research-informed practice; 5) Engage in policy practice; 6) Engage with individuals, families, groups, organizations and communities; 7) Assess and plan with individuals, families, groups, organizations and communities; 8) Intervene with individuals, families, groups, organizations and communities; and 9) Evaluate practice with individuals, families, groups, organizations and communities. In addition, our program has added an additional competency: 10) Demonstrate a Christian social work perspective. The curriculum is designed to teach students the knowledge, values and skills, along with understanding of the cognitive and affective reactions and judgement that accompany these dimensions. Measurement outcomes for these competencies can be found on the first page of the Andrews University School of Social Work website. The Andrews University MSW program is accredited by the Council of Social Work Education through the year 2027.

### Delivery

All tracks of the MSW program are available in the face-to-face format. The Regular Standing and Accelerated Regular Standing tracks are also available in the interactive online synchronous format (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

### Dual Degrees Options

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 School of Social Work 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, approximately 16 credits will be shared between the two programs. The following Dual Degree options are available:

- Business Administration/Social Work Dual Degree MBA/MSW
- Community & International Development/Social Work Dual Degree MSCID/MSW
- Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW
- Divinity/Social Work Dual Degree MDiv/MSW
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

### 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 may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

### MSW 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

### Areas of Focus

Students may choose to specialize in the following focus areas: Human Resources, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, and Medical Social Work. Please refer to the School of Social Work website for further information: [www.andrews.edu/cas/socialwork/](http://www.andrews.edu/cas/socialwork/). Students are not required to choose a focus area.

### Additional 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 as part of SOWK689 Advanced Professional Seminar. 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.

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.

### 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
  - 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  
\*with permission of the department
- 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.

#### Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program are not required to take the GRE.

### Additional Information

#### 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 School of Social Work as well as relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

#### Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

#### Student Learning Outcomes

Students who complete this program will:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice

- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess and Plan with Individuals, Families, Groups, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Demonstrate a Christian Social Work Perspective

## Post-Masters

# Business Administration PhD

The PhD in Business Administration brings opportunities to students from around the world who are focused on Christian education to develop their research capabilities and create business knowledge, contributing to theory on an ongoing basis. Andrews University provides graduates of the program with the opportunity to contribute to business and economic development on a worldwide basis both in academia and in industry.

Our program is designed as a full-time degree program, with three years residency requirement, and dissertation extending into an additional one or two years. Participants who pursue the degree on a part-time basis will need to work with their advisor on selecting an appropriate sequencing of classes.

The doctoral program in Business Administration is designed to prepare experienced practitioners for senior administrative and educational positions. The PhD degree is research oriented and requires courses in advanced research methodologies.

### Objectives of the Program:

We offer the following objectives of offering the PhD in Business Administration:

- To provide students with the theory and practice to contribute to the field of business, both in teaching and research.
- To provide graduates who will display Christian principles alongside business concepts.
- To advance the field of business for the benefit of Christians found in society generally.
- To help in meeting the objectives of the Seventh Day Adventist Church.
- To contribute to the knowledge in their field through participation in original research, culminating in the defense of a dissertation.

### Time Limit

Participants will need to complete the requirements for the PhD within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

### Delivery

This program is offered on the main campus and in an interactive online synchronous format (see Global Campus definitions) with minimal face-to-face requirements. Participants interact with each other and with instructors throughout all courses via an electronic management platform. Students are encouraged to come to campus for graduation.

## Total Credits - 60

### Business - 18

- BSAD 620 - Christian Ethics, Service & Society **Credits: 3**
- BSAD 743 - Quantitative Methods for Decisions with Optimization Models **Credits: 3**
- BSAD 789 - Strategic Management **Credits: 3**
- BSAD 815 - Organizational Theory and Development **Credits: 3**
- ECON 740 - Advanced Economic Theory **Credits: 3**
- FNCE 810 - Advanced Corporate Finance **Credits: 3**

### Research and Publishing - 15

- BSAD 843 - Quantitative Research Methods - Structural Equation Modeling **Credits: 3**
- ECON 715 - Applied Econometrics **Credits: 3**
- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**
- EDRM 712 - Applied Statistical Methods II **Credits: 3**

EDRM 713 - Applied Statistical Methods III **Credits: 3**

### Business Technology - 3

Choose one of the following courses:

- BSAD 715 - Data for Business Intelligence **Credits: 3**
- BSAD 720 - Artificial Intelligence Applications (in Business) **Credits: 3**

### Additional Learning - 6

Choose 6 credits from the following: Teacher Training, Leadership Cognate or Innovation Discipline.

### Teacher Training - 6

- EDCI 605 - Design & Development of Online Courses **Credits: 2,3**
- EDCI 606 - Teaching in Higher Education **Credits: 3**

### Leadership Cognate

- BSAD 730 - Leadership and Corporate Governance **Credits: 3**

### Innovative Discipline

- INEN 710 - Fostering Creativity in the Workplace **Credits: 3**

### Dissertation - 12

- BSAD 899 - Doctoral Dissertation **Credits: 1-15**

### Electives - 6

Choose 6 credits in one of the content areas below:

- Finance
- Marketing
- Management

## Admission Requirements

- Applicants to the program must meet the requirements set by the University for graduate programs.
- The applicant must submit a personal statement regarding expectations and commitment about graduate study.
- The applicant must have an earned bachelor's degree in business or another field, and a master's degree; if the master's degree is not in business administration, additional coursework is required.
- The applicant should:
  - Have a GPA of 3.5/4.00 or higher
  - Submit a personal statement
  - Complete an interview with a program faculty member
  - Score an accumulated point value of 1200 points from a metric calculation as defined by the School of Business, if s/he is not qualified for the GMAT waivers. Contact the School of Business for more information on the GMAT waivers. The metric calculation is as follows:  $(\text{GPA} \times 200) + \text{GMAT} = 1200$ .

The Admission Committee will base its acceptance decision on the combined factors listed above.

## Student Learning Outcomes

- Students will contribute to the body of knowledge through appropriate communication channels.
- Students will be able to demonstrate advanced competencies in their field through analysis of existing theories to draw data-supported conclusions.
- Students will be able to execute a plan to complete a dissertation in their field, integrating divergent perspectives.
- Students will evaluate the impact of global, ethical and social responsibilities of business within a Christian (Adventist) perspective.

## Business Administration

### BSAD 565 - Human Capital & Workforce Development **Credits: 3**

This course is designed to teach students how to assess and develop an organization's human assets. It explores organizational learning and the various ways training and development activities contribute to learning. Students study human resources trends and their interaction with increasing demands on

workforce productivity, including competition, globalization, technological complexities, regulation, and dynamic labor markets. The course covers topics such as learning strategy development, training needs assessment, program design, techniques, evaluation strategies, and career development practices. It integrates advanced talent management and development skills with strategic workforce planning, addressing gaps in employee competencies, planning talent development strategies, and forecasting workforce needs.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CP

### BSAD 675 - Negotiation and Conflict Management Strategies

**Credits:** 3  
This course equips managers with essential negotiation skills for complex contemporary organizations. Participants learn to navigate changing structures, temporary task forces, and interdepartmental cooperation while dealing with critical negotiation situations in organizations. The course covers distributive and integrative bargaining strategies, power dynamics, and cultural and gender influences on negotiation. Furthermore, the course focuses on conflict management, teaching methods to handle disputes productively and build long-term positive relationships. Students gain insights into conflict resolution strategies, negotiation techniques, and effective communication skills.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CP

### BSAD 695 - Practicum

**Credits:** 3  
The Practicum in Business Management provides students with supervised hands-on experience to apply their acquired knowledge and skills, whether in paid or unpaid roles across various settings. It focuses on enhancing personal and interpersonal skills for workplace and societal success. This involves documenting their experience and writing a final report. Students also refine their reading, writing, computing, communication, and reasoning abilities for application within the business environment, drawing upon a broad knowledge base, including legal, managerial, marketing, financial, ethical, and international dimensions, to make sound business decisions.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Practicum  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** CP

### BSAD 715 - Data for Business Intelligence

**Credits:** 3  
The purpose of this course is equipping the students with skills, tools, techniques and analytical ability to apprehend, manage, generate and warehouse data within and organization. It will familiarize students to business intelligence concepts and provide them with the knowledge to analyze and comprehend the benefits of business intelligence and data science to organizations of all sizes in the perspectives of creating values.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CP

### BSAD 720 - Artificial Intelligence Applications (in Business)

**Credits:** 3  
This course presents elements of understanding and analysis of artificial intelligence. It studies its relationship between human resources and artificial intelligence and the opportunities, benefits, limits, and challenges of using artificial intelligence within the company. It will develop a theoretical analysis of how AI induces new organizational and societal challenges but also, how can an organization manage to optimize the advantages of working with AI.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture

**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CP

### BSAD 730 - Leadership and Corporate Governance

**Credits:** 3  
This course is designed to provide students with the theory, the tools, and practices that will help them execute plans that will design the Corporate Governance framework, for an efficient use of resources and to equally require accountability for the stewardship of those resources. This course addresses the relationships and responsibilities of and among directors, senior management, institutional investors, and other stakeholders such as auditors (external and internal), suppliers, customers, employees, regulators, society as a whole, etc. The student will gain a perspective of the historical development of Corporate Governance especially in response to significant events affecting the integrity of capital markets and resulting in new legislation and/or regulatory requirements.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CP

### BSAD 743 - Quantitative Methods for Decisions with Optimization Models

**Credits:** 3  
The course catalog describes this class served as management consulting course as: "Study of quantitative tools for the analysis of problems arising in the management of organization, and the application of these tools in the decision of real business problems. Case study writings with primary data collection, case analysis with management tools from the MBA foundation courses and management consulting presentation are required.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Spring  
**College Code:** CP

### BSAD 789 - Strategic Management

**Credits:** 3  
The goal of this interdisciplinary course is to enable students to develop and/or fine tune skills in the analysis of strategic and organizational problems and issues.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** CP

### BSAD 815 - Organizational Theory and Development

**Credits:** 3  
This course addresses the theory and design of organizations. It prepares Ph.D. students to be competent in relevant deliberations and reflections related to group and organizational theories by thinking, and engaging in discussion. The course will assist them in constructing applicable documents that will illustrate his or her understanding of the individual and collective avenues of organizational members. Key concepts include management (fundamentals, culture, ethics, environment, decision-making, learning, conflict, and communication), planning (strategic management, systems thinking), organizing (theory, structure, design, technologies, and change) and monitoring (performance management, measurement, and effectiveness).

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Summer  
**College Code:** CP

### BSAD 843 - Quantitative Research Methods - Structural Equation Modeling

**Credits:** 3  
This course develops the techniques of the Structural Equation Modeling (SEM) research process as applied to business practices. SEM Research experiences is gained in defining research problems, hypotheses, literature review, IRB, methodology, modeling and the data collection, analysis, and interpretation. This course is designed to build top statistics competency through Structural Equation Modeling (SEM) and train students to analyze SEM research publications with research evaluation methods. It will cover multivariate analysis, confirmatory

factorial analysis, exploratory factorial analysis, experimental designs, longitudinal study, primary and secondary data.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MATH 285 and BSAD 691

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Annually

**College Code:** CP

## Economics

### ECON 740 - Advanced Economic Theory

**Credits:** 3

This course is designed to prepare graduate students to expand their understanding of modern economic theory and the way it relates to business. During this course students will develop analytical skills in solving and constructing economic models. The advanced topics covered will include topics such as: theories of consumption and savings, overlapping generation's models, and optimal fiscal policy, real-business-cycle theory, inflation and monetary policy, decision making in uncertainty. The course provides an introduction to the mathematical tools required to understand the scientific literature in this field. It provides an overview of the evolution of growth theory over the last 50 years. It also builds a connection between these theoretical exercises and the actual policies followed by developing/developed countries and introduces the students to the most recent topics under debate in this literature.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## Innovation & Entrepreneurship

### INEN 710 - Fostering Creativity in the Workplace

**Credits:** 3

The purpose of this course is to provide tools and help develop mindsets that will foster the generation, management, and creation of emulation of new creative and innovative ideas. It will teach students how to help their teams be creative, how to evaluate the ideas that are generated, and how to present new ideas so that they are appreciated. This course will allow the student to be more open, more flexible and have an inclusive mind so that ideas and ingenuity do not get lost.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Summer

**College Code:** CP

# School of Business

## Administration: Management & Marketing

Chan Shun Hall, Suite #218  
269-471-3339; FAX: 269-471-6158  
mmis-info@andrews.edu  
www.andrews.edu/sba

### Mission

The Department of Management & Marketing in the School of Business Administration prepares students for the challenge of working with people in for-profit and not-for-profit organizations, serving worldwide within the Seventh-day Adventist Church organization and in small business operations and large corporations.

Intellectual, spiritual, physical and social development, built on a solid foundation of ethics and cross-cultural understanding, is the goal of the educational endeavors of the department.

### Faculty

Ben Maguad, *Program Coordinator*, Professor of Management  
Jerry Chi, Professor of Management  
Liz Muhlenbeck, AdventHealth Endowed Chair, Associate Professor of Management  
Kimberly Pichot, Associate Professor of Marketing  
Sheila Snyder, Assistant Professor of Marketing

Jacquelyn Warwick, Emeritus Professor of Marketing  
Bruce Wrenn, Emeritus Professor of Marketing  
Bob Schwab, Emeritus Professor of Management

### Adjunct Faculty

George Ackerman  
Lilian Akawobsa  
Lileen Coulloudon  
Bari Courts  
Garren Dent  
Lisa Goolsby  
Madeha Muzaffar  
Richard Pawloski  
Robin Sarkar  
Jamiel Vadell  
Simon Vaz  
Cara Wright

## Associates

### Business AS

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, at Hong Kong Adventist College (HKAC), or online. Program requirements are the same for both the main campus and online options.

**Main Campus and HKAC:** All courses for this program are available on the main campus and at Hong Kong Adventist College. 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 primarily in an interactive online asynchronous format (see Global Campus online delivery definitions).

## Total Credits - 60

### Major - 28

ACCT 121 - Principles of Accounting I **Credits: 3**  
ACCT 122 - Principles of Accounting II **Credits: 3**  
BSAD 104 - Introduction to Business **Credits: 1**  
BSAD 210 - Small Business Management **Credits: 3**  
BSAD 355 - Principles of Management **Credits: 3**  
ECON 225 - Principles of Macroeconomics **Credits: 3 \***  
ECON 226 - Principles of Microeconomics **Credits: 3**  
INFS 130 - Management of Information Systems **Credits: 3**  
INFS 225 - Introduction to Data Analytics **Credits: 3**  
MKTG 310 - Principles of Marketing **Credits: 3**

\*Course fulfills ACE requirement

### Cognates - 9

MATH 166 - College Algebra for Business **Credits: 3 \*** (or higher)  
PSYC 101 - Introduction to Psychology **Credits: 3 \***  
STAT 285 - Introduction to Applied Statistics **Credits: 3**

\*Course fulfills ACE requirement

## 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).

## Student Learning Outcomes

- Students will be able to identify the basic theory and concepts of business across business functional areas.
- Students will be able to identify relevant business theories in analyzing business issues.
- Students will be able to explain that the content of their business courses adequately prepared them for entry-level careers in business.

## Bachelors

### Business Administration BS

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.

### Delivery

This program is offered both on-campus and in an interactive online asynchronous format (see Global Campus Definitions). The online degree does not require any on-campus time. Online students are encouraged to come on campus for graduation.

## Total Credits - 120

### Major - 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 130 - Management of Information Systems **Credits: 3**  
INFS 225 - Introduction to Data Analytics **Credits: 3**  
MKTG 310 - Principles of Marketing **Credits: 3**

\*Course fulfills ACE requirement

#### Additional Requirements

Students must complete the required business courses with a minimum GPA of 2.33 (C+).

### Cognates - 6

RELT 340 - Religion and Ethics in Modern Society **Credits: 3 \***  
or  
RELT 390 - Christian Business Ethics **Credits: 3 \***

STAT 285 - Introduction to Applied Statistics **Credits: 3** (for pre-medical students, substitute BIOL 280)

\*Course fulfills ACE requirement

### General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

### 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).

### Student Learning Outcomes

- Students will be able to apply the major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to implement the elements of a high performing team.
- Students will be able to employ decision-support tools in organization problem-solving.
- Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

## Management BBA

The BBA in Management degree is a broad-based discipline which integrates knowledge and skills in the areas of planning, organizing, leading, and controlling to enhance organizational performance and sustainability. It provides students an opportunity to gain experience by applying the latest management theory to real-world problems both inside and outside the classroom and to prepare them to work with people in for-profit and not-for-profit organizations including the worldwide Seventh-day Adventist Church. The program endeavors to promote intellectual, spiritual, physical, and social development built upon a solid foundation of ethics and cross-cultural understanding. Its strong emphasis on

ethical and moral development based on the teachings of the Bible differentiates this program from those offered by other secular tertiary academic institutions.

The management curriculum is broad enough to prepare students for a variety of career opportunities. Many management graduates enter into an internship or training program where they can integrate their general business skills with specific job opportunities. The program provides a background of professional education for general management or human resources careers in retail, manufacturing, banking, healthcare, public service, and other fields where sound management skills are needed. Some examples of entry-level jobs available for management graduates are management trainee, program analyst, project manager, data analyst, business analyst, business operations associate, and human resource officer. Moreover, the program provides graduates with the necessary tools to pursue graduate-level studies in management and other business-related fields.

## Total Credits - 120

### 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 130 - Management of Information Systems **Credits: 3**  
INFS 225 - Introduction to Data Analytics **Credits: 3**  
MKTG 310 - Principles of Marketing **Credits: 3**

### Major - 24

BSAD 345 - Business and Society **Credits: 3**  
BSAD 384 - Human Resource Management **Credits: 3**  
BSAD 410 - Entrepreneurship **Credits: 3**  
BSAD 436 - Organizational Behavior **Credits: 3**  
BSAD 467 - International Management **Credits: 3**  
BSAD 470 - Quality Management **Credits: 3**

#### Electives

Choose a minimum of 6 credits of electives as follows:

##### Group A electives

Choose between 3 and 6 credits of BSAD courses not previously applied.

##### Group B electives

Up to 3 credits of Electives may be selected from ACCT, ECON, FNCE, INFS or MKTG courses.

#### Additional Requirements

Students must complete the business core courses (39 credits) and the major required and elective courses (24 credits) with a minimum overall GPA of 2.33. However, students must receive a minimum of a "C-" grade in each course. Courses where a grade less than a "C-" is received will not apply towards the business core or major requirements.

All management majors must obtain a C (2.00) minimum grade in BSAD 355.

### Cognates - 12

MATH 166 - College Algebra for Business **Credits: 3 \***  
STAT 285 - Introduction to Applied Statistics **Credits: 3 \***

Choose one of the following courses:

PSYC 101 - Introduction to Psychology **Credits: 3 \***  
SOC 119 - Principles of Sociology **Credits: 3 \***

Choose one of the following courses:

RELT 340 - Religion and Ethics in Modern Society **Credits: 3 \***  
RELT 390 - Christian Business Ethics **Credits: 3 \***

\*Course fulfills ACE requirement



## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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% (31.5 credits) of the course work for the BBA degree (63 credits = 39 credits in the BBA core + 24 credits in BBA required/elective major courses).

## Student Learning Outcomes

### Program Outcomes

- Students will be able to apply the major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to implement the elements of a high performing team.
- Students will be able to employ decision-support tools in organization problem-solving.
- Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

### Major Outcomes

- Students will be able to explain how the required and elective Management major courses integrated with the other functional areas of business.
- Students will be able to explain the major concepts, theory, and practice of their required Management major courses: Business & Society, Human Resource Management, Entrepreneurship, Motivation and Work Behavior, International Management, and Quality Management.
- Students in Management will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.
- Students will be able to explain that the rigor and content of their Management major courses adequately prepared them for their careers in Management.

## Marketing BBA

Enhanced by technology, organizations from every area of business are driven by marketing and its concepts. Marketing monitors and investigates the changing needs of businesses and non-profit organizations. Marketers create a product/service designed to meet these needs, including determining the price, distribution pattern and promotional plan. Marketing provides a well-rounded business education for those considering opening their own business or for careers in areas such as social media, advertising and promotion, retail or marketing management, sales, international business, or marketing research (digital analytics, etc.), currently one of the fastest growing job opportunities in business. The marketing curriculum helps students attain strong marketing skills, understand non-profit organizations and develop social media campaigns, marketing strategies and policies.

## Total Credits - 120

### 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 130 - Management of Information Systems **Credits:** 3  
INFS 225 - Introduction to Data Analytics **Credits:** 3  
MKTG 310 - Principles of Marketing **Credits:** 3

## Major - 24

MKTG 320 - Consumer Behavior **Credits:** 3  
MKTG 368 - Integrated Marketing Communication **Credits:** 3  
MKTG 440 - Marketing Strategy **Credits:** 3  
MKTG 456 - Marketing Research **Credits:** 3

### Electives

#### Group A Electives

Choose 3 courses for a total of 9 credits from the following:

MKTG 325 - Marketing for Social Change **Credits:** 3  
MKTG 335 - Digital Marketing **Credits:** 3  
MKTG 340 - Content Marketing **Credits:** 3  
MKTG 370 - Brand Management **Credits:** 3  
MKTG 450 - eCommerce Marketing **Credits:** 3  
MKTG 465 - International Marketing **Credits:** 3  
BSAD 410 - Entrepreneurship **Credits:** 3  
BSAD 487 - Internship in \_\_\_\_\_ **Credits:** 1-3

#### Group B Elective

Choose 3 additional appropriate upper division elective credits approved by advisor.

### Additional Requirements

Students must complete the business core courses (39 credits) and the major required and elective courses (24 credits) with a minimum overall GPA of 2.33. However, students must receive a minimum of a "C-" grade in each course. Courses where a grade less than a "C-" is received will not apply towards the business core or major requirements.

All marketing majors must obtain a C (2.00) minimum grade in MKTG 310.

## Cognates - 12

MATH 166 - College Algebra for Business **Credits:** 3 \*  
STAT 285 - Introduction to Applied Statistics **Credits:** 3

#### Choose one of the following courses:

PSYC 101 - Introduction to Psychology **Credits:** 3 \*  
SOC 119 - Principles of Sociology **Credits:** 3 \*

#### Choose one of the following courses:

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3 \*  
RELT 390 - Christian Business Ethics **Credits:** 3 \*

\*Course fulfills ACE requirement

## General Education (Andrews Core Experience)

Students must fulfill all Bachelor's Degree requirements listed in the Andrews Core Experience.

## 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% (31.5 credits) of the course work for the BBA degree (63 credits = 39 credits in the BBA core + 24 credits in BBA required/elective major courses).

# Student Learning Outcomes

## Program Outcomes

- Students will be able to apply the major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to implement the elements of a high performing team.
- Students will be able to employ decision-support tools in organization problem-solving.
- Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

## 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.

# Supply Chain Management BBA

A Bachelor of Business Administration in Supply Chain Management (SCM) will prepare students to plan and control all activities along the supply chain which is a network of organizations that produce, move, store, and transform materials into finished products for eventual consumption by the final consumer. Supply chain management keeps track of products from raw materials to the point when the finished goods reach the customer, including planning and forecasting; purchasing; product assembly; moving; and storage. The program will provide students with practical, relevant, and important skills required in the diverse field of supply chain management.

## Total Credits - 120

## 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 130 - Management of Information Systems **Credits: 3**
- INFS 225 - Introduction to Data Analytics **Credits: 3**
- MKTG 310 - Principles of Marketing **Credits: 3**

## Major Requirements - 18

- BSAD 447 - Project Management **Credits: 3**
- BSAD 470 - Quality Management **Credits: 3**
- BSAD 425 - Logistics Management **Credits: 3**
- BSAD 335 - Supply Chain Management **Credits: 3**
- BSAD 420 - Inventory Control **Credits: 3**
- INFS 380 - Applied Decision Support (DSS) and Expert Systems (EX) **Credits: 3**

## Major Electives - 6

Choose 2 from the following:

- ACCT 328 - Intermediate Managerial Accounting/Data Analytics **Credits: 3**
- ACCT 476 - Accounting Information Systems **Credits: 3**
- BSAD 467 - International Management **Credits: 3**

- BSAD 487 - Internship in \_\_\_\_\_ **Credits: 1-3**
- FNCE 330 - Financial Planning **Credits: 3**
- FNCE 426 - International Finance **Credits: 3**
- INFS 318 - Business Systems Analysis and Design **Credits: 3**
- INFS 428 - Database Systems Design and Development **Credits: 3**

## Program Outcomes

- Students will be able to apply the major business theories and concepts to inform decision-making.
- Students will be able to communicate complex ideas.
- Students will be able to implement the elements of a high performing team.
- Students will be able to employ decision-support tools in organization problem-solving.
- Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems.
- Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business.

# Undergraduate Minors

## Business Administration Minor

The Business Administration minor is designed for students who wish to supplement their major coursework with a background in business principles. With a minor in Business Administration, students are given the opportunity to obtain entry-level jobs in business or can continue on at Andrews University to complete a Master of Business Administration (MBA) after completion of their undergraduate degree. Students who are planning to continue their education with a MBA, are encouraged to take specific electives in order to complete the required prerequisites.

## Total Credits - 18

- 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**

## Electives

Choose 6 credits from the following courses (students who are interested in pursuing the MBA after completion of their undergraduate degree should consider taking BSAD 341, BSAD 475, and FNCE 317):

- 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**
- 3 credits of FNCE 206 - Personal Finance **Credits: 2,3**
- FNCE 317 - Business Finance **Credits: 3**
- INFS 130 - Management of Information Systems **Credits: 3**
- INFS 225 - Introduction to Data Analytics **Credits: 3**

# Student Learning Outcomes

- Students will be able to explain how the required and elective Business Administration minor courses integrated with the other functional areas of business or a non-business major.
- Students will be able to explain the basic concepts, theory and practice of their required Business Administration minor courses.
- Students will be able to explain that the content of their Business Administration minor courses adequately prepared them for entry-level careers in business.

# Management Minor

The Management minor is designed to give students a broad understanding of basic business concepts and introduce them to the theories and tools that managers use to plan, organize, lead, and monitor people and processes in for-profit and not-for-profit organizations. It provides an opportunity for students to

develop essential management skills in entrepreneurship, creativity and innovation, teamwork, leadership, and other topics to be able to operate in complex business environments. This minor puts strong emphasis on ethical and moral development based on the teachings of the Bible.

Some popular outcomes of minoring in management are entry-level careers in entrepreneurship, consulting or pursuing a Master of Business Administration (MBA). Coupling the Management minor with a non-management major can help students understand how to adapt and apply management theory to practice to create quality results in the world of work.

## Total Credits - 18

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.

### Electives

Choose one course for 3 credits from any courses in the School of Business Administration.

## Student Learning Outcomes

- Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business issues.
- 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, ethics, accountability, and experience positive Christian growth.

## Marketing Minor

No matter what field is pursued, businesses are driven by marketing and its concepts thus often underlies any work experience. This minor investigates the changing needs of businesses and non-profit organizations. Marketers create a product/service designed to meet these needs including determining the price, distribution pattern and promotional plan. The marketing minor helps strengthen students' entry into the job market by attaining strong marketing skills and understanding the underlying marketing concepts employed in any business environment.

## Total Credits - 18

MKTG 310 - Principles of Marketing **Credits:** 3  
MKTG 320 - Consumer Behavior **Credits:** 3  
MKTG 368 - Integrated Marketing Communication **Credits:** 3  
MKTG 440 - Marketing Strategy **Credits:** 3

**NOTE:** A minimum of a "C" letter grade must be earned in MKTG 310.

### Electives

Choose two courses from the following:

MKTG 325 - Marketing for Social Change **Credits:** 3  
MKTG 335 - Digital Marketing **Credits:** 3  
MKTG 370 - Brand Management **Credits:** 3  
MKTG 450 - eCommerce Marketing **Credits:** 3  
MKTG 456 - Marketing Research **Credits:** 3 (with statistics background)  
MKTG 465 - International Marketing **Credits:** 3  
BSAD 410 - Entrepreneurship **Credits:** 3

## Student Learning Outcomes

- Students will be able to explain the major concepts, theory, and practice of their required Marketing minor courses: Principles of Marketing, Consumer Behavior, Integrated Marketing Communication, and Marketing Management.

- Students in the Marketing minor will be able to articulate that their understanding of Christian principles and ethics relate positively to their professional careers.
- Students will be able to develop and execute a marketing campaign including developing, pricing, promoting and distributing a product or service.
- Students will be able to explain social media in the field of marketing.

## 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:** CPS

### BSAD 209 - Sustainable Business Planning

**Credits:** 1

This course is designed to develop proficiencies in a range of skills required to guide students in the analysis and development of sustainable business planning. Students will explore and utilize practical tools that will enable them to solve problems and execute projects as external or internal consultants or as individual contributors or leaders within organizations in order to analyze the viability of projects early in the planning process.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CP

### 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:** CPS

### 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

**Special Approval:** Instructor permission required.

**College Code:** CPS

### BSAD 309 - Consulting Project Planning

**Credits:** 1

This course introduces students to the core elements of consulting, including establishing trust with clients, managing clients expectations, clearly defining the consulting problem, planning a consulting intervention, and managing a consulting intervention. Students also learn how to market consulting businesses.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CP

### BSAD 335 - Supply Chain Management

**Credits:** 3

An integrated approach to planning, implementing, and controlling the flow of information, materials and services from raw material and component suppliers through the manufacturing of the finished product for ultimate distribution to the

end customer.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BSAD 355

**Schedule Type:** Lecture

**Year Offering:** Alternate years (even)

**Term Offering:** Fall

**College Code:** CP

### 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:** CPS

### BSAD 345 - Business and Society

**Credits:** 3

Examines the social, political, and legal environments surrounding business today. Attention is given to corporate social responsibility, ethical decision-making processes, stakeholder management, and long-term corporate sustainability.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CPS

### BSAD 354 - Career Development

**Credits:** 1

This course provides practical, useful, and realistic advice to help students prepare for internships and job searches. A comprehensive step-by-step guide helps students plan for their future and breaks the daunting prospect of marketing themselves to prospective employers into a manageable process. It equips the student with the tools needed to gain a competitive advantage in the workplace, reach career potential, and stand out in a crowd.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

### BSAD 355 - Principles of Management

**Credits:** 3

Introduction to the philosophy of management which presents an overview of organizational behavior. Emphases include the functions of management (planning, organizing, leading, and controlling), group and team dynamics, organizational structure, strategic planning, managing within a global environment, human resource functions, motivation, and management control systems.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online, Self-Paced

**Term Offering:** Fall, Spring

**College Code:** CPS

### 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:** CPS

### 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:** CPS

### 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:** CPS

### 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:** CPS

### 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:** CPS

### BSAD 420 - Inventory Control

**Credits:** 3

Using data science to manage inventory in uncertain environments, setting inventory levels based on customer service requirements, and calculating inventory for products that have short sales cycles. Understanding the process by which goods are tracked throughout the entire supply chain, from purchasing to production to end sales.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BSAD 335

**Schedule Type:** Lecture

**Year Offering:** Alternate years (odd)

**Term Offering:** Fall

**College Code:** CP

### BSAD 425 - Logistics Management

**Credits:** 3

Study of the supply chain process that plans, implements, and controls the efficient, effective flow and storage of goods, services, and related information from the point of origin to the point of consumption to meet customer requirements.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BSAD 335

**Schedule Type:** Lecture

**Year Offering:** Alternate years (odd)

**Term Offering:** Spring

**College Code:** CP

## 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:** CPS

## BSAD 438 - Workshop

**Credits:** 0

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CPS

## BSAD 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall

**College Code:** CP

## 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:** CPS

## 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:** CPS

## 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:** CPS

## BSAD 471 - Internship in International \_\_\_\_\_

**Credits:** 3

A program of business experience in an international setting. International students will have their internship in a multinational company and would not have to go abroad if they do not want/able to. US students will need at least one semester of international experience, including their internship. 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.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable with different topics (Areas)

**Schedule Type:** Practicum

**Special Approval:** Instructor permission required

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** CP

## 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(s):** BIOL 280 - Only for Pre-Med students

**Prerequisite/Corequisite:** STAT 285

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall, Spring

**College Code:** CP

## 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:** CPS

## 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.

This is a Capstone Course, it is recommended for students to take FNCE317 prior to enrolling in BSAD494.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** FNCE317

BSAD 355 previously completed. All other core BBA courses must be completed or concurrently enrolled.

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Annually

**Term Offering:** Spring

**College Code:** CP

## 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:** CPS

## 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:** Satisfactory (S,U,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:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

## 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:** CPS

## 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Fall

**College Code:** CPS

## 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:** CPS

## BSAD 530 - Leadership & Management of Not-for-Profit Organizations

**Credits:** 3

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

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Spring

**College Code:** CPS

## BSAD 537 - Organization and Management of Healthcare Systems

**Credits:** 3

Provides an overview of the various levels of healthcare delivery, complex system relationships, and explores the issues pertaining to the triple-bottom line of cost, quality and access within the provision of medical services. Students evaluate the challenges of managing a healthcare organization through the use of best practices, evidence-based management techniques, and organizational analysis.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CPS

## BSAD 545 - International Business Management

**Credits:** 3

Understanding the global enterprise and how management concepts, principles, and practice transcend national boundaries. Focus on global strategies, the importance of cultural differences to organizational effectiveness, management of people in international organizations, personnel selection and repatriation, political risks, ethics and social responsibility.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Alternate Years

**Term Offering:** Summer

**College Code:** CPS

## BSAD 555 - Careers and Personal Branding

**Credits:** 1

This course provides practical, useful, and realistic advice to help students prepare for internships and job searches. A comprehensive step-by-step guide helps students plan for their future and breaks the daunting prospect of marketing themselves to prospective employers into a manageable process. It equips the student with the tools needed to gain a competitive advantage in the workplace, reach career potential, and stand out in a crowd. A focus on portfolio develop and personal branding ensure the student has the tools prepared for an effective job search.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** CP

## BSAD 556 - Topics in \_\_\_\_\_

**Credits:** 1–3

Topics of current interest in the business area not ordinarily covered in-depth in regular courses.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable up to 15 credits

**Schedule Type:** Lecture, Interactive Online

**College Code:** CPS

## 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:** CPS

## BSAD 587 - Internship in \_\_\_\_\_

**Credits:** 1–3

A program of business experience. 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 credits

**Schedule Type:** Practicum

**Special Approval:** Instructor permission required.

**College Code:** CPS

## BSAD 594 - Business Research

**Credits:** 3

A course to develop the techniques of the research process as applied to business practices. Research experiences is gained in defining research problems, hypotheses, literature review, IRB, methodology, modeling and the data collection, analysis, and interpretation.

**Lecture/Lab:** Weekly: 3 lectures & a 3-hour lab

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** MATH 285 Statistics

**Recommended:** MATH 285 Statistics

**Repeatable:** Repeatable up to 6 credits with different topics

**Schedule Type:** Lecture, Blended Learning, Interactive Online

**Year Offering:** Annually

**Term Offering:** Fall

**College Code:** CP

## BSAD 615 - Management of Quality

**Credits:** 3

Provides a strategic and structured approach to the design and development of quality programs in manufacturing and service organizations. Addresses the analytical and behavioral aspects of quality and its strategic importance to organizational success.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite/Corequisite:** BSAD 515

**Schedule Type:** Lecture, Interactive Online

**Year Offering:** Alternate Years

**Term Offering:** Summer

**College Code:** CPS

## BSAD 620 - Christian Ethics, Service & Society

**Credits:** 3

An exploration of the interrelationship among business, government and society. Stakeholder management, the analysis of the legal and regulatory environment, and the responsiveness of business in its service to society. A study of ethical problems encountered in business and the management of moral dilemmas.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Spring

**College Code:** CPS

## BSAD 625 - Healthcare Law & Ethics

**Credits:** 3

Overview of the key legal and related ethical topics relevant to the continuous evolution of the healthcare system. With the use of case studies, students will evaluate government regulation of health care, contracts, medical malpractice, legal and ethical issues related to the provision of care, privileging, medical decision making, mental health, tax exemption, antitrust, fraud and health information management.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CPS

## BSAD 640 - Healthcare Economics & Policy

**Credits:** 3

This course is designed to provide students with economic tools and theories that will help them to understand and analyze various issues related to the provision and consumption of healthcare services, as well as the interaction between the three types of agents (consumers, private and public healthcare insurers and providers) in the market of healthcare and how it affects the price setting, costs, demand and supply of healthcare services. It also provides an understanding of the US healthcare system, in its functioning, efficiency and limits and how it differs from some other healthcare systems. Healthcare policies overtime will be analyzed and discussed in the context of their economic impact with a particular attention to the Affordable Care Act, as well as the years ahead. Some other specific issues involving physician's shortage and its economic impact, nurses, competition, the pharmaceutical industry will be discussed and analyzed.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CPS

## BSAD 643 - Quantitative Methods in Business Decisions

**Credits:** 3

Study of quantitative tools for the analysis of problems arising in the management of organizations, and the application of these tools in the decision-making process of real business problems.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** BSAD 475 or BSAD 505 or instructor permission

**Schedule Type:** Lecture, Interactive Online

**Term Offering:** Spring

**College Code:** CPS

## BSAD 645 - Reimbursement Systems

**Credits:** 3

Introduction to the financial management of healthcare organizations. Course focuses on related topics of planning and financial decision making. Considers the unique operating environment of healthcare, the analysis methods of appropriate financial management, and communication of financial concepts.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** CP

## BSAD 648 - Workshop

**Credits:** 1–4

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** CPS

## BSAD 650 - MBA Extension Program Continuation

**Credits:** 0

**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** CPS

## 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:** CPS

## 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, Interactive Online  
**Term Offering:** Summer  
**College Code:** CPS

## BSAD 690 - Independent Readings

**Credits:** 1–3  
Designed for the individual needs of a student. Oral/written reports may be required.

**Grade Mode:** Satisfactory (S,U,I,W)  
**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:** CPS

## BSAD 694 - Independent Research

**Credits:** 2,3  
Designed to fit the individual needs of the student.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Prerequisite(s):** Completion of 24 graduate business credits with a cumulative GPA of at least 3.25  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Special Approval:** Dean permission required.  
**College Code:** CPS

## BSAD 899 - Doctoral Dissertation

**Credits:** 1–15  
15 credits are required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration. Dissertation course credits are designed for the student to advance in the demonstration and writing of the thesis presented in his/her proposal. The Dissertation course includes two modules. The first covers the development of the first three chapters in the Andrews doctoral dissertation framework and the completion of the IRB process. The second module includes the last two chapters and defense of the dissertation.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Schedule Type:** Independent  
**Year Offering:** Annually  
**College Code:** CP

# Marketing

## MKTG 310 - Principles of Marketing

**Credits:** 3  
A general survey of the four major marketing areas using the underpinnings of Christian values and ethical principles in a dynamic, highly competitive, global economy. The course assesses marketing concepts, strategies, and tactics that create value for consumers and organizations through integrated production and distribution of goods.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online, Self-Paced  
**Term Offering:** Fall, Spring  
**College Code:** CPS

## 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  
520

influences, and consumer decision processes.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite/Corequisite:** MKTG 310  
**Schedule Type:** Lecture  
**Term Offering:** Fall  
**College Code:** CPS

## 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MKTG 310  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Fall  
**College Code:** CP

## MKTG 335 - Digital Marketing

**Credits:** 3  
Digital 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:** CP

## MKTG 340 - Content Marketing

**Credits:** 3  
Content marketing presents the core strategies content marketers use to acquire and retain customers. Students will learn how to develop, organize and implement a content marketing strategy, analyze and measure the effectiveness of content marketing, write compelling copy, use a strategic framework when writing, and build a professional brand and authority through content marketing, by amplifying the brand's reach, trust, reputation, and credibility. By the end of the course, students will be fully prepared to present their complete strategy to brand stakeholders.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MKTG310  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Fall  
**College Code:** CP

## 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:** CPS

## MKTG 370 - Brand Management

**Credits:** 3  
Explores brand management and examines how profitable brand strategies are created for the purpose of identifying and filling customer needs. This course exposes students to the contemporary challenges of managing a product portfolio by formulating strategies for innovating, building, leveraging, and defending brand positions in today's marketing environment.



**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MKTG 310  
**Schedule Type:** Lecture  
**Year Offering:** Alternate years (even)  
**Term Offering:** Spring  
**College Code:** CPS

### **MKTG 440 - Marketing Strategy**

**Credits:** 3  
An integrative capstone course for marketing majors. Emphasizes process by which marketing managers seek solutions to marketing problems and considers marketing opportunities. Field studies provide students with opportunities to apply knowledge gained in marketing course work to concrete situations. Assumes completion of majority of courses in marketing major.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MKTG 310, MKTG 320, MKTG 368 and MKTG 456, or permission of instructor.  
**Schedule Type:** Lecture  
**Term Offering:** Spring  
**College Code:** CP

### **MKTG 450 - eCommerce Marketing**

**Credits:** 3  
Designed to help students increase awareness of the e-Commerce 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  
**Year Offering:** Alternate years (even)  
**Term Offering:** Fall  
**College Code:** CP

### **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:** CPS

### **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  
**Year Offering:** Alternate Years (even)  
**Term Offering:** Fall  
**College Code:** CP

### **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:** CPS

### **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:** CPS

### **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:** CPS

# Seventh-day Adventist Theological Seminary

Jiri Moskala, *Dean*  
Wagner Kuhn, *Associate Dean*

Seminary Hall, Room N230  
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 worshipping community that nurtures excellence, provides theological leadership, and shares our ministry and resources around the world.

## Core Values

### Faithfulness with expectation

- Being faithful in our relationship to Christ as Savior and Lord
- Being faithful to God and his revelation as expressed in his Word
- Being faithful in our quest for truth and beauty through a teachable and steadfast spirit
- Being faithful to the Seventh-day Adventist Church and God's prophetic leading in our story.

### Christ-likeness with humility

- Cultivating a Christ-like integrity which reflects the character of God
- Submitting our whole selves, mind, body and spirit to God
- Living a passionate and authentic life of obedience and service.

### Respect with justice

- Being Christians who are global in vision, sensitive to diversity, and competent in inter-cultural relationships
- Respecting all persons by exhibiting love, compassion and caring, and recognizing everyone's unique giftedness and creative potential
- Working for fairness, and advocating for justice for those without power or voice.

### Community with joy

- Worshiping with joy and keeping the Sabbath holy
- Nurturing a community of healing, grace, restoration and renewal
- Developing a sense of collegiality and friendship in our work as brothers and sisters in Christ.

### Discipleship with wholeness

- Embracing the ongoing transformation by the Spirit in our own life of faith and learning
- Seeking to see in one another the Spirit's work of restoring the image of our Maker
- Mentoring others in knowing and following their call and vocation.

### Service with passion

- Leading with a servant's heart to equip others for service
- Striving with passion to reach the lost, serve the poor, and grow the church
- Valuing creation and our call to be stewards in all areas of life.

### Accreditation and Authorization

All seminary degree programs are accredited by The Association of Theological Schools in the United States and Canada.

## Objectives

Each program of the Seminary is committed to the following general objectives:

- 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  
solc@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/](http://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.** Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.

Andrews University has selected the same company used by the North American Division - Sterling Volunteers (SV) - to administer their background checks. There is a standard fee charged by Sterling Volunteers for this service. (If you have previously completed a background check within the past three years through SV, please login to your SV profile and share your Background Check with Andrews University.)

**Pre-admission Conduct Disclosure Statement.** Applicants to all Seminary programs are required to complete and submit the "Pre-Admission Conduct Disclosure Statement."

**Seminary Code of Conduct.** Applicants to all Seminary programs are required to sign and submit the "Seminary Code of Conduct."

**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, 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.
  - College teacher or advisor.
  - Church administrator, pastor, or recent employer.
- Statement of Purpose—350 words plus an autobiographical history based on questions provided in the admission package.

### Master of Arts in Pastoral Ministry

- Recommendations
  - A Conference administrator
  - A colleague in ministry or a local pastor if applicant is a layperson
  - A local church elder
- Statement of purpose—350 words plus a career history.

### Master of Arts in Youth and Young Adult Ministry

- Recommendations
  - College teacher
  - Pastor or a second college teacher
  - Church administrator or recent employer
- Statement of Purpose—350 words plus a career history.

### Master of Arts in Religion

- Recommendations
  - College teacher
  - College teacher
  - Church administrator or recent employer
- Statement of Purpose—500 words

### Master of Arts in Religious Education

- Recommendations
  - College teacher
  - Pastor or second college teacher
  - Church administrator or recent employer
- Statement of Purpose—500 words

### Doctor of Ministry

- Recommendations
  - Conference administrator
  - Colleague in ministry
  - Lay person
- Statement of Purpose—1,500–2,500 words plus a career history.

### Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology

- Recommendations
  - Adviser/teacher in applicant's MA or MDiv program
  - Teacher in applicant's MA or MDiv program
  - Teacher in applicant's MA or MDiv program
- Statement of purpose—600 words

### Doctor of Philosophy in Religious Education

- Recommendations
  - Adviser/teacher in applicant's MA or MDiv program
  - Teacher in applicant's MA or MDiv program

- Administrator of applicant's employing organization or most recent employer if not currently employed.

- Statement of purpose—600 words

### Doctor of Philosophy/Theology

- Recommendations
  - Adviser/teacher in applicant's MA or MDiv program
  - Teacher in applicant's MA or MDiv program
  - Church administrator of applicant's employing organization (or most recent denominational employer if not currently church employed)
- Statement of purpose—600 words

**Balanced Financial Plan.** All students applying for admission to the on-campus programs of the Seminary must submit a balanced financial plan detailing how their expenses will be covered. Listed below is the length of plan required for Seminary degree programs:

- MA: Religion 2 years
- MA: Religious Education 2 years
- MA: Youth & Young Adult Ministry 2 years
- Master of Divinity 2-3 years
- Doctor of Ministry
- PhD/ThD programs 3 years\*  
\*or letter of sponsorship required

**Graduate Record Examinations.** Students applying to the professional ministerial degree programs (Master of Divinity, Master of Arts in Pastoral Ministry, Master of Arts in Youth & Young Adult Ministry, and Doctor of Ministry) should provide transcripts of the Graduate Record Examination (GRE) General Test only when requested. Applicants to seminary academic graduate programs must request that a transcript of the GRE examination (taken within the past five years) be sent directly to the Office of Graduate Admissions.

**Orientation.** All new students are required to attend and register for the fall orientation program. Students who begin in the summer have a short orientation on the day before summer school begins. The main orientation session takes place the week before autumn semester classes begin. New students starting either in the summer or autumn terms are required to attend this main session. See the Seminary calendar, for specific dates for these orientation events.

**Psychological Evaluation.** Students from all Seminary programs are required to complete the Seminary's program of psychological evaluation during their first fall semester of residency, or as designated by their programs. All graduating students must comply with the graduation requirements of their respective programs, including exit testing.

### Academic Policies Applying to All Programs

**Class Loads and Enrollment Status.** The number of credits required for full- and part-time enrollment status in seminary programs is listed below.

Program	Full-time	Half-time
MDiv	9–14	5–8
MA in PMin, MA, MA in YYAMin, DMin, PhD, ThD	8–12	4–7

Students may take more credits than indicated above only with approval from the dean. Students who have completed all course work in a master's or doctoral program but have not met all requirements for graduation must register for GSEM 688, GSEM 788, or GSEM 888 and maintain full-time status. Students who are registered for thesis or PhD, ThD, or DMin dissertation credits also maintain full-time status. Doctor of Ministry students registered for GSEM 789 DMin Program Continuation are considered by the university as half-time students.

**Minimum GPA for Graduation.** The minimum GPAs required for graduation from seminary programs are listed below. Transfer credits are not counted in the GPA.

- 2.75 MDiv
- 2.50 MA in PMin, MA in YYAMin
- 3.00 MA, DMin, PhD, ThD

Students accepted on a provisional basis must achieve the minimum GPA required for their program during the first semester they are enrolled. A student who fails to maintain the minimum GPA required for his/her degree program is placed on academic probation.

**Graduating Student Questionnaire.** Completion of the graduating student questionnaire (GSQ) is a part of the graduation requirements.

**Satisfactory Academic Progress.** To qualify for satisfactory academic progress, students must earn the minimum GPA (as above) required for their degree program and meet other standards as listed in the Tuition, Fees, and Other Financial Information section of this bulletin. See Financial Information.

**Dual Enrollment.** Undergraduate religion/theology students at Andrews University, who at the beginning of a given semester are within 15 credits of graduation and who otherwise meet admission requirements of the Theological Seminary, may apply for permission to take seminary work while completing requirements for the baccalaureate degree. Dual registration is limited to one semester. An undergraduate student may accumulate not more than 12 credits in the Seminary on the basis of dual registration.

Students should request a Dual Enrollment Application at the Academic Records Office and have their credits verified there. The form is then taken to the dean of the Theological Seminary for approval. The signed form is returned to the Academic Records Office and exchanged for a Registration Card on which the actual courses desired are listed. The Registration Card must be signed by the dean of the College of Arts and Sciences, the student's adviser, and the dean of the Theological Seminary. Students dually enrolled may not carry more than 15 credits per term, and seminary credit thus earned may not be used to meet undergraduate requirements.

See Dual Enrollment in Graduate Academic Policies for pursuing two graduate degrees simultaneously, or a second undergraduate degree while doing a graduate program.

**Student Spouse Discount.** Academically qualified spouses of full-time on-campus seminary students may request a discount on tuition of Seminary master's-level courses taken to fulfill the requirements of a Seminary master's degree. The individual requesting the discount must be accepted into a Seminary master's program and must apply for the discount each semester in which his/her spouse is enrolled full-time in the Seminary. (Details are available at the Deans' office.) Discount requests are due by the drop/add date each semester.

**Seminary Spouse Class Attendance.** Seminary students and spouses of Seminary students may request to informally audit any 500- or 600-level Seminary courses (except seminars) regardless of academic qualifications and without charge, subject to written permission from the instructor, Seminary dean, and available space.

**Classes Taken in Other Schools.** With the exception of students in Religious Education, students registered in the Seminary who plan to take courses in another school on campus must first obtain permission from the Seminary dean or appropriate program director, as well as the dean of the school where the course will be taken. Religious Education students will follow course plans arranged in consultation with their advisors. MDiv students are charged regular tuition for courses taken outside the Seminary (except see notation under Master of Divinity Program in the Financial Information section of the bulletin for information on how to request a 50% tuition reduction for graduate-level courses in the College of Arts & Sciences).

**Informal Auditing.** Students with a full-time load and a GPA of 3.00 or above may sit in on a Seminary class without registration or a tuition charge on a space-available basis. The appropriate form must be completed. Certain courses are not available for auditing on any basis. For audited courses to be recorded on the transcript, see the University policy on Audited Classes

**Independent Study Courses.** Normally, only on-campus students with a GPA of 3.00 or above may register for independent study courses. Because the faculty are not obliged to guide students for Independent Studies, students must first obtain their concurrence. Independent study courses are advanced studies in a particular field and should be taken only after completing basic courses. At registration, students need to submit a copy of the Independent Study Contract Form with the course number from the department and a brief subject added to the course title to appear on the transcript. Requirements for independent study are determined by the guiding faculty member and may include readings, research, writing, and other learning experiences. A maximum of 8 credits may be approved for Independent Study in a degree program, and Independent Study courses normally are graded satisfactory or unsatisfactory. Additional guidelines are found on the contract form.

**Directed Reading.** Courses designated Directed Reading are for doctoral students. Students must arrange individually with a professor to take courses on this basis. These courses may be graded S/U.

**Grade Changes.** Grade changes are permitted only in case of computational error and must be made no later than the semester following the one in which the course was taken. A form must be completed by the teacher and signed by the dean before being taken to the Office of Academic Records.

**Worship Attendance.** Regular and punctual attendance is required at seminary worship services 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 (<https://www.andrews.edu/sem/resources/pdf/seminary-worship-attendance-policy.pdf>).

**Summit on Abuse.** The annual "End It Now - NAD Summit on Abuse" is required of all students in the Master of Divinity, Master of Arts (Discipleship in Lifespan Education), and Master of Arts (Religion) Specialized.

**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.** A maximum of 20% of required program credits may be transferred into Seminary master's programs. (Additional fees for such transfers may be assessed for certain programs). For limits on credits that may be transferred into the respective seminary doctoral programs, see each program description below.

Students wishing to transfer credits into a Seminary program must, within their first two semesters of study in a Seminary Program:

- Submit to their program office a syllabus (in English) for each class they wish to transfer
- Submit their official transcript to the Graduate Enrollment Office if requested, any supporting documentation

Once all documents are received, the program office will process the transfers.

## Programs

The Master of Divinity degree program provides basic postgraduate professional preparation for ministry with a broad exposure to all fields of theological study. The program applies biblical, historical, educational, linguistic, theological, philosophical, ethical, missiological, pastoral, and evangelistic instruction to the practical work of the church. Practical field experience is a vital part of this program.

The Master of Arts in Pastoral Ministry degree program offers professional training to mature pastors experienced in ministry. Normally such persons are unable to leave their parish and come to the Seminary campus for extended periods of time. The Seminary provides the major part of this professional training at off-campus centers in North America and various international sites.

The Master of Arts in Youth and Young Adult Ministry degree is a professional program designed to equip men and women with competencies for effective ministry to youth and young adults in local church and para-church settings. The program is focused on discipling, teaching, counseling and evangelizing youth and young adults.

The Master of Arts in Religion provides an opportunity for one year of specialized study beyond the baccalaureate degree. It is offered with these orientations: (1) the research orientation designed for students who plan further graduate work, and (2) the general academic orientation giving students a strong background in a specific area of religious studies.

The Master of Arts: Religious Education is an academic degree designed to develop theory and practice for the discipling and teaching ministry of the church in the home, church, or Christian school setting. The degree also provides a foundation for the PhD in Religious Education.

The Doctor of Ministry is a professional, post-MDiv degree for individuals qualified to pursue advanced study. This degree provides experienced pastors with additional expertise in the areas of pastoral ministry, evangelism and church growth, chaplaincy, and organizational leadership.

The Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology is an advanced academic degree that prepares teacher-scholars in the fields of Biblical Archaeology and Ancient Near Eastern Archaeology and Anthropology for church-operated colleges, seminaries and universities around the world.

The Doctor of Philosophy in Religion, based on the Master of Arts in Religion, prepares teacher-scholars in the fields of New Testament Studies, Old Testament Studies, Theological Studies, Adventist Studies, and Mission and Ministry Studies for colleges and seminaries operated by the Seventh-day Adventist Church around the world.

The PhD in Religious Education prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university.

The Doctor of Theology degree, based on the Master of Divinity degree, trains teacher-scholars in the fields of biblical studies and theology for service in the Seventh-day Adventist Church. Completion of a seminary program does not guarantee employment.

## Masters

# Discipleship and Lifespan Education MA

The MA in Discipleship and Lifespan Education is a 48-credit degree designed to prepare leaders to understand, facilitate, and train others in the process of discipleship—a lifelong journey of learning to follow Jesus and become more like Him while also training other leaders.

### Mission:

The MA in Discipleship and Lifespan Education prepares individuals to become competent in discipling leaders and training others in one or more phases of spiritual, mental, emotional, and relational development across the lifespan.

### Vision:

The MA in Discipleship and Lifespan Education serves the church by equipping and discipling individuals to address the developmental needs of its new and current members as well as the surrounding communities.

### Goals:

All students graduating from the MA in Discipleship and Lifespan Education will be competent pastor-teachers in the field of discipleship.

Students will have growing expertise as pastor-teachers in at least one of the following areas of human development: family ministry and campus chaplaincy ministry.

Students who teach at the elementary or academy level will become competent in discipling students to a love relationship with God and in understanding the Biblical narrative.

### MA in Discipleship and Lifespan Education (Professional) Concentrations:

- Campus Chaplaincy (Main Campus and Online)
- Family Life Education (Main Campus)

### MA in Discipleship and Lifespan Education (Academic) Concentrations:

- Bible Teaching (Online)
- Religious Education (Main Campus)

### MA Discipleship and Lifespan Education Dual Degree Options:

The MA (DSLE) is also available with the following dual degree option:

- Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW

**Online Delivery:** The concentrations available online include some interactive online courses that are offered synchronously (via Zoom), and some interactive online courses are offered asynchronously (see Global Campus definitions).

**Practicum:** A field practicum can be arranged in the location of the student's residence.

**Electives:** Students in the MA (DSLE)/MSW Dual Degree program may fulfill 8 elective credits with MSW courses.)

## Total Credits - 48-53

### Professional Core - 25

- 2 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3 (Bible Teaching Concentration students must replace this course with GDPC 525 - Psychology and Education of Exceptional Children.)
- 3 credits of DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
- 2 credits of DSLE 534 - Ministry to Youth and Young Adults **Credits:** 2,3 (Academic Concentration students can choose this course or 2 credits of DSLE 607 Intergenerational Ministry)
- 3 credits of DSLE 541 - Foundations of Biblical Spirituality **Credits:** 2,3
- 2 credits of DSLE 607 - Intergenerational Ministry **Credits:** 2 (Academic Concentration students can choose this course or 2 credits DSLE 534 Ministry to Youth and Young Adults)
- 3 credits of DSLE 610 - Teaching for Discipleship **Credits:** 2,3
- 2 credits of PATH 526 - Conflict Management **Credits:** 2,3 or PATH 543 Christian Leadership in a Changing World **Credits:** 2,3 (not required for Bible Teaching Concentration)
- 2 credits of a MSSN World Missions course
- 4 credits of NTST/OTST courses (Bible Teaching Concentration students take NT/OT courses in their concentration)
- 2 credits of a THST course (Bible Teaching Concentration students must take THST 616 - Doctrine of God)

## Concentrations - 23-31

Students must choose one of the following concentrations:

### Bible Teaching Concentration - 31

The Bible Teaching concentration prepares K-12 teachers who do not have a religion/theology background to teach Bible classes, while those with a strong religion/theology background but no educational background are given advanced standing and introduced to principles of pedagogy/andragogy.

### Prerequisite Courses

The following courses are prerequisites for the Bible Teaching Concentration:

- HLED 120 - Fit for Life or Health Principles course from Adventist Learning Community
- RELT 225 - Doctrines of the Adventist Faith

### Advanced Standing

Advanced standing may be obtained for up to 12 credits of religion and theology 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, theology, religious education, or education as well as the particular MA (Discipleship in Lifespan Education) focus area chosen. Advanced standing is calculated at the time of admission as follows:

- 18 or more credits of undergraduate religion or theology credit may qualify for advanced standing of up to 12 credits in appropriate areas of the course plan. Advanced standing based on less than 18 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.

## Concentration Courses - 31

- 1.5 credits of CHIS 570 - History of the Seventh-day Adventist Church **Credits:** 1.5,2
- 1.5 credits of CHIS 571 - The Life and Writings of Ellen G. White **Credits:** 1.5,2
- 3 credits of DSLE 605 - Foundations in Discipleship & Lifespan Education **Credits:** 2,3
- 2 credits of DSLE 606 - Philosophical Foundations for Professionals **Credits:** 2,3
- DSLE 616 - Collaborative Ministry: Partnering in Discipleship and Mission **Credits:** 2
- DSLE 620 - Scholarly and Professional Development **Credits:** 0
- 2 credits of DSLE 633 - K-12 Faith Development & Bible Methods **Credits:** 2,3
- 1 credit of DSLE 676 - Topics: \_\_\_\_\_ **Credits:** 1-3 (Integration of Faith & Learning)
- EDTE 508 - Principles of Teaching and Learning **Credits:** 3
- EDTE 517 - Teaching Reading in the Secondary Content Areas **Credits:** 3
- EDTE 524 - Classroom Testing and Evaluation **Credits:** 2
- 3 credits of EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3
- GDPG 514 - Psychology of Learning **Credits:** 3
- GSEM 680 - Master's Comprehensive Exam **Credits:** 0
- 2 credits of NTST 539 - Studies in Revelation **Credits:** 2,3
- 2 credits of OTST 546 - Studies in Daniel (English) **Credits:** 2,3
- 2 credits of OTST 566 - Studies in the Pentateuch (English) **Credits:** 2,3

**Thesis Option:** may add an additional 3 credits

GSEM 697 - Thesis for MA Degree **Credits:** 1-10

### Additional Degree Requirements for Religious Education and Bible Teaching Concentrations

Must maintain a minimum GPA of 3.00 in order to graduate. Courses with a grade below B- do not count toward the degree.

**Degree Completion:** Candidates for the Bible Teaching Concentration may exercise one of the following two options to complete their degree:

- Comprehensive Examinations: Must pass comprehensive examinations arranged through the departmental administrative assistant. The one-day exams entail a three-hour morning session and a two-hour afternoon session.
- Thesis: Prepare 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. The thesis may add 3 credits to the 48 credit degree requirements, making a total of 51 credits.

### Denominational Teacher 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 (DSLE) with the Bible Teacher Concentration. The Bible Teaching focus builds credit toward Denominational Certification but additional courses and a teaching practicum are required. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

## Campus Chaplaincy Concentration - 23

The Campus Chaplaincy Concentration is designed for those youth and young adult specialists who see themselves ministering as chaplains on either public or private campuses. This concentration has been approved for credentialing by the Adventist Chaplaincy Ministries of the North American Division of Seventh-day Adventists.

- 2 credits of DSLE 507 - Introduction to Chaplaincy Ministry **Credits:** 2
- 2 credits of DSLE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3
- DSLE 620 - Scholarly and Professional Development **Credits:** 0
- 3 credits of DSLE 662 - Field Practicum: Professional **Credits:** 1-6
- DSLE 664 - Advanced Campus Ministry **Credits:** 3
- 2 credits of DSLE 669 - Reaching the Secular Mind **Credits:** 2,3
- PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3
- PATH 643 - Trauma & Advanced Crisis Intervention **Credits:** 2
- Electives: Choose 6 elective credits in consultation with advisor

### Additional Degree Requirements for Campus Chaplaincy Concentration

The Campus Chaplaincy concentration 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 (Discipleship in Lifespan Education) is designed to be completed by full-time students in two years.

### Elective Courses

Students in the MA (DSLE) can utilize their elective credits to tailor a program to their specific ministry needs. They can take up to 6 credits in DSLE 690 - Independent Study.

### Transfer Credits

A maximum of 9 transfer graduate credits, when applicable, may be transferred into the MA (DSLE) program from other institutions or from other master's programs within the Seminary 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 9 transfer credits.

### Credit Through Learning in Professional Experience

In place of DSRE 662 - Field Practicum: Professional, some students may be eligible to receive up to three 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 Lifespan Education no later than the semester prior to graduation. For details, contact the director of the MA (DSLE) program.

### Additional Information

Graduates of the Campus Chaplaincy Concentration receive calls for ministry. However, completion of the program does not guarantee employment in Adventist ministry or any other church employment.

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).

### CPE Unit

In addition to completing the 48-credit professional Discipleship in Lifespan Education 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.

## Family Life Education Concentration - 23

The Family Life Education concentration prepares students to engage in family education ministries both within the church and in other professional settings and to apply for certification as Family Life Educators by the National Council on Family Relations (NCFR). Advanced standing is generally not given for the Family Life Education concentration.

### Prerequisite Course:

GDPG 614 - Human Development **Credits:** 3

### Concentration Courses:

- 3 credits of DSLE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3
- DSLE 652 - Personal and Family Finance **Credits:** 3
- DSLE 655 - Families in Society **Credits:** 3
- 3 credits of DSLE 657 - Social Policy **Credits:** 2,3
- DSLE 658 - Internal Dynamics of Families **Credits:** 3
- DSLE 659 - Human Sexuality **Credits:** 3
- 2 credits of DSLE 662 - Field Practicum: Professional **Credits:** 1-6 (taken after completion of 24 credits)
- DSLE 679 - Parenting Education and Guidance **Credits:** 3

## Additional Degree Requirements for Family Life Education Concentration

The Family Life Education concentration 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 (Discipleship in Lifespan Education) is designed to be completed by full-time students in two years.

### Elective Courses

Students in the MA (DSLE) can utilize their elective credits to tailor a program to their specific ministry needs. They can take up to 6 credits in DSLE 690 - Independent Study.

### Transfer Credits

A maximum of 9 transfer graduate credits, when applicable, may be transferred into the MA (DSLE) program from other institutions or from other master's programs within the Seminary 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 9 transfer credits.

### Credit Through Learning in Professional Experience

In place of DSLE 662 - Field Practicum: Professional, some students may be eligible to receive up to three 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 Lifespan Education no later than the semester prior to graduation. For details, contact the director of the MA (DSLE) program.

### Additional Information

#### Family Life Certification

The Family Life Education 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 9 credits only, as specified in the degree requirements section)

#### Certification in Family Life Education

While completion of the MA (Discipleship in Lifespan Education) with a concentration in Family Life Education does not of itself qualify an individual as a Certified Family Life Educator (CFLE) through NCFR, the courses offered through the MA (Discipleship in Lifespan Education) meet all of the requirements needed to apply for CFLE credentials. Applications must be made directly to NCFR within 5 years of completion of any courses that are submitted for CFLE certification, documenting that each course has been successfully completed in the 10 designated NCFR content areas (for provisional certification), and (for full certification) that a practicum has also been completed. The NCFR content areas, and corresponding program course acronyms are:

Families and Individuals in Societal Contexts: DSLE 655 - Families in Society

**Credits: 3**

Internal Dynamics of Families: DSLE 658 - Internal Dynamics of Families **Credits:**

3

Human Growth/Development across the Life Span: GDPC 614 - Human

Development **Credits: 3 (or equivalent\*)**

Interpersonal Relationships: DSLE 503 - Marriage, Family, and Interpersonal

Relationships **Credits: 2,3**

Family Resource Management: DSLE 652 - Personal and Family Finance **Credits:**

3

Parenting Education and Guidance:

DSLE 679 - Parenting Education and Guidance **Credits: 3**

Family Law and Public Policy: DSLE 657 - Social Policy **Credits: 2,3**

Professional Ethics and Practice: DSLE 635 - Christian Perspectives on

Professional Ethics **Credits: 2,3**

Family Life Education and Methodology: DSLE 610 - Teaching for Discipleship

**Credits: 2,3**

For further information, go to <https://www.ncfr.org/cfle-certification/become-certified/cfle-course-checklists-school>

\*A course that substitutes for GDPC 614 will require a syllabus to be submitted and to indicate whether the course was taken at the UG or Graduate level

## Religious Education Concentration - 25

The Religious Education Concentration is designed for students who see themselves as pursuing a PhD (Discipleship in Lifespan Education) or a similar doctoral degree. Since this concentration is designed to lead to a doctorate, it is academic in nature and, as such, requires that the student take courses in education and research as well as complete a comprehensive examination. This flexible concentration allows students to focus their studies on an area of interest that may prepare them for advanced doctoral study. Religious Education seeks to integrate biblical foundations and educational research in order to understand and facilitate the process of discipleship, the life-long journey of learning to follow Jesus and become more like Him.

### Concentration Courses - 10

3 credits of DSLE 605 - Foundations in Discipleship & Lifespan Education **Credits:** 2,3

2 credits of DSLE 606 - Philosophical Foundations for Professionals **Credits:** 2,3

DSLE 620 - Scholarly and Professional Development **Credits:** 0

2 credits of DSLE 681 - Field Practicum: Academic **Credits:** 1-6

3 credits of EDRM 505 - Research Methods **Credits:** 3 or GSEM 520 &nbsp;-

Methods in Biblical & Theological Research **Credits:** 2

GSEM 680 - Master's Comprehensive Exam **Credits:** 0

**Thesis Option:** additional 3 credits

GSEM 697 - Thesis for MA Degree **Credits:** 1-10

### Concentration Electives for Customization - 15

Choose from the following elective courses (other courses may be substituted in consultation with advisor):

DSLE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3

DSLE 619 - Religious Experience in Adolescence **Credits:** 2,3

DSLE 630 - Fostering Spiritual Growth **Credits:** 2,3

DSLE 636 - Discipling Youth **Credits:** 2,3

DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3

DSLE 658 - Internal Dynamics of Families **Credits:** 3

DSLE 659 - Human Sexuality **Credits:** 3

DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3

DSLE 679 - Parenting Education and Guidance **Credits:** 3

MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

MSSN 584 - Preparation for Cross-Cultural Workers **Credits:** 2-4

MSSN 615 - Anthropology for Mission and Ministry **Credits:** 2,3

### Additional Degree Requirements for Religious Education Concentration

Must maintain a minimum GPA of 3.00 in order to graduate. Courses with a grade below B- do not count toward the degree.

Degree Completion: Candidates for the Religious Education Concentration may exercise one of the following two options to complete their degree:

Comprehensive Examinations: Must pass comprehensive examinations arranged through the departmental administrative assistant. The one-day exams entail a three-hour morning session and a two-hour afternoon session.

Thesis: Prepare 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. The thesis may add 3 credits to the 48 credit degree requirements, making a total of 51 credits.

## Admission Requirements

Applicants to the MA (DSLE) program should read the general admission requirements of the Seventh-day Adventist Theological Seminary. Applicants to the Campus Chaplaincy, and Family Life Education Concentrations 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 concentration to which they are applying.
- Interview with a representative of the MA (DSLE) program, if required, either by personal contact, telephone, or e-mail.
- Demonstrate a solid background in Old and New Testament knowledge through a department review of prior transcripts OR take OTST 500 Survey of the Old Testament and NTST 520 Introduction to the New Testament within the first year of enrollment.

Applicants to the Religious Education and Bible Teaching Concentrations are 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 for admission. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years should be submitted to the Office of Graduate Enrollment Management.

#### English Language Requirement

For those applicants whose native language is not English, the following is required:

- TOEFL - score of 550 (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.

#### Criminal Background Check

- Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.
- Andrews University has selected the same company used by the North American Division-Sterling Volunteers (SV)- to administer their background checks. There is a standard fee charged by Sterling Volunteers for this service. (If you have previously completed a background check within the past three year through SV, please login to your SV profile and share your Background Check with Andrews University.)
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

#### Policy for Applicants to MA in Discipleship and Lifespan Education Program Who Hold Degrees from Unaccredited Schools or Lack Baccalaureate Degrees

Purpose of this policy/protocol: To streamline the admission process and to create standardized admission requirements for students that hold degrees from unaccredited schools or lack baccalaureate degrees. As per 2020 ATS guidelines, and as part of the SDATS application process, the following procedure will be followed.

Applicants who hold degrees from unaccredited schools will submit the following:

- A 12 to 15-page research paper on a biblical/theological or education/teaching topic that demonstrates solid and academic-level research and writing skills.
- A resume documenting at least 3-years of teaching/education/ministry/pastoral leadership and work experience.
- A statement of purpose including the call to ministry showing authentic biblical spirituality.
- Three recommendations.
- Official transcripts showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.
- A petition letter from an education/church administrator (usually conference youth director of president/ministerial) requesting/endorsing the applicant's admission to the program.
- Interview: Applicants will be interviewed by one or two Admission Committee members or one of the Deans education/ministry, life experience, goals, and distinctive doctrines and theology.

In addition to all requirements above, applicants who lack baccalaureate degrees must also:

- Submit official transcripts showing the completion of a minimum of 60 undergraduate credits or an associate degree with a minimum 2.5 GPA.
- Additional Credits: For students accepted into the MA DSLE (Academic Concentrations) program, between 6 and 10 additional credits minimum (as per the recommendation of the MA DSLE director) are required.
- Be at least 35 years of age.
- If required, the applicant will be interviewed by the program director or the Seminary dean.

Students requesting consideration under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Master's Admissions Committee only those cases that fall outside of this policy/protocol.

## Additional Information

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).

#### CPE Unit

In addition to completing the 48-credit Campus Chaplaincy Concentration, 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.

#### Seminary Worship Attendance

Regular and punctual attendance is required at seminary worship and assemblies for faculty, staff, and students in residence, except students registered for 7 credits or fewer, and faculty who have assignments off-campus or are on an approved research term. Student requests to be excused from this requirement should be addressed to the dean's 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/studentresources](http://www.andrews.edu/sem/studentresources).

## Program Learning Outcomes

PLO1: Demonstrate competence at an advanced level in critical thinking, training and education, teamwork, and engaging diverse perspectives related to discipleship across the lifespan. (*Transferrable Skills*, GIO 1)

PLO2: Achieve a comprehensive and critically-aware knowledge of methods of discipleship and practices with appropriate specializations in youth and young adult ministry, family life education, campus chaplaincy, religious education, and Bible teaching. (*Knowledge*, GIO 2)

PLO3: Critique from a Seventh-day Adventist perspective key ideas, techniques, or methods in the field of discipleship in lifespan education. (*Faith Development*, GIO 3)

PLO4: Be prepared to train leaders at all levels of the church in diverse settings and communities using advanced skills and knowledge of discipleship across the lifespan in a manner consistent with both professional and Seventh-day Adventist Christian thought and practice. (*Faith Integration*, GIO 4)

## Divinity MDiv

E-mail: [mdiv@andrews.edu](mailto:mdiv@andrews.edu)

The Master of Divinity (MDiv) is a 78-credit professional program strongly recommended as the graduate training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It requires two and a half years of full-time study (including summers) for full-time students. Additional semesters may be required for students lacking prerequisites (including biblical languages), or for those who take less than 14 credits in the Fall and Spring semesters, and 12 during the summer.

#### Concentration Options

Students may - if desired - select one of the MDiv concentrations:

- Chaplaincy
- Marriage and Family Life Ministry
- Urban Ministry
- Youth and Young Adult Ministry

#### MDiv Dual Degree Options

The MDiv may also be taken in conjunction with one of the following dual degree options:

- Divinity/Community and International Development Dual Degree MDiv/MSCID
- Divinity/Healthcare Administration Dual Degree MDiv/MHA
- Divinity/Public Health Dual Degree MDiv/MPH
- Divinity/Social Work Dual Degree MDiv/MSW

#### Mission

In harmony with the mission and core values of the Seventh-day Adventist Theological Seminary, the Master of Divinity degree equips called, committed men and women with practical biblical, theological, and ministerial knowledge and skills to prepare them for Christlike service as leaders and equippers.

#### Vision

We envision the Master of Divinity community as a relationally healthy and diverse family focused on developing balanced and spiritually mature ministry leaders who are committed to equipping people in accomplishing God's mission and the prophetic calling of the Seventh-day Adventist Church.

## Prerequisites

Students who enter the Master of Divinity program who have not previously taken a Religion or Theology degree at the undergraduate level must fulfill the following prerequisites, all of which may be taken either at the Seventh-day Adventist Theological Seminary or at the undergraduate level. Each student's transcript will be evaluated to ensure the completion of all required prerequisite courses.

Current Greek and Biblical Hebrew language intermediate level proficiency must be demonstrated by passing placement exams or by passing both the beginning and intermediate level classes of each language at the Seminary.

At least 3 credits of combined Christian Church History taken at the undergraduate level will satisfy this prerequisite. Otherwise, students will take CHIS 506 and CHIS 507 as needed.

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

At least 3 credits of combined Adventist history and Life & Writings of Ellen G. White.

1.5 credits of CHIS 570 - History of the Seventh-day Adventist Church **Credits:** 1.5,2

1.5 credits of CHIS 571 - The Life and Writings of Ellen G. White **Credits:** 1.5,2

NTST 520 - Introduction to the New Testament **Credits:** 2

NTST 530 - Introduction to Revelation **Credits:** 2

OR

NTST 539 - Studies in Revelation **Credits:** 2,3

The Revelation requirement is a prerequisite and may be met in the following ways:

If the student has taken an undergraduate Revelation course in the last 10 years at an institution whose syllabus has been approved by the Seminary, then they will not be required to meet the Revelation requirement in the Seminary. Students may submit a syllabus for evaluation if their undergraduate school is not on the list of approved schools. If approved, their school will be added to the list, and their requirement will be waived.

Students who **have not taken** an undergraduate Revelation course, or whose **undergraduate courses do not qualify**, must take one of the following courses:

NTST530 Intro to Revelation

NTST539 Studies in Revelation (online)

If a student's undergraduate course is more than 10 years old or if their undergraduate syllabus is denied by the NTST department, they may take **NTST 648 Revelation** to fulfill their Revelation prerequisite. By so doing, they fulfill the Revelation prerequisite as well as the core New Testament exegesis requirement.

2 credits of NTST 551 - Beginning Greek **Credits:** 0,2 (Passed at C- or higher or score 45% or higher on the Greek Placement Exam - May, August)

3 credits of NTST 552 - Intermediate Greek **Credits:** 0,3 (Passed at C or higher or score 60% or higher on the Greek Placement Exam - May, August)

**NOTE:** 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 500 - Survey of the Old Testament **Credits:** 2,3

3 credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (Passed at a minimum of C+ or score 75% or higher on the Beginner Hebrew Placement Exam - May, August)

2 credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (Passed at a minimum of C+ or score 75% or higher on the Intermediate Hebrew Placement Exam - May, August)

**NOTE:** 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 565 - Survey of the Pentateuch **Credits:** 2,3

2 credits of PATH 505 - Biblical Preaching **Credits:** 2

2 credits of PATH 536 - Personal Evangelistic Ministry **Credits:** 2,3

2 credits of PATH 552 - Foundations of Pastoral Ministry **Credits:** 2

**NOTE:** Students who have passed a basic course in pastoral ministry from an accredited Seventh-day Adventist undergraduate institution, or who have been Conference-employed as pastors for two years or more will be exempted from PATH 552, provided their hiring/sponsoring organization can provide proof of at least two years of pastoral employment via their service record. Exemptions to this rule will be granted on a case by case basis as determined by the Practical and Applied Theology (PATH) Department Chairperson.

3 credits of THST 521 - Christian Theology I **Credits:** 2,3

3 credits of THST 522 - Christian Theology II **Credits:** 2,3

## Total Credits - 78

### Interdisciplinary - 5

GSEM 505 - Colloquium: \_\_\_\_\_ **Credits:** 0

**Brief (4.5 hour) colloquia on a variety of ministry topics will be offered each semester for MDiv students.**

Full-time (9 credits or more) students must attend at least one colloquia session per Fall/Spring semester that they are in the MDiv program.

2 credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

3 credits of GSEM 628 - Great Controversy, Covenant, Law, and Sabbath **Credits:** 2,3

### Church History - 7

2 credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2,3

3 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

### Choose one of the following courses (CHIS list) for 2 credits:

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 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: 2, 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: 2, 3**  
CHIS 690 - Independent Study **Credits: 1-3**

#### **Discipleship and Lifespan Education - 9**

3 credits of DSLE 541 - Foundations of Biblical Spirituality **Credits: 2,3** (Must be taken first semester in Program.) (MDiv/MHA Dual Degree students: this course replaces HCAD 646 Integration of Spirituality in Health Care)  
2 credits of DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3** (MDiv/MSW Dual Degree students must replace this course with SOWK 501)  
2 credits of DSLE 534 - Ministry to Youth and Young Adults **Credits: 2,3**  
2 credits of DSLE 615 - Collaborative Ministry: School, Church, Community **Credits: 2,3**

#### **New Testament - 8**

**Choose one of the following New Testament Exegesis courses for 3 credits (NTST List A)**

**- Intermediate Greek proficiency required:**

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 of the following New Testament Theology courses for 3 credits (NTST List B)**

**- Intermediate Greek proficiency required:**

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**

**Choose one of the following New Testament Background courses for 2 credits (NTST List C)**

**- Intermediate Greek proficiency required:**

NTST 515 - New Testament Backgrounds **Credits: 2,3**  
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 - 8**

2 credits of OTST 674 - Daniel **Credits: 2,3**

**Choose one of the following Old Testament Exegesis courses for 2 credits (OTST List A)**

**- Intermediate Hebrew proficiency required:**

OTST 625 - Biblical Hebrew III **Credits: 3** (MDiv students must make arrangements with the professor if they wish to use OTST625 as an OT Exegesis course. An exegetical paper will be required. This course is offered strictly as 3 credits.)

OTST 628 - Methods of OT Exegesis **Credits: 2,3**  
OTST 639 - Studies in Old Testament Exegesis **Credits: 2,3**  
OTST 664 - Pentateuch **Credits: 2,3**  
OTST 666 - Historical Books **Credits: 2,3**  
OTST 668 - Psalms/Wisdom Literature **Credits: 2,3**  
OTST 675 - Minor Prophets **Credits: 2,3**  
OTST 680 - Seminar in Old Testament Exegesis **Credits: 2,3**  
OTST 686 - Major Prophets **Credits: 2,3**

**Choose one of the following Old Testament Theology courses for 2 credits (OTST List B) - 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**

**Choose one of the following archaeology courses:**

2 credits of OTST 510 - Archaeology and the Bible **Credits: 2,3**  
or

**Students who have taken an undergraduate course in biblical archaeology may replace OTST 510 with a 2-credit advanced archaeology course from the following list (OTST List C):**

ANEA 615 - Seminar in Archaeology and History of Antiquity **Credits: 2,3**  
NTST 615 - New Testament Archaeology **Credits: 2,3**  
OTST 604 - History of the Ancient Near East **Credits: 2,3**  
OTST 635 - History of Israel **Credits: 2,3**

#### **Practical and Applied Theology - 19**

2 credits of PATH 523 - Worship: Word and Music **Credits: 2,3**  
PATH 539 - Church Growth and the Equipping Leader **Credits: 3**  
2 credits of PATH 543 - Christian Leadership in a Changing World **Credits: 2,3** (MDiv/MHA Dual Degree students: this course may fulfill MHA Core Elective)  
2 credits of PATH 555 - Pastoral Counseling **Credits: 2,3** (MDiv/MSW Dual Degree Students must replace this course with SOWK 601)  
PATH 560 - Advanced Ministerial Development **Credits: 2** (AMD for Dual Degree **Students:** If student is in a dual degree, they may substitute this course with the appropriate practicum course in their corresponding dual degree. MDiv/MSW Dual Degree students must take SOWK 510 . MDiv/MSCID students may take AMD or CIDS 680.) (Urban Context required for Urban Ministry Concentration students)  
3 credits of PATH 562 - Field Evangelism **Credits: 3-6** (Urban Context required for Urban Ministry Concentration students)  
PATH 567 - Health & Lifestyle Transformation **Credits: 1** (MDiv/MPH Dual Degree students, replace this course with FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits: 3**)

**Choose one of the following Advanced Preaching courses (PATH list) for 2 credits:**

PATH 600 - Preaching from the New Testament **Credits: 2,3**  
PATH 601 - Preaching Biblical Prophecies **Credits: 2,3**  
PATH 603 - Evangelistic Preaching **Credits: 2,3**  
PATH 607 - Preaching from the Old Testament **Credits: 2,3**  
PATH 609 - Media Ministry **Credits: 2,3**  
PATH 627 - Black Preaching **Credits: 2,3**  
PATH 632 - Contextualized Preaching: \_\_\_\_\_ **Credits: 2,3**  
PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial required for Urban Ministry Concentration PATH 632 Contextualized Preaching: Youth required for Youth and Young Adult Ministry concentration.  
PATH 633 - Preaching the OT/NT for Maximum Impact **Credits: 2,3**  
PATH 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**  
PATH 637 - Seminar in Preaching **Credits: 2,3**

**Choose one of the following NADEI courses (NADEI list) for 2 credits:**

PATH 604 - Mobilizing for Evangelistic Ministry **Credits: 2,3**  
PATH 606 - Mission-Shaped Church Planting **Credits: 2,3**  
PATH 656 - Evangelistic Small Groups **Credits: 2,3**

#### **Theology - 13**

3 credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits: 2,3**  
2 credits of THST 635 - Issues in Origins **Credits: 2,3**

**Choose one of the following Systematic Theology courses for 3 credits (THST List A):**

- 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 of the following Historical Theology courses for 2 credits (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

**Choose one of the following Ethics courses:**

- 3 credits of THST 605 - Principles of Christian Ethics **Credits:** 2,3

or

**Students who have taken an undergraduate course in Ethics may replace THST 605**

**with a 3-credit advanced ethics course from the following list (THST List C):**

- THST 622 - Foundations of Philosophical Ethics **Credits:** 3  
THST 633 - Ethics and the Good Life **Credits:** 2,3  
THST 634 - Christian Social Ethics **Credits:** 2,3  
THST 643 - Christian Professional Ethics **Credits:** 2,3 (MDiv/MSW Dual Degree  
students must replace this course with SOWK 515)  
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  
PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3

**World Mission - 6**

- MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

**Choose one of the following Mission courses for 3 credits (MSSN List):** (NOTE: MSSN 546 is prerequisite to all other Mission courses.)

- MSSN 505 - Christian Responses to Human Needs **Credits:** 2,3  
MSSN 561 - Christian Witness and World Religions **Credits:** 3  
MSSN 610 - Theology of Mission **Credits:** 3  
MSSN 615 - Anthropology for Mission and Ministry **Credits:** 2,3  
MSSN 618 - Mission to the Cities **Credits:** 3  
MSSN 630 - Cross-Cultural Leadership Development **Credits:** 2,3  
MSSN 632 - Diversity, Cultural Intelligence, and Leadership **Credits:** 2,3  
MSSN 635 - Contemporary Issues in Mission **Credits:** 2,3  
MSSN 660 - Witnessing to People of Another Religion **Credits:** 2,3  
MSSN 676 - History of Christian Mission **Credits:** 2,3  
MSSN 685 - Strategies for World Mission **Credits:** 2,3  
MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6

**General Electives - 3**

- Students will take 3 credits of general electives.
- Electives may not be used to satisfy prerequisites and/or deficiencies.
- Up to 3 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 3 appropriate workshop credits.
- Transfer credit petitions from other schools/colleges within Andrews University or from any other University must be done in consultation with the MDiv Office.

**Thesis Option**

Students anticipating academic doctoral studies after the completion of their MDiv program are advised to undertake the thesis option as some academic institutions require a master's-level thesis for entry into doctoral programs.

The thesis counts as 6 general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation. Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis. The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis advisor.

The format of the thesis must conform strictly to the Andrews University Standards for Written Work. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee-approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non-acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150-word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed. Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

**Concentrations**

**Note:** Dual degree students who choose to complete a concentration will increase their total credits required by 12.

**Chaplaincy Concentration - 12**

Chaplaincy is a highly qualified and dynamic expression of ministry based on the Bible and supported by the Seventh-day Adventist Church. The chaplaincy concentration provides the basic training and preparation for service beyond the church borders in various chaplaincy ministries, such as in healthcare, military, campus, prison, police and fire departments, community, and corporate settings. It also prepares pastors and church leaders to advance in their caregiving and empathic ministry skills for an immediate impact in the church and the surrounding communities.

PATH 507 - Introduction to Chaplaincy Ministry **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

PATH 516 - Death & Grief in Contemporary Society **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3 (**Prerequisite:** Undergraduate Ethics course or THST 605)

PATH 643 - Trauma & Advanced Crisis Intervention **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

3 Credits of Clinical Pastoral Education taken in one of the following courses: PATH 554 - Clinical Pastoral Education (CPE) **Credits:** 3-8  
Students taking CPE at the CPE Seminary Chaplaincy Study Center must register for PATH 554 Clinical Pastoral Education for 3 credits (with the possibility of up to 8 credits). Credits / Units: 3

OR

PATH 557 - Practicum in Clinical Pastoral Education (CPE): \_\_\_\_\_  
**Credits:** 2-8 (MDiv/MHA Dual Degree students: Taking 3 credits of PATH 554 or PATH 557 may reduce required credits and hours for HCAD 670)

If a student wishes to receive CPE credit for units already earned, a per-credit recording fee is charged by the university for PATH 557 Practicum in Clinical Pastoral Education (CPE), or PATH 641 Practicum in Military Chaplaincy. (Application form is available in the PATH office.) If a student wishes to register for their CPE units concurrently with other full semester courses, the registration will be part of their MDiv load, and there will be no recording fee assessed.

Students doing Military Chaplaincy can take PATH 641 Practicum in Military Chaplaincy instead of or in addition to PATH 554 or PATH 557.

**Marriage and Family Life Ministry Concentration - 12**

Healthy, spirit-filled marriages and families are the backbone of Christian life and most clearly reflect the character of Christ in our churches and in the world. When marriages and families are broken, our churches suffer. The Concentration on Marriage and Family Life Ministry is designed to prepare MDiv students to equip their churches to be vibrant and healthy in the way they foster relationships in their individual families as well as in church and the community. Students who take this concentration will be better equipped to educate their congregations in areas of family life. They will also be better prepared to address the family issues that will come to them for counseling. Pastors with these courses will be able to create healthy churches and more positively impact their communities for Christ.

In addition to the core MDiv requirement DSLE 503 - Marriage, Family, and Interpersonal Relationships for 2 credits, students who choose this concentration will take 12 credits in the following courses:

**Choose one of the following courses:**

3 credits of DSLE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3  
DSLE 659 - Human Sexuality **Credits:** 3

**Choose one of the following courses:**

DSLE 655 - Families in Society **Credits:** 3  
DSLE 658 - Internal Dynamics of Families **Credits:** 3

**Choose one of the following courses:**

3 credits of DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3  
DSLE 679 - Parenting Education and Guidance **Credits:** 3

**Choose one 3-credit course from the following:**

DSLE 610 - Teaching for Discipleship **Credits:** 2,3  
DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3  
DSLE 651 - Foundations of Biblical Counseling **Credits:** 2,3  
DSLE 652 - Personal and Family Finance **Credits:** 3  
DSLE 657 - Social Policy **Credits:** 2,3

**Urban Ministry Concentration - 18**

The Urban Ministry concentration is designed for students who want to learn how to make a decisive impact in the cities and to be prepared for the specific challenges of mission and ministry in the urban context.

**Online Delivery:** The Urban Ministry concentration is available online with some interactive online courses offered synchronously (via Zoom), and some interactive online courses are offered asynchronously (see Global Campus definitions). Due to grant funding, this online delivery is limited only to select students with special permission.

**MDiv Core Requirements - Contextualized to the Urban Ministry Concentration**

It is suggested that the student take the following topics or contexts to fulfill the core requirements in the main body of the MDiv Program.

PATH 560 - Advanced Ministerial Development **Credits:** 2 (Urban Context)  
PATH 562 - Field Evangelism **Credits:** 3-6 (with an Urban Context)

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial in fulfillment of the requirement for an Advanced Preaching Core Elective (PATH list).

PATH 632 - Contextualized Preaching: \_\_\_\_\_ **Credits:** 2,3  
(with an Urban Context)

Take the following MSSN Core elective:

MSSN 618 - Mission to the Cities **Credits:** 3

**Concentration Courses**

3 credits of MSSN 625 - Creating Collective Impact and Project Management **Credits:** 2,3

3 credits of MSSN 632 - Diversity, Cultural Intelligence, and Leadership **Credits:** 2,3

3 credits of MSSN 644 - Ministry of Reconciliation through Social Innovation **Credits:** 2,3

MSSN 667 - Urban Ministry Project **Credits:** 3

One credit of MSSN 655 - ICISF Certification for Crisis Intervention **Credits:** 1

3 credits of PATH 554 - Clinical Pastoral Education (CPE) **Credits:** 3-8 (with an Urban Context)

Choose one of the following:

DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3

DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3

DSLE 669 - Reaching the Secular Mind **Credits:** 2,3

MSSN 645 - Ministry among Immigrants **Credits:** 2,3

MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6 (Reaching Post-Moderns)

PATH 553 - The Church and Social Issues **Credits:** 2,3

**Youth and Young Adult Ministry Concentration - 12**

A Youth and Young Adult Ministry (YYAM) 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.

In addition to the core MDiv requirement DSLE 534 - Ministry to Youth and Young Adults for 2 credits, students who choose this concentration will take 12 credits in the following courses:

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Youth in fulfillment of the Christian Ministry requirement for an Advanced Preaching Core Elective (PATH list).

2 credits of DSLE 564 - Discipling Young Adults **Credits:** 2,3

2 credits of DSLE 607 - Intergenerational Ministry **Credits:** 2

2 credits of DSLE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3

2 credits of DSLE 636 - Discipling Youth **Credits:** 2,3

2 credits of DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3

**Choose at least 2 credits from the following courses:**

DSLE 610 - Teaching for Discipleship **Credits:** 2,3

DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3

DSLE 630 - Fostering Spiritual Growth **Credits:** 2,3

DSLE 651 - Foundations of Biblical Counseling **Credits:** 2,3

DSLE 664 - Advanced Campus Ministry **Credits:** 3 \*

DSLE 669 - Reaching the Secular Mind **Credits:** 2,3

DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3

\*Students wishing to pursue campus chaplaincy should register for DSLE 664 Advanced Campus Ministry as their choice of core elective.

**Additional Requirements**

MDiv students must meet the following requirements in addition to those required of all graduate students:

- Complete the MDiv curriculum of at least 78 credits. Students lacking adequate undergraduate preparation will be required to complete additional prerequisite credits. The additional credits required are based on individual academic evaluation.
- MDiv students taking 9 credits or more are required to attend at least 1 colloquium per semester during their stay at Andrews.
- Maintain a GPA of 2.75 or above.
- Meet the qualitative standards of the MDiv program.
- No U (Unsatisfactory) grade or any grade below C- will count towards the MDiv degree.

**Academic Probation**

MDiv students whose cumulative GPA falls below 2.75 will be placed on academic probation and will have their course load reduced to no more than 10 semester credits. MDiv students whose cumulative GPA remains below 2.75 for a second consecutive semester will be required to meet with the MDiv program director and will enter into a probation contract, have regular meetings with their academic advisor, and fulfill other requirements as needed. Following that, should their GPA not improve, they may be asked to withdraw from the program.

When an incomplete or Deferred Grade has not been cleared by the end of the following semester, the student's course load must be reduced as follows:

One Incomplete/DGs—no reduction

Two Incompletes/DGs—may register for no more than 10 credits

Three Incompletes/DGs—may register for no more than 9 credits

With more than three I/DGs, the student must cease taking classes until the Incompletes/DGs are cleared.

**Evaluation of Students**

Since the MDiv program prepares individuals for professional and pastoral leadership, periodic assessments are made of the students by the faculty in areas other than academic standing. Areas reviewed are students' spiritual growth,

lifestyle reflective of the beliefs and practices of the Seventh-day Adventist Church, social/family relations, and developing potential for ministry. As a result of these assessments, students are affirmed in the MDiv program, advised of needed adjustments, or discontinued from the program.

## Readiness for Ministry

The MDiv program is dedicated to preparing every graduate for success in ministry. Godly and effective practice of ministry requires not only intellectual readiness, but also spiritual, physical, emotional, and social maturity. The MDiv Readiness for Ministry process helps seminarians evaluate their ministerial gifting and calling, discover and address strengths and weaknesses, and identify and pursue avenues of ministry appropriate to their giftedness. The program includes small-group mentoring as well as periodic assessments of the seminarian's readiness for ministry, by the faculty, staff, and ministry supervisors.

Areas to be reviewed include spiritual commitment, character, social and relational skills, and general aptitude for ministry. On the basis of these assessments, the seminarian and his/her mentor will, at a minimum, receive feedback in the middle of their first year, and again shortly before graduation. If a significant issue arises that, at the discretion of the Seminary, seriously impairs the seminarian's potential for ministry, appropriate action will be taken. This may include: referring the seminarian to the program director for guidance, remediation, and/or other appropriate action, counsel regarding alternate programs of ministry within the University or elsewhere, or dismissing the seminarian from the MDiv program. As part of the admissions process, every MDiv applicant is required to sign an agreement to participate in this process. This agreement includes permission, which seminarians can withdraw later in the program, to share the final readiness for ministry profile available with prospective employers.

## Maintaining Active Status

**Residency Requirements:** Students must maintain active status by enrolling for at least two semesters within one academic year. When this fails to happen, the student must follow the bulletin in force at the time active status is reestablished.

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.

## Additional Information

### Hybrid Course Delivery Options

MDiv students may take a portion of their degree credits off-campus as advised by the MDiv office. The Hybrid delivery method utilizes various delivery methods to assist students in completing their MDiv degree. These options include:

- Interactive online asynchronous classes offered by the Seminary. (see Global Campus definitions).
- Dual mode (by zoom) synchronous classes.
- One week intensives at seminary extension sites in Unions throughout the United States and Canada (offered by the MA Pastoral Ministry English track). Certain classes in the MAPM program cannot be used by MDiv students. Advising is necessary prior to registration.
- Summer Session intensive courses on the main Andrews University campus
- Full semester, on-campus courses

For financial information regarding hybrid studies, please click here.

Students interested in the Hybrid delivery method must obtain approval and instructions on specific class options, costs and how to sign up for this option from the MDiv program office before beginning off-campus studies.

### 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.

### Transferring Credits to the MDiv Program

Provided the content of the courses is assessed as comparable to the curriculum of the Andrews University Master of Divinity program, students intending to transfer credits into the Master of Divinity Program should be aware of the following policies:

- Transfer requests must be made by the student within the first two semesters of the student's MDiv studies.
- Transfer credits are granted only for courses in which the grade is B or higher.
- For each course being requested in transfer, a course syllabus must be obtained and presented to the MDiv Program office, preferably in electronic format, and in English.

- An official transcript from the school being transferred from must have been sent to Andrews University, and be in the student's record.
- A student may transfer a maximum of 39 credits (graduate level) from an uncompleted graduate-level program.
- Up to 24 credits (graduate level) may be transferred to the Master of Divinity program from a completed master's-level degree.
- At least 39 credits must be taken in residence.

### MDiv Core Course Replacement Policy

MDiv core courses provide graduate level understanding considered by the seminary and the church to be essential for the pastor. Occasionally, an MDiv student may have already taken as part of their undergraduate degree, in addition to the required prerequisites for the MDiv program, an advanced college course in which they mastered the learning outcomes for the course at a graduate level. In such cases, a proposal to take an alternate course within the same discipline (department), at an equivalent or higher level, may be considered. To request the validation of a course, the student must submit to the MDiv office, within their first semester, a **portfolio** containing the following items:

- The **Seminary Prior Learning Validation Form**, initiated and signed by the student.
  - The **course syllabus** from the advanced-level undergraduate course evidencing that all the Course Learning Outcomes (CLOs) of the MDiv core course have been taught appropriately at a level of rigor equivalent to the MDiv graduate course;
- A **transcript** demonstrating that the student earned a B grade or higher in the undergraduate advanced-level course;
- An essay, normally to be followed by an interview by the department chair/faculty member responsible for the course, describing how each of the CLOs were taught, learned, and subsequently put into use at a graduate level of learning.

### MAPM to MDiv Completion

For the transfer of credits between the MAPM and the MDiv programs at Andrews University, the following stipulations will be in place:

- MAPM students will be allowed to transfer qualified courses of up to two-thirds of the MDiv's total amount of credits.
- Students requesting admission to the MDiv program must submit a complete graduate application including standard requirements such as statement of purpose, minimum GPA and recommendations.
- Courses with a passing grade of C- or higher will be accepted to transfer between the programs.

### MDiv Spanish Language Cohort

The MDiv Spanish Language Cohort will serve Hispanic pastors who already have an MAPM and would like to complete an MDiv degree. Intensive courses will be offered in Spanish at the Florida Conference site in the Fall and Spring semesters and on the main campus during the final summer for each cohort. This will allow those who have the MAPM to advance to the MDiv and later on to Doctoral studies if so desired.

### Andrews University MDiv & BA Theology Accelerated Program Collaboration

Students in the BA Theology degree at Andrews University are encouraged to enter the MDiv program following the completion of their undergraduate studies. A collaboration has been established that shares a total of 15 credits that will be counted toward both degrees and may reduce the student's time in the MDiv by approximately one semester. Six credits will be completed at the Seminary level and 9 credits at the undergraduate level.

UNDERGRADUATE THEOLOGY COURSE	SEMINARY COURSE	TAKEN AT
REL 350 Evangelism (3)	PATH 562 Field Evangelism (3)	Undergraduate
REL 480 Practicum Capstone (1)	PATH 560 Advanced Min Development (2)	Undergraduate
REL 301 Marriage & Family (3)	DSLE 503 Marriage, Family and Interpersonal Relationships (2)	Undergraduate
REL 315 Christian Discipleship (3)	DSLE 541 Found of Biblical Spirituality (3)	Seminary
REL Elective: REL 335 Foundations of Youth Ministry (3)	DSLE 534 Ministry to Youth & Young Adults (2)	Seminary
RELB 335 Acts and the Epistles (3)	MDiv Elective (3)	Undergraduate
	TOTAL CREDITS: 15	

### Summer Course Load

The 12-week summer semester is divided into three 4-week sessions. The total amount of coursework during the summer session may not exceed 12 credits. Students taking a biblical language during a summer session may not take other courses during that session.

### Workshop Credit Limit and Grading Pattern

Master of Divinity students may apply up to 4 workshop credits appropriate to degree requirements. If workshops are taken during the semester breaks, the credits are counted as part of the class load for either the previous or the following semester.

Workshops are graded S/U. Any deviation from this pattern must be approved by the dean prior to the conclusion of the workshop. Students must register at the Academic Records Office for all workshops for which academic credit is desired.

### Independent Study Restrictions

Students in the MDiv program are allowed to register for Independent Study only for a compelling reason such as a schedule conflict or the need to take a subject that is not offered in any given semester (for a maximum of 8 credits during their MDiv program). Independent study is only available to students on the main campus. Normally, Independent Study cannot be used to meet a core requirement. Students must first seek approval from the MDiv office before arranging with a teacher to do Independent Study.

### Fees

For a detailed list of charges, please click here.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of an elective course requirement may request a 50% tuition reduction (up to 9 credits cumulative), 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.)

## Graduation

The Seminary follows the University graduation procedures and requirements for the conferral of degrees. A dedication ceremony for graduating seminary students is held on the afternoon prior to graduation or as announced.

## Admission Requirements

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 given that 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. Maintain a modest pastoral social media presence - one that projects a professional demeanor and Christian values. Click here to see the Seminary Code of Conduct.
- 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, years as a baptized Adventist member, if ordained or commissioned as a pastor, including date, and future goals in relation to the MDiv program.
- 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.
- Criminal Background Check. Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the

North American Division for all volunteers and employees who work with children.

Andrews University has selected the same company used by the North American Division - Sterling Volunteers (SV) - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers please e-mail your status report to SemTest@andrews.edu.)

With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at TheAdvocates@sterlingvolunteers.com or 855-326-1860, Option 1.

- An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations:
  - Pastor or Church board from the church where the applicant is a member.
  - Conference administrator, chair or primary professor of undergraduate department, or church elder.
  - General Recommendation from: College teacher or advisor, recent employer, or other non-family members.
  - Given that applying and obtaining pertinent documents for admission can be a long process, the student must start the application process at least 4-6 months before the desired starting semester. See University deadlines for individual semesters here.

### Policy for Applicants to the MDiv Program who hold degrees from Unaccredited Schools or Lack Baccalaureate Degrees

**Purpose of this policy/protocol:** To streamline the admission process and to create standardized admission requirements for students that hold degrees from unaccredited schools or lack baccalaureate degrees. As per 2020 ATS guidelines, and as part of the SDATS application process, the following procedure will be followed:

#### Unaccredited Schools

Applicants who hold degrees from unaccredited schools will submit the following:

- A 12 to 15-page research paper on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills.
- A resume documenting ministry/pastoral leadership and work experience.
- A statement of purpose including their call to pastoral ministry showing authentic biblical spirituality.
- 3 recommendations
- Official transcripts showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.
- A petition letter from a church administrator (usually conference president or ministerial director) requesting/endorsing the applicant's admission to the program.
- Interview: Applicants will be interviewed by the program director or one of the Deans. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, distinctive doctrines and theology.

#### Lack of Baccalaureate Degree

For applicants who lack baccalaureate degrees, in addition to all requirements above, they must also:

- Submit official transcripts showing the completion of a minimum of 60 undergraduate (semester) credits or an associate degree with a minimum 2.5 GPA.
- Take all necessary MDiv prerequisites
- Be at least 35 years of age.

Students requesting admission under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

# Placement Examinations

## Biblical Hebrew and Biblical Greek Prerequisites

Hebrew and Greek are required at the Intermediate proficiency level. Language Proficiency must be demonstrated within the first two years in seminary. Undergraduate credits alone do not demonstrate current proficiency in a language.

### Option 1: Language Courses

- Students may demonstrate proficiency in Biblical Hebrew by passing Hebrew I (OTST 551) and earning a grade of at least C+ in Hebrew II (OTST 552).
- Students may demonstrate proficiency in Greek by passing Beginning Greek with a C- or higher *OR* score 45% or higher on the Greek Placement Exam and earning a grade of at least C in intermediate Greek (NTST 552) *OR* score 60% or higher on the Greek Placement Exam.

### Option 2: Placement Exam

Students also have the option of demonstrating proficiency in a biblical language by passing the corresponding placement exam. Placement exams may be taken only once for each language. Any student who wishes to take a placement exam must take at least one of them 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 by September of their second year in seminary. Placement exams must be taken at the regular May or August dates set by the seminary.

Preparation materials designed to help students prepare for the placement examinations are available from the Old Testament (otst@andrews.edu) and New Testament (ntst@andrews.edu) departments.

Based on the score achieved on the exam, the student will be assigned to do one of the following as soon as possible: (1) Take both the beginning and intermediate language courses, (2) take the Intermediate language course, or (3) enroll in exegesis and theology courses without further language study necessary.

Students who do not pass the exam and do not obtain the required grade in the course must retake the course without delay until the required grade is achieved.

# International Student Information

## 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 requirements must be met before enrolling full-time in regular coursework.

Following are the English proficiency tests approved by the University and the required passing scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- Duolingo - 110
- IELTS - 6.5
- PTE – 58

## Advanced Standing

In accordance with ATS Standard 3.13, the Seminary may approve incoming MDiv students from outside North America to receive advanced standing. Advanced standing is credit given for advanced/upper-division courses taken at the undergraduate level. In order to qualify for advanced standing, students must:

- Hold a 4-year Bachelor of Theology (BTh) degree or its equivalent from an accredited institution.
- Have graduated from an AAA-accredited institution outside of North America.

## Criteria for Validation of Courses

Up to 18 credits of advanced standing may be granted. Each course to be considered for application toward advanced standing must:

- Have been taken **within 10 years** of the projected graduation date;
- Be an **upper-division/advanced-level** course that:
  - Contributes to the MDiv program learning outcomes;
  - Have an **earned grade equivalent of "B" or higher.**

**Curricular Practical Training (CPT)** - required for students on an F-1 visa taking off-campus practicums.

To qualify for CPT, the following requirements must be met:

- The specified training must have a clear start and end date.
- The F-1 student must have been enrolled for a full academic year before starting CPT (an exception is given for graduate programs requiring training in the first year of study).
- The F-1 student must be registered for a full course of study during CPT (if the CPT is in Fall or Spring semester) and the specified training should be reflected in the course load.

## Clinical Pastoral Education (CPE)

- A Clinical Pastoral Education (CPE) unit taken during a student's MDiv studies will count as full-time study, as it requires 400 practicum and instructor contact hours. The MDiv Chaplaincy and Urban Ministry Concentrations require a CPE unit to be registered for 3 credits, and those 3 credits registered in PATH557 Clinical Pastoral Education (Clinical) or PATH554 Clinical Pastoral Education (Urban) will satisfy as full-time study.

# Student Learning Outcomes

A graduate from this program:

- Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit. (Character)
- Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others. (Scholarship)
- Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church. (Discipleship & Evangelism)
- Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries. (Leadership)
- Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God. (Worship)
- Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness. (Administration/Management)
- Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit. (Relationships)

# Pastoral Ministry MAPM (English Track)

The Master of Arts in Pastoral Ministry is primarily 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 program is also open to tuition-paying lay people who want to prepare for ministry or want to be more effective in their role as a leader in their local congregation. 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). The program can be completed in 4 years. A full course load is 6 credits per semester.

This program is offered at designated locations within each Union of the North American Division of Seventh-day Adventists. For more information visit <http://www.andrews.edu/inministry/>.

The MAPM prepares students for some advanced degrees. If a student later wishes to pursue other advanced degrees in the seminary, they may need to do additional coursework on the masters level. (See the admission requirements under the advanced degrees.)

## Mission Statement

The MAPM offers effective graduate education for experienced English and Spanish-speaking NAD pastors who seek a deeper walk with God, a greater knowledge in the practice of ministry and a continuing commitment to the message and mission of the Seventh-day Adventist faith.



## Total Credits - 48

**NOTE:** All courses in this program are to be taken for **3 credits**.

### Practical and Applied Theology - 12

PATH 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 DSLE 541- *Foundations of Biblical Spirituality* during the first year of the program.)

PATH 543 - Christian Leadership in a Changing World **Credits:** 2,3

PATH 637 - Seminar in Preaching **Credits:** 2,3

PATH 539 - Church Growth and the Equipping Leader **Credits:** 3

### Church History - 6

CHIS 505 - Survey of Church History **Credits:** 3

CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3 (No prerequisite courses required for MAPM students.)

### Discipleship and Lifespan Education - 9

DSLE 534 - Ministry to Youth and Young Adults **Credits:** 2,3

DSLE 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 PATH 523-*Worship: Word & Music* during the first year of the program.)

### Choose one of the following courses:

DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3

PATH 555 - Pastoral Counseling **Credits:** 2,3

### 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 courses:

ANEA 510 - Archaeology and the Bible **Credits:** 2,3

OTST 520 - Introduction to Old Testament Theology **Credits:** 2,3

#### Choose one of the following courses:

OTST 546 - Studies in Daniel (English) **Credits:** 2,3

OTST 556 - Studies in Prophets (English) **Credits:** 2,3

OTST 566 - Studies in the Pentateuch (English) **Credits:** 2,3

### Theology and Christian Philosophy - 6

GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

Choose one course in systematic theology (topic options) or historical theology (topic options).

### World Mission - 3

MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

## Additional 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 two one-week intensives, normally at Adventist 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.
- Lay people must take two additional courses which are currently only offered online:

PATH 552-*Foundations of Pastoral Ministry* (2 cr) and

## Maintaining Academic Standing

- 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. In some cases, provision may be made to update the courses.

## 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 three years of successful pastoral leadership/ministry experience.
- Be recommended by the local conference administration, a pastoral colleague and a local church leader/elder.
- Complete the Mentoring Agreement Form (retrieve from the Ministerial Mentoring Experience page).
- Be over the age of 35. (Exceptions by petition only.)
- Complete a Criminal Background Check.

Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.

Andrews University has selected the same company used by the North American Division - Sterling Volunteers - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers please email your status report to SemTest@andrews.edu.)

With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and is stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at TheAdvocates@sterlingvolunteers.com or 855-326-1860, Option 1.

- An interview with a representative of the MAPM program may be required, either by personal contact, telephone, or video.
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

### Policy for Applicants Who Hold Degrees from Unaccredited Schools or Lack Baccalaureate Degrees:

#### Unaccredited Schools

Applicants who hold degrees from unaccredited schools will submit the following:

- A **research paper:** 12-15 pages on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills.
- A **resume** documenting at least 3-years of ministry/pastoral leadership and work experience.
- A **statement of purpose** including their call to pastoral ministry showing authentic biblical spirituality.
- **Three recommendations** (as indicated above)
- **Official transcripts** showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.
- A **letter of petition** from a church administrator (usually conference president or ministerial director) requesting/endorsing the applicant's admission to the program

- **Interview:** Applicants will be interviewed by the program director or one of the Deans. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, distinctive doctrines and theology.
- **Additional credits:** For students accepted into the MAPM program, an additional **6 credits** will be required as per the recommendation of the MAPM director.

#### *Lack of Baccalaureate Degree*

For applicants who lack baccalaureate degrees, in addition to all requirements above, they must also:

- Submit **official transcripts** showing the completion of a minimum of **60 undergraduate credits** (semester) or an **associate degree** with a minimum 2.5 GPA.
- **Additional Credits:** For students accepted into the MAPM program, an additional **14 credits** will be required as per the recommendation of the MAPM director.
- If required, the applicant will be interviewed by the program director or Seminary Dean.

Students requesting consideration under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

## Additional Information

### 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. In some cases, provision may be made to update the courses.
- All graduate courses taken at the SDATS with a C- grade or above are eligible to be transferred to the MAPM program.
- Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities.
- A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

### Reapplying to the Pastoral Ministry MAPM 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.

## 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 requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

The transferability of credits earned at Andrews University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Andrews University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Andrews University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Andrews University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit <https://www.wsac.wa.gov/student-complaints> for information regarding the WSAC complaint process.

## Student Learning Outcomes

Graduates will be able to:

- Deliver effective biblically-based sermons.
- Demonstrate proper biblical interpretation skills.
- Understand the historical-theological development of the Seventh-day Adventist Church.
- Train church members for evangelism.
- Demonstrate an understanding of how to empower church members for leadership.
- Reach specific social groups.

## Pastoral Ministry MAPM (Hispanic Track)

E-mail: [ihm@andrews.edu](mailto:ihm@andrews.edu)

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 site: [MAPM Pastoral Ministry](#).

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 master's level. (See the admission requirements under the advanced degrees.)

**Mission Statement:** The MAPM offers effective graduate education for experienced English and Spanish-speaking NAD pastors who seek a deeper walk with God, a greater knowledge in the practice of ministry and a continuing commitment to the message and mission of the Seventh-day Adventist faith.

## Total Credits - 48

**NOTE:** All courses in this program are to be taken for 3 credits.

### Practical and Applied Theology - 15

- PATH 538 - Bilingual Ministry **Credits:** 2,3
- PATH 539 - Church Growth and the Equipping Leader **Credits:** 3
- PATH 543 - Christian Leadership in a Changing World **Credits:** 2,3
- PATH 637 - Seminar in Preaching **Credits:** 2,3

#### Choose one of the following courses:

- PATH 514 - Public Evangelism (Hispanic) **Credits:** 2,3
- PATH 517 - Topics in Ministry **Credits:** 2,3
- PATH 525 - Hispanic-American Culture and Challenges **Credits:** 2,3
- PATH 604 - Mobilizing for Evangelistic Ministry **Credits:** 2,3
- PATH 606 - Mission-Shaped Church Planting **Credits:** 2,3
- PATH 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 & Lifespan Education - 6

- DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3

#### Choose one of the following courses:

- DSLE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
- DSLE 541 - Foundations of Biblical Spirituality **Credits:** 2,3
- DSLE 610 - Teaching for Discipleship **Credits:** 2,3

### General Seminary - 3

3 credits of GSEM 620 - Research Methods **Credits:** 2,3

### 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:

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

Choose one of the following courses:

THST 616 - Doctrine of God **Credits:** 2,3

THST 630 - Doctrine of Christ **Credits:** 2,3

THST 640 - Doctrine of Salvation **Credits:** 2,3

THST 647 - Human Nature and Destiny **Credits:** 2,3

### World Mission - 3

MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

### Electives - 6

Choose any courses offered in the Seminary with the following prefixes (courses cannot be repeated): CHIS, DSLE, MSSN (MSSN 505 - Christian Responses to Human Needs is recommended), NTST, OTST, PATH, THST.

## Additional 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 two one-week intensives, normally at Adventist 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.

## Academic Standing

- 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 one year 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.

## 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 three years.
- Be recommended by the local conference administration, a pastoral colleague and a local church leader/elder.
- Complete the Mentoring Agreement Form (retrieve from the Experiencia de Tutoría Ministerial).

- Be over the age of 35. (Exceptions by petition only.)
- **Criminal Background Check.** Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children. Andrews University has selected the same company used by the North American Division - Sterling Volunteers - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers please email your status report to SemTest@andrews.edu.) With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and is stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at TheAdvocates@sterlingvolunteers.com or 855-326-1860, Option 1.
- An interview with a representative of the MAPM program may be required, either by personal contact, telephone, or video.
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

### Policy for Applicants Who Hold Degrees from Unaccredited Schools or Lack Baccalaureate Degrees:

#### Unaccredited Schools

Applicants who hold degrees from unaccredited schools will submit the following:

- A **research paper:** 12-15 pages on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills.
- A **resume** documenting at least 3-years of ministry/pastoral leadership and work experience.
- A **statement of purpose** including their call to pastoral ministry showing authentic biblical spirituality.
- **Three recommendations** (as indicated above)
- **Official transcripts** showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.
- A **letter of petition** from a church administrator (usually conference president or ministerial director) requesting/endorsing the applicant's admission to the program
- **Interview:** Applicants will be interviewed by the program director or one of the Deans. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, distinctive doctrines and theology.
- **Additional credits:** For students accepted into the MAPM program, an additional **6 credits** will be required as per the recommendation of the MAPM director.

#### Lack of Baccalaureate Degree

For applicants who lack baccalaureate degrees, in addition to all requirements above, they must also:

- Submit **official transcripts** showing the completion of a minimum of **60 undergraduate credits** (semester) or an **associate degree** with a minimum 2.5 GPA.
- **Additional Credits:** For students accepted into the MAPM program, an additional **14 credits** will be required as per the recommendation of the MAPM director.
- If required, the applicant will be interviewed by the program director or Seminary Dean.

Students requesting consideration under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

## Additional Information

### 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. In some cases, provision may be made to update the courses.

- All graduate courses taken at the SDATS with a C- grade or above are eligible to be transferred to the MAPM program.
- Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities.
- A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

#### Reapplying to the Pastoral Ministry MAPM Program

- Following an absence of one year 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.

## Note for Washington State citizens:

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## Student Learning 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.

## Religion MA

The Master of Arts (Religion) is an academic program generally involving two years of study beyond the baccalaureate degree. The purpose of the program is to prepare students to serve as teachers and church workers in the areas of biblical studies, theology, religion, and Christian ministry.

#### Mission

The Master of Arts (Religion) Specialized Track prepares students for further study in a specialized theology-related discipline and the Interdisciplinary Track prepares students to serve at an advanced level as multi-disciplinary church workers.

#### Vision

Master of Arts (Religion) graduates proclaim the gospel and make disciples by valuing and articulating biblical, theological, historical, and missiological knowledge in terms of Seventh-day Adventist history, beliefs, and practice.

**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 (College of Education & International Services) regarding qualifying for SDA teaching credentials.

**Delivery:** The Master of Arts (Religion) is available in three modes of delivery. Based on the delivery mode selected there are different admission and degree requirements.

- Religion MA (Specialized Track): Main Campus and Interactive Online
- Religion MA (Interdisciplinary Track: International Sites)
- Religion MA (Interdisciplinary Track: Online)

## Religion MA (Interdisciplinary Track: International Sites)

The Religion MA (Interdisciplinary Track) is offered online and at international sites. It provides a solid biblical and theological foundation in terms of biblical knowledge and theological disciplines, critical thinking, and research abilities from which to pursue interdisciplinary collaboration in terms of research and learning with non-theological disciplines. It contributes to the preparation of pastors, teachers, and administrators with a solid understanding of Adventist history, beliefs, and practices, and the ability to think critically and collaboratively in matters of religion. The program requires a thesis/project or comprehensive exams and may reflect context-sensitive needs in its curriculum.

Sites may choose to offer a concentration in consultation with the program director. If sites choose not to offer a concentration, they must offer the equivalent number of credits as electives.

The international sites degree does not require any time on the Michigan campus of Andrews University.

International Sites:

Site Location	Institution Name	Language of Instruction
Hong Kong	Hong Kong Adventist College/Chinese Adventist Seminary	Chinese/English
Poland	Polish Senior College of Theology & Humanities	Polish/English/Russian
Romania	Universitatea Adventus din Cernica (Adventus University of Cernica)	English/Romanian
Russia	Zaoksky Adventist University	Russian
Taiwan	Taiwan Adventist College (TAC)	Chinese
Thailand	Asia-Pacific International University	English
Ukraine	Ukrainian Adventist Center of Higher Education	Russian/Ukrainian

## Total Credits - 38+

#### Core - 24-30

- CHIS 574 - History of Seventh-day Adventist Theology **Credits:** 2
- 2 credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2,3
- GSEM 520 - Methods in Biblical & Theological Research **Credits:** 2
- 2 credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3
- 2 credits of NTST 536 - Studies in the Gospels **Credits:** 2,3
- 2 credits of NTST 539 - Studies in Revelation **Credits:** 2,3
- 2 credits of OTST 546 - Studies in Daniel (English) **Credits:** 2,3
- 2 credits of OTST 566 - Studies in the Pentateuch (English) **Credits:** 2,3

#### Choose one of the following courses:

- GSEM 680 - Master's Comprehensive Exam **Credits:** 0
- 6 credits of GSEM 695 - Research Project **Credits:** 2,3
- 6 credits of GSEM 697 - Thesis for MA Degree **Credits:** 1-10

#### Choose one of the following courses:

- 2 credits of ANEA 510 - Archaeology and the Bible **Credits:** 2,3
- 2 credits of OTST 556 - Studies in Prophets (English) **Credits:** 2,3

#### Choose one of the following courses:

- 2 credits of NTST 535 - Studies in the Pauline Writings **Credits:** 2,3

- 2 credits of NTST 537 - Studies in Acts and General Epistles **Credits:** 2,3
- 2 credits of NTST 538 - Studies in Hebrews **Credits:** 2,3

**Choose one of the following courses:**

- 2 credits of THST 615 - Doctrine of the Church **Credits:** 2,3
- 2 credits of THST 616 - Doctrine of God **Credits:** 2,3

**Choose one of the following courses:**

- 2 credits of THST 540 - Doctrine of Salvation **Credits:** 2,3
- 2 credits of THST 618 - The Works of Christ **Credits:** 2,3

**Electives - 0-14**

Choose 0-14 credits of electives in consultation with the Program Director to total 38 credits for the program. The number of required electives will vary depending upon the student's choice of capstone assessment. Electives may be chosen from any courses offered by the Seminary with the following prefixes: CHIS, DSLE, GSEM, MSSN, NTST, OTST, PATH, and THST.

Sites which choose to offer a concentration must offer an additional 0-2 elective credits depending upon whether students complete an MA thesis/project (6 credits) or a comprehensive examination (0 credits).

Sites which do not choose to offer a concentration must offer between 8 and 14 elective credits depending upon whether students complete an MA thesis/project (6 credits) or a comprehensive examination (0 credits).

**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 with the online program fees of the current bulletin.

**Concentration - 12**

One of the following concentrations may be selected by the site:

- Christian Leadership Concentration
- Global Mission Concentration
- Jewish/Christian Studies Concentration

## Christian Leadership Concentration

This concentration addresses the theory and theology that supports the practice of leadership in the Seventh-day Adventist organizational context. Specific elements will address the theory and theology of conflict management, church growth, stewardship of resources, organizational structure, authority flow, and change management. Historical perspectives are examined relative to organizational development. Case study research and reporting will address the research component expected in this academic concentration.

This concentration is available online and at International off-campus locations. In addition to the core requirements for the MA Religion (Interdisciplinary), this concentration requires credits in the following areas:

**Concentration - 12**

All courses are to be taken for 2 credits

- PATH 517 - Topics in Ministry **Credits:** 2,3
- PATH 526 - Conflict Management **Credits:** 2,3
- PATH 543 - Christian Leadership in a Changing World **Credits:** 2,3

**Choose remaining 6 credits from the following courses:**

- PATH 539 - Church Growth and the Equipping Leader **Credits:** 3
- DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
- DSLE 541 - Foundations of Biblical Spirituality **Credits:** 2,3

Course substitutions must be approved by Program Director before the class is taken.

## Global Mission Concentration

The Global Mission Concentration equips practitioners, leaders, and trainers who minister in cross-cultural mission situations and contexts through focused study and research in theological, missiological, and social-science fields of study. In

addition to the core requirements for the MA Religion (Interdisciplinary), this concentration requires credits in the following areas:

**Concentration - 12**

All courses are to be taken for 2 credits.

- MSSN 635 - Contemporary Issues in Mission **Credits:** 2,3
- MSSN 676 - History of Christian Mission **Credits:** 2,3
- MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6 Mission in Cultural and Religious Context
- MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6 Theology of Mission

**Choose two of the following courses:**

- MSSN 505 - Christian Responses to Human Needs **Credits:** 2,3
- MSSN 615 - Anthropology for Mission and Ministry **Credits:** 2,3
- MSSN 660 - Witnessing to People of Another Religion **Credits:** 2,3
- MSSN 685 - Strategies for World Mission **Credits:** 2,3
- MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6 Mission in a Secular, Postmodern, and Urban Context

## Jewish/Christian Studies Concentration

The Jewish-Christian Studies concentration exposes students to the large corpus of Jewish literature and rabbinic thought which undergird the New Testament and provides them with tools to evaluate Christian doctrine and apologetics alongside historical developments in Judaism and Jewish-Christian Relations. From this foundation, graduates will be equipped to dialogue with Jewish leaders and communities with a genuine appreciation for the significant contribution of Judaism to Christianity and a passion for building bridges of understanding and cooperation between their respective communities.

This concentration is offered only at the main campus. In addition to the core requirements for the MA Religion (Interdisciplinary), this concentration requires credits in the following areas:

**Concentration - 12**

All courses are to be taken for 2 credits.

- CHIS 630 - History of Jewish Experience **Credits:** 2,3
- NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3
- OTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3
- OTST 627 - Jewish Life and Thought **Credits:** 2,3

**Choose one of the following courses:**

- MSSN 650 - Introduction to a World Religion **Credits:** 2,3
- MSSN 660 - Witnessing to People of Another Religion **Credits:** 2,3

**Choose one of the following courses:**

- NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3
- OTST 610 - The Great Controversy, Covenant, Law, Sabbath **Credits:** 2,3

## Additional 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:

- Cumulative GPA of 3.00 or above. (Only 2 credit courses can be used to meet these requirements.)
- **Research Requirements.** An MA thesis/project (6 credits) or comprehensive exams (0 credits) are to be completed and defended. A student who has chosen to do a thesis/project and has registered for GSEM697 Master Thesis or GSEM695 Research Project 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.

## Graduation Requirements

**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.

## 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.

In addition to the General and Seminary Admission requirements specified above, applicants must meet the following:

Applicants will submit the following:

- **A 12 to 15-page research paper** on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills (only for students who hold degrees from unaccredited schools, e.g., non-state and non-AAA accredited).
- **A resumé** documenting education and work experience and the applicant's stability and maturity in interpersonal relationships and an authentic, vibrant biblical spirituality.
- **A statement of purpose**, including the call to pastoral ministry for MAR Interdisciplinary students.
- **At least 3 letters of recommendations.**
- **Official transcripts** showing the completion of an undergraduate (baccalaureate) degree with a minimum 3.0 GPA.
- **Interview:** If required, applicant who **hold degrees from unaccredited schools** will be interviewed by the program director or the Seminary dean. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, and theology, etc.
- **Accredited Prerequisites:** For applications who **hold degrees from unaccredited schools** to be accepted into the MAR Specialized program, an additional **12 undergraduate prerequisite credits** (as per recommendation of the MAR director) from an accredited institution are required.
- **Pre-Admission Conduct Disclosure Statement:** Applicants to all Seminary programs are required to complete and submit to the Seminary.

Students requesting consideration under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

**Prerequisites.** Applicants must provide a transcript showing that they have taken the following courses at the undergraduate level with an average 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 and the MA Religion prerequisite requirements to fulfill the course or language prerequisites.

Prerequisites must be completed within the first year of entering the program.

Church History - 2 credits  
New Testament Studies - 2 credits  
Old Testament Studies - 2 credits  
Theological Studies - 2 credits  
Adventist Studies – 4 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.

**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 the 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.

## Student Learning Outcomes

Graduates of this program will:

- Demonstrate competence at an advanced level in critical thinking and research methods. (Transferrable Skills, GIO 1)
- Achieve a comprehensive and critically-aware knowledge of Christian beliefs and practices with appropriate specializations in biblical and theological studies, religious history, and practical theology. (Knowledge, GIO 2)
- Critique from a Seventh-day Adventist perspective key ideas, techniques or methods in the field of religious studies. (Faith Development, GIO 3)
- Autonomously use advanced knowledge in a manner consistent with Seventh-day Adventist thought and practice to address complex interpretative, theological or pastoral problems for diverse communities. (Faith Integration, GIO 4)

## Religion MA (Interdisciplinary Track: Online)

The Religion MA (Interdisciplinary Track) is offered online. It provides a solid biblical and theological foundation in terms of biblical knowledge and theological disciplines, critical thinking, and research abilities from which to pursue interdisciplinary collaboration in terms of research and learning with non-theological disciplines. It contributes to the preparation of pastors, teachers, and administrators with a solid understanding of Adventist history, beliefs, and practices, and the ability to think critically and collaboratively in matters of religion. The program requires a thesis/project or comprehensive exams and may reflect context-sensitive needs in its curriculum.

Students may choose to take the Christian Leadership concentration in consultation with the program director. If students choose not to take the Christian Leadership concentration, they must take the equivalent number of credits as electives.

Religion MA (Interdisciplinary Track: Online) degree does not require any time on the Michigan campus of Andrews University.

**Online Delivery:** Language of instruction is English. This program is offered in an interactive online asynchronous format (see Global Campus definitions). The interactive online degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

## Total Credits - 38

### Core - 24-30

CHIS 574 - History of Seventh-day Adventist Theology **Credits:** 2  
2 credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2,3  
GSEM 520 - Methods in Biblical & Theological Research **Credits:** 2  
2 credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3  
2 credits of NTST 536 - Studies in the Gospels **Credits:** 2,3  
2 credits of NTST 538 - Studies in Hebrews **Credits:** 2,3  
2 credits of NTST 539 - Studies in Revelation **Credits:** 2,3  
2 credits of OTST 546 - Studies in Daniel (English) **Credits:** 2,3  
2 credits of OTST 556 - Studies in Prophets (English) **Credits:** 2,3  
2 credits of OTST 566 - Studies in the Pentateuch (English) **Credits:** 2,3  
2 credits of THST 540 - Doctrine of Salvation **Credits:** 2,3  
2 credits of THST 616 - Doctrine of God **Credits:** 2,3

### Choose one of the following options:

GSEM 680 - Master's Comprehensive Exam **Credits:** 0  
6 credits of GSEM 695 - Research Project **Credits:** 2,3  
6 credits of GSEM 697 - Thesis for MA Degree **Credits:** 1-10

### Electives - 0-14

Choose 0-14 credits of electives in consultation with the Program Director to total 38 credits for the program. The number of required electives will vary depending upon the student's choice of capstone assessment. Electives may be chosen from any online courses offered by the Seminary with the following prefixes: CHIS, DSLE, GSEM, MSSN, NTST, OTST, PATH, and THST.

Students who choose the Christian Leadership concentration must take an additional 0 to 2 elective credits depending upon whether they complete an MA thesis/project (6 credits) or a comprehensive examination (0 credits).

Students who do not choose the Christian Leadership concentration must complete between 8 and 14 elective credits depending upon whether they complete an MA thesis/project (6 credits) or a comprehensive examination (0 credits).

### Concentration - 12

Students in the Interdisciplinary Track: Online may choose in consultation with the Program Director the following concentration:

- Christian Leadership Concentration

## Christian Leadership Concentration

This concentration addresses the theory and theology that supports the practice of leadership in the Seventh-day Adventist organizational context. Specific elements will address the theory and theology of conflict management, church growth, stewardship of resources, organizational structure, authority flow, and change management. Historical perspectives are examined relative to organizational development. Case study research and reporting will address the research component expected in this academic concentration.

This concentration is available online and at International off-campus locations. In addition to the core requirements for the MA Religion (Interdisciplinary), this concentration requires credits in the following areas:

### Concentration - 12

All courses are to be taken for 2 credits

PATH 517 - Topics in Ministry **Credits:** 2,3  
PATH 526 - Conflict Management **Credits:** 2,3  
PATH 543 - Christian Leadership in a Changing World **Credits:** 2,3

#### Choose remaining 6 credits from the following courses:

PATH 539 - Church Growth and the Equipping Leader **Credits:** 3  
DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3  
DSLE 541 - Foundations of Biblical Spirituality **Credits:** 2,3

Course substitutions must be approved by Program Director before the class is taken.

## Additional 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:

- Cumulative GPA of 3.00 or above. (Only 2 credit courses can be used to meet these requirements.)

**Research Requirement:** An MA thesis/project (6 credits) or comprehensive exams (0 credits) are to be completed and defended.

A student who has chosen to do a thesis/project and has registered for 6 credits of GSEM 697 Master Thesis/GSEM 695 Research Project 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.

## Graduation Requirements

**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.

## 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.

In addition to the General and Seminary Admission requirements specified above, applicants must meet the following:

- Applicants will submit the following:
  - **A 12- to 15-page research paper** on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills (only for students who hold degrees from unaccredited schools, e.g., non-state and non-AAA accredited).
  - **A resumé** documenting education and work experience and the applicant's stability and maturity in interpersonal relationships and an authentic, vibrant biblical spirituality.
  - **A statement of purpose**, including the call to pastoral ministry for MAR Interdisciplinary students.
  - **At least 3 letters of recommendations.**
  - **Official transcripts** showing the completion of an undergraduate (baccalaureate) degree with a minimum 3.0 GPA.
- **Interview:** If required, applicant who **hold degrees from unaccredited schools** will be interviewed by the program director or the Seminary dean. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, and theology, etc.
- **Accredited Prerequisites:** For applications who **hold degrees from unaccredited schools** to be accepted into the MAR Specialized program, an additional **12 undergraduate prerequisite credits** (as per recommendation of the MAR director) from an accredited institution are required.
- **Criminal Background Check:** Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children. Andrews University has selected the same company used by the North American Division - Sterling Volunteers - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers, please email your status report to SemTest@andrews.edu.) With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and is stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at TheAdvocates@sterlingvolunteers.com or 855-326-1860, Option 1.
- **Pre-Admission Conduct Disclosure Statement:** Applicants to all Seminary programs are required to complete and submit to the Seminary.

Students requesting consideration under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

**Prerequisites.** Applicants must provide a transcript showing that they have taken the following courses at the undergraduate level with an average 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  
Adventist & Ellen White Studies - 4 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.

**Preparation for the Andrews PhD Religion program.** Students completing the MA Religion Interactive Online Interdisciplinary Track will need to do additional coursework in an area of specialization before they can be accepted into the 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.

## Program and Course Learning Outcomes

- PLO1: Demonstrate competence at an advanced level in critical thinking and research methods. (*Transferable Skills*, GIO 1)
- PLO2: Achieve a comprehensive and critically aware knowledge of Christian beliefs and practices with appropriate specializations in biblical and theological studies, religious history, and practical theology. (*Knowledge*, GIO 2)
- PLO3: Critique from a Seventh-day Adventist perspective key ideas, techniques, or methods in the field of religious studies. (*Faith Development*, GIO 3)
- PLO4: Autonomously use advanced knowledge in a manner consistent with Seventh-day Adventist thought and practice to address complex interpretative, theological, or pastoral problems for diverse communities. (*Faith Integration*, GIO 4)

## Religion MA (Specialized Track)

The Religion MA (Specialized Track) program specifically provides students with the opportunity to increase their knowledge of biblical and theological disciplines, develop skills in research, and prepare them for future doctoral studies. The Specialized track contributes to the preparation of teachers and church workers with a solid understanding of Adventist history, beliefs, and practices, and the ability to think critically and creatively in matters of religion.

**Delivery:** The Religion MA (Specialized Track) is offered on the Andrews University main campus as well as online with some interactive online courses offered synchronously (via Zoom) and some offered asynchronously (see Global Campus definitions). Students are encouraged to come to campus for graduation.

## Total Credits - 38

### Core - 20

- 3 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3
- 3 credits of GSEM 620 - Research Methods **Credits:** 2,3 (Should be taken the first time the course is offered after enrolling in the program.)
- 5 credits of GSEM 697 - Thesis for MA Degree **Credits:** 1-10
- Choose a 3-credit Old Testament exegesis course (600-level OTST).
- Choose a 3-credit New Testament exegesis course (600-level NTST).

Choose a 3-credit course from the following courses:

- THST 611 - Revelation, Inspiration and Hermeneutics **Credits:** 2,3
- THST 619 - Principles and Methods of Theology **Credits:** 2,3

### Concentration - 18

Students must select their area of concentration within the first semester of starting courses. The director of the MA in Religion program, in cooperation with department chairs, assigns academic advisers in the student's area of specialization. Concentration options for the MA Religion are:

- Archaeology and History of Antiquity Concentration
- Biblical and Cognate Languages Concentration
- Church History Concentration
- Intertestamental (Jewish) Studies Concentration
- Mission Studies Concentration
- New Testament Concentration
- Old Testament Concentration

- Theological Studies Concentration

## Archaeology and History of Antiquity Concentration

The authors of the books of the Bible and their first audiences lived in ancient near eastern historical, social, and cultural contexts. Therefore, the biblical messages are richly illuminated by exploration of these background contexts and light that is shed on them by archaeological discoveries of material remains and texts in the Middle Eastern and Mediterranean regions. This concentration equips students with knowledge and methodological tools to understand existing discoveries and to uncover additional relevant data through the study of archaeology and the history of antiquity that includes not only classwork and library research but also by participation in archaeological fieldwork and laboratory analysis of artifacts. The concentration covers time periods from the Stone Age through the Islamic periods and includes elements such as material culture, historical geography, biblical chronology, ethnography, and political and social dynamics through history.

This concentration requires 18 credits, in addition to the core requirements for the MA Religion (Specialized).

### Concentration - 18

- 3 credits of ANEA 510 - Archaeology and the Bible **Credits:** 2,3
- 3 credits of ANEA 604 - History of the Ancient Near East **Credits:** 2,3
- 3 credits of ANEA 614 - Archaeology of Palestine **Credits:** 2,3

\*NTST615 may be substituted for ANEA614 if, ANEA614 is not available during the semesters a student is completing their coursework.

### Choose remaining 9 credits from the following courses:\*\*

- ANEA 605 - Seminar in Old Testament History **Credits:** 2,3
- ANEA 615 - Seminar in Archaeology and History of Antiquity **Credits:** 2,3
- ANEA 630 - Archaeological Field Work **Credits:** 1-8
- ANEA 635 - History of Israel **Credits:** 2,3
- ANEA 690 - Independent Study **Credits:** 1-3
- ANEA 695 - Directed Studies **Credits:** 3
- 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

Course substitutions must be approved by Program Director before the class is taken.

\*\*Courses must be taken for 3 credits each

## Biblical and Cognate Languages Concentration

Specific concepts regarding God and salvation have come to human beings primarily in the form of scriptures, i.e., inspired canonical texts in the Hebrew, Aramaic, and Greek languages. Translations of the Bible are readily available, but every such version is somewhat affected by the interpretive perspective of the translator and limitations of correspondence between biblical and modern languages. To gain a sharper and deeper comprehension of the Bible, especially in view of the many and varying interpretations of it, it is necessary to access the sacred texts in their original languages. This requires knowledge of the languages (grammar, syntax, semantics) and other elements of exegetical methodology for studying literature written in these languages. Texts in other ancient near eastern languages, especially those of the Semitic group to which Hebrew and Aramaic belong (i.e., cognate languages such as Akkadian and Ugaritic), also illuminate our linguistic, cultural (including religious), and historical understanding of biblical texts.

This concentration requires 18 credits in addition to the core requirements for the MA Religion (Specialized).

### Concentration - 18

- OTST 625 - Biblical Hebrew III **Credits:** 3

### Choose one of the following courses:\*\*

- 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



**Choose remaining 12 credits from the following courses:\*\***

- ANEA 612 - Ancient Near Eastern Languages **Credits:** 3
- 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 690 - Independent Study **Credits:** 1–4
- OTST 545 - Daniel **Credits:** 2,3
- OTST 565 - Survey of the Pentateuch **Credits:** 2,3
- 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:** 1–3

Course substitutions must be approved by Program Director before the class is taken.

\*\*Courses must be taken for 3 credits each

## 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.

In addition to the core requirements for the MA Religion (Specialized), this concentration requires 18 credits in the following areas:

### Concentration - 18

- CHIS 612 - Introduction to Ecclesiastical Latin **Credits:** 3
  - CHIS 614 - Readings in Ecclesiastical Latin **Credits:** 3
- 9 credits of CHIS courses

**Choose remaining 3 credits from the following courses:\*\***

- GSEM 678 - Church History Study Tour **Credits:** 1–8
- MSSN 676 - History of Christian Mission **Credits:** 2,3
- THST 624 - Protestant Theological Heritage **Credits:** 2,3
- THST 625 - Early Christian Theology **Credits:** 2,3
- THST 628 - Contemporary Theology **Credits:** 2,3

Course substitutions must be approved by Program Director before the class is taken.

\*\*Courses must be taken for 3 credits each

## Intertestamental (Jewish) Studies Concentration

In-depth study of primary documents, languages, material culture, and secondary literature pertaining to the intertestamental period.

This concentration requires 18 credits in addition to the core requirements for the MA Religion (Specialized).

### Concentration - 18

- NTST 525 - Revelation **Credits:** 2
- NTST 635 - Intertestamental Literature **Credits:** 2,3

**Choose one of the following courses:**

- NTST 684 - Judaism and the New Testament **Credits:** 2,3
- NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3

**Choose remaining credits from the following courses:\*\***

- NTST 615 - New Testament Archaeology **Credits:** 2,3
- NTST 618 - Syriac **Credits:** 2,3
- NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3
- NTST 680 - Greco-Roman World **Credits:** 2,3
- NTST 690 - Independent Study **Credits:** 1–4
- NTST 696 - Seminar in Hellenistic Greek **Credits:** 2,3
- ANEA 614 - Archaeology of Palestine **Credits:** 2,3
- OTST 625 - Biblical Hebrew III **Credits:** 3
- OTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3
- OTST 627 - Jewish Life and Thought **Credits:** 2,3
- OTST 654 - Biblical Aramaic **Credits:** 2,3

OTST 659 - Studies in Old Testament Issues **Credits:** 2,3

OTST 690 - Independent Study **Credits:** 1–3

OTST 695 - Directed Studies **Credits:** 1–3

Course substitutions must be approved by Program Director before the class is taken.

\*\*Courses must be taken for 3 credits each

## Mission Studies Concentration

The Mission Studies Concentration equips practitioners, teachers, and leaders who minister in cross-cultural mission situations and contexts through focused study and research in theological, missiological, and social-science fields of study.

This concentration requires 18 credits in addition to the core requirements for the MA Religion (Specialized).

### Concentration - 18

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

MSSN 676 - History of Christian Mission **Credits:** 2,3 \*\*

**Choose remaining 9 credits from MSSN:\*\***

Course substitutions must be approved by Program Director before the class is taken.

\*\*Courses must be taken for 3 credits each

## New Testament Concentration

In-depth study of the contents and backgrounds of the New Testament with various exegetical tools while acquiring an advanced knowledge of the secondary literature.

This concentration requires 18 credits in addition to the core requirements for the MA Religion (Specialized).

### Concentration - 18

3 credits in New Testament Theology

3 credits in New Testament Exegesis

**Choose one of the following courses:\*\***

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

**Choose one of the following courses:\*\***

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

**Choose remaining 6 credits from the following courses:\*\***

NTST courses

GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

GSEM 670 - Guided Study Tour of the Bible Lands **Credits:** 1–4

\*\*Courses must be taken for 3 credits each

## Old Testament Concentration

This concentration enhances the student's ability to understand, research, and teach the Old Testament through development of exegetical tools that facilitate detailed and accurate analysis of biblical texts in their original Hebrew, against their ancient near eastern background, and exegetically controlled theological reflection on those texts to reach viable conclusions. Exegetical tools include a thorough knowledge of Hebrew grammar, syntax, and word-study (semantic/lexicographical) methodology; ability to identify and take into account literary genres, structures, rhetorical strategies, and themes; proficiency in identifying and wisely utilizing relevant secondary resources, distinguishing between solid data and scholarly interpretations; and acquaintance with ancient near eastern material, textual, cultural, geographic, and historic information that sheds light on the Bible in various ways.

This concentration requires 18 credits in addition to the core requirements for the MA Religion (Specialized).

## Concentration - 18

OTST 625 - Biblical Hebrew III **Credits:** 3  
6 credits in Old Testament Exegesis  
3 credits in ANEA

**Choose remaining 6 credits from the following courses:\*\***

GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

GSEM 670 - Guided Study Tour of the Bible Lands **Credits:** 1-4

\*\*Courses must be taken for 3 credits each

## Theological Studies Concentration

In addition to the core requirements for the MA Religion (Specialized), this concentration requires 18 credits in the following areas:

### Concentration - 18

3 credits of Systematic Theology  
3 credits of Historical Theology  
3 credits of Ethics and Philosophy

**Choose remaining 9 credits from the following:**

GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

THST courses

**Distance Courses.** Online 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.

## Additional Requirements

- Cumulative GPA of 3.00 or above. [Only 3-credit courses may be used to meet these requirements.]
- In addition to the scholarship standards in the School of Graduate Studies section of this bulletin, students must fulfill the requirements listed above.
- Research Requirements: An MA thesis with a total of 5 credits must be defended and completed. Thesis 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 - Masters Degree Continuation, 0 credits, until the thesis has been approved/completed.

## Graduation Requirements

**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.

## Admission Requirements

Admission to the Religion MA (Specialized) 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:

Applicants will submit the following:

- **A 12 to 15-page research paper** on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills (only for students who hold degrees from unaccredited schools, e.g., non-state and non-AAA accredited).

- **A resumé** documenting education and work experience and the applicant's stability and maturity in interpersonal relationships and an authentic, vibrant biblical spirituality.
- **A statement of purpose**, including the call to pastoral ministry for MAR Interdisciplinary students.
- **At least 3 letters of recommendations.**
- **Official transcripts** showing the completion of an undergraduate (baccalaureate) degree with a minimum 3.0 GPA.
- **Interview:** If required, applicant who **hold degrees from unaccredited schools** will be interviewed by the program director or the Seminary dean. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, and theology, etc.
- **Accredited Prerequisites:** For applications who **hold degrees from unaccredited schools** to be accepted into the MAR Specialized program, an additional **12 undergraduate prerequisite credits** (as per recommendation of the MAR director) from an accredited institution are required.
- **Criminal Background Check:** Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children. Andrews University has selected the same company used by the North American Division - Sterling Volunteers - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers please email your status report to SemTest@andrews.edu.) With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and is stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at TheAdvocates@sterlingvolunteers.com or 855-326-1860, Option 1.
- **Pre-Admission Conduct Disclosure Statement:** Applicants to all Seminary programs are required to complete and submit to the Seminary.

Students requesting consideration under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

### Prerequisites

Applicants must provide a transcript showing that they have taken the following courses at the undergraduate level with an average 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.

Prerequisites must be completed within the first year of entering the program.

Church History - 2 credits  
New Testament Studies - 2 credits  
Old Testament Studies - 2 credits  
Theological Studies - 2 credits  
Adventist Studies - 4 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 undergraduate 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 for Greek and Hebrew Placement Exams

A student who passes the Hebrew or Greek placement exam must register for the zero credit section of the course in order for 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, a student who fails the examination will be required to take the prerequisite course for credit. Placement exams must be taken the first year of starting the 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 85% or higher in Part 1 of the exam to pass.
- OTST 552 - Intermediate Hebrew Placement Exam, 0 credits, must receive a score of 85% or higher in Parts 1 and 2 of the exam 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.

#### Modern Language

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 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.

## Student Learning Outcomes

Graduates of this program will:

- Demonstrate competence at an advanced level in critical thinking and research methods. (Transferrable Skills, GIO 1)
- Achieve a comprehensive and critically-aware knowledge of Christian beliefs and practices with appropriate specializations in biblical and theological studies, religious history, and practical theology. (Knowledge, GIO 2)
- Critique from a Seventh-day Adventist perspective key ideas, techniques or methods in the field of religious studies. (Faith Development, GIO 3)
- Autonomously use advanced knowledge in a manner consistent with Seventh-day Adventist thought and practice to address complex interpretative, theological or pastoral problems for diverse communities. (Faith Integration, GIO 4)

## Youth & Young Adult Ministry MA

The MA in Youth and Young Adult Ministry is a 48-credit degree designed to prepare leaders to disciple youth and young adults. It also equips them to be competent in training others in the lifelong journey of following Jesus and becoming more like Him.

#### Mission:

The MA in Youth and Young Adult Ministry prepares individuals to become competent in discipling and training others in one or more phases of youth and young adults' spiritual, mental, emotional, and relational development.

#### Vision:

The MA in Youth and Young Adult Ministry serves the Church by equipping and discipling individuals to address the spiritual and developmental needs of youth and young adults both in the church and in the surrounding communities.

#### Goals:

All students graduating from the MA in Youth and Young Adult Ministry will be competent pastor-teachers in youth ministry.

Students will have growing expertise as pastor-teachers in the following area of human development: youth and young adult ministry.

**Delivery:** Main Campus, online, and hybrid

**Online Delivery:** Available online, including some interactive online courses offered synchronously (via Zoom), and some interactive online courses are delivered asynchronously (see Global Campus definitions).

**Hybrid Delivery:** This program is available at the Andrews campus (2 years) or in a hybrid delivery format (3 years). The hybrid delivery format is designed for pastors and youth workers whom because of their employment situation cannot attend on campus full-time because of their employment situation. Students take seven classes throughout the school year to complete in three years. In each spring semester, students attend intensives on campus for two weeks. Five classes each year are taken in the interactive online format (some synchronous and some asynchronous (see Global Campus definitions). Students are also encouraged to come to campus for graduation.

**Practicum:** A field practicum can be arranged in the location of the student's residence.

**Electives:** Students in the MAYYAM/MSW Dual Degree program may fulfill 8 elective credits with MSW courses.

## Total Credits - 48

#### Other Requirements

GSEM 505 Colloquium **Credits: 0**

**(4.5 hour) Colloquia on a variety of ministry topics will be offered each semester for all on-campus students.**

On-Campus MA students will take 1 colloquium per Fall/Spring semester for the remaining semesters of their in-campus program

## Core Courses - 25

- 2 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits: 2,3**
- 3 credits of DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**
- 2 credits of DSLE 534 - Ministry to Youth and Young Adults **Credits: 2,3**
- 3 credits of DSLE 541 - Foundations of Biblical Spirituality **Credits: 2,3**
- 2 credits of DSLE 607 - Intergenerational Ministry **Credits: 2**
- 3 credits of DSLE 610 - Teaching for Discipleship **Credits: 2,3**
- 2 credits of PATH 526 - Conflict Management **Credits: 2,3**
- 2 credits of THST 615 - Doctrine of the Church **Credits: 2,3**
- 2 credits of a MSSN World Missions course
- 4 credits of NTST/OTST courses

## Youth & Young Adult Ministry Courses - 17

- 2 credits of DSLE 564 - Discipling Young Adults **Credits: 2,3**
- 2 credits of DSLE 608 - Youth and Young Adults in Contemporary Culture **Credits: 2,3**
- 2 credits of DSLE 615 - Collaborative Ministry: School, Church, Community **Credits: 2,3**
- 2 credits of DSLE 626 - Discipling At-Risk Youth **Credits: 2,3**
- 2 credits of DSLE 636 - Discipling Youth **Credits: 2,3**
- 2 credits of DSLE 656 - Counseling Youth and Young Adults **Credits: 2,3**
- 3 credits of DSLE 662 - Field Practicum: Professional **Credits: 1-6** (take after 24 credits)
- 2 credits of PATH 632 - Contextualized Preaching: \_\_\_\_\_ **Credits: 2,3** (for Youth & Young Adult Ministry)

## Degree Electives - 6

Choose courses from the following to total 6 credits:

- DSLE 651 - Foundations of Biblical Counseling **Credits: 2,3**
- DSLE 678 - Spiritual Nurture of Children **Credits: 2,3**
- PATH 553 - The Church and Social Issues **Credits: 2,3**
- PATH 555 - Pastoral Counseling **Credits: 2,3**

## Admission Requirements

Applicants to the Youth and Young Adult Ministry MA program should read the general admission requirements of the Seventh-day Adventist Theological Seminary. Applicants 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 concentration to which they are applying.
- Interview with a representative of the YYAM MA program, if required, either by personal contact, telephone, or e-mail.
- Demonstrate a solid background in Old and New Testament knowledge through a department review of prior transcripts OR take OTST 500 Survey of the Old Testament and NTST 520 Introduction to the New Testament within the first year of enrollment.

### English Language Requirement

For those applicants whose native language is not English, the following is required:

- TOEFL - score of 550 (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.

### Criminal Background Check

- Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.
- Andrews University has selected the same company used by the North American Division-Sterling Volunteers (SV)- to administer their background checks. There is a standard fee charged by Sterling Volunteers for this service. (If you have previously completed a background check within the past three year through SV, please login to your SV profile and share your Background Check with Andrews University.)
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

### Policy for Applicants to Youth and Young Adult Ministry MA Program Who Hold Degrees from Unaccredited Schools or Lack Baccalaureate Degrees

Purpose of this policy/protocol: To streamline the admission process and to create standardized admission requirements for students that hold degrees from unaccredited schools or lack baccalaureate degrees. As per 2020 ATS guidelines, and as part of the SDATS application process, the following procedure will be followed.

Applicants who hold degrees from unaccredited schools will submit the following:

- A 12 to 15-page research paper on a biblical/theological or education/teaching topic that demonstrates solid and academic-level research and writing skills.
- A resume documenting at least 3-years of teaching/education/ministry/pastoral leadership and work experience.
- A statement of purpose including the call to ministry showing authentic biblical spirituality.
- Three recommendations.
- Official transcripts showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.

- A petition letter from an education/church administrator (usually conference youth director of president/ministerial) requesting/endorsing the applicant's admission to the program.
- Interview: Applicants will be interviewed by one or two Admission Committee members or one of the Deans education/ministry, life experience, goals, and distinctive doctrines and theology.

In addition to all requirements above, applicants who lack baccalaureate degrees must also:

- Submit official transcripts showing the completion of a minimum of 60 undergraduate credits or an associate degree with a minimum 2.5 GPA.
- Be at least 35 years of age.
- If required, the applicant will be interviewed by the program director or the Seminary dean.

Students requesting consideration under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Master's Admissions Committee only those cases that fall outside of this policy/protocol.

## Additional Information

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).

### Seminary 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 dean's 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/studentresources](http://www.andrews.edu/sem/studentresources).

## Program Learning Outcomes

PL01: Demonstrate competence at an advanced level in critical thinking, training and education, teamwork, and engaging diverse perspectives related to discipleship across the lifespan. (*Transferrable Skills*, GIO 1)

PL02: Achieve a comprehensive and critically-aware knowledge of methods of discipleship and practices with appropriate specializations in youth and young adult ministry, family life education, campus chaplaincy, religious education, and Bible teaching. (*Knowledge*, GIO 2)

PL03: Critique from a Seventh-day Adventist perspective key ideas, techniques, or methods in the field of discipleship in lifespan education. (*Faith Development*, GIO 3)

PL04: Be prepared to train leaders at all levels of the church in diverse settings and communities using advanced skills and knowledge of discipleship across the lifespan in a manner consistent with both professional and Seventh-day Adventist Christian thought and practice. (*Faith Integration*, GIO 4)

## Masters Dual Degrees

## Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW

The Dual Degree Program in Discipleship and Lifespan Education, Family Life Education Concentration and 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 Discipleship and Lifespan Education MA program tuition discount.

## Total Credits - 80

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 Discipleship and Lifespan Education, Family Life Education Concentration MA 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 Discipleship and Lifespan Education, Family Life Education Concentration MA credits to 45.

The following courses constitute credits shared between the two programs:

SOWK 515 - Christian Perspectives on Professional Ethics **Credits: 2** or DSLE 635 - Christian Perspectives on Professional Ethics **Credits: 2,3**

SOWK 550 - Social Policy **Credits: 2,3** or DSLE 657 - Social Policy **Credits: 2,3**

SOWK 659 - Human Sexuality **Credits: 3** or DSLE 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 535 - Generalist Field Experience **Credits: 1-5** and SOWK 635 - Advanced Field Experience **Credits: 1-5** (these two courses include 1 credit Leadership requirement)

**replace** DSLE 662 - Field Practicum: Professional **Credits: 1-6**

SOWK 689 - Advanced Professional Seminar **Credits: .5**

**replaces** DSLE 620 - Scholarly and Professional Development **Credits: 0**

## Program Information

Information for the two programs (Discipleship and Lifespan Education, Family Life Education Concentration MA and Social Work MSW) follows:

## Discipleship and Lifespan Education MA

The MA in Discipleship and Lifespan Education is a 48-credit degree designed to prepare leaders to understand, facilitate, and train others in the process of discipleship—a lifelong journey of learning to follow Jesus and become more like Him while also training other leaders.

### Mission:

The MA in Discipleship and Lifespan Education prepares individuals to become competent in discipling leaders and training others in one or more phases of spiritual, mental, emotional, and relational development across the lifespan.

### Vision:

The MA in Discipleship and Lifespan Education serves the church by equipping and discipling individuals to address the developmental needs of its new and current members as well as the surrounding communities.

### Goals:

All students graduating from the MA in Discipleship and Lifespan Education will be competent pastor-teachers in the field of discipleship.

Students will have growing expertise as pastor-teachers in at least one of the following areas of human development: family ministry and campus chaplaincy ministry.

Students who teach at the elementary or academy level will become competent in discipling students to a love relationship with God and in understanding the Biblical narrative.

### MA in Discipleship and Lifespan Education (Professional) Concentrations:

- Campus Chaplaincy (Main Campus and Online)
- Family Life Education (Main Campus)

### MA in Discipleship and Lifespan Education (Academic) Concentrations:

- Bible Teaching (Online)
- Religious Education (Main Campus)

### MA Discipleship and Lifespan Education Dual Degree Options:

The MA (DSLE) is also available with the following dual degree option:

- Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW

**Online Delivery:** The concentrations available online include some interactive online courses that are offered synchronously (via Zoom), and some interactive online courses are offered asynchronously (see Global Campus definitions).

**Practicum:** A field practicum can be arranged in the location of the student's residence.

**Electives:** Students in the MA (DSLE)/MSW Dual Degree program may fulfill 8 elective credits with MSW courses.)

### Total Credits - 48-53

#### Professional Core - 25

- 2 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits: 2,3** (Bible Teaching Concentration students must replace this course with GDPC 525 - Psychology and Education of Exceptional Children.)
- 3 credits of DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**
- 2 credits of DSLE 534 - Ministry to Youth and Young Adults **Credits: 2,3** (Academic Concentration students can choose this course or 2 credits of DSLE 607 Intergenerational Ministry)
- 3 credits of DSLE 541 - Foundations of Biblical Spirituality **Credits: 2,3**
- 2 credits of DSLE 607 - Intergenerational Ministry **Credits: 2** (Academic Concentration students can choose this course or 2 credits DSLE 534 Ministry to Youth and Young Adults)
- 3 credits of DSLE 610 - Teaching for Discipleship **Credits: 2,3**
- 2 credits of PATH 526 - Conflict Management **Credits: 2,3** or PATH 543 Christian Leadership in a Changing World **Credits 2,3** (not required for Bible Teaching Concentration)
- 2 credits of a MSSN World Missions course
- 4 credits of NTST/OTST courses (Bible Teaching Concentration students take NT/OT courses in their concentration)
- 2 credits of a THST course (Bible Teaching Concentration students must take THST 616 - Doctrine of God)

#### Concentrations - 23-31

Students must choose one of the following concentrations:

#### Bible Teaching Concentration - 31

The Bible Teaching concentration prepares K-12 teachers who do not have a religion/theology background to teach Bible classes, while those with a strong religion/theology background but no educational background are given advanced standing and introduced to principles of pedagogy/andragogy.

#### Prerequisite Courses

The following courses are prerequisites for the Bible Teaching Concentration:

HLED 120 - Fit for Life or Health Principles course from Adventist Learning Community

RELT 225 - Doctrines of the Adventist Faith

#### Advanced Standing

Advanced standing may be obtained for up to 12 credits of religion and theology 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, theology, religious education, or education as well as the particular MA (Discipleship in Lifespan Education) focus area chosen. Advanced standing is calculated at the time of admission as follows:

18 or more credits of undergraduate religion or theology credit may qualify for advanced standing of up to 12 credits in appropriate areas of the course plan. Advanced standing based on less than 18 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.

#### Concentration Courses - 31

1.5 credits of CHIS 570 - History of the Seventh-day Adventist Church **Credits:** 1.5,2

1.5 credits of CHIS 571 - The Life and Writings of Ellen G. White **Credits:** 1.5,2

3 credits of DSLE 605 - Foundations in Discipleship & Lifespan Education **Credits:** 2,3

2 credits of DSLE 606 - Philosophical Foundations for Professionals **Credits:** 2,3

DSLE 616 - Collaborative Ministry: Partnering in Discipleship and Mission **Credits:** 2

DSLE 620 - Scholarly and Professional Development **Credits:** 0

2 credits of DSLE 633 - K-12 Faith Development & Bible Methods **Credits:** 2,3

1 credit of DSLE 676 - Topics: \_\_\_\_\_ **Credits:** 1-3 (Integration of Faith & Learning)

EDTE 508 - Principles of Teaching and Learning **Credits:** 3

EDTE 517 - Teaching Reading in the Secondary Content Areas **Credits:** 3

EDTE 524 - Classroom Testing and Evaluation **Credits:** 2

3 credits of EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3

GDPC 514 - Psychology of Learning **Credits:** 3

GSEM 680 - Master's Comprehensive Exam **Credits:** 0

2 credits of NTST 539 - Studies in Revelation **Credits:** 2,3

2 credits of OTST 546 - Studies in Daniel (English) **Credits:** 2,3

2 credits of OTST 566 - Studies in the Pentateuch (English) **Credits:** 2,3

**Thesis Option:** may add an additional 3 credits

GSEM 697 - Thesis for MA Degree **Credits:** 1-10

#### Additional Degree Requirements for Religious Education and Bible Teaching Concentrations

Must maintain a minimum GPA of 3.00 in order to graduate. Courses with a grade below B- do not count toward the degree.

**Degree Completion:** Candidates for the Bible Teaching Concentration may exercise one of the following two options to complete their degree:

- Comprehensive Examinations: Must pass comprehensive examinations arranged through the departmental administrative assistant. The one-day exams entail a three-hour morning session and a two-hour afternoon session.
- Thesis: Prepare 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. The thesis may add 3 credits to the 48 credit degree requirements, making a total of 51 credits.

#### Denominational Teacher 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 (DSLE) with the Bible Teacher Concentration. The Bible Teaching focus builds credit toward Denominational Certification but additional courses and a teaching practicum are required. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

#### Campus Chaplaincy Concentration - 23

The Campus Chaplaincy Concentration is designed for those youth and young adult specialists who see themselves ministering as chaplains on either public or private campuses. This concentration has been approved for credentialing by the Adventist Chaplaincy Ministries of the North American Division of Seventh-day Adventists.

2 credits of DSLE 507 - Introduction to Chaplaincy Ministry **Credits:** 2

2 credits of DSLE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

DSLE 620 - Scholarly and Professional Development **Credits:** 0

3 credits of DSLE 662 - Field Practicum: Professional **Credits:** 1-6

DSLE 664 - Advanced Campus Ministry **Credits:** 3

2 credits of DSLE 669 - Reaching the Secular Mind **Credits:** 2,3

PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3

PATH 643 - Trauma & Advanced Crisis Intervention **Credits:** 2

Electives: Choose 6 elective credits in consultation with advisor

#### Additional Degree Requirements for Campus Chaplaincy Concentration

The Campus Chaplaincy concentration 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 (Discipleship in Lifespan Education) is designed to be completed by full-time students in two years.

##### Elective Courses

Students in the MA (DSLE) can utilize their elective credits to tailor a program to their specific ministry needs. They can take up to 6 credits in DSLE 690 - Independent Study.

##### Transfer Credits

A maximum of 9 transfer graduate credits, when applicable, may be transferred into the MA (DSLE) program from other institutions or from other master's programs within the Seminary 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 9 transfer credits.

##### Credit Through Learning in Professional Experience

In place of DSLE 662 - Field Practicum: Professional, some students may be eligible to receive up to three 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 Lifespan Education no later than the semester prior to graduation. For details, contact the director of the MA (DSLE) program.

#### Additional Information

Graduates of the Campus Chaplaincy Concentration receive calls for ministry. However, completion of the program does not guarantee employment in Adventist ministry or any other church employment.

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).

##### CPE Unit

In addition to completing the 48-credit professional Discipleship in Lifespan Education 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.

#### Family Life Concentration - 23

The Family Life Education concentration prepares students to engage in family education ministries both within the church and in other professional settings and to apply for certification as Family Life Educators by the National Council on Family Relations (NCFR). Advanced standing is generally not given for the Family Life Education concentration.

##### Prerequisite Course:

GDPC 614 - Human Development **Credits:** 3

##### Concentration Courses:

3 credits of DSLE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3

DSLE 652 - Personal and Family Finance **Credits:** 3  
DSLE 655 - Families in Society **Credits:** 3  
3 credits of DSLE 657 - Social Policy **Credits:** 2,3  
DSLE 658 - Internal Dynamics of Families **Credits:** 3  
DSLE 659 - Human Sexuality **Credits:** 3  
2 credits of DSLE 662 - Field Practicum: Professional **Credits:** 1-6 (taken after completion of 24 credits)  
DSLE 679 - Parenting Education and Guidance **Credits:** 3

### **Additional Degree Requirements for Family Life Education Concentration**

The Family Life Education concentration 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 (Discipleship in Lifespan Education) is designed to be completed by full-time students in two years.

#### **Elective Courses**

Students in the MA (DSLE) can utilize their elective credits to tailor a program to their specific ministry needs. They can take up to 6 credits in DSLE 690 - Independent Study.

#### **Transfer Credits**

A maximum of 9 transfer graduate credits, when applicable, may be transferred into the MA (DSLE) program from other institutions or from other master's programs within the Seminary 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 9 transfer credits.

#### **Credit Through Learning in Professional Experience**

In place of DSLE 662 - Field Practicum: Professional, some students may be eligible to receive up to three 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 Lifespan Education no later than the semester prior to graduation. For details, contact the director of the MA (DSLE) program.

### **Additional Information**

#### **Family Life Certification**

The Family Life Education 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 9 credits only, as specified in the degree requirements section)

#### **Certification in Family Life Education**

While completion of the MA (Discipleship in Lifespan Education) with a concentration in Family Life Education does not of itself qualify an individual as a Certified Family Life Educator (CFLE) through NCFR, the courses offered through the MA (Discipleship in Lifespan Education) meet all of the requirements needed to apply for CFLE credentials. Applications must be made directly to NCFR within 5 years of completion of any courses that are submitted for CFLE certification, documenting that each course has been successfully completed in the 10 designated NCFR content areas (for provisional certification), and (for full certification) that a practicum has also been completed. The NCFR content areas, and corresponding program course acronyms are:

Families and Individuals in Societal Contexts: DSLE 655 - Families in Society **Credits:** 3  
Internal Dynamics of Families: DSLE 658 - Internal Dynamics of Families **Credits:** 3  
Human Growth/Development across the Life Span: GDPC 614 - Human Development **Credits:** 3 (or equivalent\*)  
Interpersonal Relationships: DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3

Family Resource Management: DSLE 652 - Personal and Family Finance **Credits:** 3

Parenting Education and Guidance:

DSLE 679 - Parenting Education and Guidance **Credits:** 3  
Family Law and Public Policy: DSLE 657 - Social Policy **Credits:** 2,3  
Professional Ethics and Practice: DSLE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3  
Family Life Education and Methodology: DSLE 610 - Teaching for Discipleship **Credits:** 2,3

For further information, go to <https://www.ncfr.org/cfle-certification/become-certified/cfle-course-checklists-school>

\*A course that substitutes for GDPC 614 will require a syllabus to be submitted and to indicate whether the course was taken at the UG or Graduate level

### **Religious Education Concentration - 25**

The Religious Education Concentration is designed for students who see themselves as pursuing a PhD (Discipleship in Lifespan Education) or a similar doctoral degree. Since this concentration is designed to lead to a doctorate, it is academic in nature and, as such, requires that the student take courses in education and research as well as complete a comprehensive examination. This flexible concentration allows students to focus their studies on an area of interest that may prepare them for advanced doctoral study. Religious Education seeks to integrate biblical foundations and educational research in order to understand and facilitate the process of discipleship, the life-long journey of learning to follow Jesus and become more like Him.

### **Concentration Courses - 10**

3 credits of DSLE 605 - Foundations in Discipleship & Lifespan Education **Credits:** 2,3  
2 credits of DSLE 606 - Philosophical Foundations for Professionals **Credits:** 2,3  
DSLE 620 - Scholarly and Professional Development **Credits:** 0  
2 credits of DSLE 681 - Field Practicum: Academic **Credits:** 1-6  
3 credits of EDRM 505 - Research Methods **Credits:** 3 or GSEM 520 &nbsp;Methods in Biblical & Theological Research **Credits:** 2  
GSEM 680 - Master's Comprehensive Exam **Credits:** 0

**Thesis Option:** additional 3 credits

GSEM 697 - Thesis for MA Degree **Credits:** 1-10

### **Concentration Electives for Customization - 15**

Choose from the following elective courses (other courses may be substituted in consultation with advisor):

DSLE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3  
DSLE 619 - Religious Experience in Adolescence **Credits:** 2,3  
DSLE 630 - Fostering Spiritual Growth **Credits:** 2,3  
DSLE 636 - Discipling Youth **Credits:** 2,3  
DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3  
DSLE 658 - Internal Dynamics of Families **Credits:** 3  
DSLE 659 - Human Sexuality **Credits:** 3  
DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3  
DSLE 679 - Parenting Education and Guidance **Credits:** 3  
MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3  
MSSN 584 - Preparation for Cross-Cultural Workers **Credits:** 2-4  
MSSN 615 - Anthropology for Mission and Ministry **Credits:** 2,3

### **Additional Degree Requirements for Religious Education Concentration**

Must maintain a minimum GPA of 3.00 in order to graduate. Courses with a grade below B- do not count toward the degree.

Degree Completion: Candidates for the Religious Education Concentration may exercise one of the following two options to complete their degree:

Comprehensive Examinations: Must pass comprehensive examinations arranged through the departmental administrative assistant. The one-day exams entail a three-hour morning session and a two-hour afternoon session.

Thesis: Prepare 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. The thesis may add 3 credits to the 48 credit degree requirements, making a total of 51 credits.

### Admission Requirements

Applicants to the MA (DSLE) program should read the general admission requirements of the Seventh-day Adventist Theological Seminary. Applicants to the Campus Chaplaincy, and Family Life Education Concentrations 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 concentration to which they are applying.
- Interview with a representative of the MA (DSLE) program, if required, either by personal contact, telephone, or e-mail.
- Demonstrate a solid background in Old and New Testament knowledge through a department review of prior transcripts OR take OTST 500 Survey of the Old Testament and NTST 520 Introduction to the New Testament within the first year of enrollment.

Applicants to the Religious Education and Bible Teaching Concentrations are 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 for admission. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years should be submitted to the Office of Graduate Enrollment Management.

### English Language Requirement

For those applicants whose native language is not English, the following is required:

- TOEFL - score of 550 (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.

### Criminal Background Check

- Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.
- Andrews University has selected the same company used by the North American Division-Sterling Volunteers (SV)- to administer their background checks. There is a standard fee charged by Sterling Volunteers for this service. (If you have previously completed a background check within the past three year through SV, please login to your SV profile and share your Background Check with Andrews University.)
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

### Policy for Applicants to MA in Discipleship and Lifespan Education Program Who Hold Degrees from Unaccredited Schools or Lack Baccalaureate Degrees

Purpose of this policy/protocol: To streamline the admission process and to create standardized admission requirements for students that hold degrees from unaccredited schools or lack baccalaureate degrees. As per 2020 ATS guidelines, and as part of the SDATS application process, the following procedure will be followed.

Applicants who hold degrees from unaccredited schools will submit the following:

- A 12 to 15-page research paper on a biblical/theological or education/teaching topic that demonstrates solid and academic-level research and writing skills.
- A resume documenting at least 3-years of teaching/education/ministry/pastoral leadership and work experience.
- A statement of purpose including the call to ministry showing authentic biblical spirituality.
- Three recommendations.
- Official transcripts showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.
- A petition letter from an education/church administrator (usually conference youth director of president/ministerial) requesting/endorsing the applicant's admission to the program.
- Interview: Applicants will be interviewed by one or two Admission Committee members or one of the Deans education/ministry, life experience, goals, and distinctive doctrines and theology.

In addition to all requirements above, applicants who lack baccalaureate degrees must also:

- Submit official transcripts showing the completion of a minimum of 60 undergraduate credits or an associate degree with a minimum 2.5 GPA.
- Additional Credits: For students accepted into the MA DSLE (Academic Concentrations) program, between 6 and 10 additional credits minimum (as per the recommendation of the MA DSLE director) are required.
- Be at least 35 years of age.
- If required, the applicant will be interviewed by the program director or the Seminary dean.

Students requesting consideration under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Master's Admissions Committee only those cases that fall outside of this policy/protocol.

### Additional Information

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).

### CPE Unit

In addition to completing the 48-credit Campus Chaplaincy Concentration, 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.

### Seminary 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 dean's 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/studentresources](http://www.andrews.edu/sem/studentresources).

### Program Learning Outcomes

PLO1: Demonstrate competence at an advanced level in critical thinking, training and education, teamwork, and engaging diverse perspectives related to discipleship across the lifespan. (*Transferrable Skills*, GIO 1)

PLO2: Achieve a comprehensive and critically-aware knowledge of methods of discipleship and practices with appropriate specializations in youth and young adult ministry, family life education, campus chaplaincy, religious education, and Bible teaching. (*Knowledge*, GIO 2)

PLO3: Critique from a Seventh-day Adventist perspective key ideas, techniques, or methods in the field of discipleship in lifespan education. (*Faith Development*, GIO 3)



PL04: Be prepared to train leaders at all levels of the church in diverse settings and communities using advanced skills and knowledge of discipleship across the lifespan in a manner consistent with both professional and Seventh-day Adventist Christian thought and practice. (*Faith Integration*, GIO 4)

## 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 9 core competencies that are required for every accredited MSW program: 1) Demonstrate ethical and professional behavior; 2) Engage diversity and difference in practice; 3) Advance human rights and social, economic, and environmental justice; 4) Engage in practice-informed research and research-informed practice; 5) Engage in policy practice; 6) Engage with individuals, families, groups, organizations and communities; 7) Assess and plan with individuals, families, groups, organizations and communities; 8) Intervene with individuals, families, groups, organizations and communities; and 9) Evaluate practice with individuals, families, groups, organizations and communities. In addition, our program has added an additional competency: 10) Demonstrate a Christian social work perspective. The curriculum is designed to teach students the knowledge, values and skills, along with understanding of the cognitive and affective reactions and judgement that accompany these dimensions. Measurement outcomes for these competencies can be found on the first page of the Andrews University School of Social Work website. The Andrews University MSW program is accredited by the Council of Social Work Education through the year 2027.

### Delivery

All tracks of the MSW program are available in the face-to-face format. The Regular Standing and Accelerated Regular Standing tracks are also available in the interactive online synchronous format (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

### Dual Degrees Options

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 School of Social Work 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, approximately 16 credits will be shared between the two programs. The following Dual Degree options are available:

- Business Administration/Social Work Dual Degree MBA/MSW
- Community & International Development/Social Work Dual Degree MSCID/MSW
- Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW
- Divinity/Social Work Dual Degree MDiv/MSW
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

### 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 may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

### MSW 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

### Areas of Focus

Students may choose to specialize in the following focus areas: Human Resources, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, and Medical Social Work. Please refer to the School of Social Work website for further information: [www.andrews.edu/cas/socialwork/](http://www.andrews.edu/cas/socialwork/). Students are not required to choose a focus area.

### Additional 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 as part of SOWK689 Advanced Professional Seminar. 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.

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.

### 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
  - 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  
\*with permission of the department
- 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.

#### Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program are not required to take the GRE.

#### Additional Information

#### 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 School of Social Work as well as relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

#### Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

## Student Learning Outcomes

Students who complete this program will:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess and Plan with Individuals, Families, Groups, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Demonstrate a Christian Social Work Perspective

# Divinity/Community and International Development Dual Degree MDiv/MSCID

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 crises and programs.
- Program design, monitoring and 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 degree.
- Work 6 months in the church and community selected for TFE assignment. Students will be expected to identify humanitarian needs and issues in their churches and surrounding community and provide a feasible solution.

The knowledge and skills provided will allow students to more confidently address issues in their church and community. Student will be able to use both biblical and research/professional based answers to respond to social and economic issues in their community. An understanding of the humanitarian field and its expectations will increase the legitimacy of programs they implement and chances of receiving funding.

A CID degree will allow students to be more marketable to other fields outside of the church and improve their chances for employment. CID degree holders have a wide range of potential career paths in which the spiritual and physical contributions could be greatly beneficial. These roles generally fall into the following categories (not including exclusively pastoral roles):

- **Practitioner:** Project management and implementation in the field.
- **Policy/Advisory:** Research, evaluation, lessons learned and developing policy recommendations to use within the organization and to advocate outside of the organization.
- **Advocacy & Outreach:** Ministry, campaigning, lobbying, fundraising, media, communications.
- **Support:** Human resources, finance, logistics, IT, etc.

Since 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 for the MSCID program, and 2.75 or higher for the MDiv program. 65 credits are MDiv credits, and 30 credits are Master of Community and International Development credits.

65 MDiv credits plus 23-24 MSCID credits, plus 7 shared credits (see courses below) = 95 credits

- MSSN 546 - Mission in Cultural and Religious Context (3 Cr)
- PATH 543 - Christian Leadership in a Changing World (2 Cr)
- PATH 560 - Advanced Ministerial Development (2 Cr)

**NOTE:** If dual degree students choose to complete an MDiv concentration, it will increase their total credits required by 12.

## Program Information

Information for the two programs (Divinity MDiv and Community & International Development MSCID) follows:

## Divinity MDiv

E-mail: [mdiv@andrews.edu](mailto:mdiv@andrews.edu)

The Master of Divinity (MDiv) is a 78-credit professional program strongly recommended as the graduate training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It requires two and a half years of full-time study (including summers) for full-time students. Additional semesters may be required for students lacking prerequisites (including biblical languages), or for those who take less than 14 credits in the Fall and Spring semesters, and 12 during the summer.

### Concentration Options

Students may - if desired - select one of the MDiv concentrations:

- Chaplaincy
- Marriage and Family Life Ministry
- Urban Ministry
- Youth and Young Adult Ministry

### MDiv Dual Degree Options

The MDiv may also be taken in conjunction with one of the following dual degree options:

- Divinity/Community and International Development Dual Degree MDiv/MSCID
- Divinity/Healthcare Administration Dual Degree MDiv/MHA
- Divinity/Public Health Dual Degree MDiv/MPH
- Divinity/Social Work Dual Degree MDiv/MSW

## Mission

In harmony with the mission and core values of the Seventh-day Adventist Theological Seminary, the Master of Divinity degree equips called, committed men and women with practical biblical, theological, and ministerial knowledge and skills to prepare them for Christlike service as leaders and equippers.

## Vision

We envision the Master of Divinity community as a relationally healthy and diverse family focused on developing balanced and spiritually mature ministry leaders who are committed to equipping people in accomplishing God's mission and the prophetic calling of the Seventh-day Adventist Church.

## Prerequisites

Students who enter the Master of Divinity program who have not previously taken a Religion or Theology degree at the undergraduate level must fulfill the following prerequisites, all of which may be taken either at the Seventh-day Adventist Theological Seminary or at the undergraduate level. Each student's transcript will be evaluated to ensure the completion of all required prerequisite courses.

Current Greek and Biblical Hebrew language intermediate level proficiency must be demonstrated by passing placement exams or by passing both the beginning and intermediate level classes of each language at the Seminary.

At least 3 credits of combined Christian Church History taken at the undergraduate level will satisfy this prerequisite. Otherwise, students will take CHIS 506 and CHIS 507 as needed.

- 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

At least 3 credits of combined Adventist history and Life & Writings of Ellen G. White.

- 1.5 credits of CHIS 570 - History of the Seventh-day Adventist Church **Credits:** 1.5,2
- 1.5 credits of CHIS 571 - The Life and Writings of Ellen G. White **Credits:** 1.5,2

NTST 520 - Introduction to the New Testament **Credits:** 2

NTST 530 - Introduction to Revelation **Credits:** 2

OR

NTST 539 - Studies in Revelation **Credits:** 2,3

The Revelation requirement is a prerequisite and may be met in the following ways:

If the student has taken an undergraduate Revelation course in the last 10 years at an institution whose syllabus has been approved by the Seminary, then they will not be required to meet the Revelation requirement in the Seminary. Students may submit a syllabus for evaluation if their undergraduate school is not on the list of approved schools. If approved, their school will be added to the list, and their requirement will be waived.

Students who **have not taken** an undergraduate Revelation course, or whose **undergraduate courses do not qualify**, must take one of the following courses:

- NTST530 Intro to Revelation
- NTST539 Studies in Revelation (online)

If a student's undergraduate course is more than 10 years old or if their undergraduate syllabus is denied by the NTST department, they may take **NTST 648 Revelation** to fulfill their Revelation prerequisite. By so doing, they fulfill the Revelation prerequisite as well as the core New Testament exegesis requirement.

- 2 credits of NTST 551 - Beginning Greek **Credits:** 0,2 (Passed at C- or higher or score 45% or higher on the Greek Placement Exam - May, August)
- 3 credits of NTST 552 - Intermediate Greek **Credits:** 0,3 (Passed at C or higher or score 60% or higher on the Greek Placement Exam - May, August)

**NOTE:** 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 500 - Survey of the Old Testament **Credits:** 2,3
- 3 credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (Passed at a minimum of C+ or score 75% or higher on the Beginner Hebrew Placement Exam - May, August)

- 2 credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (Passed at a minimum of C+ or score 75% or higher on the Intermediate Hebrew Placement Exam - May, August)

**NOTE:** 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 565 - Survey of the Pentateuch **Credits:** 2,3
- 2 credits of PATH 505 - Biblical Preaching **Credits:** 2
- 2 credits of PATH 536 - Personal Evangelistic Ministry **Credits:** 2,3
- 2 credits of PATH 552 - Foundations of Pastoral Ministry **Credits:** 2

**NOTE:** Students who have passed a basic course in pastoral ministry from an accredited Seventh-day Adventist undergraduate institution, or who have been Conference-employed as pastors for two years or more will be exempted from PATH 552, provided their hiring/sponsoring organization can provide proof of at least two years of pastoral employment via their service record. Exemptions to this rule will be granted on a case by case basis as determined by the Practical and Applied Theology (PATH) Department Chairperson.

- 3 credits of THST 521 - Christian Theology I **Credits:** 2,3
- 3 credits of THST 522 - Christian Theology II **Credits:** 2,3

## Total Credits - 78

### Interdisciplinary - 5

GSEM 505 - Colloquium: \_\_\_\_\_ **Credits:** 0

**Brief (4.5 hour) colloquia on a variety of ministry topics will be offered each semester for MDiv students.**

Full-time (9 credits or more) students must attend at least one colloquia session per Fall/Spring semester that they are in the MDiv program.

- 2 credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3
- 3 credits of GSEM 628 - Great Controversy, Covenant, Law, and Sabbath **Credits:** 2,3

### Church History - 7

- 2 credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2,3
- 3 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

### Choose one of the following courses (CHIS list) for 2 credits:

- 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 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:** 2, 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:** 2, 3
- CHIS 690 - Independent Study **Credits:** 1-3

## Discipleship and Lifespan Education - 9

- 3 credits of DSLE 541 - Foundations of Biblical Spirituality **Credits: 2,3** (Must be taken first semester in Program.) (MDiv/MHA Dual Degree students: this course replaces HCAD 646 Integration of Spirituality in Health Care)
- 2 credits of DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3** (MDiv/MSW Dual Degree students must replace this course with SOWK 501)
- 2 credits of DSLE 534 - Ministry to Youth and Young Adults **Credits: 2,3**
- 2 credits of DSLE 615 - Collaborative Ministry: School, Church, Community **Credits: 2,3**

## New Testament - 8

Choose one of the following New Testament Exegesis courses for 3 credits (NTST List A)

- Intermediate Greek proficiency required:

- 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 of the following New Testament Theology courses for 3 credits (NTST List B)

- Intermediate Greek proficiency required:

- 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**

Choose one of the following New Testament Background courses for 2 credits (NTST List C)

- Intermediate Greek proficiency required:

- NTST 515 - New Testament Backgrounds **Credits: 2,3**
- 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 - 8

- 2 credits of OTST 674 - Daniel **Credits: 2,3**

Choose one of the following Old Testament Exegesis courses for 2 credits (OTST List A)

- Intermediate Hebrew proficiency required:

- OTST 625 - Biblical Hebrew III **Credits: 3** (MDiv students must make arrangements with the professor if they wish to use OTST625 as an OT Exegesis course. An exegetical paper will be required. This course is offered strictly as 3 credits.)
- OTST 628 - Methods of OT Exegesis **Credits: 2,3**
- OTST 639 - Studies in Old Testament Exegesis **Credits: 2,3**
- OTST 664 - Pentateuch **Credits: 2,3**
- OTST 666 - Historical Books **Credits: 2,3**
- OTST 668 - Psalms/Wisdom Literature **Credits: 2,3**
- OTST 675 - Minor Prophets **Credits: 2,3**
- OTST 680 - Seminar in Old Testament Exegesis **Credits: 2,3**
- OTST 686 - Major Prophets **Credits: 2,3**

Choose one of the following Old Testament Theology courses for 2 credits (OTST List B)

- 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**

Choose one of the following archaeology courses:

2 credits of OTST 510 - Archaeology and the Bible **Credits: 2,3**

or

**Students who have taken an undergraduate course in biblical archaeology may replace OTST 510 with a 2-credit advanced archaeology course from the following list (OTST List C):**

ANEA 615 - Seminar in Archaeology and History of Antiquity **Credits: 2,3**

NTST 615 - New Testament Archaeology **Credits: 2,3**

OTST 604 - History of the Ancient Near East **Credits: 2,3**

OTST 635 - History of Israel **Credits: 2,3**

Practical and Applied Theology - 19

2 credits of PATH 523 - Worship: Word and Music **Credits: 2,3**

PATH 539 - Church Growth and the Equipping Leader **Credits: 3**

2 credits of PATH 543 - Christian Leadership in a Changing World **Credits: 2,3**  
(MDiv/MHA Dual Degree students: this course may fulfill MHA Core Elective)

2 credits of PATH 555 - Pastoral Counseling **Credits: 2,3** (MDiv/MSW Dual Degree Students must replace this course with SOWK 601)

PATH 560 - Advanced Ministerial Development **Credits: 2** (AMD for Dual Degree Students: If student is in a dual degree, they may substitute this course with the appropriate practicum course in their corresponding dual degree. MDiv/MSW Dual Degree students must take SOWK 510. MDiv/MSCID students may take AMD or CIDS 680.) (Urban Context required for Urban Ministry Concentration students)

3 credits of PATH 562 - Field Evangelism **Credits: 3-6** (Urban Context required for Urban Ministry Concentration students)

PATH 567 - Health & Lifestyle Transformation **Credits: 1** (MDiv/MPH Dual Degree students, replace this course with FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits: 3**)

Choose one of the following Advanced Preaching courses (PATH list) for 2 credits:

PATH 600 - Preaching from the New Testament **Credits: 2,3**

PATH 601 - Preaching Biblical Prophecies **Credits: 2,3**

PATH 603 - Evangelistic Preaching **Credits: 2,3**

PATH 607 - Preaching from the Old Testament **Credits: 2,3**

PATH 609 - Media Ministry **Credits: 2,3**

PATH 627 - Black Preaching **Credits: 2,3**

PATH 632 - Contextualized Preaching: \_\_\_\_\_ **Credits: 2,3**  
PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial required for Urban Ministry Concentration  
PATH 632 Contextualized Preaching: Youth required for Youth and Young Adult Ministry concentration.

PATH 633 - Preaching the OT/NT for Maximum Impact **Credits: 2,3**

PATH 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

PATH 637 - Seminar in Preaching **Credits: 2,3**

Choose one of the following NADEI courses (NADEI list) for 2 credits:

PATH 604 - Mobilizing for Evangelistic Ministry **Credits: 2,3**

PATH 606 - Mission-Shaped Church Planting **Credits: 2,3**

PATH 656 - Evangelistic Small Groups **Credits: 2,3**

Theology - 13

3 credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits: 2,3**

2 credits of THST 635 - Issues in Origins **Credits: 2,3**

Choose one of the following Systematic Theology courses for 3 credits (THST List A):

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 of the following Historical Theology courses for 2 credits (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

**Choose one of the following Ethics courses:**

- 3 credits of THST 605 - Principles of Christian Ethics **Credits:** 2,3

or

**Students who have taken an undergraduate course in Ethics may replace THST 605 with a 3-credit advanced ethics course from the following list (THST List C):**

- THST 622 - Foundations of Philosophical Ethics **Credits:** 3  
THST 633 - Ethics and the Good Life **Credits:** 2,3  
THST 634 - Christian Social Ethics **Credits:** 2,3  
THST 643 - Christian Professional Ethics **Credits:** 2,3 (MDiv/MSW Dual Degree students must replace this course with SOWK 515)  
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  
PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3

**World Mission - 6**

- MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

**Choose one of the following Mission courses for 3 credits (MSSN List):** (NOTE: MSSN 546 is prerequisite to all other Mission courses.)

- MSSN 505 - Christian Responses to Human Needs **Credits:** 2,3  
MSSN 561 - Christian Witness and World Religions **Credits:** 3  
MSSN 610 - Theology of Mission **Credits:** 3  
MSSN 615 - Anthropology for Mission and Ministry **Credits:** 2,3  
MSSN 618 - Mission to the Cities **Credits:** 3  
MSSN 630 - Cross-Cultural Leadership Development **Credits:** 2,3  
MSSN 632 - Diversity, Cultural Intelligence, and Leadership **Credits:** 2,3  
MSSN 635 - Contemporary Issues in Mission **Credits:** 2,3  
MSSN 660 - Witnessing to People of Another Religion **Credits:** 2,3  
MSSN 676 - History of Christian Mission **Credits:** 2,3  
MSSN 685 - Strategies for World Mission **Credits:** 2,3  
MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6

**General Electives - 3**

- Students will take 3 credits of general electives.
- Electives may not be used to satisfy prerequisites and/or deficiencies.
- Up to 3 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 3 appropriate workshop credits.
- Transfer credit petitions from other schools/colleges within Andrews University or from any other University must be done in consultation with the MDiv Office.

**Thesis Option**

Students anticipating academic doctoral studies after the completion of their MDiv program are advised to undertake the thesis option as some academic institutions require a master's-level thesis for entry into doctoral programs.

The thesis counts as 6 general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation. Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis. The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis advisor.

The format of the thesis must conform strictly to the Andrews University Standards for Written Work. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee-approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non-acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150-word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed. Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

**Concentrations**

**Note:** Dual degree students who choose to complete a concentration will increase their total credits required by 12.

**Chaplaincy Concentration - 12**

Chaplaincy is a highly qualified and dynamic expression of ministry based on the Bible and supported by the Seventh-day Adventist Church. The chaplaincy concentration provides the basic training and preparation for service beyond the church borders in various chaplaincy ministries, such as in healthcare, military, campus, prison, police and fire departments, community, and corporate settings. It also prepares pastors and church leaders to advance in their caregiving and empathic ministry skills for an immediate impact in the church and the surrounding communities.

PATH 507 - Introduction to Chaplaincy Ministry **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

PATH 516 - Death & Grief in Contemporary Society **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3 (**Prerequisite:** Undergraduate Ethics course or THST 605)

PATH 643 - Trauma & Advanced Crisis Intervention **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

3 Credits of Clinical Pastoral Education taken in one of the following courses: PATH 554 - Clinical Pastoral Education (CPE) **Credits:** 3-8

Students taking CPE at the CPE Seminary Chaplaincy Study Center must register for PATH 554 Clinical Pastoral Education for 3 credits (with the possibility of up to 8 credits). **Credits / Units:** 3

OR

PATH 557 - Practicum in Clinical Pastoral Education (CPE): \_\_\_\_\_  
**Credits:** 2-8 (MDiv/MHA Dual Degree students: Taking 3 credits of PATH 554 or PATH 557 may reduce required credits and hours for HCAD 670)

If a student wishes to receive CPE credit for units already earned, a per-credit recording fee is charged by the university for PATH 557 Practicum in Clinical Pastoral Education (CPE), or PATH 641 Practicum in Military Chaplaincy. (Application form is available in the PATH office.) If a student wishes to register for their CPE units concurrently with other full semester courses, the registration will be part of their MDiv load, and there will be no recording fee assessed.

Students doing Military Chaplaincy can take PATH 641 Practicum in Military Chaplaincy instead of or in addition to PATH 554 or PATH 557.

PATH 641 - Practicum in Military Chaplaincy **Credits:** 2-8

**Marriage and Family Life Ministry Concentration - 12**

Healthy, spirit-filled marriages and families are the backbone of Christian life and most clearly reflect the character of Christ in our churches and in the world. When marriages and families are broken, our churches suffer. The Concentration on Marriage and Family Life Ministry is designed to prepare MDiv students to equip their churches to be vibrant and healthy in the way they foster relationships in their individual families as well as in church and the community. Students who take this concentration will be better equipped to educate their congregations in areas of family life. They will also be better prepared to address the family issues that

will come to them for counseling. Pastors with these courses will be able to create healthy churches and more positively impact their communities for Christ.

In addition to the core MDiv requirement DSLE 503 - Marriage, Family, and Interpersonal Relationships for 2 credits, students who choose this concentration will take 12 credits in the following courses:

**Choose one of the following courses:**

3 credits of DSLE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3  
DSLE 659 - Human Sexuality **Credits:** 3

**Choose one of the following courses:**

DSLE 655 - Families in Society **Credits:** 3  
DSLE 658 - Internal Dynamics of Families **Credits:** 3

**Choose one of the following courses:**

3 credits of DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3  
DSLE 679 - Parenting Education and Guidance **Credits:** 3

**Choose one 3-credit course from the following:**

DSLE 610 - Teaching for Discipleship **Credits:** 2,3  
DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3  
DSLE 651 - Foundations of Biblical Counseling **Credits:** 2,3  
DSLE 652 - Personal and Family Finance **Credits:** 3  
DSLE 657 - Social Policy **Credits:** 2,3

**Urban Ministry Concentration - 18**

The Urban Ministry concentration is designed for students who want to learn how to make a decisive impact in the cities and to be prepared for the specific challenges of mission and ministry in the urban context.

**Online Delivery:** The Urban Ministry concentration is available online with some interactive online courses offered synchronously (via Zoom), and some interactive online courses are offered asynchronously (see Global Campus definitions). Due to grant funding, this online delivery is limited only to select students with special permission.

**MDiv Core Requirements - Contextualized to the Urban Ministry Concentration**

It is suggested that the student take the following topics or contexts to fulfill the core requirements in the main body of the MDiv Program.

PATH 560 - Advanced Ministerial Development **Credits:** 2 (Urban Context)  
PATH 562 - Field Evangelism **Credits:** 3-6 (with an Urban Context)

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial in fulfillment of the requirement for an Advanced Preaching Core Elective (PATH list).

PATH 632 - Contextualized Preaching: \_\_\_\_\_ **Credits:** 2,3  
(with an Urban Context)

Take the following MASN Core elective:

MASN 618 - Mission to the Cities **Credits:** 3

**Concentration Courses**

3 credits of MASN 625 - Creating Collective Impact and Project Management **Credits:** 2,3

3 credits of MASN 632 - Diversity, Cultural Intelligence, and Leadership **Credits:** 2,3

3 credits of MASN 644 - Ministry of Reconciliation through Social Innovation **Credits:** 2,3

MASN 667 - Urban Ministry Project **Credits:** 3

One credit of MASN 655 - ICISF Certification for Crisis Intervention **Credits:** 1

3 credits of PATH 554 - Clinical Pastoral Education (CPE) **Credits:** 3-8 (with an Urban Context)

Choose one of the following:

DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3  
DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3  
DSLE 669 - Reaching the Secular Mind **Credits:** 2,3  
MASN 645 - Ministry among Immigrants **Credits:** 2,3  
MASN 695 - Topics \_\_\_\_\_ **Credits:** 1-6 (Reaching Post-Moderns)  
PATH 553 - The Church and Social Issues **Credits:** 2,3

**Youth and Young Adult Ministry Concentration - 12**

A Youth and Young Adult Ministry (YYAM) 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.

In addition to the core MDiv requirement DSLE 534 - Ministry to Youth and Young Adults for 2 credits, students who choose this concentration will take 12 credits in the following courses:

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Youth in fulfillment of the Christian Ministry requirement for an Advanced Preaching Core Elective (PATH list).

2 credits of DSLE 564 - Discipling Young Adults **Credits:** 2,3  
2 credits of DSLE 607 - Intergenerational Ministry **Credits:** 2  
2 credits of DSLE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3  
2 credits of DSLE 636 - Discipling Youth **Credits:** 2,3  
2 credits of DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3

**Choose at least 2 credits from the following courses:**

DSLE 610 - Teaching for Discipleship **Credits:** 2,3  
DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3  
DSLE 630 - Fostering Spiritual Growth **Credits:** 2,3  
DSLE 651 - Foundations of Biblical Counseling **Credits:** 2,3  
DSLE 664 - Advanced Campus Ministry **Credits:** 3 \*  
DSLE 669 - Reaching the Secular Mind **Credits:** 2,3  
DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3

\*Students wishing to pursue campus chaplaincy should register for DSLE 664 Advanced Campus Ministry as their choice of core elective.

## Additional Requirements

MDiv students must meet the following requirements in addition to those required of all graduate students:

- Complete the MDiv curriculum of at least 78 credits. Students lacking adequate undergraduate preparation will be required to complete additional prerequisite credits. The additional credits required are based on individual academic evaluation.
- MDiv students taking 9 credits or more are required to attend at least 1 colloquium per semester during their stay at Andrews.
- Maintain a GPA of 2.75 or above.
- Meet the qualitative standards of the MDiv program.
- No U (Unsatisfactory) grade or any grade below C- will count towards the MDiv degree.

**Academic Probation**

MDiv students whose cumulative GPA falls below 2.75 will be placed on academic probation and will have their course load reduced to no more than 10 semester credits. MDiv students whose cumulative GPA remains below 2.75 for a second consecutive semester will be required to meet with the MDiv program director and will enter into a probation contract, have regular meetings with their academic advisor, and fulfill other requirements as needed. Following that, should their GPA not improve, they may be asked to withdraw from the program.

When an incomplete or Deferred Grade has not been cleared by the end of the following semester, the student's course load must be reduced as follows:

One Incomplete/DGs—no reduction  
Two Incompletes/DGs—may register for no more than 10 credits  
Three Incompletes/DGs—may register for no more than 9 credits

With more than three I/DGs, the student must cease taking classes until the Incompletes/DGs are cleared.

**Evaluation of Students**

Since the MDiv program prepares individuals for professional and pastoral leadership, periodic assessments are made of the students by the faculty in areas other than academic standing. Areas reviewed are students' spiritual growth, lifestyle reflective of the beliefs and practices of the Seventh-day Adventist Church, social/family relations, and developing potential for ministry. As a result of these assessments, students are affirmed in the MDiv program, advised of needed adjustments, or discontinued from the program.

## Readiness for Ministry

The MDiv program is dedicated to preparing every graduate for success in ministry. Godly and effective practice of ministry requires not only intellectual readiness, but also spiritual, physical, emotional, and social maturity. The MDiv Readiness for Ministry process helps seminarians evaluate their ministerial gifting and calling, discover and address strengths and weaknesses, and identify and pursue avenues of ministry appropriate to their giftedness. The program includes small-group mentoring as well as periodic assessments of the seminarian's readiness for ministry, by the faculty, staff, and ministry supervisors.

Areas to be reviewed include spiritual commitment, character, social and relational skills, and general aptitude for ministry. On the basis of these assessments, the seminarian and his/her mentor will, at a minimum, receive feedback in the middle of their first year, and again shortly before graduation. If a significant issue arises that, at the discretion of the Seminary, seriously impairs the seminarian's potential for ministry, appropriate action will be taken. This may include: referring the seminarian to the program director for guidance, remediation, and/or other appropriate action, counsel regarding alternate programs of ministry within the University or elsewhere, or dismissing the seminarian from the MDiv program. As part of the admissions process, every MDiv applicant is required to sign an agreement to participate in this process. This agreement includes permission, which seminarians can withdraw later in the program, to share the final readiness for ministry profile available with prospective employers.

## Maintaining Active Status

**Residency Requirements:** Students must maintain active status by enrolling for at least two semesters within one academic year. When this fails to happen, the student must follow the bulletin in force at the time active status is reestablished.

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.

## Additional Information

### Hybrid Course Delivery Options

MDiv students may take a portion of their degree credits off-campus as advised by the MDiv office. The Hybrid delivery method utilizes various delivery methods to assist students in completing their MDiv degree. These options include:

- Interactive online asynchronous classes offered by the Seminary. (see Global Campus definitions).
- Dual mode (by zoom) synchronous classes.
- One week intensives at seminary extension sites in Unions throughout the United States and Canada (offered by the MA Pastoral Ministry English track). Certain classes in the MAPM program cannot be used by MDiv students. Advising is necessary prior to registration.
- Summer Session intensive courses on the main Andrews University campus
- Full semester, on-campus courses

For financial information regarding hybrid studies, please click [here](#).

Students interested in the Hybrid delivery method must obtain approval and instructions on specific class options, costs and how to sign up for this option from the MDiv program office before beginning off-campus studies.

### 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.

### Transferring Credits to the MDiv Program

Provided the content of the courses is assessed as comparable to the curriculum of the Andrews University Master of Divinity program, students intending to transfer credits into the Master of Divinity Program should be aware of the following policies:

- Transfer requests must be made by the student within the first two semesters of the student's MDiv studies.
- Transfer credits are granted only for courses in which the grade is B or higher.
- For each course being requested in transfer, a course syllabus must be obtained and presented to the MDiv Program office, preferably in electronic format, and in English.
- An official transcript from the school being transferred from must have been sent to Andrews University, and be in the student's record.

- A student may transfer a maximum of 39 credits (graduate level) from an uncompleted graduate-level program.
- Up to 24 credits (graduate level) may be transferred to the Master of Divinity program from a completed master's-level degree.
- At least 39 credits must be taken in residence.

### MDiv Core Course Replacement Policy

MDiv core courses provide graduate level understanding considered by the seminary and the church to be essential for the pastor. Occasionally, an MDiv student may have already taken as part of their undergraduate degree, in addition to the required prerequisites for the MDiv program, an advanced college course in which they mastered the learning outcomes for the course at a graduate level. In such cases, a proposal to take an alternate course within the same discipline (department), at an equivalent or higher level, may be considered. To request the validation of a course, the student must submit to the MDiv office, within their first semester, a **portfolio** containing the following items:

- The **Seminary Prior Learning Validation Form**, initiated and signed by the student.
- The **course syllabus** from the advanced-level undergraduate course evidencing that all the Course Learning Outcomes (CLOs) of the MDiv core course have been taught appropriately at a level of rigor equivalent to the MDiv graduate course;
- A **transcript** demonstrating that the student earned a B grade or higher in the undergraduate advanced-level course;
- An essay, normally to be followed by an interview by the department chair/faculty member responsible for the course, describing how each of the CLOs were taught, learned, and subsequently put into use at a graduate level of learning.

### MAPM to MDiv Completion

For the transfer of credits between the MAPM and the MDiv programs at Andrews University, the following stipulations will be in place:

- MAPM students will be allowed to transfer qualified courses of up to two-thirds of the MDiv's total amount of credits.
- Students requesting admission to the MDiv program must submit a complete graduate application including standard requirements such as statement of purpose, minimum GPA and recommendations.
- Courses with a passing grade of C- or higher will be accepted to transfer between the programs.

### MDiv Spanish Language Cohort

The MDiv Spanish Language Cohort will serve Hispanic pastors who already have an MAPM and would like to complete an MDiv degree. Intensive courses will be offered in Spanish at the Florida Conference site in the Fall and Spring semesters and on the main campus during the final summer for each cohort. This will allow those who have the MAPM to advance to the MDiv and later on to Doctoral studies if so desired.

### Andrews University MDiv & BA Theology Accelerated Program Collaboration

Students in the BA Theology degree at Andrews University are encouraged to enter the MDiv program following the completion of their undergraduate studies. A collaboration has been established that shares a total of 15 credits that will be counted toward both degrees and may reduce the student's time in the MDiv by approximately one semester. Six credits will be completed at the Seminary level and 9 credits at the undergraduate level.

UNDERGRADUATE THEOLOGY COURSE	SEMINARY COURSE	TAKEN AT
REL 350 Evangelism (3)	PATH 562 Field Evangelism (3)	Undergraduate
REL 480 Practicum Capstone (1)	PATH 560 Advanced Min Development (2)	Undergraduate
REL 301 Marriage & Family (3)	DSLE 503 Marriage, Family and Interpersonal Relationships (2)	Undergraduate
RELT 315 Christian Discipleship (3)	DSLE 541 Found of Biblical Spirituality (3)	Seminary
REL Elective: REL 335 Foundations of Youth Ministry (3)	DSLE 534 Ministry to Youth & Young Adults (2)	Seminary
RELB 335 Acts and the Epistles (3)	MDiv Elective (3)	Undergraduate
	TOTAL CREDITS: 15	

### Summer Course Load

The 12-week summer semester is divided into three 4-week sessions. The total amount of coursework during the summer session may not exceed 12 credits.

Students taking a biblical language during a summer session may not take other courses during that session.

#### Workshop Credit Limit and Grading Pattern

Master of Divinity students may apply up to 4 workshop credits appropriate to degree requirements. If workshops are taken during the semester breaks, the credits are counted as part of the class load for either the previous or the following semester.

Workshops are graded S/U. Any deviation from this pattern must be approved by the dean prior to the conclusion of the workshop. Students must register at the Academic Records Office for all workshops for which academic credit is desired.

#### Independent Study Restrictions

Students in the MDiv program are allowed to register for Independent Study only for a compelling reason such as a schedule conflict or the need to take a subject that is not offered in any given semester (for a maximum of 8 credits during their MDiv program). Independent study is only available to students on the main campus. Normally, Independent Study cannot be used to meet a core requirement. Students must first seek approval from the MDiv office before arranging with a teacher to do Independent Study.

#### Fees

For a detailed list of charges, please click here.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of an elective course requirement may request a 50% tuition reduction (up to 9 credits cumulative), 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.)

## Graduation

The Seminary follows the University graduation procedures and requirements for the conferral of degrees. A dedication ceremony for graduating seminary students is held on the afternoon prior to graduation or as announced.

## Admission Requirements

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 given that 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. Maintain a modest pastoral social media presence - one that projects a professional demeanor and Christian values. Click here to see the Seminary Code of Conduct.
- 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, years as a baptized Adventist member, if ordained or commissioned as a pastor, including date, and future goals in relation to the MDiv program.
- 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.
- Criminal Background Check. Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.

Andrews University has selected the same company used by the North American Division - Sterling Volunteers (SV) - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers please e-mail your status report to SemTest@andrews.edu.)

With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at TheAdvocates@sterlingvolunteers.com or 855-326-1860, Option 1.

- An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations:
  - Pastor or Church board from the church where the applicant is a member.
  - Conference administrator, chair or primary professor of undergraduate department, or church elder.
  - General Recommendation from: College teacher or advisor, recent employer, or other non-family members.
  - Given that applying and obtaining pertinent documents for admission can be a long process, the student must start the application process at least 4-6 months before the desired starting semester. See University deadlines for individual semesters here.

#### Policy for Applicants to the MDiv Program who hold degrees from Unaccredited Schools or Lack Baccalaureate Degrees

**Purpose of this policy/protocol:** To streamline the admission process and to create standardized admission requirements for students that hold degrees from unaccredited schools or lack baccalaureate degrees. As per 2020 ATS guidelines, and as part of the SDATS application process, the following procedure will be followed:

#### Unaccredited Schools

Applicants who hold degrees from unaccredited schools will submit the following:

- A 12 to 15-page research paper on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills.
- A resume documenting ministry/pastoral leadership and work experience.
- A statement of purpose including their call to pastoral ministry showing authentic biblical spirituality.
- 3 recommendations
- Official transcripts showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.
- A petition letter from a church administrator (usually conference president or ministerial director) requesting/endorsing the applicant's admission to the program.
- Interview: Applicants will be interviewed by the program director or one of the Deans. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, distinctive doctrines and theology.

#### Lack of Baccalaureate Degree

For applicants who lack baccalaureate degrees, in addition to all requirements above, they must also:

- Submit official transcripts showing the completion of a minimum of 60 undergraduate (semester) credits or an associate degree with a minimum 2.5 GPA.
- Take all necessary MDiv prerequisites
- Be at least 35 years of age.

Students requesting admission under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.



## Placement Examinations

### Biblical Hebrew and Biblical Greek Prerequisites

Hebrew and Greek are required at the Intermediate proficiency level. Language Proficiency must be demonstrated within the first two years in seminary. Undergraduate credits alone do not demonstrate current proficiency in a language.

#### Option 1: Language Courses

- Students may demonstrate proficiency in Biblical Hebrew by passing Hebrew I (OTST 551) and earning a grade of at least C+ in Hebrew II (OTST 552).
- Students may demonstrate proficiency in Greek by passing Beginning Greek with a C- or higher OR score 45% or higher on the Greek Placement Exam and earning a grade of at least C in intermediate Greek (NTST 552) OR score 60% or higher on the Greek Placement Exam.

#### Option 2: Placement Exam

Students also have the option of demonstrating proficiency in a biblical language by passing the corresponding placement exam. Placement exams may be taken only once for each language. Any student who wishes to take a placement exam must take at least one of them 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 by September of their second year in seminary. Placement exams must be taken at the regular May or August dates set by the seminary.

Preparation materials designed to help students prepare for the placement examinations are available from the Old Testament (otst@andrews.edu) and New Testament (ntst@andrews.edu) departments.

Based on the score achieved on the exam, the student will be assigned to do one of the following as soon as possible: (1) Take both the beginning and intermediate language courses, (2) take the Intermediate language course, or (3) enroll in exegesis and theology courses without further language study necessary.

Students who do not pass the exam and do not obtain the required grade in the course must retake the course without delay until the required grade is achieved.

## International Student Information

### 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 requirements must be met before enrolling full-time in regular coursework.

Following are the English proficiency tests approved by the University and the required passing scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- Duolingo - 110
- IELTS - 6.5
- PTE – 58

### Advanced Standing

In accordance with ATS Standard 3.13, the Seminary may approve incoming MDiv students from outside North America to receive advanced standing. Advanced standing is credit given for advanced/upper-division courses taken at the undergraduate level. In order to qualify for advanced standing, students must:

- Hold a 4-year Bachelor of Theology (BTh) degree or its equivalent from an accredited institution.
- Have graduated from an AAA-accredited institution outside of North America.

### Criteria for Validation of Courses

Up to 18 credits of advanced standing may be granted. Each course to be considered for application toward advanced standing must:

- Have been taken **within 10 years** of the projected graduation date;
- Be an **upper-division/advanced-level** course that:
  - Contributes to the MDiv program learning outcomes;
  - Have an earned grade equivalent of **"B" or higher**.

**Curricular Practical Training (CPT)** - required for students on an F-1 visa taking off-campus practicums.

To qualify for CPT, the following requirements must be met:

- The specified training must have a clear start and end date.
- The F-1 student must have been enrolled for a full academic year before starting CPT (an exception is given for graduate programs requiring training in the first year of study).
- The F-1 student must be registered for a full course of study during CPT (if the CPT is in Fall or Spring semester) and the specified training should be reflected in the course load.

### Clinical Pastoral Education (CPE)

- A Clinical Pastoral Education (CPE) unit taken during a student's MDiv studies will count as full-time study, as it requires 400 practicum and instructor contact hours. The MDiv Chaplaincy and Urban Ministry Concentrations require a CPE unit to be registered for 3 credits, and those 3 credits registered in PATH557 Clinical Pastoral Education (Clinical) or PATH554 Clinical Pastoral Education (Urban) will satisfy as full-time study.

## Student Learning Outcomes

A graduate from this program:

- Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit. (Character)
- Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others. (Scholarship)
- Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church. (Discipleship & Evangelism)
- Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries. (Leadership)
- Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God. (Worship)
- Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness. (Administration/Management)
- Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit. (Relationships)

## Community and International Development MSCID

The Community and International Development program offers interdisciplinary study in the humanitarian and development field at the graduate level. This unique approach equips students with the skills needed to identify and respond to social and economic challenges across the globe. Program concentration options offer in depth training - preparing students for professional service in academia, policy, advocacy, project management, and administration.

In order to receive a Masters in Community and International Development, students will complete 30 credits of required coursework. Up to 6 credits may be transferred from another accredited/recognized institution and applied towards the 30 required credits according to the criteria listed in the official Andrews University Graduate Transfer Policy.

**Delivery:** This degree is offered in both an on-campus and as an interactive online synchronous program. Most courses are taught in-person and online simultaneously (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

### MSCID Dual Degree Options:

The MSCID is also available with the following dual degree options:

- Community and International Development/Divinity Dual Degree MSCID/MDiv
- Community and International Development/Social Work Dual Degree MSCID/MSW

## Total Credits - 30

### Foundations - 18

CIDS 632 - Portfolio Development Seminar **Credits: 1**

CIDS 680 - Field Practicum **Credits: 1**

CIDS 698 - Research Project **Credits: 2,3**

#### 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:

EDRM 611 - Applied Statistical Methods I **Credits: 3**

#### Choose from the following courses to equal 18 total credits in Foundations:

CIDS 535 - Grant Writing **Credits: 2**

CIDS 575 - Topics: **Credits: 1-6**

CIDS 623 - Humanitarian and Development Practice **Credits: 1-3**

CIDS 663 - Political Economy Analysis **Credits: 3**

CIDS 673 - Project Cycle Management **Credits: 3**

### Program Electives - 12

Choose 12 credits from the following options in consultation with the program advisor:

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**

BSAD 670 - Management of Human Resources **Credits: 3**

CIDS 520 - Development Theory and Practice **Credits: 3**

CIDS 524 - Humanitarian Studies: Theory and Practice **Credits: 3**

CIDS 526 - Global Health & Development **Credits: 3**

CIDS 554 - Poverty Analysis & Reduction Strategies **Credits: 3**

CIDS 568 - Community Change **Credits: 3**

CIDS 575 - Topics: **Credits: 1-6**

CIDS 640 - Human Rights and Global Development **Credits: 3**

CIDS 675 - Institutions in Development **Credits: 3**

CIDS 697 - Portfolio Project **Credits: 2**

FNCE 675 - Financial Management **Credits: 3**

MSSN 546 - Mission in Cultural and Religious Context **Credits: 3** (only available to MSCID/MDiv Dual Degree Students)

PSYC 525 - Disaster Psychology **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**

SOWK 630 - Policy for Social Change **Credits: 3** (only available to MSCID/MSW Dual Degree Students)

### 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.

### Admission Requirements

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 3.0 in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program.
- Completed Graduate Application packet.
- Completed coursework in Statistics and Research. Provisional acceptance may be granted without these courses with the expectation that the student will take them during the first year of enrollment. Credits for these prerequisites will not apply toward the MSCID.

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

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the exam is not required.

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

## Divinity/Healthcare Administration Dual Degree MDiv/MHA

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the School of Population Health, Nutrition and Wellness in the College of Health and Human Services to prepare students for service in occupations where Healthcare Administration 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 Healthcare Administration and theology are needed
- to enable students to integrate both theological and healthcare management 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 health services management, and global perspectives from a Christian worldview.

The program is designed to give students an integrated approach to both theology and healthcare administration. Graduates from this program, besides being able to work in a pastoral setting, can become healthcare managers, administrators, chaplains, and leaders in various private and government healthcare settings.

Since both the MHA 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 degree student cannot march in graduation or march without completion if both halves of the dual degree are not completed.

Completion of the dual degree requires strict adherence to the MHA 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.

The dual degree program can be completed in approximately 4 years of continuous study (year-round), plus an additional year for students who need to complete

prerequisites. It includes 111 semester credits, plus any necessary prerequisites. The MDiv program is on-campus with a variety of delivery methods. The MHA program is 100% online. However, the MHA practicum needs to be completed in an approved healthcare setting.

## Total Credits - 111

Both the Divinity MDiv and the Healthcare Administration MHA programs are waiving 6 credits, for a total reduction of 12 credits overall. With no reductions, the two degrees completed separately would require a total of 123 credits. Divinity/Healthcare Administration Dual Degree MDiv/MHA students will be required to complete only 111 credits.

The Divinity MDiv program is sharing 6 credits of general electives with the MHA program (78-6=72).

The Healthcare Administration MHA program is reduced by 6 credits as follows (45-6=39):

- HCAD 646 - Integration of Spirituality in Health Care is replaced by DSLE 541 - Foundations of Biblical Spirituality. Dual Degree students will take DSLE 541.
- The MHA Core Elective requirement will be met by taking one of the following MDiv courses for 2 credits:
  - PATH 507 - Introduction to Chaplaincy Ministry (Chaplaincy students must choose a course outside of that concentration)
  - PATH 516 - Death & Grief in Contemporary Society (Chaplaincy students must choose a course outside of that concentration)
  - PATH 543 - Christian Leadership in a Changing World
  - PATH 643 - Trauma & Advanced Crisis Intervention (Chaplaincy students must choose a course outside of that concentration)
  - PATH 661 - Mental Health & Ministry: \_\_\_\_\_
- HCAD 670 - Healthcare Administration Practicum: MDiv students who have completed at least one ACPE-accredited unit of CPE and have registered for 3 credits of PATH 557 - Practicum in Clinical Pastoral Education (CPE): \_\_\_\_\_ will have the required hours for HCAD 670 - Healthcare Administration Practicum reduced from 700 to 400, and the required credits reduced from 5 to 3. Students who have not registered for PATH 557 will do the full 5-credit practicum (HCAD 670) for 700 hours. MDiv students who have worked in healthcare settings as medical professionals may also have this practicum reduced by the MHA advisor, determined on an individual basis.

## Program Information

Information for the two programs (Divinity MDiv and Healthcare Administration MHA) follows:

## Divinity MDiv

E-mail: [mdiv@andrews.edu](mailto:mdiv@andrews.edu)

The Master of Divinity (MDiv) is a 78-credit professional program strongly recommended as the graduate training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It requires two and a half years of full-time study (including summers) for full-time students. Additional semesters may be required for students lacking prerequisites (including biblical languages), or for those who take less than 14 credits in the Fall and Spring semesters, and 12 during the summer.

### Concentration Options

Students may - if desired - select one of the MDiv concentrations:

- Chaplaincy
- Marriage and Family Life Ministry
- Urban Ministry
- Youth and Young Adult Ministry

### MDiv Dual Degree Options

The MDiv may also be taken in conjunction with one of the following dual degree options:

- Divinity/Community and International Development Dual Degree MDiv/MSCID
- Divinity/Healthcare Administration Dual Degree MDiv/MHA
- Divinity/Public Health Dual Degree MDiv/MPH

- Divinity/Social Work Dual Degree MDiv/MSW

### Mission

In harmony with the mission and core values of the Seventh-day Adventist Theological Seminary, the Master of Divinity degree equips called, committed men and women with practical biblical, theological, and ministerial knowledge and skills to prepare them for Christlike service as leaders and equippers.

### Vision

We envision the Master of Divinity community as a relationally healthy and diverse family focused on developing balanced and spiritually mature ministry leaders who are committed to equipping people in accomplishing God's mission and the prophetic calling of the Seventh-day Adventist Church.

## Prerequisites

Students who enter the Master of Divinity program who have not previously taken a Religion or Theology degree at the undergraduate level must fulfill the following prerequisites, all of which may be taken either at the Seventh-day Adventist Theological Seminary or at the undergraduate level. Each student's transcript will be evaluated to ensure the completion of all required prerequisite courses.

Current Greek and Biblical Hebrew language intermediate level proficiency must be demonstrated by passing placement exams or by passing both the beginning and intermediate level classes of each language at the Seminary.

At least 3 credits of combined Christian Church History taken at the undergraduate level will satisfy this prerequisite. Otherwise, students will take CHIS 506 and CHIS 507 as needed.

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

At least 3 credits of combined Adventist history and Life & Writings of Ellen G. White.

1.5 credits of CHIS 570 - History of the Seventh-day Adventist Church **Credits:** 1.5,2

1.5 credits of CHIS 571 - The Life and Writings of Ellen G. White **Credits:** 1.5,2

NTST 520 - Introduction to the New Testament **Credits:** 2

NTST 530 - Introduction to Revelation **Credits:** 2

OR

NTST 539 - Studies in Revelation **Credits:** 2,3

The Revelation requirement is a prerequisite and may be met in the following ways:

If the student has taken an undergraduate Revelation course in the last 10 years at an institution whose syllabus has been approved by the Seminary, then they will not be required to meet the Revelation requirement in the Seminary. Students may submit a syllabus for evaluation if their undergraduate school is not on the list of approved schools. If approved, their school will be added to the list, and their requirement will be waived.

Students who **have not taken** an undergraduate Revelation course, or whose **undergraduate courses do not qualify**, must take one of the following courses:

NTST530 Intro to Revelation

NTST539 Studies in Revelation (online)

If a student's undergraduate course is more than 10 years old or if their undergraduate syllabus is denied by the NTST department, they may take **NTST 648 Revelation** to fulfill their Revelation prerequisite. By so doing, they fulfill the Revelation prerequisite as well as the core New Testament exegesis requirement.

2 credits of NTST 551 - Beginning Greek **Credits:** 0,2 (Passed at C- or higher or score 45% or higher on the Greek Placement Exam - May, August)

3 credits of NTST 552 - Intermediate Greek **Credits:** 0,3 (Passed at C or higher or score 60% or higher on the Greek Placement Exam - May, August)

**NOTE:** 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 500 - Survey of the Old Testament **Credits:** 2,3

3 credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (Passed at a minimum of C+ or score 75% or higher on the Beginner Hebrew Placement Exam - May, August)

2 credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (Passed at a minimum of C+ or score 75% or higher on the Intermediate Hebrew Placement Exam - May, August)

**NOTE:** 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 565 - Survey of the Pentateuch **Credits:** 2,3

2 credits of PATH 505 - Biblical Preaching **Credits:** 2

2 credits of PATH 536 - Personal Evangelistic Ministry **Credits:** 2,3

2 credits of PATH 552 - Foundations of Pastoral Ministry **Credits:** 2

**NOTE:** Students who have passed a basic course in pastoral ministry from an accredited Seventh-day Adventist undergraduate institution, or who have been Conference-employed as pastors for two years or more will be exempted from PATH 552, provided their hiring/sponsoring organization can provide proof of at least two years of pastoral employment via their service record. Exemptions to this rule will be granted on a case by case basis as determined by the Practical and Applied Theology (PATH) Department Chairperson.

3 credits of THST 521 - Christian Theology I **Credits:** 2,3

3 credits of THST 522 - Christian Theology II **Credits:** 2,3

## Total Credits - 78

### Interdisciplinary - 5

GSEM 505 - Colloquium: \_\_\_\_\_ **Credits:** 0

**Brief (4.5 hour) colloquia on a variety of ministry topics will be offered each semester for MDiv students.**

Full-time (9 credits or more) students must attend at least one colloquia session per Fall/Spring semester that they are in the MDiv program.

2 credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

3 credits of GSEM 628 - Great Controversy, Covenant, Law, and Sabbath **Credits:** 2,3

### Church History - 7

2 credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2,3

3 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

### Choose one of the following courses (CHIS list) for 2 credits:

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 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:** 2, 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:** 2, 3

CHIS 690 - Independent Study **Credits:** 1-3

### Discipleship and Lifespan Education - 9

3 credits of DSLE 541 - Foundations of Biblical Spirituality **Credits:** 2,3 (Must be taken first semester in Program.) (MDiv/MHA Dual Degree students: this course replaces HCAD 646 Integration of Spirituality in Health Care)

2 credits of DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3 (MDiv/MSW Dual Degree students must replace this course with SOWK 501)

2 credits of DSLE 534 - Ministry to Youth and Young Adults **Credits:** 2,3

2 credits of DSLE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

### New Testament - 8

#### Choose one of the following New Testament Exegesis courses for 3 credits (NTST List A)

##### - Intermediate Greek proficiency required:

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 of the following New Testament Theology courses for 3 credits (NTST List B)

##### - Intermediate Greek proficiency required:

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

#### Choose one of the following New Testament Background courses for 2 credits (NTST List C)

##### - Intermediate Greek proficiency required:

NTST 515 - New Testament Backgrounds **Credits:** 2,3

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 - 8

2 credits of OTST 674 - Daniel **Credits:** 2,3

#### Choose one of the following Old Testament Exegesis courses for 2 credits (OTST List A)

##### - Intermediate Hebrew proficiency required:

OTST 625 - Biblical Hebrew III **Credits:** 3 (MDiv students must make arrangements with the professor if they wish to use OTST625 as an OT Exegesis course. An exegetical paper will be required. This course is offered strictly as 3 credits.)

OTST 628 - Methods of OT Exegesis **Credits:** 2,3

OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3

OTST 664 - Pentateuch **Credits:** 2,3

OTST 666 - Historical Books **Credits:** 2,3

OTST 668 - Psalms/Wisdom Literature **Credits:** 2,3

OTST 675 - Minor Prophets **Credits:** 2,3

OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3

OTST 686 - Major Prophets **Credits:** 2,3

#### Choose one of the following Old Testament Theology courses for 2 credits (OTST List B)

##### - 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

**Choose one of the following archaeology courses:**

2 credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3  
or

**Students who have taken an undergraduate course in biblical archaeology may replace OTST 510 with a 2-credit advanced archaeology course from the following list (OTST List C):**

ANEA 615 - Seminar in Archaeology and History of Antiquity **Credits:** 2,3  
NTST 615 - New Testament Archaeology **Credits:** 2,3  
OTST 604 - History of the Ancient Near East **Credits:** 2,3  
OTST 635 - History of Israel **Credits:** 2,3

**Practical and Applied Theology - 19**

2 credits of PATH 523 - Worship: Word and Music **Credits:** 2,3  
PATH 539 - Church Growth and the Equipping Leader **Credits:** 3  
2 credits of PATH 543 - Christian Leadership in a Changing World **Credits:** 2,3  
(MDiv/MHA Dual Degree students: this course may fulfill MHA Core Elective)  
2 credits of PATH 555 - Pastoral Counseling **Credits:** 2,3 (MDiv/MSW Dual Degree Students must replace this course with SOWK 601)  
PATH 560 - Advanced Ministerial Development **Credits:** 2 (AMD for Dual Degree **Students:** If student is in a dual degree, they may substitute this course with the appropriate practicum course in their corresponding dual degree. MDiv/MSW Dual Degree students must take SOWK 510. MDiv/MSCID students may take AMD or CIDS 680.) (Urban Context required for Urban Ministry Concentration students)  
3 credits of PATH 562 - Field Evangelism **Credits:** 3-6 (Urban Context required for Urban Ministry Concentration students)  
PATH 567 - Health & Lifestyle Transformation **Credits:** 1 (MDiv/MPH Dual Degree students, replace this course with FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits:** 3)

**Choose one of the following Advanced Preaching courses (PATH list) for 2 credits:**

PATH 600 - Preaching from the New Testament **Credits:** 2,3  
PATH 601 - Preaching Biblical Prophecies **Credits:** 2,3  
PATH 603 - Evangelistic Preaching **Credits:** 2,3  
PATH 607 - Preaching from the Old Testament **Credits:** 2,3  
PATH 609 - Media Ministry **Credits:** 2,3  
PATH 627 - Black Preaching **Credits:** 2,3  
PATH 632 - Contextualized Preaching: \_\_\_\_\_ **Credits:** 2,3  
PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial required for Urban Ministry Concentration  
PATH 632 Contextualized Preaching: Youth required for Youth and Young Adult Ministry concentration.  
PATH 633 - Preaching the OT/NT for Maximum Impact **Credits:** 2,3  
PATH 634 - Field Evangelistic Preaching & Practicum **Credits:** 2,3  
PATH 637 - Seminar in Preaching **Credits:** 2,3

**Choose one of the following NADEI courses (NADEI list) for 2 credits:**

PATH 604 - Mobilizing for Evangelistic Ministry **Credits:** 2,3  
PATH 606 - Mission-Shaped Church Planting **Credits:** 2,3  
PATH 656 - Evangelistic Small Groups **Credits:** 2,3

**Theology - 13**

3 credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits:** 2,3  
2 credits of THST 635 - Issues in Origins **Credits:** 2,3

**Choose one of the following Systematic Theology courses for 3 credits (THST List A):**

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 of the following Historical Theology courses for 2 credits (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

**Choose one of the following Ethics courses:**

3 credits of THST 605 - Principles of Christian Ethics **Credits:** 2,3

or

**Students who have taken an undergraduate course in Ethics may replace THST 605 with a 3-credit advanced ethics course from the following list (THST List C):**

THST 622 - Foundations of Philosophical Ethics **Credits:** 3  
THST 633 - Ethics and the Good Life **Credits:** 2,3  
THST 634 - Christian Social Ethics **Credits:** 2,3  
THST 643 - Christian Professional Ethics **Credits:** 2,3 (MDiv/MSW Dual Degree students must replace this course with SOWK 515)  
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  
PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3

**World Mission - 6**

MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

**Choose one of the following Mission courses for 3 credits (MSSN List):** (NOTE: MSSN 546 is prerequisite to all other Mission courses.)

MSSN 505 - Christian Responses to Human Needs **Credits:** 2,3  
MSSN 561 - Christian Witness and World Religions **Credits:** 3  
MSSN 610 - Theology of Mission **Credits:** 3  
MSSN 615 - Anthropology for Mission and Ministry **Credits:** 2,3  
MSSN 618 - Mission to the Cities **Credits:** 3  
MSSN 630 - Cross-Cultural Leadership Development **Credits:** 2,3  
MSSN 632 - Diversity, Cultural Intelligence, and Leadership **Credits:** 2,3  
MSSN 635 - Contemporary Issues in Mission **Credits:** 2,3  
MSSN 660 - Witnessing to People of Another Religion **Credits:** 2,3  
MSSN 676 - History of Christian Mission **Credits:** 2,3  
MSSN 685 - Strategies for World Mission **Credits:** 2,3  
MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6

**General Electives - 3**

- Students will take 3 credits of general electives.
- Electives may not be used to satisfy prerequisites and/or deficiencies.
- Up to 3 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 3 appropriate workshop credits.
- Transfer credit petitions from other schools/colleges within Andrews University or from any other University must be done in consultation with the MDiv Office.

**Thesis Option**

Students anticipating academic doctoral studies after the completion of their MDiv program are advised to undertake the thesis option as some academic institutions require a master's-level thesis for entry into doctoral programs.

The thesis counts as 6 general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation. Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis. The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis advisor.

The format of the thesis must conform strictly to the Andrews University Standards for Written Work. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee-approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non-acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150-word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed. Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

### Concentrations

**Note:** Dual degree students who choose to complete a concentration will increase their total credits required by 12.

#### Chaplaincy Concentration - 12

Chaplaincy is a highly qualified and dynamic expression of ministry based on the Bible and supported by the Seventh-day Adventist Church. The chaplaincy concentration provides the basic training and preparation for service beyond the church borders in various chaplaincy ministries, such as in healthcare, military, campus, prison, police and fire departments, community, and corporate settings. It also prepares pastors and church leaders to advance in their caregiving and empathic ministry skills for an immediate impact in the church and the surrounding communities.

PATH 507 - Introduction to Chaplaincy Ministry **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

PATH 516 - Death & Grief in Contemporary Society **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3 (**Prerequisite:** Undergraduate Ethics course or THST 605)

PATH 643 - Trauma & Advanced Crisis Intervention **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

3 Credits of Clinical Pastoral Education taken in one of the following courses: PATH 554 - Clinical Pastoral Education (CPE) **Credits:** 3-8  
Students taking CPE at the CPE Seminary Chaplaincy Study Center must register for PATH 554 Clinical Pastoral Education for 3 credits (with the possibility of up to 8 credits). Credits / Units: 3

OR

PATH 557 - Practicum in Clinical Pastoral Education (CPE): \_\_\_\_\_  
**Credits:** 2-8 (MDiv/MHA Dual Degree students: Taking 3 credits of PATH 554 or PATH 557 may reduce required credits and hours for HCAD 670)

If a student wishes to receive CPE credit for units already earned, a per-credit recording fee is charged by the university for PATH 557 Practicum in Clinical Pastoral Education (CPE), or PATH 641 Practicum in Military Chaplaincy. (Application form is available in the PATH office.) If a student wishes to register for their CPE units concurrently with other full semester courses, the registration will be part of their MDiv load, and there will be no recording fee assessed.

Students doing Military Chaplaincy can take PATH 641 Practicum in Military Chaplaincy instead of or in addition to PATH 554 or PATH 557.

PATH 641 - Practicum in Military Chaplaincy **Credits:** 2-8

#### Marriage and Family Life Ministry Concentration - 12

Healthy, spirit-filled marriages and families are the backbone of Christian life and most clearly reflect the character of Christ in our churches and in the world. When marriages and families are broken, our churches suffer. The Concentration on Marriage and Family Life Ministry is designed to prepare MDiv students to equip their churches to be vibrant and healthy in the way they foster relationships in their individual families as well as in church and the community. Students who take this concentration will be better equipped to educate their congregations in areas of family life. They will also be better prepared to address the family issues that will come to them for counseling. Pastors with these courses will be able to create healthy churches and more positively impact their communities for Christ.

In addition to the core MDiv requirement DSLE 503 - Marriage, Family, and Interpersonal Relationships for 2 credits, students who choose this concentration will take 12 credits in the following courses:

#### Choose one of the following courses:

3 credits of DSLE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3  
DSLE 659 - Human Sexuality **Credits:** 3

#### Choose one of the following courses:

DSLE 655 - Families in Society **Credits:** 3  
DSLE 658 - Internal Dynamics of Families **Credits:** 3

#### Choose one of the following courses:

3 credits of DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3  
DSLE 679 - Parenting Education and Guidance **Credits:** 3

#### Choose one 3-credit course from the following:

DSLE 610 - Teaching for Discipleship **Credits:** 2,3  
DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3  
DSLE 651 - Foundations of Biblical Counseling **Credits:** 2,3  
DSLE 652 - Personal and Family Finance **Credits:** 3  
DSLE 657 - Social Policy **Credits:** 2,3

#### Urban Ministry Concentration - 18

The Urban Ministry concentration is designed for students who want to learn how to make a decisive impact in the cities and to be prepared for the specific challenges of mission and ministry in the urban context.

**Online Delivery:** The Urban Ministry concentration is available online with some interactive online courses offered synchronously (via Zoom), and some interactive online courses are offered asynchronously (see Global Campus definitions). Due to grant funding, this online delivery is limited only to select students with special permission.

#### MDiv Core Requirements - Contextualized to the Urban Ministry Concentration

It is suggested that the student take the following topics or contexts to fulfill the core requirements in the main body of the MDiv Program.

PATH 560 - Advanced Ministerial Development **Credits:** 2 (Urban Context)

PATH 562 - Field Evangelism **Credits:** 3-6 (with an Urban Context)

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial in fulfillment of the requirement for an Advanced Preaching Core Elective (PATH list).

PATH 632 - Contextualized Preaching: \_\_\_\_\_ **Credits:** 2,3  
(with an Urban Context)

Take the following MSSN Core elective:

MSSN 618 - Mission to the Cities **Credits:** 3

#### Concentration Courses

3 credits of MSSN 625 - Creating Collective Impact and Project Management **Credits:** 2,3

3 credits of MSSN 632 - Diversity, Cultural Intelligence, and Leadership **Credits:** 2,3

3 credits of MSSN 644 - Ministry of Reconciliation through Social Innovation **Credits:** 2,3

MSSN 667 - Urban Ministry Project **Credits:** 3

One credit of MSSN 655 - ICISF Certification for Crisis Intervention **Credits:** 1

3 credits of PATH 554 - Clinical Pastoral Education (CPE) **Credits:** 3-8 (with an Urban Context)

Choose one of the following:

DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3

DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3

DSLE 669 - Reaching the Secular Mind **Credits:** 2,3

MSSN 645 - Ministry among Immigrants **Credits:** 2,3

MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6 (Reaching Post-Moderns)

PATH 553 - The Church and Social Issues **Credits:** 2,3

#### Youth and Young Adult Ministry Concentration - 12

A Youth and Young Adult Ministry (YYAM) 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.

In addition to the core MDiv requirement DSLE 534 - Ministry to Youth and Young Adults for 2 credits, students who choose this concentration will take 12 credits in the following courses:

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Youth in fulfillment of the Christian Ministry requirement for an Advanced Preaching Core Elective (PATH list).

- 2 credits of DSLE 564 - Discipling Young Adults **Credits:** 2,3
- 2 credits of DSLE 607 - Intergenerational Ministry **Credits:** 2
- 2 credits of DSLE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3
- 2 credits of DSLE 636 - Discipling Youth **Credits:** 2,3
- 2 credits of DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3

**Choose at least 2 credits from the following courses:**

- DSLE 610 - Teaching for Discipleship **Credits:** 2,3
- DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3
- DSLE 630 - Fostering Spiritual Growth **Credits:** 2,3
- DSLE 651 - Foundations of Biblical Counseling **Credits:** 2,3
- DSLE 664 - Advanced Campus Ministry **Credits:** 3 \*
- DSLE 669 - Reaching the Secular Mind **Credits:** 2,3
- DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3

\*Students wishing to pursue campus chaplaincy should register for DSLE 664 Advanced Campus Ministry as their choice of core elective.

## Additional Requirements

MDiv students must meet the following requirements in addition to those required of all graduate students:

- Complete the MDiv curriculum of at least 78 credits. Students lacking adequate undergraduate preparation will be required to complete additional prerequisite credits. The additional credits required are based on individual academic evaluation.
- MDiv students taking 9 credits or more are required to attend at least 1 colloquium per semester during their stay at Andrews.
- Maintain a GPA of 2.75 or above.
- Meet the qualitative standards of the MDiv program.
- No U (Unsatisfactory) grade or any grade below C- will count towards the MDiv degree.

### Academic Probation

MDiv students whose cumulative GPA falls below 2.75 will be placed on academic probation and will have their course load reduced to no more than 10 semester credits. MDiv students whose cumulative GPA remains below 2.75 for a second consecutive semester will be required to meet with the MDiv program director and will enter into a probation contract, have regular meetings with their academic advisor, and fulfill other requirements as needed. Following that, should their GPA not improve, they may be asked to withdraw from the program.

When an incomplete or Deferred Grade has not been cleared by the end of the following semester, the student's course load must be reduced as follows:

- One Incomplete/DGs—no reduction
- Two Incompletes/DGs—may register for no more than 10 credits
- Three Incompletes/DGs—may register for no more than 9 credits

With more than three I/DGs, the student must cease taking classes until the Incompletes/DGs are cleared.

### Evaluation of Students

Since the MDiv program prepares individuals for professional and pastoral leadership, periodic assessments are made of the students by the faculty in areas other than academic standing. Areas reviewed are students' spiritual growth, lifestyle reflective of the beliefs and practices of the Seventh-day Adventist Church, social/family relations, and developing potential for ministry. As a result of these assessments, students are affirmed in the MDiv program, advised of needed adjustments, or discontinued from the program.

## Readiness for Ministry

The MDiv program is dedicated to preparing every graduate for success in ministry. Godly and effective practice of ministry requires not only intellectual readiness, but also spiritual, physical, emotional, and social maturity. The MDiv Readiness for Ministry process helps seminarians evaluate their ministerial gifting and calling,

discover and address strengths and weaknesses, and identify and pursue avenues of ministry appropriate to their giftedness. The program includes small-group mentoring as well as periodic assessments of the seminarian's readiness for ministry, by the faculty, staff, and ministry supervisors.

Areas to be reviewed include spiritual commitment, character, social and relational skills, and general aptitude for ministry. On the basis of these assessments, the seminarian and his/her mentor will, at a minimum, receive feedback in the middle of their first year, and again shortly before graduation. If a significant issue arises that, at the discretion of the Seminary, seriously impairs the seminarian's potential for ministry, appropriate action will be taken. This may include: referring the seminarian to the program director for guidance, remediation, and/or other appropriate action, counsel regarding alternate programs of ministry within the University or elsewhere, or dismissing the seminarian from the MDiv program. As part of the admissions process, every MDiv applicant is required to sign an agreement to participate in this process. This agreement includes permission, which seminarians can withdraw later in the program, to share the final readiness for ministry profile available with prospective employers.

## Maintaining Active Status

**Residency Requirements:** Students must maintain active status by enrolling for at least two semesters within one academic year. When this fails to happen, the student must follow the bulletin in force at the time active status is reestablished.

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.

## Additional Information

### Hybrid Course Delivery Options

MDiv students may take a portion of their degree credits off-campus as advised by the MDiv office. The Hybrid delivery method utilizes various delivery methods to assist students in completing their MDiv degree. These options include:

- Interactive online asynchronous classes offered by the Seminary. (see Global Campus definitions).
- Dual mode (by zoom) synchronous classes.
- One week intensives at seminary extension sites in Unions throughout the United States and Canada (offered by the MA Pastoral Ministry English track). Certain classes in the MAPM program cannot be used by MDiv students. Advising is necessary prior to registration.
- Summer Session intensive courses on the main Andrews University campus
- Full semester, on-campus courses

For financial information regarding hybrid studies, please click here.

Students interested in the Hybrid delivery method must obtain approval and instructions on specific class options, costs and how to sign up for this option from the MDiv program office before beginning off-campus studies.

### 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.

### Transferring Credits to the MDiv Program

Provided the content of the courses is assessed as comparable to the curriculum of the Andrews University Master of Divinity program, students intending to transfer credits into the Master of Divinity Program should be aware of the following policies:

- Transfer requests must be made by the student within the first two semesters of the student's MDiv studies.
- Transfer credits are granted only for courses in which the grade is B or higher.
- For each course being requested in transfer, a course syllabus must be obtained and presented to the MDiv Program office, preferably in electronic format, and in English.
- An official transcript from the school being transferred from must have been sent to Andrews University, and be in the student's record.
- A student may transfer a maximum of 39 credits (graduate level) from an uncompleted graduate-level program.
- Up to 24 credits (graduate level) may be transferred to the Master of Divinity program from a completed master's-level degree.
- At least 39 credits must be taken in residence.

### MDiv Core Course Replacement Policy

MDiv core courses provide graduate level understanding considered by the seminary and the church to be essential for the pastor. Occasionally, an MDiv student may have already taken as part of their undergraduate degree, in addition to the required prerequisites for the MDiv program, an advanced college course in which they mastered the learning outcomes for the course at a graduate level. In such cases, a proposal to take an alternate course within the same discipline (department), at an equivalent or higher level, may be considered. To request the validation of a course, the student must submit to the MDiv office, within their first semester, a **portfolio** containing the following items:

- The **Seminary Prior Learning Validation Form**, initiated and signed by the student.
- The **course syllabus** from the advanced-level undergraduate course evidencing that all the Course Learning Outcomes (CLOs) of the MDiv core course have been taught appropriately at a level of rigor equivalent to the MDiv graduate course;
- A **transcript** demonstrating that the student earned a B grade or higher in the undergraduate advanced-level course;
- An essay, normally to be followed by an interview by the department chair/faculty member responsible for the course, describing how each of the CLOs were taught, learned, and subsequently put into use at a graduate level of learning.

### MAPM to MDiv Completion

For the transfer of credits between the MAPM and the MDiv programs at Andrews University, the following stipulations will be in place:

- MAPM students will be allowed to transfer qualified courses of up to two-thirds of the MDiv's total amount of credits.
- Students requesting admission to the MDiv program must submit a complete graduate application including standard requirements such as statement of purpose, minimum GPA and recommendations.
- Courses with a passing grade of C- or higher will be accepted to transfer between the programs.

### MDiv Spanish Language Cohort

The MDiv Spanish Language Cohort will serve Hispanic pastors who already have an MAPM and would like to complete an MDiv degree. Intensive courses will be offered in Spanish at the Florida Conference site in the Fall and Spring semesters and on the main campus during the final summer for each cohort. This will allow those who have the MAPM to advance to the MDiv and later on to Doctoral studies if so desired.

### Andrews University MDiv & BA Theology Accelerated Program Collaboration

Students in the BA Theology degree at Andrews University are encouraged to enter the MDiv program following the completion of their undergraduate studies. A collaboration has been established that shares a total of 15 credits that will be counted toward both degrees and may reduce the student's time in the MDiv by approximately one semester. Six credits will be completed at the Seminary level and 9 credits at the undergraduate level.

UNDERGRADUATE THEOLOGY COURSE	SEMINARY COURSE	TAKEN AT
RELP 350 Evangelism (3)	PATH 562 Field Evangelism (3)	Undergraduate
RELP 480 Practicum Capstone (1)	PATH 560 Advanced Min Development (2)	Undergraduate
RELP 301 Marriage & Family (3)	DSLE 503 Marriage, Family and Interpersonal Relationships (2)	Undergraduate
RELT 315 Christian Discipleship (3)	DSLE 541 Found of Biblical Spirituality (3)	Seminary
RELP Elective: RELP 335 Foundations of Youth Ministry (3)	DSLE 534 Ministry to Youth & Young Adults (2)	Seminary
RELB 335 Acts and the Epistles (3)	MDiv Elective (3)	Undergraduate
	TOTAL CREDITS: 15	

### Summer Course Load

The 12-week summer semester is divided into three 4-week sessions. The total amount of coursework during the summer session may not exceed 12 credits. Students taking a biblical language during a summer session may not take other courses during that session.

### Workshop Credit Limit and Grading Pattern

Master of Divinity students may apply up to 4 workshop credits appropriate to degree requirements. If workshops are taken during the semester breaks, the

credits are counted as part of the class load for either the previous or the following semester.

Workshops are graded S/U. Any deviation from this pattern must be approved by the dean prior to the conclusion of the workshop. Students must register at the Academic Records Office for all workshops for which academic credit is desired.

### Independent Study Restrictions

Students in the MDiv program are allowed to register for Independent Study only for a compelling reason such as a schedule conflict or the need to take a subject that is not offered in any given semester (for a maximum of 8 credits during their MDiv program). Independent study is only available to students on the main campus. Normally, Independent Study cannot be used to meet a core requirement. Students must first seek approval from the MDiv office before arranging with a teacher to do Independent Study.

### Fees

For a detailed list of charges, please click here.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of an elective course requirement may request a 50% tuition reduction (up to 9 credits cumulative), 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.)

## Graduation

The Seminary follows the University graduation procedures and requirements for the conferral of degrees. A dedication ceremony for graduating seminary students is held on the afternoon prior to graduation or as announced.

## Admission Requirements

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 given that 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. Maintain a modest pastoral social media presence - one that projects a professional demeanor and Christian values. Click here to see the Seminary Code of Conduct.
- 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, years as a baptized Adventist member, if ordained or commissioned as a pastor, including date, and future goals in relation to the MDiv program.
- 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.
- Criminal Background Check. Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.

Andrews University has selected the same company used by the North American Division - Sterling Volunteers (SV) - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers please e-mail your status report to SemTest@andrews.edu.)



With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at [TheAdvocates@sterlingvolunteers.com](mailto:TheAdvocates@sterlingvolunteers.com) or 855-326-1860, Option 1.

- An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations:
  - Pastor or Church board from the church where the applicant is a member.
  - Conference administrator, chair or primary professor of undergraduate department, or church elder.
  - General Recommendation from: College teacher or advisor, recent employer, or other non-family members.
  - Given that applying and obtaining pertinent documents for admission can be a long process, the student must start the application process at least 4-6 months before the desired starting semester. See University deadlines for individual semesters here.

#### **Policy for Applicants to the MDiv Program who hold degrees from Unaccredited Schools or Lack Baccalaureate Degrees**

**Purpose of this policy/protocol:** To streamline the admission process and to create standardized admission requirements for students that hold degrees from unaccredited schools or lack baccalaureate degrees. As per 2020 ATS guidelines, and as part of the SDATS application process, the following procedure will be followed:

#### **Unaccredited Schools**

Applicants who hold degrees from unaccredited schools will submit the following:

- A 12 to 15-page research paper on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills.
- A resume documenting ministry/pastoral leadership and work experience.
- A statement of purpose including their call to pastoral ministry showing authentic biblical spirituality.
- 3 recommendations
- Official transcripts showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.
- A petition letter from a church administrator (usually conference president or ministerial director) requesting/endorsing the applicant's admission to the program.
- Interview: Applicants will be interviewed by the program director or one of the Deans. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, distinctive doctrines and theology.

#### **Lack of Baccalaureate Degree**

For applicants who lack baccalaureate degrees, in addition to all requirements above, they must also:

- Submit official transcripts showing the completion of a minimum of 60 undergraduate (semester) credits or an associate degree with a minimum 2.5 GPA.
- Take all necessary MDiv prerequisites
- Be at least 35 years of age.

Students requesting admission under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

## **Placement Examinations**

#### **Biblical Hebrew and Biblical Greek Prerequisites**

Hebrew and Greek are required at the Intermediate proficiency level. Language Proficiency must be demonstrated within the first two years in seminary. Undergraduate credits alone do not demonstrate current proficiency in a language.

#### **Option 1: Language Courses**

- Students may demonstrate proficiency in Biblical Hebrew by passing Hebrew I (OTST 551) and earning a grade of at least C+ in Hebrew II (OTST 552).
- Students may demonstrate proficiency in Greek by passing Beginning Greek with a C- or higher *OR* score 45% or higher on the Greek Placement Exam and earning a grade of at least C in intermediate Greek (NTST 552) *OR* score 60% or higher on the Greek Placement Exam.

#### **Option 2: Placement Exam**

Students also have the option of demonstrating proficiency in a biblical language by passing the corresponding placement exam. Placement exams may be taken only once for each language. Any student who wishes to take a placement exam must take at least one of them 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 by September of their second year in seminary. Placement exams must be taken at the regular May or August dates set by the seminary.

Preparation materials designed to help students prepare for the placement examinations are available from the Old Testament ([otst@andrews.edu](mailto:otst@andrews.edu)) and New Testament ([ntst@andrews.edu](mailto:ntst@andrews.edu)) departments.

Based on the score achieved on the exam, the student will be assigned to do one of the following as soon as possible: (1) Take both the beginning and intermediate language courses, (2) take the Intermediate language course, or (3) enroll in exegesis and theology courses without further language study necessary.

Students who do not pass the exam and do not obtain the required grade in the course must retake the course without delay until the required grade is achieved.

## **International Student Information**

#### **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 requirements must be met before enrolling full-time in regular coursework.

Following are the English proficiency tests approved by the University and the required passing scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- Duolingo - 110
- IELTS - 6.5
- PTE – 58

#### **Advanced Standing**

In accordance with ATS Standard 3.13, the Seminary may approve incoming MDiv students from outside North America to receive advanced standing. Advanced standing is credit given for advanced/upper-division courses taken at the undergraduate level. In order to qualify for advanced standing, students must:

- Hold a 4-year Bachelor of Theology (BTh) degree or its equivalent from an accredited institution.
- Have graduated from an AAA-accredited institution outside of North America.

#### **Criteria for Validation of Courses**

Up to 18 credits of advanced standing may be granted. Each course to be considered for application toward advanced standing must:

- Have been taken **within 10 years** of the projected graduation date;
- Be an **upper-division/advanced-level** course that:
  - Contributes to the MDiv program learning outcomes;
  - Have an **earned grade equivalent of "B" or higher**.

**Curricular Practical Training (CPT)** - required for students on an F-1 visa taking off-campus practicums.

To qualify for CPT, the following requirements must be met:

- The specified training must have a clear start and end date.
- The F-1 student must have been enrolled for a full academic year before starting CPT (an exception is given for graduate programs requiring training in the first year of study).

- The F-1 student must be registered for a full course of study during CPT (if the CPT is in Fall or Spring semester) and the specified training should be reflected in the course load.

#### Clinical Pastoral Education (CPE)

- A Clinical Pastoral Education (CPE) unit taken during a student's MDiv studies will count as full-time study, as it requires 400 practicum and instructor contact hours. The MDiv Chaplaincy and Urban Ministry Concentrations require a CPE unit to be registered for 3 credits, and those 3 credits registered in PATH557 Clinical Pastoral Education (Clinical) or PATH554 Clinical Pastoral Education (Urban) will satisfy as full-time study.

## Student Learning Outcomes

A graduate from this program:

- Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit. (Character)
- Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others. (Scholarship)
- Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church. (Discipleship & Evangelism)
- Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries. (Leadership)
- Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God. (Worship)
- Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness. (Administration/Management)
- Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit. (Relationships)

## Healthcare Administration MHA

The School of Population Health, Nutrition & Wellness offers a Master of Healthcare Administration program that prepares healthcare professionals to fulfil the demands of the ever-changing healthcare system and to become managers, administrators, and leaders in various private and government healthcare settings who are devoted to improving health services delivery in the United States and throughout the world. Individuals eligible to enroll in the program are:

- those with at least a bachelor's degree in a health field who are interested in broadening their knowledge and skills for a successful administrative and management careers in the health sector, whether it be hospitals, physicians' offices, long term care institutions such as nursing home, assisted living facilities, and community health centers
- those who hold a bachelor's in another field, but demonstrate a desire to move to the healthcare administration field
- other health professionals such as physicians, nurses, dentists, radiologists, physical therapists, and other related health fields who desire to develop additional skills and knowledge in management and administration, healthcare laws and regulations, and accounting to advance their healthcare career

A total of 42 course credits is required for this degree (including transferred credits), plus 2-5 credits of practicum. This is a two-year online (distance) program based on full-time enrollment. However, part-time enrollment is also permitted, allowing up to a maximum of six years to complete it. Healthcare professionals who have 5 years of active work experience in healthcare management and administration can get up to 12 credits waived for them.

The curriculum includes a Healthcare Administration Practicum and a Capstone Project that integrates the core healthcare management competencies toward a comprehensive strategic plan that incorporates all the elements of a business plan designed specifically for a health care organization.

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions). The interactive online degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

#### Dual Degree Option:

The Healthcare Administration MHA is also available with the following dual degree option:

- Divinity/Healthcare Administration Dual Degree MDiv/MHA

### Total Credits - 42+

#### Foundation Courses - 4

- HCAD 500 - Introduction to Public Health **Credits:** 2
- HCAD 535 - Epidemiology for Healthcare Administrators **Credits:** 2

#### Major Courses - 32

- HCAD 510 - Healthcare Delivery Systems **Credits:** 2
- HCAD 520 - Accounting Fundamentals in Health-Care Management **Credits:** 3
- HCAD 540 - Quantitative Methods in Healthcare Management **Credits:** 2
- HCAD 550 - Healthcare Quality Management **Credits:** 1
- HCAD 555 - Strategic Planning **Credits:** 2
- HCAD 615 - Organizational Leadership in Health Care Systems **Credits:** 2
- HCAD 620 - Information Systems and Patient Care Technology for Health Care **Credits:** 2
- HCAD 625 - Healthcare Economics & Policy **Credits:** 2
- HCAD 630 - Healthcare Marketing **Credits:** 2
- HCAD 640 - Healthcare Law and Ethics **Credits:** 2
- HCAD 650 - Healthcare Administration Capstone **Credits:** 2
- HCAD 655 - Reimbursement Systems **Credits:** 3
- HCAD 660 - Managing Human Resources in Healthcare Organizations **Credits:** 3
- 3 credits of PBHL 535 - Principles of Health Administration **Credits:** 2,3

#### Electives - 2

Choose one of the following courses:

- HCAD 530 - Medical Terminology for Healthcare Managers **Credits:** 2
- PBHL 543 - Introduction to Geographic Information Systems (GIS) **Credits:** 1,2

#### Religion - 2

- HCAD 646 - Integration of Spirituality in Health Care **Credits:** 2 (MHA/MDiv Dual Degree students must replace this course with DSLE 541 Foundations of Biblical Spirituality)

#### Practical Experience - 2-5

- HCAD 670 - Healthcare Administration Practicum **Credits:** 2-5 (MHA/MDiv Dual Degree students may reduce this requirement by taking 3 credits of PATH 557 - Practicum in Clinical Pastoral Education)

### Additional Requirements

#### Practicum Requirements

- Students will complete 700 hours of practicum.
- Students who already have a clinical degree or those with relevant experience in healthcare management may require only between 400 and 500 hours of practicum. Each situation will be considered individually.
- Full time students without a clinical degree or healthcare management experience will complete 400 hours of practicum in the first semester and 300 hours in the second semester during the second year.
- Part time students are expected to complete between 100 and 150 hours per semester.
- Students cannot begin practicum until all 500-level courses are completed.
- Any students who are currently working in a healthcare setting and have at least five years' experience in healthcare management may be eligible to replace their practicum hours with a project at their workplace.

#### Admission Requirements

Program applicants will need to have at least a Bachelor's degree and satisfy one of the criteria below as described in the Graduate Enrollment and Admissions policy:

- Have an overall GPA of at least 2.60 in undergraduate courses.
- Have a GPA of at least 2.75 on the 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.

### Student Learning Outcomes

Graduates of the program will:

- Understand the U.S. healthcare system and that of some other selected countries.
- Apply legal and government regulations and ethical principles that impact healthcare organizations.
- Utilize fiscal and economic principles needed for growth in healthcare organizations.
- Determine practices required to support, develop, and motivate a diverse healthcare workforce.
- Manage human resources and deliver valuable answers to health services issues.
- Create, implement, and influence health policies that will improve the services provided to patients and health outcomes.
- Develop advanced information systems skills pertinent to the healthcare environment.
- Understand major public health issues and policies.

## Divinity/Public Health Dual Degree MDiv/MPH

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the School of Population Health, Nutrition and Wellness in the College of Health & Human Services. Students can potentially complete the two degrees (MDiv/MPH, Nutrition and Wellness Concentration) in 4 years or less; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition and Wellness. The MDiv is available on campus while the MPH courses are in an online format.

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.

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.

### 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 PATH 567 Health & Lifestyle Transformation (1 Cr)

- 6 credits of MDiv electives are 6 MPH concentration credits

## Program Information

Information for the two programs (Divinity MDiv and Public Health MPH) follows:

### Divinity MDiv

E-mail: [mdiv@andrews.edu](mailto:mdiv@andrews.edu)

The Master of Divinity (MDiv) is a 78-credit professional program strongly recommended as the graduate training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It requires two and a half years of full-time study (including summers) for full-time students. Additional semesters may be required for students lacking prerequisites (including biblical languages), or for those who take less than 14 credits in the Fall and Spring semesters, and 12 during the summer.

#### Concentration Options

Students may - if desired - select one of the MDiv concentrations:

- Chaplaincy
- Marriage and Family Life Ministry
- Urban Ministry
- Youth and Young Adult Ministry

#### MDiv Dual Degree Options

The MDiv may also be taken in conjunction with one of the following dual degree options:

- Divinity/Community and International Development Dual Degree MDiv/MSCID
- Divinity/Healthcare Administration Dual Degree MDiv/MHA
- Divinity/Public Health Dual Degree MDiv/MPH
- Divinity/Social Work Dual Degree MDiv/MSW

#### Mission

In harmony with the mission and core values of the Seventh-day Adventist Theological Seminary, the Master of Divinity degree equips called, committed men and women with practical biblical, theological, and ministerial knowledge and skills to prepare them for Christlike service as leaders and equippers.

#### Vision

We envision the Master of Divinity community as a relationally healthy and diverse family focused on developing balanced and spiritually mature ministry leaders who are committed to equipping people in accomplishing God's mission and the prophetic calling of the Seventh-day Adventist Church.

### Prerequisites

Students who enter the Master of Divinity program who have not previously taken a Religion or Theology degree at the undergraduate level must fulfill the following prerequisites, all of which may be taken either at the Seventh-day Adventist Theological Seminary or at the undergraduate level. Each student's transcript will be evaluated to ensure the completion of all required prerequisite courses.

Current Greek and Biblical Hebrew language intermediate level proficiency must be demonstrated by passing placement exams or by passing both the beginning and intermediate level classes of each language at the Seminary.

At least 3 credits of combined Christian Church History taken at the undergraduate level will satisfy this prerequisite. Otherwise, students will take CHIS 506 and CHIS 507 as needed.

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

At least 3 credits of combined Adventist history and Life & Writings of Ellen G. White.

1.5 credits of CHIS 570 - History of the Seventh-day Adventist Church **Credits:** 1.5,2

1.5 credits of CHIS 571 - The Life and Writings of Ellen G. White **Credits:** 1.5,2

NTST 520 - Introduction to the New Testament **Credits:** 2

NTST 530 - Introduction to Revelation **Credits:** 2

OR

NTST 539 - Studies in Revelation **Credits:** 2,3

The Revelation requirement is a prerequisite and may be met in the following ways:

If the student has taken an undergraduate Revelation course in the last 10 years at an institution whose syllabus has been approved by the Seminary, then they will not be required to meet the Revelation requirement in the Seminary. Students may submit a syllabus for evaluation if their undergraduate school is not on the list of approved schools. If approved, their school will be added to the list, and their requirement will be waived.

Students who **have not taken** an undergraduate Revelation course, or whose **undergraduate courses do not qualify**, must take one of the following courses:

NTST530 Intro to Revelation

NTST539 Studies in Revelation (online)

If a student's undergraduate course is more than 10 years old or if their undergraduate syllabus is denied by the NTST department, they may take **NTST 648 Revelation** to fulfill their Revelation prerequisite. By so doing, they fulfill the Revelation prerequisite as well as the core New Testament exegesis requirement.

2 credits of NTST 551 - Beginning Greek **Credits: 0,2** (Passed at C- or higher or score 45% or higher on the Greek Placement Exam - May, August)

3 credits of NTST 552 - Intermediate Greek **Credits: 0,3** (Passed at C or higher or score 60% or higher on the Greek Placement Exam - May, August)

**NOTE:** 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 500 - Survey of the Old Testament **Credits: 2,3**

3 credits of OTST 551 - Biblical Hebrew I **Credits: 0,3** (Passed at a minimum of C+ or score 75% or higher on the Beginner Hebrew Placement Exam - May, August)

2 credits of OTST 552 - Biblical Hebrew II **Credits: 0,2,3** (Passed at a minimum of C+ or score 75% or higher on the Intermediate Hebrew Placement Exam - May, August)

**NOTE:** 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 565 - Survey of the Pentateuch **Credits: 2,3**

2 credits of PATH 505 - Biblical Preaching **Credits: 2**

2 credits of PATH 536 - Personal Evangelistic Ministry **Credits: 2,3**

2 credits of PATH 552 - Foundations of Pastoral Ministry **Credits: 2**

**NOTE:** Students who have passed a basic course in pastoral ministry from an accredited Seventh-day Adventist undergraduate institution, or who have been Conference-employed as pastors for two years or more will be exempted from PATH 552, provided their hiring/sponsoring organization can provide proof of at least two years of pastoral employment via their service record. Exemptions to this rule will be granted on a case by case basis as determined by the Practical and Applied Theology (PATH) Department Chairperson.

3 credits of THST 521 - Christian Theology I **Credits: 2,3**

3 credits of THST 522 - Christian Theology II **Credits: 2,3**

## Total Credits - 78

### Interdisciplinary - 5

GSEM 505 - Colloquium: \_\_\_\_\_ **Credits: 0**

**Brief (4.5 hour) colloquia on a variety of ministry topics will be offered each semester for MDiv students.**

Full-time (9 credits or more) students must attend at least one colloquia session per Fall/Spring semester that they are in the MDiv program.

2 credits of GSEM 530 - Doctrine of the Sanctuary **Credits: 2,3**

3 credits of GSEM 628 - Great Controversy, Covenant, Law, and Sabbath **Credits: 2,3**

### Church History - 7

2 credits of CHIS 624 - Issues in Ellen G. White Studies **Credits: 2,3**

3 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits: 2,3**

### Choose one of the following courses (CHIS list) for 2 credits:

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 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: 2, 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: 2, 3**

CHIS 690 - Independent Study **Credits: 1-3**

### Discipleship and Lifespan Education - 9

3 credits of DSLE 541 - Foundations of Biblical Spirituality **Credits: 2,3** (Must be taken first semester in Program.) (MDiv/MHA Dual Degree students: this course replaces HCAD 646 Integration of Spirituality in Health Care)

2 credits of DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3** (MDiv/MSW Dual Degree students must replace this course with SOWK 501)

2 credits of DSLE 534 - Ministry to Youth and Young Adults **Credits: 2,3**

2 credits of DSLE 615 - Collaborative Ministry: School, Church, Community **Credits: 2,3**

### New Testament - 8

**Choose one of the following New Testament Exegesis courses for 3 credits (NTST List A)**

**- Intermediate Greek proficiency required:**

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 of the following New Testament Theology courses for 3 credits (NTST List B)**

**- Intermediate Greek proficiency required:**

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**

**Choose one of the following New Testament Background courses for 2 credits (NTST List C) - Intermediate Greek proficiency required:**

- NTST 515 - New Testament Backgrounds Credits: 2,3
- 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 - 8**

2 credits of OTST 674 - Daniel Credits: 2,3

**Choose one of the following Old Testament Exegesis courses for 2 credits (OTST List A)**

**- Intermediate Hebrew proficiency required:**

- OTST 625 - Biblical Hebrew III Credits: 3 (MDiv students must make arrangements with the professor if they wish to use OTST625 as an OT Exegesis course. An exegetical paper will be required. This course is offered strictly as 3 credits.)
- OTST 628 - Methods of OT Exegesis Credits: 2,3
- OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
- OTST 664 - Pentateuch Credits: 2,3
- OTST 666 - Historical Books Credits: 2,3
- OTST 668 - Psalms/Wisdom Literature Credits: 2,3
- OTST 675 - Minor Prophets Credits: 2,3
- OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3
- OTST 686 - Major Prophets Credits: 2,3

**Choose one of the following Old Testament Theology courses for 2 credits (OTST List B)**

**- 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

**Choose one of the following archaeology courses:**

2 credits of OTST 510 - Archaeology and the Bible Credits: 2,3  
or

**Students who have taken an undergraduate course in biblical archaeology may replace OTST 510 with a 2-credit advanced archaeology course from the following list (OTST List C):**

- ANEA 615 - Seminar in Archaeology and History of Antiquity Credits: 2,3
- NTST 615 - New Testament Archaeology Credits: 2,3
- OTST 604 - History of the Ancient Near East Credits: 2,3
- OTST 635 - History of Israel Credits: 2,3

**Practical and Applied Theology - 19**

- 2 credits of PATH 523 - Worship: Word and Music Credits: 2,3
- PATH 539 - Church Growth and the Equipping Leader Credits: 3
- 2 credits of PATH 543 - Christian Leadership in a Changing World Credits: 2,3 (MDiv/MHA Dual Degree students: this course may fulfill MHA Core Elective)
- 2 credits of PATH 555 - Pastoral Counseling Credits: 2,3 (MDiv/MSW Dual Degree Students must replace this course with SOWK 601)
- PATH 560 - Advanced Ministerial Development Credits: 2 (AMD for Dual Degree Students: If student is in a dual degree, they may substitute this course with the appropriate practicum course in their corresponding dual degree. MDiv/MSW Dual Degree students must take SOWK 510. MDiv/MSCID students may take AMD or CIDS 680.) (Urban Context required for Urban Ministry Concentration students)
- 3 credits of PATH 562 - Field Evangelism Credits: 3-6 (Urban Context required for Urban Ministry Concentration students)
- PATH 567 - Health & Lifestyle Transformation Credits: 1 (MDiv/MPH Dual Degree students, replace this course with FDNT 520 - Vegetarian Nutrition and Disease Prevention Credits: 3)

**Choose one of the following Advanced Preaching courses (PATH list) for 2 credits:**

- PATH 600 - Preaching from the New Testament Credits: 2,3
- PATH 601 - Preaching Biblical Prophecies Credits: 2,3
- PATH 603 - Evangelistic Preaching Credits: 2,3
- PATH 607 - Preaching from the Old Testament Credits: 2,3
- PATH 609 - Media Ministry Credits: 2,3

PATH 627 - Black Preaching Credits: 2,3

PATH 632 - Contextualized Preaching: \_\_\_\_\_ Credits: 2,3  
PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial required for Urban Ministry Concentration  
PATH 632 Contextualized Preaching: Youth required for Youth and Young Adult Ministry concentration.

PATH 633 - Preaching the OT/NT for Maximum Impact Credits: 2,3

PATH 634 - Field Evangelistic Preaching & Practicum Credits: 2,3

PATH 637 - Seminar in Preaching Credits: 2,3

**Choose one of the following NADEI courses (NADEI list) for 2 credits:**

- PATH 604 - Mobilizing for Evangelistic Ministry Credits: 2,3
- PATH 606 - Mission-Shaped Church Planting Credits: 2,3
- PATH 656 - Evangelistic Small Groups Credits: 2,3

**Theology - 13**

3 credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 2,3

2 credits of THST 635 - Issues in Origins Credits: 2,3

**Choose one of the following Systematic Theology courses for 3 credits (THST List A):**

- 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 of the following Historical Theology courses for 2 credits (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

**Choose one of the following Ethics courses:**

3 credits of THST 605 - Principles of Christian Ethics Credits: 2,3

or

**Students who have taken an undergraduate course in Ethics may replace THST 605 with a 3-credit advanced ethics course from the following list (THST List C):**

- THST 622 - Foundations of Philosophical Ethics Credits: 3
- THST 633 - Ethics and the Good Life Credits: 2,3
- THST 634 - Christian Social Ethics Credits: 2,3
- THST 643 - Christian Professional Ethics Credits: 2,3 (MDiv/MSW Dual Degree students must replace this course with SOWK 515)
- 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
- PATH 549 - Philosophy & Ethics of Chaplaincy Credits: 3

**World Mission - 6**

MSSN 546 - Mission in Cultural and Religious Context Credits: 3

**Choose one of the following Mission courses for 3 credits (MSSN List):** (NOTE: MSSN 546 is prerequisite to all other Mission courses.)

- MSSN 505 - Christian Responses to Human Needs Credits: 2,3
- MSSN 561 - Christian Witness and World Religions Credits: 3
- MSSN 610 - Theology of Mission Credits: 3
- MSSN 615 - Anthropology for Mission and Ministry Credits: 2,3
- MSSN 618 - Mission to the Cities Credits: 3
- MSSN 630 - Cross-Cultural Leadership Development Credits: 2,3
- MSSN 632 - Diversity, Cultural Intelligence, and Leadership Credits: 2,3
- MSSN 635 - Contemporary Issues in Mission Credits: 2,3

MSSN 660 - Witnessing to People of Another Religion **Credits:** 2,3

MSSN 676 - History of Christian Mission **Credits:** 2,3

MSSN 685 - Strategies for World Mission **Credits:** 2,3

MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6

### General Electives - 3

- Students will take 3 credits of general electives.
- Electives may not be used to satisfy prerequisites and/or deficiencies.
- Up to 3 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 3 appropriate workshop credits.
- Transfer credit petitions from other schools/colleges within Andrews University or from any other University must be done in consultation with the MDiv Office.

### Thesis Option

Students anticipating academic doctoral studies after the completion of their MDiv program are advised to undertake the thesis option as some academic institutions require a master's-level thesis for entry into doctoral programs.

The thesis counts as 6 general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation. Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis. The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis advisor.

The format of the thesis must conform strictly to the Andrews University Standards for Written Work. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee-approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non-acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150-word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed. Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

### Concentrations

**Note:** Dual degree students who choose to complete a concentration will increase their total credits required by 12.

#### Chaplaincy Concentration - 12

Chaplaincy is a highly qualified and dynamic expression of ministry based on the Bible and supported by the Seventh-day Adventist Church. The chaplaincy concentration provides the basic training and preparation for service beyond the church borders in various chaplaincy ministries, such as in healthcare, military, campus, prison, police and fire departments, community, and corporate settings. It also prepares pastors and church leaders to advance in their caregiving and empathic ministry skills for an immediate impact in the church and the surrounding communities.

PATH 507 - Introduction to Chaplaincy Ministry **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

PATH 516 - Death & Grief in Contemporary Society **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

PATH 549 - Philosophy & Ethics of Chaplaincy **Credits:** 3 (**Prerequisite:** Undergraduate Ethics course or THST 605)

PATH 643 - Trauma & Advanced Crisis Intervention **Credits:** 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)

3 Credits of Clinical Pastoral Education taken in one of the following courses: PATH 554 - Clinical Pastoral Education (CPE) **Credits:** 3-8  
Students taking CPE at the CPE Seminary Chaplaincy Study Center must register for PATH 554 Clinical Pastoral Education for 3 credits (with the possibility of up to 8 credits). Credits / Units: 3

OR

PATH 557 - Practicum in Clinical Pastoral Education (CPE): \_\_\_\_\_  
**Credits:** 2-8 (MDiv/MHA Dual Degree students: Taking 3 credits of PATH 554 or PATH 557 may reduce required credits and hours for HCAD 670)

If a student wishes to receive CPE credit for units already earned, a per-credit recording fee is charged by the university for PATH 557 Practicum in Clinical Pastoral Education (CPE), or PATH 641 Practicum in Military Chaplaincy. (Application form is available in the PATH office.) If a student wishes to register for their CPE units concurrently with other full semester courses, the registration will be part of their MDiv load, and there will be no recording fee assessed.

Students doing Military Chaplaincy can take PATH 641 Practicum in Military Chaplaincy instead of or in addition to PATH 554 or PATH 557.

PATH 641 - Practicum in Military Chaplaincy **Credits:** 2-8

#### Marriage and Family Life Ministry Concentration - 12

Healthy, spirit-filled marriages and families are the backbone of Christian life and most clearly reflect the character of Christ in our churches and in the world. When marriages and families are broken, our churches suffer. The Concentration on Marriage and Family Life Ministry is designed to prepare MDiv students to equip their churches to be vibrant and healthy in the way they foster relationships in their individual families as well as in church and the community. Students who take this concentration will be better equipped to educate their congregations in areas of family life. They will also be better prepared to address the family issues that will come to them for counseling. Pastors with these courses will be able to create healthy churches and more positively impact their communities for Christ.

In addition to the core MDiv requirement DSLE 503 - Marriage, Family, and Interpersonal Relationships for 2 credits, students who choose this concentration will take 12 credits in the following courses:

#### Choose one of the following courses:

3 credits of DSLE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3  
DSLE 659 - Human Sexuality **Credits:** 3

#### Choose one of the following courses:

DSLE 655 - Families in Society **Credits:** 3  
DSLE 658 - Internal Dynamics of Families **Credits:** 3

#### Choose one of the following courses:

3 credits of DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3  
DSLE 679 - Parenting Education and Guidance **Credits:** 3

#### Choose one 3-credit course from the following:

DSLE 610 - Teaching for Discipleship **Credits:** 2,3  
DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3  
DSLE 651 - Foundations of Biblical Counseling **Credits:** 2,3  
DSLE 652 - Personal and Family Finance **Credits:** 3  
DSLE 657 - Social Policy **Credits:** 2,3

#### Urban Ministry Concentration - 18

The Urban Ministry concentration is designed for students who want to learn how to make a decisive impact in the cities and to be prepared for the specific challenges of mission and ministry in the urban context.

**Online Delivery:** The Urban Ministry concentration is available online with some interactive online courses offered synchronously (via Zoom), and some interactive online courses are offered asynchronously (see Global Campus definitions). Due to grant funding, this online delivery is limited only to select students with special permission.

#### MDiv Core Requirements - Contextualized to the Urban Ministry Concentration

It is suggested that the student take the following topics or contexts to fulfill the core requirements in the main body of the MDiv Program.

PATH 560 - Advanced Ministerial Development **Credits:** 2 (Urban Context)

PATH 562 - Field Evangelism **Credits:** 3-6 (with an Urban Context)

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial in fulfillment of the requirement for an Advanced Preaching Core Elective (PATH list).

PATH 632 - Contextualized Preaching: \_\_\_\_\_ Credits: 2,3  
(with an Urban Context)

Take the following MSSN Core elective:

MSSN 618 - Mission to the Cities Credits: 3

### Concentration Courses

3 credits of MSSN 625 - Creating Collective Impact and Project Management  
Credits: 2,3

3 credits of MSSN 632 - Diversity, Cultural Intelligence, and Leadership Credits: 2,3

3 credits of MSSN 644 - Ministry of Reconciliation through Social Innovation  
Credits: 2,3

MSSN 667 - Urban Ministry Project Credits: 3

One credit of MSSN 655 - ICISF Certification for Crisis Intervention Credits: 1

3 credits of PATH 554 - Clinical Pastoral Education (CPE) Credits: 3-8 (with an Urban Context)

Choose one of the following:

DSLE 626 - Discipling At-Risk Youth Credits: 2,3

DSLE 656 - Counseling Youth and Young Adults Credits: 2,3

DSLE 669 - Reaching the Secular Mind Credits: 2,3

MSSN 645 - Ministry among Immigrants Credits: 2,3

MSSN 695 - Topics \_\_\_\_\_ Credits: 1-6 (Reaching Post-Moderns)

PATH 553 - The Church and Social Issues Credits: 2,3

### Youth and Young Adult Ministry Concentration - 12

A Youth and Young Adult Ministry (YYAM) 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.

In addition to the core MDiv requirement DSLE 534 - Ministry to Youth and Young Adults for 2 credits, students who choose this concentration will take 12 credits in the following courses:

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Youth in fulfillment of the Christian Ministry requirement for an Advanced Preaching Core Elective (PATH list).

2 credits of DSLE 564 - Discipling Young Adults Credits: 2,3

2 credits of DSLE 607 - Intergenerational Ministry Credits: 2

2 credits of DSLE 608 - Youth and Young Adults in Contemporary Culture Credits: 2,3

2 credits of DSLE 636 - Discipling Youth Credits: 2,3

2 credits of DSLE 656 - Counseling Youth and Young Adults Credits: 2,3

Choose at least 2 credits from the following courses:

DSLE 610 - Teaching for Discipleship Credits: 2,3

DSLE 626 - Discipling At-Risk Youth Credits: 2,3

DSLE 630 - Fostering Spiritual Growth Credits: 2,3

DSLE 651 - Foundations of Biblical Counseling Credits: 2,3

DSLE 664 - Advanced Campus Ministry Credits: 3 \*

DSLE 669 - Reaching the Secular Mind Credits: 2,3

DSLE 678 - Spiritual Nurture of Children Credits: 2,3

\*Students wishing to pursue campus chaplaincy should register for DSLE 664 Advanced Campus Ministry as their choice of core elective.

## Additional Requirements

MDiv students must meet the following requirements in addition to those required of all graduate students:

- Complete the MDiv curriculum of at least 78 credits. Students lacking adequate undergraduate preparation will be required to complete additional prerequisite credits. The additional credits required are based on individual academic evaluation.
- MDiv students taking 9 credits or more are required to attend at least 1 colloquium per semester during their stay at Andrews.
- Maintain a GPA of 2.75 or above.
- Meet the qualitative standards of the MDiv program.
- No U (Unsatisfactory) grade or any grade below C- will count towards the MDiv degree.

### Academic Probation

MDiv students whose cumulative GPA falls below 2.75 will be placed on academic probation and will have their course load reduced to no more than 10 semester credits. MDiv students whose cumulative GPA remains below 2.75 for a second consecutive semester will be required to meet with the MDiv program director and will enter into a probation contract, have regular meetings with their academic advisor, and fulfill other requirements as needed. Following that, should their GPA not improve, they may be asked to withdraw from the program.

When an incomplete or Deferred Grade has not been cleared by the end of the following semester, the student's course load must be reduced as follows:

One Incomplete/DGs—no reduction

Two Incompletes/DGs—may register for no more than 10 credits

Three Incompletes/DGs—may register for no more than 9 credits

With more than three I/DGs, the student must cease taking classes until the Incompletes/DGs are cleared.

### Evaluation of Students

Since the MDiv program prepares individuals for professional and pastoral leadership, periodic assessments are made of the students by the faculty in areas other than academic standing. Areas reviewed are students' spiritual growth, lifestyle reflective of the beliefs and practices of the Seventh-day Adventist Church, social/family relations, and developing potential for ministry. As a result of these assessments, students are affirmed in the MDiv program, advised of needed adjustments, or discontinued from the program.

## Readiness for Ministry

The MDiv program is dedicated to preparing every graduate for success in ministry. Godly and effective practice of ministry requires not only intellectual readiness, but also spiritual, physical, emotional, and social maturity. The MDiv Readiness for Ministry process helps seminarians evaluate their ministerial gifting and calling, discover and address strengths and weaknesses, and identify and pursue avenues of ministry appropriate to their giftedness. The program includes small-group mentoring as well as periodic assessments of the seminarian's readiness for ministry, by the faculty, staff, and ministry supervisors.

Areas to be reviewed include spiritual commitment, character, social and relational skills, and general aptitude for ministry. On the basis of these assessments, the seminarian and his/her mentor will, at a minimum, receive feedback in the middle of their first year, and again shortly before graduation. If a significant issue arises that, at the discretion of the Seminary, seriously impairs the seminarian's potential for ministry, appropriate action will be taken. This may include: referring the seminarian to the program director for guidance, remediation, and/or other appropriate action, counsel regarding alternate programs of ministry within the University or elsewhere, or dismissing the seminarian from the MDiv program. As part of the admissions process, every MDiv applicant is required to sign an agreement to participate in this process. This agreement includes permission, which seminarians can withdraw later in the program, to share the final readiness for ministry profile available with prospective employers.

## Maintaining Active Status

**Residency Requirements:** Students must maintain active status by enrolling for at least two semesters within one academic year. When this fails to happen, the student must follow the bulletin in force at the time active status is reestablished.

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.

## Additional Information

### Hybrid Course Delivery Options

MDiv students may take a portion of their degree credits off-campus as advised by the MDiv office. The Hybrid delivery method utilizes various delivery methods to assist students in completing their MDiv degree. These options include:

- Interactive online asynchronous classes offered by the Seminary. (see Global Campus definitions).
- Dual mode (by zoom) synchronous classes.
- One week intensives at seminary extension sites in Unions throughout the United States and Canada (offered by the MA Pastoral Ministry English track). Certain classes in the MAPM program cannot be used by MDiv students. Advising is necessary prior to registration.
- Summer Session intensive courses on the main Andrews University campus

- Full semester, on-campus courses

For financial information regarding hybrid studies, please click here.

Students interested in the Hybrid delivery method must obtain approval and instructions on specific class options, costs and how to sign up for this option from the MDiv program office before beginning off-campus studies.

#### 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.

#### Transferring Credits to the MDiv Program

Provided the content of the courses is assessed as comparable to the curriculum of the Andrews University Master of Divinity program, students intending to transfer credits into the Master of Divinity Program should be aware of the following policies:

- Transfer requests must be made by the student within the first two semesters of the student's MDiv studies.
- Transfer credits are granted only for courses in which the grade is B or higher.
- For each course being requested in transfer, a course syllabus must be obtained and presented to the MDiv Program office, preferably in electronic format, and in English.
- An official transcript from the school being transferred from must have been sent to Andrews University, and be in the student's record.
- A student may transfer a maximum of 39 credits (graduate level) from an uncompleted graduate-level program.
- Up to 24 credits (graduate level) may be transferred to the Master of Divinity program from a completed master's-level degree.
- At least 39 credits must be taken in residence.

#### MDiv Core Course Replacement Policy

MDiv core courses provide graduate level understanding considered by the seminary and the church to be essential for the pastor. Occasionally, an MDiv student may have already taken as part of their undergraduate degree, in addition to the required prerequisites for the MDiv program, an advanced college course in which they mastered the learning outcomes for the course at a graduate level. In such cases, a proposal to take an alternate course within the same discipline (department), at an equivalent or higher level, may be considered. To request the validation of a course, the student must submit to the MDiv office, within their first semester, a **portfolio** containing the following items:

- The **Seminary Prior Learning Validation Form**, initiated and signed by the student.
- The **course syllabus** from the advanced-level undergraduate course evidencing that all the Course Learning Outcomes (CLOs) of the MDiv core course have been taught appropriately at a level of rigor equivalent to the MDiv graduate course;
- A **transcript** demonstrating that the student earned a B grade or higher in the undergraduate advanced-level course;
- An essay, normally to be followed by an interview by the department chair/faculty member responsible for the course, describing how each of the CLOs were taught, learned, and subsequently put into use at a graduate level of learning.

#### MAPM to MDiv Completion

For the transfer of credits between the MAPM and the MDiv programs at Andrews University, the following stipulations will be in place:

- MAPM students will be allowed to transfer qualified courses of up to two-thirds of the MDiv's total amount of credits.
- Students requesting admission to the MDiv program must submit a complete graduate application including standard requirements such as statement of purpose, minimum GPA and recommendations.
- Courses with a passing grade of C- or higher will be accepted to transfer between the programs.

#### MDiv Spanish Language Cohort

The MDiv Spanish Language Cohort will serve Hispanic pastors who already have an MAPM and would like to complete an MDiv degree. Intensive courses will be offered in Spanish at the Florida Conference site in the Fall and Spring semesters and on the main campus during the final summer for each cohort. This will allow those who have the MAPM to advance to the MDiv and later on to Doctoral studies if so desired.

#### Andrews University MDiv & BA Theology Accelerated Program Collaboration

Students in the BA Theology degree at Andrews University are encouraged to enter the MDiv program following the completion of their undergraduate studies. A collaboration has been established that shares a total of 15 credits that will be counted toward both degrees and may reduce the student's time in the MDiv by approximately one semester. Six credits will be completed at the Seminary level and 9 credits at the undergraduate level.

UNDERGRADUATE THEOLOGY COURSE	SEMINARY COURSE	TAKEN AT
REL 350 Evangelism (3)	PATH 562 Field Evangelism (3)	Undergraduate
REL 480 Practicum Capstone (1)	PATH 560 Advanced Min Development (2)	Undergraduate
REL 301 Marriage & Family (3)	DSLE 503 Marriage, Family and Interpersonal Relationships (2)	Undergraduate
RELT 315 Christian Discipleship (3)	DSLE 541 Found of Biblical Spirituality (3)	Seminary
REL Elective: REL 335 Foundations of Youth Ministry (3)	DSLE 534 Ministry to Youth & Young Adults (2)	Seminary
RELB 335 Acts and the Epistles (3)	MDiv Elective (3)	Undergraduate
TOTAL CREDITS: 15		

#### Summer Course Load

The 12-week summer semester is divided into three 4-week sessions. The total amount of coursework during the summer session may not exceed 12 credits. Students taking a biblical language during a summer session may not take other courses during that session.

#### Workshop Credit Limit and Grading Pattern

Master of Divinity students may apply up to 4 workshop credits appropriate to degree requirements. If workshops are taken during the semester breaks, the credits are counted as part of the class load for either the previous or the following semester.

Workshops are graded S/U. Any deviation from this pattern must be approved by the dean prior to the conclusion of the workshop. Students must register at the Academic Records Office for all workshops for which academic credit is desired.

#### Independent Study Restrictions

Students in the MDiv program are allowed to register for Independent Study only for a compelling reason such as a schedule conflict or the need to take a subject that is not offered in any given semester (for a maximum of 8 credits during their MDiv program). Independent study is only available to students on the main campus. Normally, Independent Study cannot be used to meet a core requirement. Students must first seek approval from the MDiv office before arranging with a teacher to do Independent Study.

#### Fees

For a detailed list of charges, please click here.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of an elective course requirement may request a 50% tuition reduction (up to 9 credits cumulative), 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.)

## Graduation

The Seminary follows the University graduation procedures and requirements for the conferral of degrees. A dedication ceremony for graduating seminary students is held on the afternoon prior to graduation or as announced.

## Admission Requirements

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 given that 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. Maintain a modest pastoral social media presence - one that projects a professional demeanor and Christian values. Click here to see the Seminary Code of Conduct.
- 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, years as a baptized Adventist member, if ordained or commissioned as a pastor, including date, and future goals in relation to the MDiv program.
- 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.
- Criminal Background Check. Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.

Andrews University has selected the same company used by the North American Division - Sterling Volunteers (SV) - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers please e-mail your status report to SemTest@andrews.edu.)

With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at TheAdvocates@sterlingvolunteers.com or 855-326-1860, Option 1.

- An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations:
  - Pastor or Church board from the church where the applicant is a member.
  - Conference administrator, chair or primary professor of undergraduate department, or church elder.
  - General Recommendation from: College teacher or advisor, recent employer, or other non-family members.
  - Given that applying and obtaining pertinent documents for admission can be a long process, the student must start the application process at least 4-6 months before the desired starting semester. See University deadlines for individual semesters here.

#### Policy for Applicants to the MDiv Program who hold degrees from Unaccredited Schools or Lack Baccalaureate Degrees

**Purpose of this policy/protocol:** To streamline the admission process and to create standardized admission requirements for students that hold degrees from unaccredited schools or lack baccalaureate degrees. As per 2020 ATS guidelines, and as part of the SDATS application process, the following procedure will be followed:

#### Unaccredited Schools

Applicants who hold degrees from unaccredited schools will submit the following:

- A 12 to 15-page research paper on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills.
- A resume documenting ministry/pastoral leadership and work experience.
- A statement of purpose including their call to pastoral ministry showing authentic biblical spirituality.
- 3 recommendations
- Official transcripts showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.

- A petition letter from a church administrator (usually conference president or ministerial director) requesting/endorsing the applicant's admission to the program.
- Interview: Applicants will be interviewed by the program director or one of the Deans. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, distinctive doctrines and theology.

#### Lack of Baccalaureate Degree

For applicants who lack baccalaureate degrees, in addition to all requirements above, they must also:

- Submit official transcripts showing the completion of a minimum of 60 undergraduate (semester) credits or an associate degree with a minimum 2.5 GPA.
- Take all necessary MDiv prerequisites
- Be at least 35 years of age.

Students requesting admission under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

## Placement Examinations

#### Biblical Hebrew and Biblical Greek Prerequisites

Hebrew and Greek are required at the Intermediate proficiency level. Language Proficiency must be demonstrated within the first two years in seminary. Undergraduate credits alone do not demonstrate current proficiency in a language.

#### Option 1: Language Courses

- Students may demonstrate proficiency in Biblical Hebrew by passing Hebrew I (OTST 551) and earning a grade of at least C+ in Hebrew II (OTST 552).
- Students may demonstrate proficiency in Greek by passing Beginning Greek with a C- or higher *OR* score 45% or higher on the Greek Placement Exam and earning a grade of at least C in intermediate Greek (NTST 552) *OR* score 60% or higher on the Greek Placement Exam.

#### Option 2: Placement Exam

Students also have the option of demonstrating proficiency in a biblical language by passing the corresponding placement exam. Placement exams may be taken only once for each language. Any student who wishes to take a placement exam must take at least one of them 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 by September of their second year in seminary. Placement exams must be taken at the regular May or August dates set by the seminary.

Preparation materials designed to help students prepare for the placement examinations are available from the Old Testament (otst@andrews.edu) and New Testament (ntst@andrews.edu) departments.

Based on the score achieved on the exam, the student will be assigned to do one of the following as soon as possible: (1) Take both the beginning and intermediate language courses, (2) take the Intermediate language course, or (3) enroll in exegesis and theology courses without further language study necessary.

Students who do not pass the exam and do not obtain the required grade in the course must retake the course without delay until the required grade is achieved.

## International Student Information

#### 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 requirements must be met before enrolling full-time in regular coursework.

Following are the English proficiency tests approved by the University and the required passing scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- Duolingo - 110
- IELTS - 6.5
- PTE - 58

### Advanced Standing

In accordance with ATS Standard 3.13, the Seminary may approve incoming MDiv students from outside North America to receive advanced standing. Advanced standing is credit given for advanced/upper-division courses taken at the undergraduate level. In order to qualify for advanced standing, students must:

- Hold a 4-year Bachelor of Theology (BTh) degree or its equivalent from an accredited institution.
- Have graduated from an AAA-accredited institution outside of North America.

### Criteria for Validation of Courses

Up to 18 credits of advanced standing may be granted. Each course to be considered for application toward advanced standing must:

- Have been taken **within 10 years** of the projected graduation date;
- Be an **upper-division/advanced-level** course that:
  - Contributes to the MDiv program learning outcomes;
  - Have an earned grade equivalent of **"B" or higher**.

**Curricular Practical Training (CPT)** - required for students on an F-1 visa taking off-campus practicums.

To qualify for CPT, the following requirements must be met:

- The specified training must have a clear start and end date.
- The F-1 student must have been enrolled for a full academic year before starting CPT (an exception is given for graduate programs requiring training in the first year of study).
- The F-1 student must be registered for a full course of study during CPT (if the CPT is in Fall or Spring semester) and the specified training should be reflected in the course load.

### Clinical Pastoral Education (CPE)

- A Clinical Pastoral Education (CPE) unit taken during a student's MDiv studies will count as full-time study, as it requires 400 practicum and instructor contact hours. The MDiv Chaplaincy and Urban Ministry Concentrations require a CPE unit to be registered for 3 credits, and those 3 credits registered in PATH557 Clinical Pastoral Education (Clinical) or PATH554 Clinical Pastoral Education (Urban) will satisfy as full-time study.

## Student Learning Outcomes

A graduate from this program:

- Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit. (Character)
- Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others. (Scholarship)
- Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church. (Discipleship & Evangelism)
- Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries. (Leadership)
- Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God. (Worship)
- Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness. (Administration/Management)
- Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit. (Relationships)

## 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 wholistic perspective. We offer a distinctive program with a concentration in Nutrition & Wellness providing a unique emphasis in vegetarian nutrition. See the School of Population Health, Nutrition & Wellness Website for the statement of value and goals of the program.

**Delivery:** This program is offered in an interactive online asynchronous format (see Global Campus definitions) and face-to-face format. The interactive online degree does not require any on-campus time. Students are encouraged to come to campus for graduation.

### MPH Dual Degree Option:

The MPH is also available with the following dual degree option:

- Public Health, Nutrition and Wellness Concentration/Divinity Dual Degree MPH/MDiv
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

### Total Credits - 43

#### Public Health Foundations - 22

PBHL 500 - Introduction to Public Health **Credits: 2**

PBHL 510 - Biostatistics SPSS Lab **Credits: 1**

PBHL 511 - Biostatistics **Credits: 3**

PBHL 521 - Principles of Epidemiology **Credits: 2,3**

PBHL 525 - Principles of Environmental Health **Credits: 3**

PBHL 531 - Principles of Health Behavior **Credits: 3** (MPH/MSW dual degree students, replace this course with SOWK 531 - Human Behavior and the Social Environment I and SOWK 532 - Human Behavior and the Social Environment II)

3 credits of PBHL 535 - Principles of Health Administration **Credits: 2,3**

2 credits of PBHL 575 - Integrated Learning Experience **Credits: 1,2**

PBHL 580 - Applied Practice Experience **Credits: 2**

#### Electives - 2

Choose one of the following courses (**Note:** MPH/MSW dual degree students replace this choice with SOWK 630 - Policy for Social Change):

FDNT 553 - Phytotherapy and Pharmacology of Herbs and Spices **Credits: 2**

2 credits of PBHL 543 - Introduction to Geographic Information Systems (GIS) **Credits: 1,2**

#### Spiritual - 2

PBHL 646 - Integration of Spirituality in Health Care **Credits: 2**

#### Concentration

Complete the following concentration:

#### Nutrition & Wellness Concentration - 17

FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits: 3**

FDNT 560 - Health Research Methods **Credits: 3**

FDNT 565 - Current Issues in Nutrition and Wellness **Credits: 3**

FDNT 680 - Research Seminar **Credits: 1**

FTES 510 - Fitness and Health Promotion **Credits: 2**

PBHL 540 - Grant Writing **Credits: 2**

3 credits of PBHL 545 - Program Planning and Evaluation **Credits: 2,3**

(MPH/MSW dual degree students replace this course with SOWK 660 - Advanced Practice Evaluation)

#### Additional Requirements

Student is required to demonstrate ability to integrate specific areas of Administration, Epidemiology, Statistics, Environmental Health, Health Behavior, Program Planning and Evaluation, and Nutrition during culminating activities.

Culminating activities include Applied Practice Experience, professional portfolio, and an exit survey at the conclusion of program.

## 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.

## 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's 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.

## Prerequisites

The candidate is required to have completed the courses listed below at the undergraduate level:

- Biology, Physiology, or Anatomy and Physiology
- Two courses in nutrition:
  - One introductory nutrition course similar to FDNT 230 - Nutrition or equivalent
  - One intermediate level nutrition course similar to FDNT 310 - Nutrition in the Life Cycle or equivalent

# Divinity/Social Work Dual Degree MDiv/MSW

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 DSLE 503 Marriage, Family, and Interpersonal Relationships (2 credits)

SOWK 510 /535 Generalist Field Experience/Seminar 2.5 credits replaces PATH 560 Advanced Ministerial Development (2 credits)

SOWK 601 Advanced Practice I (3 credits) replaces PATH 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.

## Program Information

Information for the two programs (Divinity MDiv and Social Work MSW) follows:

## Divinity MDiv

E-mail: [mdiv@andrews.edu](mailto:mdiv@andrews.edu)

The Master of Divinity (MDiv) is a 78-credit professional program strongly recommended as the graduate training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It requires two and a half years of full-time study (including summers) for full-time students. Additional semesters may be required for students lacking prerequisites (including biblical languages), or for those who take less than 14 credits in the Fall and Spring semesters, and 12 during the summer.

### Concentration Options

Students may - if desired - select one of the MDiv concentrations:

- Chaplaincy
- Marriage and Family Life Ministry
- Urban Ministry
- Youth and Young Adult Ministry

### MDiv Dual Degree Options

The MDiv may also be taken in conjunction with one of the following dual degree options:

- Divinity/Community and International Development Dual Degree MDiv/MSCID
- Divinity/Healthcare Administration Dual Degree MDiv/MHA
- Divinity/Public Health Dual Degree MDiv/MPH
- Divinity/Social Work Dual Degree MDiv/MSW

### Mission

In harmony with the mission and core values of the Seventh-day Adventist Theological Seminary, the Master of Divinity degree equips called, committed men and women with practical biblical, theological, and ministerial knowledge and skills to prepare them for Christlike service as leaders and equippers.

### Vision

We envision the Master of Divinity community as a relationally healthy and diverse family focused on developing balanced and spiritually mature ministry leaders who are committed to equipping people in accomplishing God's mission and the prophetic calling of the Seventh-day Adventist Church.

## Prerequisites

Students who enter the Master of Divinity program who have not previously taken a Religion or Theology degree at the undergraduate level must fulfill the following prerequisites, all of which may be taken either at the Seventh-day Adventist Theological Seminary or at the undergraduate level. Each student's transcript will be evaluated to ensure the completion of all required prerequisite courses.

Current Greek and Biblical Hebrew language intermediate level proficiency must be demonstrated by passing placement exams or by passing both the beginning and intermediate level classes of each language at the Seminary.

At least 3 credits of combined Christian Church History taken at the undergraduate level will satisfy this prerequisite. Otherwise, students will take CHIS 506 and CHIS 507 as needed.

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

At least 3 credits of combined Adventist history and Life & Writings of Ellen G. White.

1.5 credits of CHIS 570 - History of the Seventh-day Adventist Church **Credits:** 1.5,2

1.5 credits of CHIS 571 - The Life and Writings of Ellen G. White **Credits:** 1.5,2

NTST 520 - Introduction to the New Testament **Credits:** 2

NTST 530 - Introduction to Revelation **Credits:** 2

OR

NTST 539 - Studies in Revelation **Credits:** 2,3

The Revelation requirement is a prerequisite and may be met in the following ways:

If the student has taken an undergraduate Revelation course in the last 10 years at an institution whose syllabus has been approved by the Seminary, then they will not be required to meet the Revelation requirement in the Seminary. Students may submit a syllabus for evaluation if their undergraduate school is not on the list of approved schools. If approved, their school will be added to the list, and their requirement will be waived.

Students who **have not taken** an undergraduate Revelation course, or whose **undergraduate courses do not qualify**, must take one of the following courses:

NTST530 Intro to Revelation

NTST539 Studies in Revelation (online)

If a student's undergraduate course is more than 10 years old or if their undergraduate syllabus is denied by the NTST department, they may take **NTST 648 Revelation** to fulfill their Revelation prerequisite. By so doing, they fulfill the Revelation prerequisite as well as the core New Testament exegesis requirement.

2 credits of NTST 551 - Beginning Greek **Credits:** 0,2 (Passed at C- or higher or score 45% or higher on the Greek Placement Exam - May, August)

3 credits of NTST 552 - Intermediate Greek **Credits:** 0,3 (Passed at C or higher or score 60% or higher on the Greek Placement Exam - May, August)

**NOTE:** 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 500 - Survey of the Old Testament **Credits:** 2,3

3 credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (Passed at a minimum of C+ or score 75% or higher on the Beginner Hebrew Placement Exam - May, August)

2 credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (Passed at a minimum of C+ or score 75% or higher on the Intermediate Hebrew Placement Exam - May, August)

**NOTE:** 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 565 - Survey of the Pentateuch **Credits:** 2,3

2 credits of PATH 505 - Biblical Preaching **Credits:** 2

2 credits of PATH 536 - Personal Evangelistic Ministry **Credits:** 2,3

2 credits of PATH 552 - Foundations of Pastoral Ministry **Credits:** 2

**NOTE:** Students who have passed a basic course in pastoral ministry from an accredited Seventh-day Adventist undergraduate institution, or who have been Conference-employed as pastors for two years or more will be exempted from PATH 552, provided their hiring/sponsoring organization can provide proof of at least two years of pastoral employment via their service record. Exemptions to this rule will be granted on a case by case basis as determined by the Practical and Applied Theology (PATH) Department Chairperson.

3 credits of THST 521 - Christian Theology I **Credits:** 2,3

3 credits of THST 522 - Christian Theology II **Credits:** 2,3

## Total Credits - 78

### Interdisciplinary - 5

GSEM 505 - Colloquium: \_\_\_\_\_ **Credits:** 0

**Brief (4.5 hour) colloquia on a variety of ministry topics will be offered each semester for MDiv students.**

Full-time (9 credits or more) students must attend at least one colloquia session per Fall/Spring semester that they are in the MDiv program.

2 credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

3 credits of GSEM 628 - Great Controversy, Covenant, Law, and Sabbath **Credits:** 2,3

### Church History - 7

2 credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2,3

3 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

### Choose one of the following courses (CHIS list) for 2 credits:

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 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:** 2, 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:** 2, 3

CHIS 690 - Independent Study **Credits:** 1-3

### Discipleship and Lifespan Education - 9

3 credits of DSLE 541 - Foundations of Biblical Spirituality **Credits:** 2,3 (Must be taken first semester in Program.) (MDiv/MHA Dual Degree students: this course replaces HCAD 646 Integration of Spirituality in Health Care)

2 credits of DSLE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3 (MDiv/MSW Dual Degree students must replace this course with SOWK 501)

2 credits of DSLE 534 - Ministry to Youth and Young Adults **Credits:** 2,3

2 credits of DSLE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

### New Testament - 8

**Choose one of the following New Testament Exegesis courses for 3 credits (NTST List A) - Intermediate Greek proficiency required:**

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 of the following New Testament Theology courses for 3 credits (NTST List B) - Intermediate Greek proficiency required:

- 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

Choose one of the following New Testament Background courses for 2 credits (NTST List C) - Intermediate Greek proficiency required:

- NTST 515 - New Testament Backgrounds Credits: 2,3
- 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 - 8

2 credits of OTST 674 - Daniel Credits: 2,3

Choose one of the following Old Testament Exegesis courses for 2 credits (OTST List A) - Intermediate Hebrew proficiency required:

- OTST 625 - Biblical Hebrew III Credits: 3 (MDiv students must make arrangements with the professor if they wish to use OTST625 as an OT Exegesis course. An exegetical paper will be required. This course is offered strictly as 3 credits.)
- OTST 628 - Methods of OT Exegesis Credits: 2,3
- OTST 639 - Studies in Old Testament Exegesis Credits: 2,3
- OTST 664 - Pentateuch Credits: 2,3
- OTST 666 - Historical Books Credits: 2,3
- OTST 668 - Psalms/Wisdom Literature Credits: 2,3
- OTST 675 - Minor Prophets Credits: 2,3
- OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3
- OTST 686 - Major Prophets Credits: 2,3

Choose one of the following Old Testament Theology courses for 2 credits (OTST List B) - 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

Choose one of the following archaeology courses:

2 credits of OTST 510 - Archaeology and the Bible Credits: 2,3  
or

Students who have taken an undergraduate course in biblical archaeology may replace OTST 510 with a 2-credit advanced archaeology course from the following list (OTST List C):

- ANEA 615 - Seminar in Archaeology and History of Antiquity Credits: 2,3
- NTST 615 - New Testament Archaeology Credits: 2,3
- OTST 604 - History of the Ancient Near East Credits: 2,3
- OTST 635 - History of Israel Credits: 2,3

#### Practical and Applied Theology - 19

- 2 credits of PATH 523 - Worship: Word and Music Credits: 2,3
- PATH 539 - Church Growth and the Equipping Leader Credits: 3
- 2 credits of PATH 543 - Christian Leadership in a Changing World Credits: 2,3 (MDiv/MHA Dual Degree students: this course may fulfill MHA Core Elective)
- 2 credits of PATH 555 - Pastoral Counseling Credits: 2,3 (MDiv/MSW Dual Degree Students must replace this course with SOWK 601)

- PATH 560 - Advanced Ministerial Development Credits: 2 (AMD for Dual Degree Students: If student is in a dual degree, they may substitute this course with the appropriate practicum course in their corresponding dual degree. MDiv/MSW Dual Degree students must take SOWK 510 . MDiv/MSCID students may take AMD or CIDS 680.) (Urban Context required for Urban Ministry Concentration students)
- 3 credits of PATH 562 - Field Evangelism Credits: 3-6 (Urban Context required for Urban Ministry Concentration students)
- PATH 567 - Health & Lifestyle Transformation Credits: 1 (MDiv/MPH Dual Degree students, replace this course with FDNT 520 - Vegetarian Nutrition and Disease Prevention Credits: 3)

Choose one of the following Advanced Preaching courses (PATH list) for 2 credits:

- PATH 600 - Preaching from the New Testament Credits: 2,3
- PATH 601 - Preaching Biblical Prophecies Credits: 2,3
- PATH 603 - Evangelistic Preaching Credits: 2,3
- PATH 607 - Preaching from the Old Testament Credits: 2,3
- PATH 609 - Media Ministry Credits: 2,3
- PATH 627 - Black Preaching Credits: 2,3
- PATH 632 - Contextualized Preaching: \_\_\_\_\_ Credits: 2,3
- PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial required for Urban Ministry Concentration
- PATH 632 Contextualized Preaching: Youth required for Youth and Young Adult Ministry concentration.
- PATH 633 - Preaching the OT/NT for Maximum Impact Credits: 2,3
- PATH 634 - Field Evangelistic Preaching & Practicum Credits: 2,3
- PATH 637 - Seminar in Preaching Credits: 2,3

Choose one of the following NADEI courses (NADEI list) for 2 credits:

- PATH 604 - Mobilizing for Evangelistic Ministry Credits: 2,3
- PATH 606 - Mission-Shaped Church Planting Credits: 2,3
- PATH 656 - Evangelistic Small Groups Credits: 2,3

#### Theology - 13

- 3 credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 2,3
- 2 credits of THST 635 - Issues in Origins Credits: 2,3

Choose one of the following Systematic Theology courses for 3 credits (THST List A):

- 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 of the following Historical Theology courses for 2 credits (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

Choose one of the following Ethics courses:

- 3 credits of THST 605 - Principles of Christian Ethics Credits: 2,3
- or

Students who have taken an undergraduate course in Ethics may replace THST 605 with a 3-credit advanced ethics course from the following list (THST List C):

- THST 622 - Foundations of Philosophical Ethics Credits: 3
- THST 633 - Ethics and the Good Life Credits: 2,3
- THST 634 - Christian Social Ethics Credits: 2,3
- THST 643 - Christian Professional Ethics Credits: 2,3 (MDiv/MSW Dual Degree students must replace this course with SOWK 515)
- 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  
PATH 549 - Philosophy & Ethics of Chaplaincy Credits: 3

### World Mission - 6

MSSN 546 - Mission in Cultural and Religious Context Credits: 3

**Choose one of the following Mission courses for 3 credits (MSSN List):** (NOTE: MSSN 546 is prerequisite to all other Mission courses.)

MSSN 505 - Christian Responses to Human Needs Credits: 2,3  
MSSN 561 - Christian Witness and World Religions Credits: 3  
MSSN 610 - Theology of Mission Credits: 3  
MSSN 615 - Anthropology for Mission and Ministry Credits: 2,3  
MSSN 618 - Mission to the Cities Credits: 3  
MSSN 630 - Cross-Cultural Leadership Development Credits: 2,3  
MSSN 632 - Diversity, Cultural Intelligence, and Leadership Credits: 2,3  
MSSN 635 - Contemporary Issues in Mission Credits: 2,3  
MSSN 660 - Witnessing to People of Another Religion Credits: 2,3  
MSSN 676 - History of Christian Mission Credits: 2,3  
MSSN 685 - Strategies for World Mission Credits: 2,3  
MSSN 695 - Topics \_\_\_\_\_ Credits: 1-6

### General Electives - 3

- Students will take 3 credits of general electives.
- Electives may not be used to satisfy prerequisites and/or deficiencies.
- Up to 3 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 3 appropriate workshop credits.
- Transfer credit petitions from other schools/colleges within Andrews University or from any other University must be done in consultation with the MDiv Office.

### Thesis Option

Students anticipating academic doctoral studies after the completion of their MDiv program are advised to undertake the thesis option as some academic institutions require a master's-level thesis for entry into doctoral programs.

The thesis counts as 6 general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation. Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis. The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis advisor.

The format of the thesis must conform strictly to the Andrews University Standards for Written Work. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee-approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non-acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150-word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed. Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

### Concentrations

**Note:** Dual degree students who choose to complete a concentration will increase their total credits required by 12.

#### Chaplaincy Concentration - 12

Chaplaincy is a highly qualified and dynamic expression of ministry based on the Bible and supported by the Seventh-day Adventist Church. The chaplaincy concentration provides the basic training and preparation for service beyond the church borders in various chaplaincy ministries, such as in healthcare, military, campus, prison, police and fire departments, community, and corporate settings. It also prepares pastors and church leaders to advance in their caregiving and empathic ministry skills for an immediate impact in the church and the surrounding communities.

PATH 507 - Introduction to Chaplaincy Ministry Credits: 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)  
PATH 516 - Death & Grief in Contemporary Society Credits: 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)  
PATH 549 - Philosophy & Ethics of Chaplaincy Credits: 3 (**Prerequisite:** Undergraduate Ethics course or THST 605)  
PATH 643 - Trauma & Advanced Crisis Intervention Credits: 2 (MDiv/MHA Dual Degree students: This course may fulfill MHA Core Elective)  
3 Credits of Clinical Pastoral Education taken in one of the following courses: PATH 554 - Clinical Pastoral Education (CPE) Credits: 3-8  
Students taking CPE at the CPE Seminary Chaplaincy Study Center must register for PATH 554 Clinical Pastoral Education for 3 credits (with the possibility of up to 8 credits). Credits / Units: 3  
OR  
PATH 557 - Practicum in Clinical Pastoral Education (CPE): \_\_\_\_\_  
Credits: 2-8 (MDiv/MHA Dual Degree students: Taking 3 credits of PATH 554 or PATH 557 may reduce required credits and hours for HCAD 670)

If a student wishes to receive CPE credit for units already earned, a per-credit recording fee is charged by the university for PATH 557 Practicum in Clinical Pastoral Education (CPE), or PATH 641 Practicum in Military Chaplaincy. (Application form is available in the PATH office.) If a student wishes to register for their CPE units concurrently with other full semester courses, the registration will be part of their MDiv load, and there will be no recording fee assessed.

Students doing Military Chaplaincy can take PATH 641 Practicum in Military Chaplaincy instead of or in addition to PATH 554 or PATH 557.

PATH 641 - Practicum in Military Chaplaincy Credits: 2-8

#### Marriage and Family Life Ministry Concentration - 12

Healthy, spirit-filled marriages and families are the backbone of Christian life and most clearly reflect the character of Christ in our churches and in the world. When marriages and families are broken, our churches suffer. The Concentration on Marriage and Family Life Ministry is designed to prepare MDiv students to equip their churches to be vibrant and healthy in the way they foster relationships in their individual families as well as in church and the community. Students who take this concentration will be better equipped to educate their congregations in areas of family life. They will also be better prepared to address the family issues that will come to them for counseling. Pastors with these courses will be able to create healthy churches and more positively impact their communities for Christ.

In addition to the core MDiv requirement DSLE 503 - Marriage, Family, and Interpersonal Relationships for 2 credits, students who choose this concentration will take 12 credits in the following courses:

#### Choose one of the following courses:

3 credits of DSLE 635 - Christian Perspectives on Professional Ethics Credits: 2,3  
DSLE 659 - Human Sexuality Credits: 3

#### Choose one of the following courses:

DSLE 655 - Families in Society Credits: 3  
DSLE 658 - Internal Dynamics of Families Credits: 3

#### Choose one of the following courses:

3 credits of DSLE 678 - Spiritual Nurture of Children Credits: 2,3  
DSLE 679 - Parenting Education and Guidance Credits: 3

#### Choose one 3-credit course from the following:

DSLE 610 - Teaching for Discipleship Credits: 2,3  
DSLE 626 - Discipling At-Risk Youth Credits: 2,3  
DSLE 651 - Foundations of Biblical Counseling Credits: 2,3  
DSLE 652 - Personal and Family Finance Credits: 3  
DSLE 657 - Social Policy Credits: 2,3

## Urban Ministry Concentration - 18

The Urban Ministry concentration is designed for students who want to learn how to make a decisive impact in the cities and to be prepared for the specific challenges of mission and ministry in the urban context.

**Online Delivery:** The Urban Ministry concentration is available online with some interactive online courses offered synchronously (via Zoom), and some interactive online courses are offered asynchronously (see Global Campus definitions). Due to grant funding, this online delivery is limited only to select students with special permission.

### MDiv Core Requirements - Contextualized to the Urban Ministry Concentration

It is suggested that the student take the following topics or contexts to fulfill the core requirements in the main body of the MDiv Program.

PATH 560 - Advanced Ministerial Development **Credits:** 2 (Urban Context)

PATH 562 - Field Evangelism **Credits:** 3-6 (with an Urban Context)

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Multi-Ethnic, Multi-Racial in fulfillment of the requirement for an Advanced Preaching Core Elective (PATH list).

PATH 632 - Contextualized Preaching: \_\_\_\_\_ **Credits:** 2,3  
(with an Urban Context)

Take the following MSSN Core elective:

MSSN 618 - Mission to the Cities **Credits:** 3

### Concentration Courses

3 credits of MSSN 625 - Creating Collective Impact and Project Management  
**Credits:** 2,3

3 credits of MSSN 632 - Diversity, Cultural Intelligence, and Leadership **Credits:** 2,3

3 credits of MSSN 644 - Ministry of Reconciliation through Social Innovation  
**Credits:** 2,3

MSSN 667 - Urban Ministry Project **Credits:** 3

One credit of MSSN 655 - ICISF Certification for Crisis Intervention **Credits:** 1

3 credits of PATH 554 - Clinical Pastoral Education (CPE) **Credits:** 3-8 (with an Urban Context)

Choose one of the following:

DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3

DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3

DSLE 669 - Reaching the Secular Mind **Credits:** 2,3

MSSN 645 - Ministry among Immigrants **Credits:** 2,3

MSSN 695 - Topics \_\_\_\_\_ **Credits:** 1-6 (Reaching Post-Moderns)

PATH 553 - The Church and Social Issues **Credits:** 2,3

## Youth and Young Adult Ministry Concentration - 12

A Youth and Young Adult Ministry (YYAM) 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.

In addition to the core MDiv requirement DSLE 534 - Ministry to Youth and Young Adults for 2 credits, students who choose this concentration will take 12 credits in the following courses:

Students who choose this concentration should select 2 credits of PATH 632 Contextualized Preaching: Youth in fulfillment of the Christian Ministry requirement for an Advanced Preaching Core Elective (PATH list).

2 credits of DSLE 564 - Discipling Young Adults **Credits:** 2,3

2 credits of DSLE 607 - Intergenerational Ministry **Credits:** 2

2 credits of DSLE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3

2 credits of DSLE 636 - Discipling Youth **Credits:** 2,3

2 credits of DSLE 656 - Counseling Youth and Young Adults **Credits:** 2,3

**Choose at least 2 credits from the following courses:**

DSLE 610 - Teaching for Discipleship **Credits:** 2,3

DSLE 626 - Discipling At-Risk Youth **Credits:** 2,3

DSLE 630 - Fostering Spiritual Growth **Credits:** 2,3

DSLE 651 - Foundations of Biblical Counseling **Credits:** 2,3

DSLE 664 - Advanced Campus Ministry **Credits:** 3 \*

DSLE 669 - Reaching the Secular Mind **Credits:** 2,3

DSLE 678 - Spiritual Nurture of Children **Credits:** 2,3

\*Students wishing to pursue campus chaplaincy should register for DSLE 664 Advanced Campus Ministry as their choice of core elective.

## Additional Requirements

MDiv students must meet the following requirements in addition to those required of all graduate students:

- Complete the MDiv curriculum of at least 78 credits. Students lacking adequate undergraduate preparation will be required to complete additional prerequisite credits. The additional credits required are based on individual academic evaluation.
- MDiv students taking 9 credits or more are required to attend at least 1 colloquium per semester during their stay at Andrews.
- Maintain a GPA of 2.75 or above.
- Meet the qualitative standards of the MDiv program.
- No U (Unsatisfactory) grade or any grade below C- will count towards the MDiv degree.

### Academic Probation

MDiv students whose cumulative GPA falls below 2.75 will be placed on academic probation and will have their course load reduced to no more than 10 semester credits. MDiv students whose cumulative GPA remains below 2.75 for a second consecutive semester will be required to meet with the MDiv program director and will enter into a probation contract, have regular meetings with their academic advisor, and fulfill other requirements as needed. Following that, should their GPA not improve, they may be asked to withdraw from the program.

When an incomplete or Deferred Grade has not been cleared by the end of the following semester, the student's course load must be reduced as follows:

One Incomplete/DGs—no reduction

Two Incompletes/DGs—may register for no more than 10 credits

Three Incompletes/DGs—may register for no more than 9 credits

With more than three I/DGs, the student must cease taking classes until the Incompletes/DGs are cleared.

### Evaluation of Students

Since the MDiv program prepares individuals for professional and pastoral leadership, periodic assessments are made of the students by the faculty in areas other than academic standing. Areas reviewed are students' spiritual growth, lifestyle reflective of the beliefs and practices of the Seventh-day Adventist Church, social/family relations, and developing potential for ministry. As a result of these assessments, students are affirmed in the MDiv program, advised of needed adjustments, or discontinued from the program.

## Readiness for Ministry

The MDiv program is dedicated to preparing every graduate for success in ministry. Godly and effective practice of ministry requires not only intellectual readiness, but also spiritual, physical, emotional, and social maturity. The MDiv Readiness for Ministry process helps seminarians evaluate their ministerial gifting and calling, discover and address strengths and weaknesses, and identify and pursue avenues of ministry appropriate to their giftedness. The program includes small-group mentoring as well as periodic assessments of the seminarian's readiness for ministry, by the faculty, staff, and ministry supervisors.

Areas to be reviewed include spiritual commitment, character, social and relational skills, and general aptitude for ministry. On the basis of these assessments, the seminarian and his/her mentor will, at a minimum, receive feedback in the middle of their first year, and again shortly before graduation. If a significant issue arises that, at the discretion of the Seminary, seriously impairs the seminarian's potential for ministry, appropriate action will be taken. This may include: referring the seminarian to the program director for guidance, remediation, and/or other appropriate action, counsel regarding alternate programs of ministry within the University or elsewhere, or dismissing the seminarian from the MDiv program. As part of the admissions process, every MDiv applicant is required to sign an agreement to participate in this process. This agreement includes permission, which seminarians can withdraw later in the program, to share the final readiness for ministry profile available with prospective employers.

## Maintaining Active Status

**Residency Requirements:** Students must maintain active status by enrolling for at least two semesters within one academic year. When this fails to happen, the student must follow the bulletin in force at the time active status is reestablished.

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.

## Additional Information

### Hybrid Course Delivery Options

MDiv students may take a portion of their degree credits off-campus as advised by the MDiv office. The Hybrid delivery method utilizes various delivery methods to assist students in completing their MDiv degree. These options include:

- Interactive online asynchronous classes offered by the Seminary. (see Global Campus definitions).
- Dual mode (by zoom) synchronous classes.
- One week intensives at seminary extension sites in Unions throughout the United States and Canada (offered by the MA Pastoral Ministry English track). Certain classes in the MAPM program cannot be used by MDiv students. Advising is necessary prior to registration.
- Summer Session intensive courses on the main Andrews University campus
- Full semester, on-campus courses

For financial information regarding hybrid studies, please click here.

Students interested in the Hybrid delivery method must obtain approval and instructions on specific class options, costs and how to sign up for this option from the MDiv program office before beginning off-campus studies.

### 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.

### Transferring Credits to the MDiv Program

Provided the content of the courses is assessed as comparable to the curriculum of the Andrews University Master of Divinity program, students intending to transfer credits into the Master of Divinity Program should be aware of the following policies:

- Transfer requests must be made by the student within the first two semesters of the student's MDiv studies.
- Transfer credits are granted only for courses in which the grade is B or higher.
- For each course being requested in transfer, a course syllabus must be obtained and presented to the MDiv Program office, preferably in electronic format, and in English.
- An official transcript from the school being transferred from must have been sent to Andrews University, and be in the student's record.
- A student may transfer a maximum of 39 credits (graduate level) from an uncompleted graduate-level program.
- Up to 24 credits (graduate level) may be transferred to the Master of Divinity program from a completed master's-level degree.
- At least 39 credits must be taken in residence.

### MDiv Core Course Replacement Policy

MDiv core courses provide graduate level understanding considered by the seminary and the church to be essential for the pastor. Occasionally, an MDiv student may have already taken as part of their undergraduate degree, in addition to the required prerequisites for the MDiv program, an advanced college course in which they mastered the learning outcomes for the course at a graduate level. In such cases, a proposal to take an alternate course within the same discipline (department), at an equivalent or higher level, may be considered. To request the validation of a course, the student must submit to the MDiv office, within their first semester, a **portfolio** containing the following items:

- The **Seminary Prior Learning Validation Form**, initiated and signed by the student.
- The **course syllabus** from the advanced-level undergraduate course evidencing that all the Course Learning Outcomes (CLOs) of the MDiv core course have been taught appropriately at a level of rigor equivalent to the MDiv graduate course;
- A **transcript** demonstrating that the student earned a B grade or higher in the undergraduate advanced-level course;
- An **essay**, normally to be followed by an interview by the department chair/faculty member responsible for the course, describing how each of the CLOs were taught, learned, and subsequently put into use at a graduate level of learning.

### MAPM to MDiv Completion

For the transfer of credits between the MAPM and the MDiv programs at Andrews University, the following stipulations will be in place:

- MAPM students will be allowed to transfer qualified courses of up to two-thirds of the MDiv's total amount of credits.
- Students requesting admission to the MDiv program must submit a complete graduate application including standard requirements such as statement of purpose, minimum GPA and recommendations.
- Courses with a passing grade of C- or higher will be accepted to transfer between the programs.

### MDiv Spanish Language Cohort

The MDiv Spanish Language Cohort will serve Hispanic pastors who already have an MAPM and would like to complete an MDiv degree. Intensive courses will be offered in Spanish at the Florida Conference site in the Fall and Spring semesters and on the main campus during the final summer for each cohort. This will allow those who have the MAPM to advance to the MDiv and later on to Doctoral studies if so desired.

### Andrews University MDiv & BA Theology Accelerated Program Collaboration

Students in the BA Theology degree at Andrews University are encouraged to enter the MDiv program following the completion of their undergraduate studies.

A collaboration has been established that shares a total of 15 credits that will be counted toward both degrees and may reduce the student's time in the MDiv by approximately one semester. Six credits will be completed at the Seminary level and 9 credits at the undergraduate level.

### UNDERGRADUATE THEOLOGY COURSE

UNDERGRADUATE THEOLOGY COURSE	SEMINARY COURSE	TAKEN AT
RELP 350 Evangelism (3)	PATH 562 Field Evangelism (3)	Undergraduate
RELP 480 Practicum Capstone (1)	PATH 560 Advanced Min Development (2)	Undergraduate
RELP 301 Marriage & Family (3)	DSLE 503 Marriage, Family and Interpersonal Relationships (2)	Undergraduate
RELT 315 Christian Discipleship (3)	DSLE 541 Found of Biblical Spirituality (3)	Seminary
RELP Elective: RELP 335 Foundations of Youth Ministry (3)	DSLE 534 Ministry to Youth & Young Adults (2)	Seminary
RELB 335 Acts and the Epistles (3)	MDiv Elective (3)	Undergraduate
	TOTAL CREDITS: 15	

### Summer Course Load

The 12-week summer semester is divided into three 4-week sessions. The total amount of coursework during the summer session may not exceed 12 credits. Students taking a biblical language during a summer session may not take other courses during that session.

### Workshop Credit Limit and Grading Pattern

Master of Divinity students may apply up to 4 workshop credits appropriate to degree requirements. If workshops are taken during the semester breaks, the credits are counted as part of the class load for either the previous or the following semester.

Workshops are graded S/U. Any deviation from this pattern must be approved by the dean prior to the conclusion of the workshop. Students must register at the Academic Records Office for all workshops for which academic credit is desired.

### Independent Study Restrictions

Students in the MDiv program are allowed to register for Independent Study only for a compelling reason such as a schedule conflict or the need to take a subject that is not offered in any given semester (for a maximum of 8 credits during their MDiv program). Independent study is only available to students on the main campus. Normally, Independent Study cannot be used to meet a core requirement. Students must first seek approval from the MDiv office before arranging with a teacher to do Independent Study.

### Fees

For a detailed list of charges, please click here.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of an elective course requirement may request a 50% tuition reduction (up to 9 credits cumulative), 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.)

## Graduation

The Seminary follows the University graduation procedures and requirements for the conferral of degrees. A dedication ceremony for graduating seminary students is held on the afternoon prior to graduation or as announced.

## Admission Requirements

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 given that 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. Maintain a modest pastoral social media presence - one that projects a professional demeanor and Christian values. Click here to see the Seminary Code of Conduct.
- 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, years as a baptized Adventist member, if ordained or commissioned as a pastor, including date, and future goals in relation to the MDiv program.
- 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.
- Criminal Background Check. Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children.

Andrews University has selected the same company used by the North American Division - Sterling Volunteers (SV) - to administer your background check. There is a standard fee charged by Sterling Volunteers for this service. Please click here to complete this step. (If you have previously completed a background check with Sterling Volunteers please e-mail your status report to SemTest@andrews.edu.)

With Sterling Volunteers, you can rest assured that your information is safe. All data is encrypted and stored in a completely secure environment. If you have any questions or concerns about Sterling Volunteers' security measures or payments, feel free to contact them at TheAdvocates@sterlingvolunteers.com or 855-326-1860, Option 1.

- An interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations:
  - Pastor or Church board from the church where the applicant is a member.
  - Conference administrator, chair or primary professor of undergraduate department, or church elder.
  - General Recommendation from: College teacher or advisor, recent employer, or other non-family members.
- Given that applying and obtaining pertinent documents for admission can be a long process, the student must start the application process at least 4-6 months before the desired starting semester. See University deadlines for individual semesters here.

**Policy for Applicants to the MDiv Program who hold degrees from Unaccredited Schools or Lack Baccalaureate Degrees**

**Purpose of this policy/protocol:** To streamline the admission process and to create standardized admission requirements for students that hold degrees from unaccredited schools or lack baccalaureate degrees. As per 2020 ATS guidelines, and as part of the SDATS application process, the following procedure will be followed:

### Unaccredited Schools

Applicants who hold degrees from unaccredited schools will submit the following:

- A 12 to 15-page research paper on a biblical/theological or ministerial topic that demonstrates solid academic-level research and writing skills.
- A resume documenting ministry/pastoral leadership and work experience.
- A statement of purpose including their call to pastoral ministry showing authentic biblical spirituality.
- 3 recommendations
- Official transcripts showing the completion of an undergraduate (baccalaureate) degree with a minimum 2.5 GPA.
- A petition letter from a church administrator (usually conference president or ministerial director) requesting/endorsing the applicant's admission to the program.
- Interview: Applicants will be interviewed by the program director or one of the Deans. The interview will address key elements of the applicant's life, including his or her philosophy of ministry, life experience, goals, distinctive doctrines and theology.

### Lack of Baccalaureate Degree

For applicants who lack baccalaureate degrees, in addition to all requirements above, they must also:

- Submit official transcripts showing the completion of a minimum of 60 undergraduate (semester) credits or an associate degree with a minimum 2.5 GPA.
- Take all necessary MDiv prerequisites
- Be at least 35 years of age.

Students requesting admission under these exceptions must submit a complete graduate application prior to being considered for admission.

Students who meet the above requirements will be processed by the program's office, taking to the Masters Admissions Committee only those cases that fall outside of this policy/protocol.

## Placement Examinations

### Biblical Hebrew and Biblical Greek Prerequisites

Hebrew and Greek are required at the intermediate proficiency level. Language Proficiency must be demonstrated within the first two years in seminary. Undergraduate credits alone do not demonstrate current proficiency in a language.

### Option 1: Language Courses

- Students may demonstrate proficiency in Biblical Hebrew by passing Hebrew I (OTST 551) and earning a grade of at least C+ in Hebrew II (OTST 552).
- Students may demonstrate proficiency in Greek by passing Beginning Greek with a C- or higher OR score 45% or higher on the Greek Placement Exam and earning a grade of at least C in intermediate Greek (NTST 552) OR score 60% or higher on the Greek Placement Exam.

### Option 2: Placement Exam

Students also have the option of demonstrating proficiency in a biblical language by passing the corresponding placement exam. Placement exams may be taken only once for each language. Any student who wishes to take a placement exam must take at least one of them 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 by September of their second year in seminary. Placement exams must be taken at the regular May or August dates set by the seminary.

Preparation materials designed to help students prepare for the placement examinations are available from the Old Testament (otst@andrews.edu) and New Testament (ntst@andrews.edu) departments.

Based on the score achieved on the exam, the student will be assigned to do one of the following as soon as possible: (1) Take both the beginning and intermediate language courses, (2) take the intermediate language course, or (3) enroll in exegesis and theology courses without further language study necessary.

Students who do not pass the exam and do not obtain the required grade in the course must retake the course without delay until the required grade is achieved.

# International Student Information

## 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 requirements must be met before enrolling full-time in regular coursework.

Following are the English proficiency tests approved by the University and the required passing scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- Duolingo - 110
- IELTS - 6.5
- PTE – 58

## Advanced Standing

In accordance with ATS Standard 3.13, the Seminary may approve incoming MDiv students from outside North America to receive advanced standing. Advanced standing is credit given for advanced/upper-division courses taken at the undergraduate level. In order to qualify for advanced standing, students must:

- Hold a 4-year Bachelor of Theology (BTh) degree or its equivalent from an accredited institution.
- Have graduated from an AAA-accredited institution outside of North America.

## Criteria for Validation of Courses

Up to 18 credits of advanced standing may be granted. Each course to be considered for application toward advanced standing must:

- Have been taken **within 10 years** of the projected graduation date;
- Be an **upper-division/advanced-level** course that:
  - Contributes to the MDiv program learning outcomes;
  - Have an earned grade **equivalent of "B" or higher.**

**Curricular Practical Training (CPT)** - required for students on an F-1 visa taking off-campus practicums.

To qualify for CPT, the following requirements must be met:

- The specified training must have a clear start and end date.
- The F-1 student must have been enrolled for a full academic year before starting CPT (an exception is given for graduate programs requiring training in the first year of study).
- The F-1 student must be registered for a full course of study during CPT (if the CPT is in Fall or Spring semester) and the specified training should be reflected in the course load.

## Clinical Pastoral Education (CPE)

- A Clinical Pastoral Education (CPE) unit taken during a student's MDiv studies will count as full-time study, as it requires 400 practicum and instructor contact hours. The MDiv Chaplaincy and Urban Ministry Concentrations require a CPE unit to be registered for 3 credits, and those 3 credits registered in PATH557 Clinical Pastoral Education (Clinical) or PATH554 Clinical Pastoral Education (Urban) will satisfy as full-time study.

# Student Learning Outcomes

A graduate from this program:

- Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit. (Character)
- Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others. (Scholarship)
- Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church. (Discipleship & Evangelism)
- Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries. (Leadership)

- Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God. (Worship)
- Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness. (Administration/Management)
- Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit. (Relationships)

# 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 9 core competencies that are required for every accredited MSW program: 1) Demonstrate ethical and professional behavior; 2) Engage diversity and difference in practice; 3) Advance human rights and social, economic, and environmental justice; 4) Engage in practice-informed research and research-informed practice; 5) Engage in policy practice; 6) Engage with individuals, families, groups, organizations and communities; 7) Assess and plan with individuals, families, groups, organizations and communities; 8) Intervene with individuals, families, groups, organizations and communities; and 9) Evaluate practice with individuals, families, groups, organizations and communities. In addition, our program has added an additional competency: 10) Demonstrate a Christian social work perspective. The curriculum is designed to teach students the knowledge, values and skills, along with understanding of the cognitive and affective reactions and judgement that accompany these dimensions. Measurement outcomes for these competencies can be found on the first page of the Andrews University School of Social Work website. The Andrews University MSW program is accredited by the Council of Social Work Education through the year 2027.

## Delivery

All tracks of the MSW program are available in the face-to-face format. The Regular Standing and Accelerated Regular Standing tracks are also available in the interactive online synchronous format (see Global Campus definitions). Online students are encouraged to come to campus for graduation.

## Dual Degrees Options

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 School of Social Work 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, approximately 16 credits will be shared between the two programs. The following Dual Degree options are available:

- Business Administration/Social Work Dual Degree MBA/MSW
- Community & International Development/Social Work Dual Degree MSCID/MSW
- Discipleship and Lifespan Education, Family Life Education Concentration/Social Work Dual Degree MA/MSW
- Divinity/Social Work Dual Degree MDiv/MSW
- Public Health, Nutrition and Wellness Concentration/Social Work Dual Degree MPH/MSW

## 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 may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

## MSW 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

## Areas of Focus

Students may choose to specialize in the following focus areas: Human Resources, Mental Health, School Social Work, Marriage & Family, Christian Ministry,

International Social Work, and Medical Social Work. Please refer to the School of Social Work website for further information: [www.andrews.edu/cas/socialwork/](http://www.andrews.edu/cas/socialwork/). Students are not required to choose a focus area.

#### Additional 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 as part of SOWK689 Advanced Professional Seminar. 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.

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.

#### 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
  - 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  
\*with permission of the department
- 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.

##### Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program are not required to take the GRE.

#### Additional Information

##### 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 School of Social Work as well as relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

#### Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

#### Student Learning Outcomes

Students who complete this program will:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess and Plan with Individuals, Families, Groups, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Demonstrate a Christian Social Work Perspective

## Post-Masters

## Biblical and Ancient Near Eastern Archaeology PhD

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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.

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. Students typically complete the program in 6 years.

#### Focus Areas

When students apply to this PhD program they may select one of two focus areas: Biblical Archaeology or Ancient Near Eastern Archaeology. The areas of specialized study for these focus areas are listed below:

##### Ancient Near Eastern Archaeology

- ANE History
- ANE Archaeology
- ANE Languages
- Fieldwork, Method and Theory

##### Biblical Archaeology

- Biblical History
- Biblical Archaeology
- ANE Languages
- Fieldwork, Method and Theory

Each area of study is to be supplemented with one of the cognate areas listed below.

- Old Testament
- New Testament
- Church History
- Theology and Christian Philosophy

- World Mission
- Biblical Archaeology (if the major focus area is Ancient Near Eastern Archaeology)
- Ancient Near Eastern Archaeology (if the major focus area is Biblical Archaeology)
- Ancient Near Eastern Languages

## Total Credits - 64

DSLE 860 - Teaching Religion in College **Credits:** 3

Choose 12 credits of ANEA courses in consultation with advisor

**Choose 12 credits of fieldwork from the following:**

ANEA 630 - Archaeological Field Work **Credits:** 1–8

ANEA 830 - Advanced Archaeological Field Work **Credits:** 1–9

**Dissertation - 16**

**Choose from the following courses to total 16 credits:**

GSEM 854 - PhD-ThD Dissertation Proposal Seminar **Credits:** 3

GSEM 995 - PhD-ThD Dissertation **Credits:** 1–12

## Focus Areas - 12

### Ancient Near Eastern Archaeology

**Choose from the following courses:**

ANEA 810 - Near Eastern Archaeology **Credits:** 3

3 credits of ANEA 885 - Topics in: **Credits:** 1–3 (History of the Ancient Near East)

3 credits of ANEA 885 - Topics in: **Credits:** 1-3 (Ancient Near Eastern Languages)

6 credits of ANEA 890 - Directed Reading in History and Archaeology Studies **Credits:** 1–6 (an ANE Archaeology Topic)

3 credits of ANEA 895 - Independent Study in: **Credits:** 1–3 (an ANE Archaeology Topic)

### Biblical Archaeology

**Choose from the following courses:**

3 credits of ANEA 885 - Topics in: **Credits:** 1–3 (Paleo-Christian Archaeology)

3 credits of ANEA 885 - Topics in: **Credits:** 1-3 (Old Testament History)

3 credits of ANEA 885 - Topics in: **Credits:** 1-3 (Archaeology of Palestine)

6 credits of ANEA 890 - Directed Reading in History and Archaeology Studies **Credits:** 1–6 (Biblical Archaeology)

3 credits of ANEA 895 - Independent Study in: **Credits:** 1–3 (a Biblical Archaeology topic)

## Cognates - 9

Choose 9 credits in consultation with your advisor and/or the relevant department.

## Additional Requirements

- 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.
- 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.

**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.

## Admission Requirements

All applicants must meet the Graduate Programs Admission requirements. Admission to the PhD in Biblical and Ancient Near Eastern Archaeology program is granted to applicants who

- Hold an MA (or its equivalent) from an accredited institution in an appropriate field (Ancient Near Eastern history and/or archaeology, biblical history, anthropology).
- Show high promise of future usefulness to church and/or society.
- Read proficiently required ancient and modern languages as noted in the Language Requirements below.
- Minimum GRE score of 288.
- Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:
- Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.
- Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.
- All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.
- Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).
- For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit course in the PhD program. This is counted as full time student status.
- For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.
- For further details regarding the Bridge program and its policies see the ESL website.
- Have 15 prerequisite credits in the chosen focus area.
- Have a graduate course in Research Methods (e.g., ANEA 640 - Research, Method and Theory in Archaeology); this requirement can be met by taking ANEA 840 - Advanced Research, Method and Theory in Archaeology as part of the doctoral course load.

**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 may apply at any time. However, it is recommended that those who desire to enter the program in the fall semester (the normal entry point) should submit all application materials to the Office of Graduate Admissions, usually by January 15. It is recommended that students who desire to enter the program in the summer, should submit their application materials to the Office of Graduate Admissions by November 30. If these normal deadlines are not met the student may have to wait until the next term for admission.

**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.

## 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 finding.

## Discipleship in Lifespan Education PhD

Discipleship in Lifespan Education (DSLE) is the study of individuals' spiritual, cognitive, and affective development from infancy to old age. Studies in DSLE focus on the interconnected nature of the spiritual, cognitive, and affective elements as best practice for discipleship and transformation.

The DSLE (PhD) is a 64-credit interdisciplinary academic program that prepares ministry specialists, teacher-scholars, and educational leaders primarily - but not exclusively - for service in Seventh-day Adventist institutions of higher learning, the church, and the larger community. The core curriculum is structured around the competencies in Discipleship in Lifespan Education defined in the program framework. Students also select an area of specialization for intense study and

research, generally using social science research methodologies. The focus areas are:

- Christian Formation and Discipleship
- Theological Curriculum and Instruction
- Customized Option

The program completion estimate is 6 years. In order to fulfill the requirements for the degree, students must complete 64 credits, including at least 48 of course work in lecture, seminar, independent study, and reading courses, pass comprehensive exams, complete a dissertation sequence of 16 credits, and successfully defend the dissertation.

**Mission:** The Discipleship in Lifespan Education PhD equips individuals for research, practice, and teaching in settings where faith formation and spiritual growth across the lifespan are primary concerns.

**Vision:** Discipleship in Lifespan Education PhD graduates fulfill the teaching and discipling mandates of the gospel commission, preparing a people who live victoriously in this world as followers of Jesus while eagerly anticipating the soon-return of their Savior.

**Primary Goals:** Discipleship in Lifespan Education is a field of study that seeks to integrate biblical foundations, educational research, and the educational philosophy and practice of Ellen G. White (Adventist pioneer). In particular, the PhD (Discipleship in Lifespan Education) is designed to prepare leaders to train other leaders to:

- Facilitate the process of personal discipleship, the life-long journey of learning to follow Jesus and become more like Him;
- Engage pastor-teacher skills for transformational teaching and discipling, including and understanding of psychology important to ministry;
- Engage pastor-teacher skills for teaching the theory and practice of discipleship in formal and non-formal ministry/educational settings;
- Develop social science research skills, and conduct and report research that informs theory and contributes to practice in a select field of discipleship in lifespan education or specialized ministry.

## Total Credits - 64

## Core - 28

### Christian Apologist - 6

DSLE 850 - Theological Foundations of Christian Teaching **Credits:** 3  
GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3

### Pastor-Teacher - 6

Choose one of the following courses:

3 credits of GDPC 604 - Human Sexuality and Sex Therapy **Credits:** 2,3  
GDPC 620 - History and Systems of Psychology **Credits:** 3  
GDPC 635 - Theories and Techniques of Counseling **Credits:** 3

Choose one of the following courses:

3 credits of DSLE 610 - Teaching for Discipleship **Credits:** 2,3  
DSLE 860 - Teaching Religion in College **Credits:** 3 (cross-listed with GSEM 860)  
EDCI 650 - Curriculum Design: \_\_\_\_\_ **Credits:** 3  
EDCI 750 - Course Design: \_\_\_\_\_ **Credits:** 3

### Servant Leader - 2

Choose one 2-credit course or a total of 2 credits from the following courses:

EDAL 667 - Leadership in Higher Education **Credits:** 2,3  
EDCI 620 - Facilitating Change in Learning Organizations **Credits:** 3  
LEAD 635 - Leadership and Learning Plan **Credits:** 2-4  
PATH 712 - Transformational Leadership **Credits:** 4,5

### Researcher- Evaluator - 9

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

### Maturing Christian - 3

DSLE 830 - Advanced Fostering Spiritual Growth **Credits:** 3

### Lifelong Scholar - 2

590

DSLE 878 - Advanced Scholarly and Professional Development **Credits:** 0

DSLE 950 - Synthesis in Discipleship in Lifespan Education **Credits:** 2

## Dissertation Sequence - 16

Choose one of the following courses:

EDRM 880 - Dissertation Proposal Development **Credits:** 2

LEAD 880 - Dissertation Proposal Development **Credits:** 2

**Complete the following sequence to fulfill the dissertation credits:**

1 credit of DSLE 887 - Applied Research **Credits:** 1-3

1-3 credits of DSLE 994 - Dissertation: Literature Review **Credits:** 1-3

9-13 credits of DSLE 995 - Doctoral Dissertation **Credits:** 1-13

**Note:** Prior to the approval of their dissertation proposals, students must show competency in the proposed methodologies for their research. The research project from the course DSLE 887 - Applied Research is an appropriate way to demonstrate this competency, for example, by conducting a pilot study.

## Focus Areas - 20

Choose one of the following focus areas:

- Christian Formation and Discipleship
- Theological Curriculum and Instruction
- Customized option (students design individualized courses of study)

### Christian Formation and Discipleship - 20

CHIS 940 - Seminar: **Credits:** 3

DSLE 930 - Seminar: \_\_\_\_\_ **Credits:** 3 (Seminar in New Testament Spirituality)

GDPC 616 - Psychology of Religious Experience **Credits:** 3

MSSN 830 - Seminar in Strategies and Development in Mission **Credits:** 3

2-3 credits of OTST 885 - Topics in: **Credits:** 1-3

THST 814 - Seminar in Philosophy, Theology and

Ethics: \_\_\_\_\_ **Credits:** 3

2-3 credits of CHIS, DSLE, EDCI, EDFN, MSSN, NTST, OTST, PATH, or THST in consultation with advisor

### Theological Curriculum and Instruction - 20

**Language Prerequisite:** Depending on the area of study, either complete NTST 552 Intermediate Greek, OTST 552 Biblical Hebrew II, or pass a qualifying examination at the intermediate level in Greek or Hebrew.

Choose 9 credits from one of the following areas:

ANEA Biblical Archeology & History of Antiquity  
CHIS Church History  
MSSN Mission  
NTST New Testament  
OTST Old Testament  
PATH Practical and Applied Theology  
THST Theology or Christian Philosophy

Choose 5 credits from Curriculum & Instruction (DSLE, EDCI, EDFN, EDTE).

Choose 6 credits from Christian Formation & Discipleship focus.

### Customized Option - 20

Students may design an individualized course of study if the following conditions are met:

- Academic area must be appropriate to Discipleship in Lifespan Education.
- Graduate courses on the topic must be available at Andrews University.
- Andrews University faculty with expertise in the topic must be available for advising.
- 6 credits need to be taken from Christian Formation & Discipleship focus.

Options for the customized course of study include, among others, such areas as:

- Family life education
- Youth, young adults, and adult research
- Spiritual nurture of children
- Spiritual nurture of youth and young adults
- Campus ministry research

- Campus spiritual leadership
- History of education
- Church music and worship
- Educational philosophy
- Formal/non-formal learning
- Holistic education/physical education
- Intercultural studies/world religions
- Lifespan Education
- Discipleship and transformation

The following are research methodologies that are available to be taken within the Customized option or as additional courses:

EDRM 636 - Program Evaluation **Credits:** 3

EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3

EDRM 713 - Applied Statistical Methods III **Credits:** 3

HIST 650 - Historical Method and Research **Credits:** 3

## Additional Requirements

**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. The course plan identifies the courses required to be completed prior to taking the comprehensive examination and receiving approval for advancement to candidacy.

### Coursework Levels and Transfer Credits

- All course work taken at the Seminary should be at the 800- or 900-levels; course work taken at the School of Education (College of Education & International Services) should be appropriate for doctoral level study.
- At least 51% of the student's course work should be designed specifically for doctoral students.
- Up to 9 transfer credits at the 600 (Masters) level may be approved if the coursework is done at the doctoral level, the credits have not been applied to another degree, a grade of B or above is achieved, and the credits were taken within six years of the student's first enrollment in the PhD program.
- Transfer of credits may be considered for students having done post-master's 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 (Discipleship in Lifespan Education) program.
- Credits earned toward completed MA or MDiv degrees are not considered for transfer. The director of the PhD (Discipleship in Lifespan Education) program in consultation with the student's advisor 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.

### Academic Standards

A student must 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. 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.

**Seminary Worship.** Attend seminary worships.

**Residency.** At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

**Time Limits.** All degree requirements must be completed within ten years of first enrollment for Andrews University doctoral course work. All course work and the comprehensive examination must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive examination, but without extending beyond the 10-year limit.

If the student has not graduated by ten years from first enrollment, not counting any voted leave of absence, they must register for GSEM 888 Doctoral Degree Continuation, and pay the continuation fee, for fall and spring semesters every academic year until the dissertation has been defended and received post-defense

approval. If a student misses two consecutive continuation fee payments they will be automatically dropped from the program.

**Full-time Status.** The full-time load for regular course work is 8 to 12 credits per semester. Students who are registered for GSEM 844, GSEM 880, GSEM 885, or GSEM 888 (zero-credit courses) are counted as full-time students. Students who register for DSLE 995 are also counted as full-time students.

**Comprehensive Examination.** Early in their program, students should obtain a copy of the *PhD (Discipleship in Lifespan Education) Handbook* from the Discipleship in Lifespan Education Program office.

All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination (exceptions are noted below). The comprehensive examination consists of five sections, one of which may be given in a take-home or oral format, one of which is a portfolio presentation, and at least three of which must be written in a supervised environment. Examination dates are arranged through the administrative assistant for the Discipleship and Lifespan 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 *Discipleship in Lifespan Education Doctoral Handbook*.

**Advancement to Candidacy.** Students should apply for advancement to degree candidacy at the same time 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.

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 at least two other members to complete the student's dissertation committee. All 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.

Two types of proposals are acceptable depending on the nature of the dissertation:

- A 10–15 page overview of the major elements of the dissertation.
- The first three chapters in draft or outline 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 *Discipleship in Lifespan 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 Discipleship in Lifespan 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 *Discipleship in Lifespan Education Doctoral Handbook* for more information on the oral defense of the dissertation.

## Admission Requirements

Admission to the PhD (Discipleship in Lifespan Education) program is granted by the Seminary PhD-ThD Committee.

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 (Discipleship in Lifespan Education); an MDiv; an MA (Religion); or an MA degree in fields related to religion, education, or appropriate areas of social science.
- Have 28 credits in religion (16 of which may be on the undergraduate level).
- Have 16 undergraduate or graduate credits in education or discipleship in lifespan education.
- Address all deficiencies. (Deficiencies will be identified at the time of admission based on evaluation of degree transcripts to ensure adequate coverage of significant areas of religion and education. These deficiencies will be addressed by including prerequisites in the student's course plan. See **Specific Prerequisites** below.)
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral-level work in English. For regular admission, a TOEFL score of 80 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 550) is required of all PhD (Discipleship in Lifespan Education) program applicants whose native language is other than English, and who have not completed a bachelors or masters degree in an English based program.
  - For an iBT TOEFL score below 80 (equivalent to a paper based ITP TOEFL score below 550), the applicant may be eligible to enter the AU ESL Pathway program.
  - For further details regarding the Bridge program and its policies, see the ESL website and the Academic Policies in the Bulletin.

**Time to Apply.** While early applications are recommended, the deadlines for application to the PhD (Discipleship in Lifespan 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 (Discipleship in Lifespan 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 tentative area of interest for dissertation research and an explanation of this choice.
- A current Curriculum Vitae.
- 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.

**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.

**Specific Prerequisites.** Students entering the PhD (Discipleship in Lifespan Education) program must have basic skills in biblical exegetical research as

evidenced in GSEM 520 Methods in Biblical and Theological Research or its equivalent. They must also have basic skills in educational research methodologies as evidenced by EDRM 505 - Research Methods or its equivalent, and completion of DSLE 605 - Foundations in Discipleship & Lifespan Education, DSLE 606 - Philosophical Foundations for Professionals, and DSLE 541 - Foundations of Biblical Spirituality. These courses must be completed before the student is advanced from provisional to regular status in the program. Students taking the Theological Curriculum and Instruction focus must meet specified biblical language requirements.

## Program Learning Outcomes

The Conceptual Framework for the PhD (Discipleship in Lifespan Education) identifies six (6) areas of competency, each focused on a major program learning outcome. The competencies identify a range of skills that can be used in scholarship and ministry in the candidate's chosen area of emphasis.

**The PhD (Discipleship in Lifespan Education) Graduate will be:**

- *An Apologist* who develops and effectively articulates a Christian philosophy of education and discipleship.
- *A Pastor-Teacher* who uses and teaches appropriate methodologies for discipling across the lifespan.
- *A Servant-Leader* who models the principles of servant leadership in the church, school, and broader community.
- *An Evaluator/Researcher* who conducts research and analyzes and reports findings.
- *A Maturing Christian* who exhibits a growing maturity in understanding and portraying the love of Christ.
- *A Lifelong Learner* who demonstrates personal and professional development.
- *An Area Expert* who synthesizes all relevant core competencies, making them applicable to the focus area and teaches others to do likewise.

## Intercultural Studies DIS

The Intercultural Studies DIS program equips practitioners, leaders, and trainers who minister in cross-cultural mission and ministry situations through focused study and research in theological and social science fields of study. For more detailed guidelines and program structures see the DIS Handbook. A copy may be accessed online at: [www.andrews.edu/sem/dis/handbook](http://www.andrews.edu/sem/dis/handbook)

## Total Credits - 48

In order to fulfill the requirements for the DIS degree, students must register for 48 MASN credits at the 800 level by completing 42 credits of formal course work and 6 credits for the dissertation.

### Research - 6

MASN 840 - Research Methods in Mission and Ministry **Credits:** 2,3  
MASN 854 - Research Design in Mission **Credits:** 3

### Intercultural Studies, Mission, and Ministry - 36

36 credits of MASN 800 level courses

### Dissertation - 6

6 credits of MASN 899 - Doctor of Intercultural Studies Dissertation **Credits:** 1-6

## Additional Requirements

### Dissertation

#### Dissertation Proposal

Proposals for the dissertation will be accepted following the completion of the second module. Under the guidance of the Program Director and the student's dissertation advisor, the student will write a proposal. The final proposal must be approved by the student's advisors, the proposal committee and the DIS Program Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapters and subsection titles, and a preliminary bibliography. This will be submitted with the completed form found at: [www.andrews.edu/sem/dis/dissertationmanual](http://www.andrews.edu/sem/dis/dissertationmanual)



Following the fourth module and the proposal approval, the student registers for MSSN 899 DIS Dissertation for 2 credits for each of the following three semesters. If the dissertation is not completed after one year, the candidate must register for MSSN 888 (DIS Dissertation Continuation) every semester, and pay a continuation fee until the dissertation is completed and the defense is held, or until the time limit has expired.

#### Dissertation Preparation

The dissertation prepared by the DIS candidate must:

- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

#### Oral Defense of the DIS Dissertation

The date is set and advertised by the director of the DIS program. The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred. To pass the oral defense, candidates must receive a vote of approval from at least three of the four examiners. The committee votes in one of the following ways:

- 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 DIS Program Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply, including possible further course work.

#### After 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 schedules see the DIS Handbook ([www.andrews.edu/sem/dis/handbook](http://www.andrews.edu/sem/dis/handbook)).

## Maintaining Academic Standing

#### Time Limits

Since the program is module-based, the student is expected to finish all modules as scheduled. 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 DIS program is granted by the DIS 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 taken MSSN 546 Mission in Cultural and Religious Context (3 semester credits) or its equivalent.
- 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 DIS Program Committee.
- Be competent in at least one modern language other than English.
- 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 recommendations, which include at least one church leader from a cross-cultural/mission setting.

#### Application Process

Application for the DIS program should be submitted at least 6 months before the start date for classes.

- In addition to submitting the items required of all graduate students, applicants to the DIS program must also submit:
- Write a 1200-1500 word personal statement with the following headings:
  - My Philosophy of Mission and Cross-cultural Engagement
  - Religious, Cultural, and Ethical Considerations in Mission
  - My Personal Aspirations in Cross-cultural Mission
  - How the DIS Will Contribute to My Ministry
  - My Experience in Cross-cultural Ministry
- 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.

#### Transfer Credits

The DIS program is module-based. Therefore, it is expected that all students will complete all activities as a module. Only in cases where a student has completed extensive mission studies beyond a master's degree would an exception be considered.

## Student Learning Outcomes

The purpose of the DIS program is to advance theologically competent intercultural and mission leadership for the global church. Although graduates may be asked to teach intercultural studies and mission, 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 intercultural ministry. This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate advanced knowledge of missiological themes and the ability to integrate theology and social science research into actual contextual mission leadership and ministry.

Graduates will:

- Grow in spiritual disciplines and cross-cultural competence.
- Develop theological and biblical foundations for their intercultural ministries and mission practice.
- Conduct research on cross-cultural mission challenges of the church which results in recommended solutions.
- Implement mission-contextual strategies that are biblically faithful and culturally appropriate.
- Demonstrate ability to train others for cross-cultural work and ministry.

## Ministry DMin

E-mail: [dmin@andrews.edu](mailto:dmin@andrews.edu)

The Doctor of Ministry program is a professional doctoral degree for those who seek advanced competencies in specific areas of ministry (see Concentration Options below). The standard time limit to complete the degree requirements is six years.

#### Delivery

The program is delivered in a cohort-based format. Students join specific concentrations and journey together through the program. In order to make the program accessible to ministry professionals, the professor contact portions of the course modules are offered as intensives at various North American and international sites. For information on where courses are offered, see the Program Planner on the program website. 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. Course modules are taught by select seminary faculty and guest presenters who are effective practitioners and experienced professionals in the field. Teaching methodology combines appropriate methods and technology with collegial dialogue to encourage a creative learning environment. NOTE: The Global Mission Leadership concentration can be completed online.

#### Concentration Options

Chaplaincy (with ACPE Certified Educator option), Discipleship (English/Spanish), Discipleship and Mission for Worldview Transformation (currently inactive), Equipping Women for Effective Leadership, Family Ministry (English/Spanish), Global Mission Leadership (can be completed via interactive online synchronous delivery - see Global Campus definitions), Growing and Multiplying Churches, Intergenerational Church, Leadership (English/Spanish), Mass Media for Ministry,

Multiethnic/Multicultural Mission and Ministry, Preaching, Strategic Coaching for Life and Leadership, and Urban Ministry (English/Spanish).

#### Mission

The Doctor of Ministry program develops spiritually transformed ministers with advanced professional competencies for worldwide church leadership.

#### Vision

Changing the people who change the world.

## Total Credits - 32

#### Core - 15

GSEM 706 - Spiritual and Theological Foundations for Ministry **Credits:** 4–8

GSEM 788 - DMin Professional Dissertation Continuation **Credits:** 0

GSEM 789 - DMin Program Continuation **Credits:** 0

GSEM 790 - DMin Professional Dissertation Seminar **Credits:** 2 \*

GSEM 793 - DMin Research Methods Seminar **Credits:** 2 \*

7 credits of GSEM 796 - DMin Professional Dissertation **Credits:** 2,3 \*

\*Students taking the Chaplaincy concentration (ACPE Certified Educator option) must take the following courses instead of GSEM 790, GSEM 793, and GSEM 796:

7 credits of GSEM 785 - DMin Professional Portfolio

4 credits of PATH 739 - Advanced Clinical Pastoral Education (2 credits each in years 3 and 4)

## Concentration Modules - 17

Complete one of the following Concentration Modules.

- Chaplaincy (ACPE Certified Education option available)
- Discipleship (English/Spanish)
- Equipping Women for Effective Leadership
- Family Ministry (English/Spanish)
- Global Mission Leadership
- Growing and Multiplying Churches (English/Spanish)
- Intergenerational Church
- Leadership (English/Spanish)
- Mass Media for Ministry
- Multiethnic/Multicultural Mission and Ministry
- Preaching
- Strategic Coaching for Life and Leadership
- Urban Ministry (English/Spanish)

## Chaplaincy Concentration (ACPE Certified Educator option available)

The Chaplaincy Concentration prepares participants with advanced skills for excellence in chaplaincy ministries. Participants in the ACPE Certified Educator option complete their DMin concomitantly with the ACPE competency-based certification process.

#### Required Modules

PATH 761 - Wholistic Healthcare Ministry **Credits:** 4

PATH 787 - Theory and Research in Chaplaincy **Credits:** 4

PATH 788 - Professional Practice in Chaplaincy **Credits:** 4,5

Choose one of the following:

PATH 773 - Health Care Leadership **Credits:** 5

PATH 786 - Clinical Issues in Care and Counseling **Credits:** 5

ACPE Certified Educator courses to replace core courses:

GSEM 785 - DMin Professional Portfolio **Credits:** 2,3

PATH 739 - Advanced Clinical Pastoral Education **Credits:** 2,3 \*

\*ACPE Certified Educator option participants take PATH 739 - Advanced Clinical Pastoral Education in place of GSEM 790 and GSEM 793 in years 2 and 3, and complete a Professional Portfolio according to ACPE portfolio guidelines to fulfil the GSEM 785 - DMin Professional Portfolio requirement, in place of GSEM 796. These participants are not required to complete a DMin project and dissertation.

594

## Discipleship Concentration (English/Spanish)

#### Required Modules

DSLE 705 - Theological and Historical Perspectives on Discipleship **Credits:** 4

DSLE 708 - Mentoring and Coaching for Discipleship **Credits:** 4,5

DSLE 709 - Constructs of Corporate Ministry for Discipleship **Credits:** 5

Choose elective course(s) to make total of 17 credits in consultation with academic advisor

## Equipping Women for Effective Leadership Concentration

Equipping Women for Effective Leadership is designed to prepare women for the specialized ministry of senior leadership in the church.

#### Required Modules - 17

PATH 712 - Transformational Leadership **Credits:** 4,5

PATH 777 - Organizational Leadership **Credits:** 4

PATH 781 - Advanced Administrative Practices **Credits:** 5

PATH 782 - Gender and Leadership **Credits:** 4

## Family Ministry Concentration (English/Spanish)

#### Required Modules

DSLE 747 - Ministry to Families in Context **Credits:** 4,5

DSLE 758 - Internal Dynamics of Families **Credits:** 4,5

DSLE 748 - Family Dynamics and Sexuality **Credits:** 4,5

DSLE 749 - Family as a Center for Discipleship **Credits:** 5

## Global Mission Leadership Concentration

This concentration can be completed online.

#### 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 I **Credits:** 4

MSSN 742 - Mission Strategy Development II **Credits:** 4

Choose elective course(s) to make total of 17 credits in consultation with academic advisor

## Growing and Multiplying Churches Concentration

The Growing and Multiplying Churches Concentration helps participants create a culture of evangelism, reach specific people groups, foster a vision for change and renewal, empower for evangelism through coaching, and increase evangelistic effectiveness.

#### Required Modules - 17

PATH 742 - Church Multiplication **Credits:** 5

PATH 763 - Effective Strategic Growth **Credits:** 4

PATH 779 - Leading Growth **Credits:** 4,5

3 credits of MSSN 795 - Topics in \_\_\_\_\_ (Emphasis) **Credits:** 1–4 (Discipleship & Worldview Transformation)

## 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 US off-campus locations.

## Required Modules

PATH 707 - The Church in Intergenerational Contexts **Credits:** 4  
PATH 751 - Relational Dynamics and the Intergenerational Church **Credits:** 4  
PATH 762 - The Challenge of 2nd and 3rd Generations **Credits:** 4  
PATH 783 - Hearing and Responding to God Throughout Life **Credits:** 5

## Leadership Concentration (English/Spanish)

### Required Modules - 17

4 credits of PATH 712 - Transformational Leadership **Credits:** 4,5  
PATH 747 - Christian Leadership **Credits:** 4  
4 credits of PATH 760 - Advanced Leadership Competencies **Credits:** 4,5  
PATH 780 - Leading and Managing the Church Organization **Credits:** 5

### Languages

This concentration is now also taught in Spanish.

## Mass Media for Ministry Concentration

The *Mass Media for Ministry* concentration aims to provide students with the necessary tools for a current understanding of mass media theories and practices, and the use of media to enlarge the mission and ministry of the 21<sup>st</sup> century church.

### Required Modules - 17

PATH 721 - Mass Media Effectiveness and Distribution for Local Church **Credits:** 5  
PATH 722 - Communication and Media Ministries Foundations **Credits:** 4  
PATH 732 - Media Development & Equipping Local Leaders **Credits:** 4  
PATH 734 - Organizational Communication and Mass Media Assessment **Credits:** 4

## Multiethnic/Multicultural Mission and Ministry Concentration

### Required Modules

PATH 723 - Sociological Foundations for Intercultural Mission & Ministry **Credits:** 4  
PATH 731 - Principles and Practices in Intercultural Mission and Ministry **Credits:** 4,5  
PATH 712 - Transformational Leadership **Credits:** 4,5  
Choose elective course(s) to make total of 17 credits in consultation with academic advisor.

## Preaching Concentration

### Required Modules

PATH 743 - Prophetic Preaching in the Worship Context **Credits:** 4  
PATH 744 - A History of Preaching **Credits:** 4  
PATH 748 - Preaching the Literary Forms of the Bible **Credits:** 5  
Choose elective course(s) to make total of 17 credits in consultation with academic advisor.

## Strategic Coaching for Life and Leadership Concentration

The modality of coaching is a powerful tool to assist pastors in moving from being an "advice-giver" to helping parishioners identify their own solutions. Self-discovery combined with the accountability provided through coaching is a dynamic combination to accomplish any goal.

The Life Coaching segment of this concentration will focus on eight domains of intentional living (health, vocation, family, intellectual, financial, emotional, relational, and spiritual). Cohort participants will be challenged to model strategic living in their own lives, while inspiring congregants to join them on that path.

The Leadership segment of this concentration will again focus first on the cohort participant and their strategic leadership within their context.

## Required Modules

PATH 725 - Competencies of a Christian Coach **Credits:** 4  
PATH 726 - Identifying and Developing Your Coaching Niche **Credits:** 5  
PATH 727 - Strategic Leadership Coaching **Credits:** 4  
PATH 728 - Coaching for Intentional Living **Credits:** 4

## Urban Ministry Concentration (English/Spanish)

The Urban Ministry Concentration prepares students for specific challenges of mission and ministry in an urban context. It is designed to foster compassionate vision for people, vision for incarnational mission in the city, appreciation of diversity, commitment to empower people, and courage to challenge the status quo.

### Required Modules - 17

PATH 774 - The Church in the City **Credits:** 4  
PATH 776 - Urban Church Leadership and Management **Credits:** 5  
PATH 778 - Church Growth and Discipleship in the Urban Church **Credits:** 4,5  
3 credits of MASN 795 - Topics in \_\_\_\_\_ (Emphasis) **Credits:** 1-4 (Urban Context for Mission and Ministry)

## Additional Requirements

In addition to the requirements listed in Academic Policies Applying to all Programs, students must fulfill the following requirements for the DMin degree:

**DMin Professional Dissertation and Defense Requirements.** Students are required to complete a professional dissertation and pass a professional dissertation defense. An exception is that those who take Chaplaincy for ACPE will complete a portfolio in place of a dissertation. Registration is required for the following courses according to cohort curriculum schedule: GSEM 788, 790, and 793. For a detailed outline of the DMin professional dissertation and defense process, see Guidelines for Professional Dissertation and Professional Portfolio on program website. The Doctor of Ministry program's Advancement to Candidacy document lists the steps required of participants to continue on the track toward professional dissertation completion and graduation.

**Time Limits.** DMin students must complete all courses and modules and pass a professional dissertation defense 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 dissertation 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/#feesfor> 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.

## 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 or ministry degree.
- Supply satisfactory recommendations.
- Submit an academic paper of at least 10 pages either from a master's class, a publication, or newly created.
- Applicants from other faiths may be accepted into the program, provided they meet admission requirements and represent high moral integrity with character, lifestyle, and spiritual commitment reflective of the ideals of the Seventh-day Adventist Church.
- Applicants for the Chaplaincy-ACPE Certified Educator concentration must satisfy admission requirements for both the Andrews University DMin program and the ACPE Certified Educator Candidate Process at an ACPE Accredited Center. These admission processes are separate.

**Admission Procedure.** Applicants must submit those items specified in the Graduate Academic Policies and in the Admission and Evaluation Policies for Seminary admission requirements.

## Additional Information

### Student Financial Plans

See the DMin website (<http://www.andrews.edu/sem/dmin/about/costs/>) or contact the DMin office for further information.

## Student Learning Outcomes

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

Graduates will be able to:

- Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
- Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service.
- Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

### Primary Educational Objectives

#### Being

- Seek deeper Christ-like biblical spirituality.
- Experience enrichment of personal and family life.
- Intensify commitment to ministry.
- Develop an Adventist perspective of discipleship, evangelism, mission, and ministry.

#### Knowing

- Acquire exceptional theoretical knowledge that contributes to advanced ministry.
- Foster a holistic view of society and its needs.
- Articulate theological and theoretical understandings that advance global ministry.
- Understand the biblical model of servant leadership.

#### Doing

- Enhance the ability to evaluate ministerial practices through theological reflection.
- Use appropriate tools to analyze the needs of churches and communities.
- Refine skills that facilitate more effective ministry.
- Reinforce habits of study that contribute to lifelong learning.

## Religion PhD

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.

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.

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.

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

### Concentration

When students apply to this PhD program they may select from the following concentrations:

- Adventist Studies
- Church History
- New Testament
- Old Testament
- Theological Studies
- World Mission

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate must be taken in a department other than the one which offers the concentration.

- Adventist Studies
- Biblical Archaeology and History of Antiquity
- Church History
- Discipleship in Lifespan Education
- New Testament
- Old Testament
- Practical and Applied Theology
- Theology and Christian Philosophy
- World Mission
- Area selected from approved graduate-level studies

## Total Credits - 64

GSEM 810 - PhD-ThD Colloquium **Credits:** 0

GSEM 860 - Teaching Religion in College **Credits:** 3

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits:** 0

GSEM 885 - PhD-ThD Comprehensive Exams **Credits:** 0

GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3

### Dissertation - 16

**Choose from the following courses to total 16 credits:**

GSEM 854 - PhD-ThD Dissertation Proposal Seminar **Credits:** 3

GSEM 995 - PhD-ThD Dissertation **Credits:** 1-12

### Concentration - 33

**Choose from one of the following:**

#### Adventist Studies Concentration - 33

CHIS 814 - Historical Research and Historiography **Credits:** 3

30 other credits in Adventist Studies

#### Areas of Specialization

- Development of Adventist lifestyle
- Development of Adventist theology
- General Adventist history

#### Church History Concentration - 33

CHIS 814 - Historical Research and Historiography **Credits:** 3

CHIS 828 - Readings in Ecclesiastical Latin **Credits:** 3

27 other credits in Church History

Other languages as needed for research and/or dissertation, such as: Biblical Hebrew, Advanced Greek, Syriac, Coptic, etc.

Up to six hours of language (Ecclesiastical Latin, 3 + 3 = 6), or; (Ecclesiastical Latin, 3) + (3 hours of another language) may be included within the program hours.

#### 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

#### New Testament Concentration - 33

30 credits in New Testament Studies

#### Choose from one of the following:

NTST 808 - Advanced Greek Grammar and Syntax **Credits:** 3

NTST 835 - Seminar in Hellenistic Greek **Credits:** 3

#### Areas of Specialization

- Development of the Christian community in the first and second centuries
- History and praxis of New Testament exegesis and theology
- Intertestamental and New Testament backgrounds, both Jewish and Graeco-Roman
- Language and literature: text, canon, critical introduction, and cognate literature

#### Old Testament Concentration - 33

OTST 854 - Biblical Aramaic **Credits:** 3

OTST 860 - Readings in the Septuagint **Credits:** 3

27 other credits in Old Testament Studies

#### 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

#### Theological Studies Concentration - 33

33 credits in Theological Studies

#### 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

#### World Mission Concentration - 33

33 credits in World Mission

#### 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

## Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office.

## Additional Requirements

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.

#### 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.

#### Full Course Load

The full-time load for regular course work is 8 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. When the ten-year time limit expires, the student must request and obtain the approval of an extension from the PhD/ThD Committee to continue working on their dissertation. If the student has not graduated by ten years from first enrollment, not counting any voted leave of absence, they must register for GSEM 888 Doctoral Degree Continuation, and pay the continuation fee, fall and spring semesters every academic year until the dissertation has been defended and received post-defense approval. If a student misses two consecutive continuation fee payments they will be automatically dropped from the program.

#### 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 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 of Dates for Comprehensive Exams			
	Fall Comps	Spring Comps	Summer Comps
Complete Coursework	April	July	December
Turn in Schedule & Contracts	April	July	December
Clear DG's	June	September	March
Take Exams	October/November	January/February	July/August

\*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

**Dissertation**

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

The dissertation prepared by the student must:

- Make an original contribution to scholarship.
- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

**Oral Defense of Dissertation**

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

- Acceptance of the dissertation as presented
- Acceptance of the dissertation subject to minor revisions
- Acceptance of the dissertation subject to major revisions
- Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

**After the Defense**

- The student makes all corrections
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy may be accessed on-line at: <http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf>

**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 Languages 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.
- Have 15 prerequisite credits in the chosen area of concentration, or 12 credits in the chosen area of concentration from an Andrews University MA Religion Specialized Track (or its equivalent).

- 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.
- Criminal Background Check. Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or Canada) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children. Andrews University has selected the same company used by North American Division - Sterling Volunteers (SV) - to administer this service (if you have previously completed a background check within the past three years through SV, please login to your SV profile and share your Background Check with Andrews University).

Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

**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.

**Languages 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, Reading German, and Reading French. (Exception: Students taking the Adventist Studies, Church History, or World Mission concentrations require one modern language: Reading German, Reading French, or another modern language other than English as 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.

## Student Learning Outcomes

Graduates of this program will be able to:

- 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.

## Theology ThD

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.

### Concentrations

The ThD Interdisciplinary Concentration consists of two of the following six areas:

- Adventist Studies
- Church History
- New Testament
- Old Testament
- Theology and Christian Philosophy
- World Mission

Each field of study is to be supplemented with one of the cognate areas listed below:

- Adventist Studies
- Biblical Archaeology and History of Antiquity
- Church History
- Discipleship in Lifespan Education
- New Testament
- Old Testament
- Practical and Applied Theology
- Theology and Christian Philosophy
- World Mission
- 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.

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.

## Total Credits - 64

### Core - 6

- GSEM 860 - Teaching Religion in College **Credits:** 3
- GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits:** 0
- GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3

### Dissertation - 16

- GSEM 854 - PhD-ThD Dissertation Proposal Seminar **Credits:** 3
- GSEM 995 - PhD-ThD Dissertation **Credits:** 1–12

### Concentration - 33

For this interdisciplinary concentration, the student chooses two of the following areas of concentration, taking classes from two departments. The 33 credits are divided between the two departments with a minimum of 12 credits in an area. Additional language requirements may be part of the coursework set by departments jointly:

- Adventist Studies
- Church History
- New Testament
- Old Testament
- Theology and Christian Philosophy
- World Mission

## Cognates - 9

The concentration is supplemented with one of the cognate areas listed below. The cognate must be taken in a department other than the two which make up the concentration. If the concentration does not include Old Testament, New Testament or Theology as one of the departments of the concentration, then one of those must be taken as the cognate.

- Adventist Studies
- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- World Mission
- Area selected from approved graduate-level studies

Requirements for cognates may be obtained from the PhD/ThD office.

## Additional Requirements

Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below the minimum GPA of 3.00, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD-ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

### Coursework Levels

Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the ThD Program.

Take a minimum of 24 credits on the 800- and 900-levels.

### Colloquia and Seminary Worship

Attend doctoral colloquia and Seminary worships.

### Residency

Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48 coursework credits) must be taken in residence.

### 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. When the ten-year time limit expires, the student must request and obtain the approval of an extension from the PhD/ThD Committee to continue working on their dissertation. If the student has not graduated by ten years from first enrollment, not counting any voted leave of absence, they must register for GSEM 888 Doctoral Degree Continuation, and pay the continuation fee for fall and spring semesters every academic year until the dissertation has been defended and received post-defense approval. If a student misses two consecutive continuation fee payments they will be automatically dropped from the program.

### Comprehensive Examination

The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

- All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.
- The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.
- The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.
- the comprehensive exams will be offered three times a year (Fall, Spring, and Summer semesters).
- When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.
- During semesters of preparation for comprehensive exams and the semester of the exams the student registers for:
- GSEM 880 GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

Table of Dates for Comprehensive Exams

	Fall Comps	Spring Comps	Summer Comps
<b>Complete Coursework</b>	April	July	December
<b>Turn in Schedule &amp; Contracts</b>	April	July	December
<b>Clear DG's</b>	June	September	March
<b>Take Exams</b>	October/November	January/February	July/August

\*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

### Dissertation 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 or



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](http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf)

## Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the ThD program is granted by the PhD-ThD Committee to applicants who:

- Hold an MDiv degree (or its equivalent), from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites. Additional coursework may be required to make up deficiencies.
- Show high promise of future usefulness to church and society.

- Read proficiently in ancient and/or modern languages as noted in the Languages 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.
- 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.
- Criminal Background Check. Because seminary students will, during and/or after their studies, be working in positions of trust, applicants who have lived in North America (US or CN) for 6 months or more are required to complete a Criminal Background Check before being accepted to the seminary. This is a regular requirement for many areas of leadership and is required by the North American Division for all volunteers and employees who work with children. Andrews University has selected the same company used by the North American Division - Sterling Volunteers (SV) - to administer their background checks. There is a standard fee charged by Sterling Volunteers for this service. (If you have previously completed a background check within the past three years through SV, please login to your SV profile and share your Background Check with Andrews University.)
- Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

#### 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.

#### Languages 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.

#### Advanced Standing

Advanced standing may be considered for students having done post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the ThD Program. Credits earned towards the MDiv degree are not considered for advanced standing. The director of the ThD Program determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

## 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.

## Student Learning Outcomes

#### 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

Graduates of this program will be able to:

- 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

### Ellen G. White and Adventist Studies Graduate Certificate

The Ellen G. White and Adventist Studies Graduate Certificate is an academic program requiring three years of study on an annual intensive basis beyond the master's level or at least concurrent enrollment in a master's program. The purpose of the certificate is to prepare active teachers at Seventh-day Adventist colleges and universities who do not have a doctoral emphasis, doctoral cognate, or master's degree in Adventist Studies to competently provide education in the areas of Ellen G. White studies and Adventist history. Additionally, the program will support the educational competence of Ellen G. White/Seventh-day Adventist (EGWSDA) research center directors and division or union archive directors. The certificate requires 18 credits of prescribed 600-level course work.

**Delivery:** This program is offered at selected off-campus international sites as well as in an interactive online format using both asynchronous and synchronous courses. (See Global Campus definitions).

#### Total Credits - 18

- 3 credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2,3
- 3 credits of CHIS 628 - Historical Research and Historiography **Credits:** 2, 3
- CHIS 645 - Seminar in Adventist Studies **Credits:** 3
- CHIS 672 - Teaching Adventist History & Life and Writings of EGW **Credits:** 3
- 3 credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

#### Choose one of the following courses:

- 3 credits of CHIS 685 - Studies in Church History **Credits:** 2,3 (Ellen White and Adventist Research)
- 3 credits of CHIS 696 - Topics in Adventist Studies \_\_\_\_\_ **Credits:** 2,3 (Fundamentals of Archival Practice) **NOTE:** CHIS 696 is to be taken only by directors of EGW SDA Research Centers and division or union archive directors.

## Student Learning Outcomes

Completers will be able to:

- Conduct effective research that demonstrates competence in Ellen G. White studies and in Adventist theology and history.
- Articulate a biblical and theologically sound understanding of the prophetic gift as manifested through Ellen G. White.
- Practice hermeneutics in the interpretation of the writings of Ellen G. White that are both biblically grounded and according to her intent.
- Demonstrate understanding of the content, central issues, and processes relating to Ellen G. White and Adventist History.
- Have increased competence in the area of archival and Adventist heritage leadership (For research center directors and division and union archivists).

## Seminary Fellowship, Post-Doctoral Certificate

Wagner Kuhn, Director

This one- to two-year postdoctoral fellowship is available to individuals who have completed their PhD or ThD degree or their doctoral 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.

#### Research Areas Available:

- Adventist Studies
- Apocryphal and Pseudepigraphical Literature
- Biblical and Ancient Languages
- Biblical Archaeology
- Biblical Spirituality
- Christian Ethics
- Christian Philosophy
- Church History
- Doctrines and Theology
- Historical Theology
- Judaism and Rabbinic Studies
- Leadership
- Literary Criticism
- Mission
- New Testament Studies
- New Testament Backgrounds
- Old Testament Studies
- Preaching
- World Religions

## Total Credits - 12

GSEM 898 - Postdoctoral Research Project **Credits:** 4,5

GSEM 990 - Postdoctoral Seminar **Credits:** 3,4

4 credits of electives chosen in consultation with advisor as needed

## Additional Requirements

- 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 and GSEM 898 Postdoctoral Research Project.
- 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.

## Admission Requirements

An application to the Seminary Fellowship, Post-Doctoral Certificate 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 an 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.

## Additional Information

#### Financial Responsibilities

- The fellow will be charged doctoral-rate tuition for the doctoral seminar credits taken each semester. A 50% discount on tuition will be given to the postdoctoral fellow.
- 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 diploma will be issued upon the successful completion of the postdoctoral program.

## Student Learning Outcomes

Upon completion of the Seminary Fellowship, Post-Doctoral Certificate program, fellows will be able to:

- Demonstrate ability to do original academic research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study. This involves written and scholarly research, professional presentation(s), and submission for publication.

## Seminary - General

### GSEM 501 - New Student Orientation

**Credits:** 0

Required for all incoming MDiv students. This class introduces students to the MDiv program and covers topics such as degree requirements, how to succeed in the program, Seminary code of conduct, and campus resources. Information on the date of the Orientation is sent out to students once accepted.

**Grade Mode:** Satisfactory (S,U,I,W)

**Schedule Type:** Independent, Seminar

**College Code:** SEM

### GSEM 505 - Colloquium: \_\_\_\_\_

**Credits:** 0

Colloquia on a variety of topics offered every semester for MDiv students. (On-campus MDiv students are required to participate in five colloquia before graduation.)

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring, Summer

**College Code:** SEM

### GSEM 515 - Introduction to Biblical Hermeneutics

**Credits:** 3

An introduction to biblical presuppositions and principles for interpreting and understanding Scripture and applying its message as illustrated in selected passages from the Old and New Testaments.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** 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 (A-F,I,W)

**Corequisite(s):** An NTST, OTST or THST course.

**Schedule Type:** Lecture, Interactive Online

**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)

**Schedule Type:** Lecture

**College Code:** SEM

## GSEM 530 - Doctrine of the Sanctuary

**Credits:** 2,3

A study of the earthly and heavenly sanctuaries with special emphasis on the books of Genesis, Leviticus, Daniel, Hebrews and Revelation. Team taught by members of various departments.

**Grade Mode:** Normal (A-F,I,W)

**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.

**Course Attribute:** Half-time status

**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:** Lab Required

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass Essential Computer Skills Test.

**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 (A-F,I,W)

**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 (A-F,I,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 628 - Great Controversy, Covenant, Law, and Sabbath

**Credits:** 2,3

An exegetical, historical, and theological survey of the themes of Covenant, Law, and the Sabbath in Scripture and Christian History within the Great Controversy worldview.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**College Code:** SEM

## GSEM 648 - Workshop

**Credits:** 1-4

Selected topics

**Grade Mode:** Normal w S (A-F,I,S,U,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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,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 (A-F,I,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.

**Course/Lab Fee:** Yes

**Grade Mode:** Satisfactory (S,U,I,W)

**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.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Schedule Type:** Independent

**College Code:** SEM

### **GSEM 685 - General Seminary Topic:**

**Credits:** 2,3

Study of an interdisciplinary theme. Topic announced in advance.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Blended Learning, Interactive Online

**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

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **GSEM 690 - Independent Study:**

**Credits:** 1-3

Research dealing with issues in the field of General Seminary topics. For specifics of individual classes, see course descriptions.

**Course/Lab Fee:** No

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**Special Approval:** Advisor permission required

**College Code:** SEM

### **GSEM 695 - Research Project**

**Credits:** 2,3

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **GSEM 697 - Thesis for MA Degree**

**Credits:** 1-10

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:** SEM

### **GSEM 698 - Thesis for Master of Divinity Degree**

**Credits:** 2-8

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **GSEM 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.

**Course Attribute:** Half-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **GSEM 706 - Spiritual and Theological Foundations for Ministry**

**Credits:** 4-8

This is a foundational module required of all DMin students. The module builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self reflection and examination of life and belief.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** SEM

### **GSEM 785 - DMin Professional Portfolio**

**Credits:** 2,3

A DMin portfolio is a professional project that integrates theological reflection, competency-based learning, and practical ministry. The portfolio contributes to the enhancement of ministry in the healthcare environment and to the growth and development of the ministry professional. The portfolio development follows the guidelines for development as outlined in the ACPE Certification Manual.

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **GSEM 788 - DMin Professional Dissertation Continuation**

**Credits:** 0

Persons who have completed all registrations of module and professional dissertation credits required for the DMin degree maintain their enrollment status by registration for DMin Professional Dissertation Continuation each subsequent semester until completing or leaving the program. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **GSEM 789 - DMin Program Continuation**

**Credits:** 0

Program participants register in semesters between module intensives for DMin Program Continuation to maintain current student status in all semesters. This course qualifies for half-time status, requiring a minimum of 240 hours of work per semester of registration.

**Course Attribute:** Half-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **GSEM 790 - DMin Professional Dissertation Seminar**

**Credits:** 2

Forming the professional dissertation proposal and issues related to completing the dissertation successfully. Areas of focus include academic writing, literature review, critical thinking, experiential learning, reading and evaluating research reports, an effective work plan for completion of the dissertation, and other dissertation-related topics.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, Seminar

**College Code:** SEM

### **GSEM 793 - DMin Research Methods Seminar**

**Credits:** 2

Forming the action plan for successfully implementing and evaluating the DMin professional dissertation. Areas of focus include action research, research design and methods, descriptive statistics, methods of evaluating the project, IRB approval, and other project-related topics.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** SEM

### **GSEM 796 - DMin Professional Dissertation**

**Credits:** 2,3

The DMin professional dissertation integrates theological reflection, scholarly research and practical ministry. The professional dissertation 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.

**Course/Lab Fee:** No

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 7 credits

**Schedule Type:** Independent

**College Code:** SEM

## GSEM 797 - Independent Study

**Credits:** 1–8

Available to students by permission of the program committee. A minimum of one meeting per month with the supervising professor is generally required.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

## GSEM 810 - PhD-ThD Colloquium

**Credits:** 0

Attendance at PhD-ThD scholarly colloquia to enhance understanding of the SDA theology, identity, and philosophy of scholarship, promote interdisciplinary knowledge and foster the PhD-ThD learning community. Four semesters of S credit required.

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring

**College Code:** SEM

## GSEM 844 - PhD-ThD Dissertation Proposal Preparation

**Credits:** 0

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

## GSEM 850 - Research Seminar

**Credits:** 2

An introduction to research methods and tools.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

## GSEM 854 - PhD-ThD Dissertation Proposal Seminar

**Credits:** 3

Advanced research techniques and tools, with preparation of a tentative proposal, or pre-proposal, for a dissertation in the field of religion.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

## GSEM 860 - Teaching Religion in College

**Credits:** 3

Furnishes PhD and ThD students with insights into the practice of using basic techniques, tools and procedures for meaningful instruction in the field of religion.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## GSEM 880 - Preparation for PhD-ThD Comprehensive

### Examinations

**Credits:** 0

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** Yes

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory w/o 'I' (S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

## GSEM 885 - PhD-ThD Comprehensive Exams

**Credits:** 0

Taken in the semester comprehensive exams are taken. May be repeated one time only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status

**Grade Mode:** Satisfactory (S,U,I,W)

**Prerequisite(s):** GSEM 880 Preparation for PhD-ThD Comprehensive Exam

**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 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:** 4,5

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 (A-F,I,W)

**Schedule Type:** Seminar

**College Code:** SEM

## GSEM 990 - Postdoctoral Seminar

**Credits:** 3,4

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

# Church History

Seminary N327

269-471-3541

chis@andrews.edu

### Faculty

Trevor O'Reggio, *Chair*

Kevin M. Burton

Abner F. Hernandez

Denis Kaiser

John W. Reeve  
Merlin D. Burt, *Research Professor*  
Nicholas Miller, *Research Professor*  
Jerry Moon, *Emeritus*

#### **Church History Mission Statement**

Prepare and inspire students for the service of the church, through instruction on the providential history of Christianity and the Seventh-day Adventist Church, and promote these principles among church leaders, and in dialogue with other Adventist and Christian scholars.

## Church History

### **CHIS 504 - Adventist History and Life and Writings of Ellen G. White**

**Credits:** 3

This overview class will examine the history of Adventism from the Millerite period to the present, including aspects of organization with key people and events. The second part of the class will introduce the prophetic gift as manifested in Scripture and through the history of Ellen G. White's life, writings, and ministry in the Seventh-day Adventist Church.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Prerequisite to CHIS 624 and CHIS 674.

**Schedule Type:** Lecture

**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 (A-F,I,W)

**Schedule Type:** Lecture

**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, Interactive Online

**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, Interactive Online

**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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **CHIS 570 - History of the Seventh-day Adventist Church**

**Credits:** 1.5,2

This overview class will examine the history of Adventism from the Millerite period to the present including aspects of organization with key people and events.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** For the MDiv program, this course, along with CHIS 571, is a prerequisite for CHIS 624 and CHIS 674.

**Schedule Type:** Lecture, Blended Learning, Interactive Online

**College Code:** SEM

### **CHIS 571 - The Life and Writings of Ellen G. White**

**Credits:** 1.5,2

Introduction to the prophetic gift as manifested in Scripture and through the history of Ellen G. White's life, writings, and ministry in the Seventh-day Adventist Church.

**Course Attribute:** Adventist Studies

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning, Interactive Online

**College Code:** SEM

### **CHIS 574 - History of Seventh-day Adventist Theology**

**Credits:** 2

Origin and subsequent development of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith.

**Grade Mode:** Normal (A-F,I,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 (A-F,I,W)

**Schedule Type:** Lecture, 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 (A-F,I,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 (A-F,I,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 (A-F,I,W)

**Prerequisite(s):** CHIS 612 or equivalent.

**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 (A-F,I,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:** 2,3

The foundational interpretive issues and correct research methods relating to Ellen G. White's prophetic ministry with attention to key issues that impact the Seventh-day Adventist Church.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHIS 570, CHIS 571, or equivalent

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

## CHIS 625 - Seminar in Church-State Thought

**Credits:** 2,3

A seminar that examines religious toleration and freedom and the relationship of church and state through the reading of primary sources. Includes classic writers such as Augustine, Aquinas, Calvin, Williams, Bayler, Locke, Jefferson, and Mill, and contemporary authors such as Neuhaus and Carter.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Seminar

**College Code:** SEM

## CHIS 628 - Historical Research and Historiography

**Credits:** 2, 3

An examination of the methods of historical investigation and presentation.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 629 - History of Christian Spirituality

**Credits:** 2,3

History and practice of Christian spirituality, from the Early Church through the Modern Church and Adventism, supported by reading and discussion of selected spiritual writers.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 630 - History of Jewish Experience

**Credits:** 2,3

The history of the Jewish people, religion, literature, and culture since biblical times, with emphasis on relationships to Christianity.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 634 - Reformation Theology

**Credits:** 2,3

Teachings of the leading Reformers on justification, predestination, law and grace, the church, the sacraments, church-state relationships, and other topics; a comparison of these positions with Seventh-day Adventist teachings.

**Course Attribute:** Theology

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 635 - History of the African American Churches

**Credits:** 2,3

An investigation of the African-American experience within the Christian church, with particular focus given to the Seventh-day Adventist Church. Study is given to such critical issues as Regional Conferences.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath

**Credits:** 2,3

The historical development of theological thought concerning the great controversy, covenant, law, and Sabbath and their interrelationships since the early church, with particular attention to aspects that have influenced the Seventh-day Adventist Church.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 640 - Reformation: \_\_\_\_\_

**Credits:** 2,3

Careers and contributions of selected major reformers and the course of their movements.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different reformers or movements

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 645 - Seminar in Adventist Studies

**Credits:** 3

Research into special topics in Adventist Studies.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 650 - English Reformation and Rise of Puritanism

**Credits:** 2,3

Developments in the 16th and 17th centuries; the Elizabethan Settlement; the Puritan movement and its relation to authority, the kingdom of God, preaching, and the Sabbath; leading Reformers and Puritans and their legacy for today.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 654 - Seminar in English Reformation and Puritan Theology

**Credits:** 3

Theological documents of the English Reformation and Puritanism, with particular attention to those aspects which influenced Seventh-day Adventist doctrine.

**Course Attribute:** Theology

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

**Schedule Type:** Seminar

**College Code:** SEM

## CHIS 655 - Wesley and Methodism

**Credits:** 2,3

Topics in the historical development of Methodism and Wesleyan theology.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 657 - Seminar in Reformation Theology

**Credits:** 3

Selected topics from Lutheran, Reformed, Swiss, Radical, and Counter-Reformation theologies.

**Course Attribute:** Theology

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

## CHIS 659 - Seminar in the History of Selected Christian Doctrines

**Credits:** 3

The history of concepts characteristic of Seventh-day Adventism, such as the Sabbath, sanctuary, conditional immortality, and pre-millennial historicist eschatology, as taught through the centuries, with principal emphasis on their development outside of Seventh-day Adventism.

**Course Attribute:** Theology

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM



## CHIS 660 - History of Religion in America

**Credits:** 2,3

The development of religion in America from colonial times to the present. Emphasis on the role of religion in American culture and on such issues as revivalism, the social concerns of the churches, and the evolution of major denominational families.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 664 - History of American Religious Thought

**Credits:** 2,3

Special attention given to the evolution of Calvinistic and Arminian thought, millennial schemes in the 19th and early 20th centuries, and the fundamentalist-modernist controversy. Intellectual developments that influenced the development of Seventh-day Adventism are emphasized.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 665 - Modern Church History

**Credits:** 2,3

The Pietistic movement, evangelical awakenings, the Enlightenment, the rise of the modern missionary impulse, the Oxford Movement, the Vatican Councils, and related phenomena, in the context of their times. Factors that influenced the rise of Seventh-day Adventism are emphasized.

**Grade Mode:** Normal (A-F,I,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 (A-F,I,W)

**Schedule Type:** Lecture

**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 (A-F,I,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 672 - Teaching Adventist History & Life and Writings of EGW

**Credits:** 3

This overview class will prepare teachers to examine and present the history of Adventism from the Millerite period to the present including aspects of organization with key people and events. The second part of the class will also prepare teachers to introduce the prophetic gift as manifested in Scripture and through the history of Ellen G. White's life, writings and ministry in the Seventh-day Adventist Church.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## CHIS 674 - Development of Seventh-day Adventist Theology

**Credits:** 2,3

The origins, development, and integration of the Adventist theological foundations starting from the Second Advent Awakening and Millerite movement to the present, emphasizing such doctrines as the Sabbath, sanctuary, Three Angels' Message, conditional immortality, Trinity, Christology, and righteousness by faith.

**Course/Lab Fee:** No

**Course Attribute:** Theology

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHIS 570 and CHIS 571, or equivalent.

**Prerequisite/Corequisite:** CHIS 570, CHIS 571, or equivalent

**Schedule Type:** Lecture, 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 (A-F,I,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 (A-F,I,W)

**Schedule Type:** Lecture

**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 (A-F,I,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:** Seminar

**College Code:** SEM

## CHIS 683 - The Pastor, Church and Civil Law

**Credits:** 2, 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 (A-F,I,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 (A-F,I,W)

**Prerequisite(s):** Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

## CHIS 685 - Studies in Church History

**Credits:** 2,3  
Topics announced in advance.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

## CHIS 687 - Seminar in Development of Prophetic Interpretation

**Credits:** 2,3  
A study of topics in the history of prophetic interpretation, with attention to aspects which have influenced Seventh-day Adventists.

**Course Attribute:** Theology  
**Grade Mode:** Normal (A-F,I,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 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

## CHIS 689 - History of Worship and Liturgy

**Credits:** 2, 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 (A-F,I,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 (A-F,I,S,U,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 (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture  
**College Code:** SEM

## CHIS 696 - Topics in Adventist Studies \_\_\_\_\_

**Credits:** 2,3  
Selected themes. Can be used only by preapproval from the student's program director and the teacher.

director and the teacher.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Blended Learning, Interactive Online  
**College Code:** SEM

## CHIS 814 - Historical Research and Historiography

**Credits:** 3  
An examination of the methods of historical investigation and presentation.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

## CHIS 828 - 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.

**Grade Mode:** Normal (A-F,I,W)  
**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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

## CHIS 885 - Topics in Adventist Studies:

**Credits:** 1-3  
Classroom setting research dealing with selected problems in the field of Adventist Studies.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

## CHIS 890 - Directed Reading in Church History

**Credits:** 1-6  
Guided readings in selected literature.

**Grade Mode:** Normal w S (A-F,I,S,U,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 (A-F,I,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 (A-F,I,W)  
**Schedule Type:** Independent  
**College Code:** SEM

## CHIS 895 - Directed Reading in Adventist Studies

**Credits:** 1-6  
Guided readings in selected literature.

**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable

**Schedule Type:** Independent  
**College Code:** SEM

### CHIS 940 - Seminar:

**Credits:** 3  
Selected issues in Church History.

**Course Attribute:** Theology  
**Grade Mode:** Normal (A-F,I,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 (A-F,I,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 (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

# Discipleship & Lifespan Education

Seminary N210  
269-471-6186

#### Faculty

Scott Ward, *Chair*  
Jasmine Fraser  
Ainsworth E. Joseph  
Rogelio Paquini  
Ronald H. Whitehead  
John V. G. Matthews, *Senior Research Professor*  
David Sedlacek, *Senior Research Professor*  
H. Peter Swanson, *Emeritus*  
Jane Thayer, *Emerita*  
Allan Walsh, *Emeritus*

## Discipleship & Lifespan Education

### DSLE 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. (Relates to NCFR Content Area #5 - Interpersonal Relationships.)

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### DSLE 507 - Introduction to Chaplaincy Ministry

**Credits:** 2  
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/Lab Fee:** No  
**Course Attribute:** Chaplaincy  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### DSLE 542 - Advanced Foundations of Biblical Spirituality

**Credits:** 2,3  
In-depth study and practice of specific issues and activities of the spiritual life.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** DSLE 541.  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 547 - Understanding Trauma

**Credits:** 2  
Students understand the basics of psychological trauma and its impact on the lives of individuals, families and communities with an emphasis on adverse childhood experiences (ACEs). Students will learn to identify the various types of trauma, methods to support healing, and how to advocate for trauma recovery in communities and organizations.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 564 - Discipling Young Adults

**Credits:** 2,3  
Formulation of a comprehensive plan for discipling young adults. Treats topics such as: small groups, sexuality, dating; music and other issues.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** DSLE 534.  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 605 - Foundations in Discipleship & Lifespan Education

**Credits:** 2,3  
Focuses on current and historical theoretical approaches to Christian education and discipleship across the lifespan. An introduction to procedures needed to implement, maintain and evaluate religious/spiritual learning in the church and school.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**Term Offering:** Spring  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### DSLE 607 - Intergenerational Ministry

**Credits:** 2  
This course examines the diversity and challenges of ministering to multiple generations in the same church family. Participants explore ways to bridge the generation gaps and how to help older adults find ways of ministering in the local congregation through mentoring, intergenerational relationships, and other older adult opportunities.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 610 - Teaching for Discipleship

**Credits:** 2,3  
Educational strategies based on current research in learning theory and human development, and family life education, 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. (Relates to NCFR Content Area #10 - Family Life Education Methodology)

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 616 - Collaborative Ministry: Partnering in Discipleship and Mission

**Credits:** 2  
Helping educators and pastors to collaborate together in the development, promotion and support of Adventist education and schools as creative centers for community life and learning. Fostering discipling as a catalyst for community engagement with secular society.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Interactive Online  
**Term Offering:** Fall  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 620 - Scholarly and Professional Development

**Credits:** 0  
Students develop sustainable habits of scholarship including attendance at planned seminars and professional conferences, 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).

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

### DSLE 626 - Discipling 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

## DSLE 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## DSLE 633 - K-12 Faith Development & Bible Methods

**Credits:** 2,3

A holistic approach to Bible teaching, including biblical discipleship and best practice in education. Elementary and secondary school Bible curriculum by grades and by units with special emphasis on growth of knowledge and holistic faith development, appropriate teaching and learning strategies, and materials. Fifteen hours field experience required. Satisfies SDA certification requirements for Bible methods.

**Course/Lab Fee:** Yes

**Course Attribute:** Bible Teaching

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, Interactive Online

**Year Offering:** Annually

**Term Offering:** Spring, Summer

**College Code:** SEM

## DSLE 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. (Relates to NCFR Content Area #9 - Professional Ethics & Practice.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## DSLE 636 - Discipling Youth

**Credits:** 2,3

Formulation of a comprehensive plan for discipling youth. Areas of emphasis can include but are not limited to: campus chaplaincy, childhood, adolescence, African American, Hispanic, and youth evangelism.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** DSLE 534 or permission of professor.

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

## DSLE 648 - Workshop: \_\_\_\_\_

**Credits:** 1-3

Examination and application of principles and strategies in Religious Education.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Workshop

**College Code:** SEM

## DSLE 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/Lab Fee:** No

**Course Attribute:** Pastoral Care

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## DSLE 652 - Personal and Family Finance

**Credits:** 3

Designed to explore the management of personal and family finances and to help

the student understand and teach household budgeting, the use and cost of credit, life, property and umbrella insurance, savings and investing. This course emphasizes the principles of stewardship; the recognition that our financial assets are God-given to not only satisfy our needs and wants, but to also be a blessing to others. (Relates to NCFR Content Area #6 - Family Resource Management.)

**Course/Lab Fee:** Yes

**Course Attribute:** Finance

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**Term Offering:** Fall, Spring

**College Code:** SEM

## DSLE 655 - Families in Society

**Credits:** 3

An introduction to family-life education and the mission and methods of family ministry within a leadership perspective. Also explores family relationships to other entities, such as educational, government, religious, healthcare and occupational institutions in society. (Relates to NCFR Content Area #1 -Families & Individuals in Societal Contexts.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## DSLE 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** CHMN 550 recommended for MDiv students.

**Schedule Type:** Lecture

**College Code:** SEM

## DSLE 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. (Relates to NCFR Content Area #8 - Family Law and Public Policy.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## DSLE 658 - Internal Dynamics of Families

**Credits:** 3

A study of family systems theory and its application to key issues in internal family dynamics. (Relates to NCFR Content Area #2 –Internal Dynamics of Families.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## DSLE 659 - Human Sexuality

**Credits:** 3

An understanding of the development and main tenets of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional and social aspects of sexual development and the Christian's response to this God-given gift. (Relates to NCFR Content Area #4 - Human Sexuality.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## DSLE 661 - Wholistic Health and Aging

**Credits:** 2

This course goes from theory to practice in developing an older adult ministry, examining the physical, mental health, emotion and spiritual aspects of aging. The unique challenges in each of these areas will be presented along with concrete

suggestions for ministry to the needs of this growing population.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### DSLE 662 - Field Practicum: Professional

**Credits:** 1-6  
Can only be done after the student has completed 24 credits in the MA in DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Practicum  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### DSLE 669 - Reaching the Secular Mind

**Credits:** 2,3  
Describes popular worldviews found in academic settings and explores strategies for Christian young adults to maintain their own faith and to present the gospel in terms understandable to the unchurched. Includes a consideration of how to plan informal learning events that focus on behavior and value changes.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 670 - Reaching Out: Institutional Settings; Families and Caregivers for Seniors

**Credits:** 2  
Opportunities to serve the aging already abound, including the elderly living in our own neighborhoods and throughout our communities. The vast majority (90+%) live in their own homes or with their own families; 2/3 of those over 85 live in their own homes or with their families. 85% of those with dementia live in the communities (not in institutions). Further, loneliness in seniors is widely recognized as "an epidemic": "1.4 million elderly report feeling lonely", "while 80 years and older say that up to 80 per cent of the time they feel lonely". This course provides an overview of this situation, a profile of those in our communities, and considers how we might respond.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### DSLE 675 - Ministry to Children

**Credits:** 2,3  
Designed to acquaint students with the opportunities for ministry to and with children in the church, school and home. The biblical principles of child leadership, within the context of the church community, are given primary emphasis.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**Year Offering:** Annually  
**Term Offering:** Fall  
**College Code:** SEM

### DSLE 676 - Topics: \_\_\_\_\_

**Credits:** 1-3  
Themes to be covered are announced in the current class schedule.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### DSLE 677 - Ministry to Older Adults

**Credits:** 2  
This survey course is designed to acquaint students with the opportunities for ministry to older adults in the church, institutions and home. It also explores the emotions, experiences, and needs of the senior adult. The biblical principles of senior ministry leadership, within the context of the church community, are given primary emphasis. Topics: Designing an older adult ministry program in church, outreach to older adults in the community, discipling older adults, assessing an older adult ministry program for effectiveness, senior ministry leadership, older adult ministry models in the NAD and Globally.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### DSLE 678 - Spiritual Nurture of Children

**Credits:** 2,3  
Examines the spiritual needs of children and young adolescents in light of their physical, social, emotional, and mental development. Considers the nurturing roles of parents and teachers in the church and day school. Practicum activity required.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 679 - Parenting Education and Guidance

**Credits:** 3  
Examines the changing roles and responsibilities of parents; child-rearing practices, including spiritual nurture of children; safety and protection for children; diverse parenting situations; and decision-making about parenthood. Examines the dynamics and needs in the changing nature of parent/child relationships. Develops skills in parenting education, integrating a Christocentric purview. (Relates to NCFR Content Area #7 - Parent Education and Guidance.)

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 681 - Field Practicum: Academic

**Credits:** 1-6  
Supervised discipleship in lifespan education experience in a chosen area of specialty, such as Bible Teaching and Religious Education. Permission of advisor and practicum supervisor required.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Schedule Type:** Practicum  
**College Code:** SEM

### DSLE 685 - Cultural Concerns, Global Aging, Diversity and Gender

**Credits:** 2  
This course aims to help prepare us to exercise what the Bible calls "true religion" (Ja 1:27), honoring the aged among us as we honor our parents (Ex 20; Lev 19:32; Mat 15; Eph 6; 1 Tim 5). Honor, understood biblically, is holistic and integrated, just as human beings are holistically integrated with their histories, cultures, languages, families, religions, and personal life stages. To engage positively and wisely we must acknowledge these real differences in our neighborhoods and institutions of care and learn to express our care with understanding and respect. We will look together at some of the barriers and opportunities for more sensitive, compassionate, and fruitful ministries of care.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### DSLE 688 - MA (Discipleship in Lifespan 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.

**Course/Lab Fee:** Yes  
**Grade Mode:** Noncredit (NC,W)

**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

### DSLE 690 - Independent Study: \_\_\_\_\_

**Credits:** 1-3

**Course/Lab Fee:** No  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Prerequisite(s):** Permission of advisor and instructor required.  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** SEM

### DSLE 699 - Thesis

**Credits:** 1-3  
Master's thesis.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 3 credits  
**Schedule Type:** Independent  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**Term Offering:** Spring  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**Term Offering:** Spring  
**College Code:** SEM

### DSLE 708 - Mentoring and Coaching for Discipleship

**Credits:** 4,5  
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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**Term Offering:** Spring  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Each summer two intensives in the Family Ministry Concentration are offered. GDPC 614 Human Development or equivalent.  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**Term Offering:** Summer  
**College Code:** SEM

### DSLE 748 - Family Dynamics and Sexuality

**Credits:** 4,5  
This module addresses ministry to families based on an understanding of family systems, the family-life cycle, human-relationship processes and human sexuality.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### DSLE 749 - Family as a Center for Discipleship

**Credits:** 5  
Considers the mission of the home to foster discipleship—within the marriage relationship and in the parenting of children, with the wider family circle of relatives, and with friends and neighbors in the community. Special emphasis will be placed on the dynamics of parent-child relationships and parenting responsibilities with a particular emphasis on transmitting a heritage of faith to the next generation.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning  
**Term Offering:** Summer  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** GDPC 614 Human Development or equivalent.  
**Schedule Type:** Lecture  
**Term Offering:** Summer  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** GDPC 614 Human Development or equivalent.  
**Schedule Type:** Lecture  
**Term Offering:** Summer  
**College Code:** SEM

### DSLE 758 - Internal Dynamics of Families

**Credits:** 4,5  
A study of family-systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** GDPC 614 Human Development or equivalent.  
**Schedule Type:** Lecture  
**Term Offering:** Summer  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 779 - Parenting Education and Guidance

**Credits:** 3  
Examines the changing roles and responsibilities of parents; child-rearing practices, including spiritual nurture of children; safety and protection for children; diverse parenting situations; decision making about parenthood. Develop skills in parenting education, integrating a Christocentric purview.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** GDPC 614 Human Development or equivalent.  
**Schedule Type:** Lecture  
**Term Offering:** Summer  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 870 - Advanced Studies: \_\_\_\_\_

**Credits:** 1-4  
Individual or group studies in a specific area of Religious Education designed to meet program competencies.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Special Approval:** Advisor or instructor permission required.

**College Code:** SEM

### DSLE 878 - Advanced Scholarly and Professional Development

**Credits:** 0  
Represents student initiatives for developing sustainable habits of scholarship and includes such things as attendance at colloquia, special-event lectures, and professional conferences; presentation of scholarly papers; and teaching experiences.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 880 - PhD (Discipleship in Lifespan Education) Program Continuation

**Credits:** 0  
Allows off-campus doctoral students during their coursework phase to maintain active status and to have access to the James White Library electronic resources.

**Course/Lab Fee:** Yes  
**Grade Mode:** Noncredit (NC,W)  
**Repeatable:** Repeatable



**Schedule Type:** Independent  
**College Code:** SEM

### DSLE 885 - Field Practicum: \_\_\_\_\_

**Credits:** 1-5  
Supervised religious education experience for the advanced student's chosen area of specialty such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required.

**Course/Lab Fee:** No  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Practicum  
**College Code:** SEM

### DSLE 887 - Applied Research

**Credits:** 1-3  
A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative research study leading to joint publication. Project to support competency for dissertation research.

**Course/Lab Fee:** No  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

### DSLE 890 - Directed Reading

**Credits:** 1-6  
**Course/Lab Fee:** No  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

### DSLE 930 - Seminar: \_\_\_\_\_

**Credits:** 3  
Group study in specified areas of Religious Education.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**Special Approval:** Advisor or instructor permission required.  
**College Code:** SEM

### DSLE 950 - Synthesis in Discipleship in Lifespan Education

**Credits:** 2  
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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### DSLE 994 - Dissertation: Literature Review

**Credits:** 1-3  
These credits qualify as part of the dissertation sequence for candidates whose dissertations require extensive research in related fields of literature. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** No  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory (S,U,I,W)  
**Repeatable:** Repeatable up to 3 credits  
**Schedule Type:** Independent  
**College Code:** SEM

### DSLE 995 - Doctoral Dissertation

**Credits:** 1-13  
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 for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course/Lab Fee:** No  
**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 14 credits  
**Schedule Type:** Independent  
**College Code:** SEM

## New Testament

The mission of the New Testament Department of the Seventh-day Adventist Theological Seminary is to treasure and promote the knowledge, understanding, and life-application of the New Testament and the good news about Jesus Christ, the Son of God.

The department seeks to do this through teaching, preaching, lecturing, research, and writing. Its horizon includes biblical languages, interpretation, theology, backgrounds, archaeology, and the origins of the Christian movement.

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269-471-3219  
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**Faculty**  
P. Richard Choi, *Chair*  
Felix Cortez  
Ranko Stefanovic  
Cedric Vine  
Thomas Shepherd, *Senior Research Professor*  
Robert M Johnston, *Emeritus*  
Teresa L. Reeve, *Emerita*

## New Testament Studies

### 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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### NTST 520 - Introduction to the New Testament

**Credits:** 2  
An introduction and survey of the New Testament.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**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 (A-F,I,W)  
**Prerequisite/Corequisite:** Must have met the beginning Greek requirement or be enrolled in NTST 551.  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### NTST 530 - Introduction to Revelation

**Credits:** 2  
An introduction and survey of the book of Revelation.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

## NTST 535 - Studies in the Pauline Writings

**Credits:** 2,3

Study of selected letters of Paul. Greek not required. Not applicable to MDiv credit.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**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 (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

## NTST 537 - Studies in Acts and General Epistles

**Credits:** 2,3

Study of a selected book or books from either Acts or the General Epistles. Greek not required. Not applicable to MDiv credit.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 538 - Studies in Hebrews

**Credits:** 2,3

Study of Hebrews. Greek not required. Not applicable to MDiv credit.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

## NTST 552 - Intermediate Greek

**Credits:** 0,3

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.

**Course/Lab Fee:** Yes

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must have passed NTST 551 either by passing the placement exam or the course

**Schedule Type:** Lecture, 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 (A-F,I,W)

**Repeatable:** Repeatable with different topics

618

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 606 - New Testament Textual Criticism and Canon

### Formation

**Credits:** 2,3

Development and history of the New Testament canon, text and translations.

Meets the New Testament Backgrounds course requirement for the MDiv.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 608 - Advanced Greek Grammar and Syntax

**Credits:** 2,3

An intense and rigorous course to give students high proficiency in the Koine Greek of the New Testament and cognate literature.

**Grade Mode:** Normal (A-F,I,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 613 - Love, Marriage and Divorce

**Credits:** 2,3

In-depth historical-grammatical study of the New Testament theology of love, sexual expression, marriage and divorce in the teachings of Jesus and the apostles.

**Grade Mode:** Normal (A-F,I,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 614 - Suffering, Death and Resurrection

**Credits:** 2,3

In-depth historical-grammatical study of the New Testament theology of suffering, death and resurrection in the teachings of Jesus and the apostles.

**Grade Mode:** Normal (A-F,I,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 615 - New Testament Archaeology

**Credits:** 2,3

A study of the archaeological evidence that contributes to a better understanding of the political, religious, and cultural context in which the New Testament was written.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 616 - Theology of Luke-Acts

**Credits:** 2,3

In-depth study of selected themes in Luke-Acts.

**Grade Mode:** Normal (A-F,I,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 618 - Syriac

**Credits:** 2,3

Basic elements of grammar and syntax with a practical vocabulary; attaining proficiency in reading to enable continued independent study; comparisons with Hebrew for a better understanding of biblical Hebrew in its Semitic setting.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 623 - New Testament Theology of Prayer

**Credits:** 2,3

In-depth historical-grammatical study of the prayers in the New Testament ranging

from Jesus' prayers to prayers in Acts and the Epistles and the theology of prayer as expressed by various New Testament writers.

**Grade Mode:** Normal (A-F,I,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 626 - Seminar in Classical Jewish Literature

**Credits:** 2,3

Reading in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and medieval texts. Identical to OTST 626.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Required languages vary according to the subject matter.

**Repeatable:** Repeatable with different topics

**Schedule Type:** Seminar

**College Code:** SEM

### NTST 627 - New Testament Theology of Salvation

**Credits:** 2,3

In-depth historical-grammatical study of the concepts of sin and salvation in the New Testament.

**Grade Mode:** Normal (A-F,I,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 628 - The Holy Spirit in the New Testament

**Credits:** 2,3

In-depth historical-grammatical study of the person and the work of the Holy Spirit in the New Testament.

**Grade Mode:** Normal (A-F,I,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 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 (A-F,I,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 630 - Theology of the Synoptic Gospels

**Credits:** 2,3

In-depth study of selected themes in the synoptic gospels.

**Grade Mode:** Normal (A-F,I,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 633 - Social Issues in the New Testament

**Credits:** 2,3

In-depth study of selected New Testament passages regarding the involvement of individual believers and the church in addressing human need.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.

**Schedule Type:** Lecture

**College Code:** SEM

### NTST 634 - Theology of the Pauline Epistles

**Credits:** 2,3

In-depth study of selected themes in the Pauline Epistles.

**Grade Mode:** Normal (A-F,I,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 635 - Intertestamental Literature

**Credits:** 2,3

Selected studies in the Old Testament, Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls in the context of the history and culture of Judaism of the Intertestamental Period and their relationships to the Old and New Testaments. Particular topics announced in advance.

**Grade Mode:** Normal (A-F,I,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 (A-F,I,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 (A-F,I,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 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 (A-F,I,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 (A-F,I,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, Interactive Online

**College Code:** SEM

### NTST 646 - Topics in New Testament Exegesis

**Credits:** 2,3

Studies in hermeneutical principles and procedures requisite to New Testament interpretation and/or in various sections of the New Testament.

**Grade Mode:** Normal (A-F,I,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 (A-F,I,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 (A-F,I,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

**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 (A-F,I,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 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 (A-F,I,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 (A-F,I,W)

**Schedule Type:** Lecture

**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 (A-F,I,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 658 - Advanced Studies in the Pauline Writings

**Credits:** 2,3

The letter(s) of Paul to be studied are announced in advance.

**Grade Mode:** Normal (A-F,I,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 665 - Coptic

**Credits:** 2,3

Basic elements of Coptic grammar and syntax, readings in the Coptic New Testament and other Coptic literature.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 667 - Topics in New Testament Theology

**Credits:** 2,3

A study of selected themes in New Testament theology or of the structure of New Testament theology as a whole. Topics announced in advance.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST 552 by passing the placement exam or by earning at least a C in the course

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 668 - New Testament Ethics

**Credits:** 2,3

A study of the ethical teachings of the New Testament, their relation to New Testament theology, and their implications for contemporary Christian living.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST 552 by passing the placement exam or by earning at least a C in the course

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 676 - Jesus in Recent Scholarship

**Credits:** 2,3

Advanced studies in the person and proclamation of Jesus and the ways Jesus has been understood in various, significant 'lives' of Jesus, including current Jewish assessments. Seeks to give a biblical answer to Jesus' question, "Who do you say that I am?"

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST 552 by passing the placement exam or by earning at least a C in the course

**Schedule Type:** Lecture

**College Code:** SEM

## NTST 677 - Seminar in New Testament Issues

**Credits:** 2,3

Topics announced in the Class Schedule.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Seminar

**Special Approval:** Admission for non-doctoral students by permission of professor.

**College Code:** SEM

## NTST 678 - Seminar in Greek Exegesis

**Credits:** 2,3

Particular books or passages to be exegeted are announced in advance.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST 552 by passing the placement exam or by earning at least a C in the course

**Repeatable:** Repeatable with different topics

**Schedule Type:** Seminar

**Special Approval:** Admission for non-doctoral students by permission of professor.

**College Code:** SEM

## NTST 679 - Seminar in New Testament Theology and Ethics

**Credits:** 2,3

An examination of one or more major theological or ethical themes of the New Testament. Particular themes announced in advance.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST 552 by passing the placement exam or by earning at least a C in the course

**Repeatable:** Repeatable with different topics

**Schedule Type:** Seminar

**Special Approval:** Admission for non-doctoral students by permission of professor.

**College Code:** SEM

## NTST 680 - Greco-Roman World

**Credits:** 2,3

Aspects of the culture, history, and religion of the Greco-Roman world bearing on New Testament interpretation.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### NTST 684 - Judaism and the New Testament

**Credits:** 2,3

A study of the Jewish background of the New Testament, including the contemporary history, culture, religion, and literature.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### NTST 689 - Seminar in New Testament Backgrounds

**Credits:** 2,3

Particular topics announced in advance.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Seminar

**College Code:** SEM

### NTST 690 - Independent Study

**Credits:** 1-4

Research on an individual basis dealing with problems in the field of the New Testament. Only open to students who have completed core New Testament requirements. See Seventh-day Adventist Theological Seminary.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### NTST 695 - Topics in New Testament Backgrounds

**Credits:** 2,3

Course deals with selected themes.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** SEM

### NTST 696 - Seminar in Hellenistic Greek

**Credits:** 2,3

Selected readings in and analysis of various sources such as the Greek New Testament, Septuagint, papyri, Josephus, Philo, Apostolic Fathers, or related texts.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST 552 by passing the placement exam or by earning at least a C in the course

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**Special Approval:** Admission for non-doctoral students by permission of professor.

**College Code:** SEM

### NTST 808 - Advanced Greek Grammar and Syntax

**Credits:** 3

An intense and rigorous course to give students high proficiency in the Koine Greek of the New Testament and cognate literature.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST552 either by passing the placement exam or by earning at least a B+ in the course.

**Schedule Type:** Lecture

**College Code:** SEM

### NTST 835 - Seminar in Hellenistic Greek

**Credits:** 3

Selected readings in and analysis of various sources such as the Greek New Testament, Septuagint, papyri, Josephus, Philo, Apostolic Fathers, or related texts.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST552 by passing the placement exam or by earning at least a B+ in the course.

**Schedule Type:** Lecture

**College Code:** SEM

### NTST 844 - 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.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** Must pass NTST552 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 885 - Topics in

**Credits:** 1-3

Classroom setting research dealing with selected problems in the field of New Testament.

**Grade Mode:** Normal (A-F,I,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 (S,U,I,W)

**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 (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### NTST 920 - Seminar in New Testament Backgrounds

**Credits:** 2,3

Particular topics announced in advance.

**Grade Mode:** Normal (A-F,I,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 (A-F,I,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:** 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 (A-F,I,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:** Seminar

**College Code:** SEM

# Old Testament

Seminary N111  
269-471-2861  
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## Faculty

Paul Z. Gregor, *Chair*  
Roy E. Gane  
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Randall W. Younker  
Richard M. Davidson, *Senior Research Professor*  
Jacques B. Doukhan, *Senior Research Professor*  
Constance E. C. Gane, *Associate Research Professor*  
Gerald A. Klingbeil, *Research Professor*

## 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 (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

### ANEA 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,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 (A-F,I,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 (A-F,I,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 (A-F,I,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 (A-F,I,W)

**Schedule Type:** Lecture

**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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### ANEA 615 - Seminar in Archaeology and History of Antiquity

**Credits:** 2,3

The archaeology and historical discoveries and problems related to the Old Testament.

**Grade Mode:** Normal (A-F,I,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 624 - Bible Lands and Their Exploration

**Credits:** 2,3

Countries of the Bible and archaeological explorations carried out in them during the past 150 years; the geographical setting of Bible history; the background, rise, and progress of biblical archaeology; methods employed by archaeologists in using material excavated and found in the Near East. A review of critical approaches to the historical geography of the Bible. (MA students in archaeology must take for 3 units.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### ANEA 625 - New Testament Archaeology

**Credits:** 2,3

A study of the archaeological evidence that contributes to a better understanding of the political, religious, and cultural context in which the New Testament was written. (MA students in archaeology must take for 3 units.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**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 (A-F,I,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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 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. (MA students in archaeology must take for 3 units.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 638 - Archaeology in Evangelism**

**Credits:** 2,3

An introduction to the use of archaeology in evangelistic settings. Field projects are observed and presented by students.

**Grade Mode:** Normal (A-F,I,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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 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. (MA students in archaeology must take for 3 units.)

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 690 - Independent Study**

**Credits:** 1-3

Individual research work on specific problems for students who have completed basic courses in Archaeology. See general guidelines under Academic information.

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **ANEA 695 - Directed Studies**

**Credits:** 3

Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Independent

**College Code:** SEM

### **ANEA 805 - Historical Geography of the Ancient Near East**

**Credits:** 3

Advanced Study of the countries of the Bible and archaeological explorations carried out in them during the past 150 years; the geographical setting of Bible history; the background, rise, and progress of biblical archaeology; methods employed by archaeologists in using material excavated and found in the Near East. A review of critical approaches to the historical geography of the Bible.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 810 - Near Eastern Archaeology**

**Credits:** 3

Covers such periods of antiquity as the Bronze Age, Iron Age, Early Christian period, and Byzantine times. A study of ancient artifacts, architecture, and other mainly non-written materials.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** ANEA 614 or equivalent.

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 814 - Advanced Archaeology of Palestine**

**Credits:** 3

An advanced study of the principles, methods, and results of the archaeological research in Palestine, with an emphasis on how they impact biblical studies.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 815 - Advanced Archaeology of the New Testament Period**

**Credits:** 3

An advanced study of the archaeological evidence that contributes to a better understanding of the political, religious, and cultural context in which the New Testament was written.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 830 - Advanced Archaeological Field Work**

**Credits:** 1-9

This course is an advanced field work course for doctoral students. It provides guidance and experience in supervising and directing archaeological field research.

**Grade Mode:** Normal (A-F,I,W)

**Corequisite(s):** ANEA 630 - Archaeological Field Work

**Prerequisite(s):** ANEA 630 or the permission of the instructor.

**Schedule Type:** Practicum

**College Code:** SEM

### **ANEA 840 - Advanced Research, Method and Theory in Archaeology**

**Credits:** 3

An advanced course in research techniques and tools in the discipline of archaeology, distinctive concepts and selected topics in archaeological methodology and theory.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 880 - Topics in Church History:**

**Credits:** 1-3

Classroom setting research dealing with selected problems in the field of Church History.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 885 - Topics in:**

**Credits:** 1-3

Classroom setting research dealing with selected topics in the field of Archaeology.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** SEM

### **ANEA 890 - Directed Reading in History and Archaeology Studies**

**Credits:** 1-6

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### **ANEA 895 - Independent Study in:**

**Credits:** 1-3

Research on an individual basis dealing with selected topics in the field of Archaeology and the History of Antiquity.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

## ANEA 940 - Seminar in Advanced Archaeology and History of Antiquity

**Credits:** 3  
Advanced study in the archaeology and historical discoveries and problems related to the Old Testament.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

## OTST 500 - Survey of the Old Testament

**Credits:** 2,3  
An introductory survey of the history, literature, and backgrounds of the Old Testament for students who have not had such a course on the college level.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

## OTST 510 - Archaeology and the Bible

**Credits:** 2,3  
The assembling of archaeological and ancient textual material which, interpreted from the philosophical viewpoint of the Bible, emphasizes the accuracy and authenticity of the Scriptures. A study of cultures, customs, languages, and rituals that throw light on the statements of God's Word.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

## OTST 515 - Introduction to Middle Eastern Languages, Culture and History

**Credits:** 2,3  
An introduction to the languages and/or culture and history of the Middle East, this course is designed to provide a practical general background for students who plan to conduct work or research on or in selected Middle Eastern countries.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

## OTST 520 - Introduction to Old Testament Theology

**Credits:** 2,3  
Introduction of Old Testament theology. Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith. Normally offered off-campus for the MA Ministry students and others who have not taken Hebrew. Not applicable for MDiv credit.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

## OTST 545 - Daniel

**Credits:** 2,3  
Exegetical study in selected portions of Daniel.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Schedule Type:** Lecture  
**College Code:** SEM

## OTST 546 - Studies in Daniel (English)

**Credits:** 2,3  
This course covers selected chapters of Daniel based primarily on the English text with reference to the Hebrew/Aramaic original. Typically offered to students who have not yet taken OTST551 or OTST552. Not applicable for MDiv credit.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

## OTST 551 - Biblical Hebrew I

**Credits:** 0,3  
The fundamentals of biblical Hebrew: a small but practical vocabulary, an understanding of the grammatical structure of the language, and practice in the use of lexicons and commentaries. Aims to provide the minister with a practical study tool.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning, Lecture, Interactive Online  
**College Code:** SEM

## OTST 552 - Biblical Hebrew II

**Credits:** 0,2,3  
Development of reading ability in narrative portions of the Hebrew Bible for the student who has OTST 551 or its equivalent.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning, Lecture, Interactive Online  
**College Code:** SEM

## OTST 556 - Studies in Prophets (English)

**Credits:** 2,3  
This course covers selected books of Prophets based primarily on the English text with reference to the Hebrew/Aramaic original. Typically offered to students who have not yet taken OTST551 or OTST552. Not applicable for MDiv credit.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

## OTST 565 - Survey of the Pentateuch

**Credits:** 2,3  
Interpretation of the Torah (Pentateuch) and exegetical study in selected portions of its books (Genesis, Exodus, Leviticus, Numbers, or Deuteronomy).

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Must have met the beginning Hebrew requirement or be enrolled in OTST 551.  
**Schedule Type:** Lecture, Interactive Online  
**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 (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

## OTST 570 - Readings in the Old Testament (English)

**Credits:** 2,3  
Covers selected books/passages of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min students and others who have not taken Hebrew. Not applicable for MDiv credit.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**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 (A-F,I,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 (A-F,I,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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 610 - The Great Controversy, Covenant, Law, Sabbath

**Credits:** 2,3  
An exegetical, historical, and theological survey of the themes of covenant, law, and the Sabbath in the Old Testament within the Great Controversy worldview.

**Grade Mode:** Normal (A-F,I,W)  
**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 (A-F,I,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 (A-F,I,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 (A-F,I,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 (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Schedule Type:** Lecture, Interactive Online  
**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 (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Repeatable:** Repeatable  
**Schedule Type:** 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 (A-F,I,W)  
**Prerequisite(s):** - Divinity MDiv: Grade of B+ or higher in OTST 552 or a Hebrew Placement Exam score of 75% or higher. Religion (MA) Specialized Track and Religion (PhD): Grade of A- or higher in OTST 552 or a Hebrew Placement Exam score of 85% or higher.  
**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 (A-F,I,W)  
**Prerequisite(s):** Required languages vary according to the subject matter.  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### OTST 627 - Jewish Life and Thought

**Credits:** 2,3  
An introduction to Jewish beliefs and theology, liturgy and festivals, and thinking and philosophy as they illuminate approaches to the Bible and Hebrew customs.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Schedule Type:** Lecture, Interactive Online  
**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 (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**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 (A-F,I,W)  
**Repeatable:** Repeatable up to 12 credits  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 633 - Social Issues in the Old Testament (Exegesis)

**Credits:** 2,3  
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 (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 634 - Intertestamental Literature

**Credits:** 2,3  
Selected studies in the Old Testament, Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls in the context of the history and culture of Judaism of the Intertestamental Period and their relationships to the Old and New Testaments. Particular topics announced in advance.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent  
**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-monarchical, monarchical, and post-monarchical periods.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 639 - Studies in Old Testament Exegesis

**Credits:** 2,3  
Exegetical studies in selected sections or themes of the Old Testament.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**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 (A-F,I,W)  
**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 (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**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 (A-F,I,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 (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**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 (A-F,I,W)  
**Prerequisite(s):** NTST 552 and OTST 552 or their equivalent.  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 664 - Pentateuch

**Credits:** 2,3  
Exegetical study in selected portions of Genesis, Exodus, Leviticus, Numbers or Deuteronomy.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 666 - Historical Books

**Credits:** 2,3  
Exegetical study in selected portions of Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah or Esther.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 668 - Psalms/Wisdom Literature

**Credits:** 2,3  
Exegetical study in selected portions of Job, Psalms, Proverbs, Qoheleth or Song of Songs.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 674 - Daniel

**Credits:** 2,3  
Exegetical study in selected portions of Daniel.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent. Recommended prerequisite: OTST 654.  
**Recommended:** Recommended OTST 654 .  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### OTST 675 - Minor Prophets

**Credits:** 2,3  
Exegetical study in selected portions of the Book of the Twelve ("Minor Prophets"). Content announced in advance.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** At least one Hebrew exegesis course with a grade of an A.  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### OTST 685 - Principles of Hermeneutics

**Credits:** 2,3  
An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation with application to selected texts.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 686 - Major Prophets

**Credits:** 2,3  
Exegetical study in selected portions of Isaiah, Jeremiah or Ezekiel.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 552 or its equivalent.

**Schedule Type:** Lecture  
**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 (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

### OTST 695 - Directed Studies

**Credits:** 1–3  
Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher.

**Grade Mode:** Normal (A-F,I,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 (A-F,I,W)  
**Prerequisite(s):** OTST 614 or equivalent.  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 820 - Textual Criticism

**Credits:** 3  
Detailed comparative textual examination of challenging Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** OTST 654, OTST 660, additional languages as needed. Admission by permission of instructor.  
**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 (A-F,I,W)  
**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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 854 - Biblical Aramaic

**Credits:** 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 860 - Readings in the Septuagint

**Credits:** 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 (A-F,I,W)  
**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 (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

### OTST 890 - Directed Reading in Old Testament Studies

**Credits:** 1–6  
**Grade Mode:** Normal w S (A-F,I,S,U,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 (A-F,I,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 (A-F,I,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 (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

# Practical & Applied Theology

Seminary S220  
269-471-6371  
path@andrews.edu

**Faculty**  
Willie Hucks II, *Chair*  
Luis A. Amador Morales  
Alain Coralie  
Heather Crews  
Roy Gatton  
Kenley Hall  
S. Joseph Kidder  
Michael L. Lewis  
Timothy Madding  
Errol McLean

Ricardo Norton  
Eli Rojas  
David Williams  
Hyveth Williams  
Pavel Zubkov  
Anna M. Galeniece, *Research Professor*  
Skip Bell, *Emeritus*  
Russell Burrill, *Emeritus*  
James North, *Emeritus*  
Stan Patterson, *Emeritus*  
David Penno, *Emeritus*  
Kenneth Stout, *Emeritus*  
H. Peter Swanson, *Emeritus*

**Mission Statement:**

In harmony with the Seminary, we prepare women and men for exceptional service as pastors, chaplains, and administrators who equip others to minister to the church and society in anticipation of the Second Coming of Jesus Christ.

**Vision Statement:**

We see pastors, chaplains, and administrators multiplying the ministry of Christ in society through all believers, according to their unique giftedness.

## Practical & Applied Theology

### PATH 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/Lab Fee:** No

**Course Attribute:** Preaching

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

### PATH 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. This is a required foundational course for students in the chaplaincy concentration who have not taken chaplaincy courses at their undergraduate level or have not finished two units of CPE prior to taking this course.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 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/Lab Fee:** No

**Course Attribute:** Hispanic Ministries

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 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 provide additional topics for class discussion. The student will understand grief related to both death and loss.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

### PATH 523 - Worship: Word and Music

**Credits:** 2,3

Explores the theology of worship and the interrelatedness of preaching, music, worship environment and other elements of corporate worship. Various worship styles and practices are considered and principles are presented that guide worship within local contexts.

**Course/Lab Fee:** Yes

**Course Attribute:** Sacred Music and Worship

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, Interactive Online, Workshop

**College Code:** SEM

### PATH 525 - Hispanic-American Culture and Challenges

**Credits:** 2,3

Studies into the nature of the multifaceted North American Hispanic culture and challenges.

**Course/Lab Fee:** No

**Course Attribute:** Hispanic Ministries

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 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/Lab Fee:** No

**Course Attribute:** Church Leadership

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

### PATH 529 - Church and Personal Finance

**Credits:** 2,3

Financial structure of the Seventh-day Adventist Church. Also personal finance of the minister.

**Course/Lab Fee:** No

**Course Attribute:** Church Leadership

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 535 - Biblical Leadership in the Black Church

**Credits:** 2

This course explores the application of a biblical theology of leadership and sound leadership theory to Black and African-American pastoral settings as they relate to worship, preaching, local church administration, community engagement, and race

relations both within the Adventist denomination and in society at large.

**Course/Lab Fee:** No  
**Course Attribute:** Church Leadership  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Evangelism  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Hispanic Ministries  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 539 - Church Growth and the Equipping Leader

**Credits:** 3  
An examination of church growth research, principles, and practices, with a special focus on the role of the pastor as an equipper.

**Course/Lab Fee:** No  
**Course Attribute:** Evangelism  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** A prerequisite for all NADEI courses. 3 credits required for the MDiv program.  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Pastoral Care  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 541 - Church Growth

**Credits:** 2  
An examination of church growth research, principles, and practices, with a special focus on the role of the pastor as an equipper. Sections of this course will include content addressing the particular needs of different concentrations.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Church Leadership  
**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Pastoral Care  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Pastoral Care  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 549 - Philosophy & Ethics of Chaplaincy

**Credits:** 3  
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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### PATH 552 - Foundations of Pastoral Ministry

**Credits:** 2  
This course leads students to explore and reflect on the high calling of ministry, their own call, and the focus of their ministry. It engenders growth in the roles, tasks and responsibilities of pastoral ministry.

**Course/Lab Fee:** No  
**Course Attribute:** Church Leadership  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** Lab required.  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### PATH 553 - The Church and Social Issues

**Credits:** 2,3  
This course explores the biblical and theological foundations for the church's moral and social engagement in the local community. It combines academic theory and praxis with a biblically-informed perspective on contemporary society, and equips students with the tools required for their responsible involvement in society as prophetic change agents.

**Course/Lab Fee:** No  
**Course Attribute:** Pastoral Care  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 554 - Clinical Pastoral Education (CPE)

**Credits:** 3-8  
Theological and experiential education offers supervised training in clinical and urban settings and spiritual/theological reflections in a peer group under the guidance of a CPE educator. A CPE unit is completed at the ACPE-accredited Seminary Chaplaincy Study Center.

**Course/Lab Fee:** Yes  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Schedule Type:** Practicum  
**Special Approval:** Instructor permission required.  
**College Code:** SEM

## PATH 555 - Pastoral Counseling

**Credits:** 2,3

Introduction to the processes and function of counseling as practiced by the helping professions, particularly of the pastor actively engaged in ministry to a congregation. A weekly lab experience for skills practice is required.

**Course/Lab Fee:** No

**Course Attribute:** Pastoral Care

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning, Lecture/Lab

**College Code:** SEM

## PATH 556 - Professional Development Practicum

**Credits:** 0-3

Provides the student an opportunity to engage in field activities that develop expertise in the NAD Pastoral Core Qualities.

**Course/Lab Fee:** No

**Course Attribute:** Evangelism

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Schedule Type:** Practicum

**College Code:** SEM

## PATH 557 - Practicum in Clinical Pastoral Education (CPE):

**Credits:** 2-8

Professional education for pastoral and chaplaincy ministries with supervised clinical practicum and spiritual/theological reflections. CPE unit (Hospital or Urban) must be completed at an accredited and approved CPE center.

**Course/Lab Fee:** No

**Course Attribute:** Pastoral Care

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Prerequisite(s):** PATH 555.

**Schedule Type:** Practicum

**Special Approval:** Instructor permission required.

**College Code:** SEM

## PATH 560 - Advanced Ministerial Development

**Credits:** 2

Advanced Ministerial Development affords students a supervised ministry context in which they demonstrate their commitment to ministry, strengthen areas in which ministerial development is needed and enrich their lifelong ministry portfolio. The AMD contract is created in relationship with the student's individual learning objectives, ministry plan and context.

**Course/Lab Fee:** No

**Course Attribute:** Evangelism

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**College Code:** SEM

## PATH 562 - Field Evangelism

**Credits:** 3-6

This is a field school of evangelism under the direction of an approved evangelist, with an emphasis on evangelistic visitation, clearing of biblical teaching, and leading people to decision.

**Course/Lab Fee:** No

**Course Attribute:** Evangelism

**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)

**Prerequisite(s):** 3 credits required for the MDiv program.

**Repeatable:** Repeatable

**Schedule Type:** Practicum

**College Code:** SEM

## PATH 567 - Health & Lifestyle Transformation

**Credits:** 1

A study of the Adventist health message in its contemporary expression and application in pastoral work and outreach, and in the pastor's personal life.

**Course/Lab Fee:** No

**Course Attribute:** Pastoral Care

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## PATH 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/Lab Fee:** No

**Course Attribute:** Church Finance and Stewardship

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## PATH 578 - Voice and Hymn Singing

**Credits:** .5,1

Fundamental understanding of the voice as it relates to singing— includes breathing, tone quality, placement, and aspects of keeping the voice healthy. Seminary chorus participation required. Maximum 3 credits.

**Course/Lab Fee:** No

**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

## PATH 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## PATH 588 - Seminary Chorus

**Credits:** .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/Lab Fee:** No

**Course Attribute:** Sacred Music and Worship

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable up to 3 credits

**Schedule Type:** Music Organization

**College Code:** SEM

## PATH 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/Lab Fee:** No

**Course Attribute:** Sacred Music and Worship

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## PATH 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/Lab Fee:** No

**Course Attribute:** Preaching

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PATH 505 Biblical Preaching

**Schedule Type:** Lecture

**College Code:** SEM

## PATH 601 - Preaching Biblical Prophecies

**Credits:** 2,3

A specialized homiletics course taught in a lab setting, designed to inform the preaching of biblical prophecies with an emphasis on Daniel and Revelation. Focus will also be placed on examining and exegeting the passage and developing

practical strategies, methods and competencies that result in innovative, motivational and evangelistic sermons from apocalyptic and prophetic books.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 505 Biblical Preaching  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 602 - History of Christian Worship Music

**Credits:** 2  
The understanding and appreciation of the development of Christian congregational singing and worship music repertoire, in their respective liturgical and theological contexts.

**Course/Lab Fee:** No  
**Course Attribute:** Sacred Music and Worship  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 603 - Evangelistic Preaching

**Credits:** 2,3  
This course equips seminarians in the preparation of Christ-centered, Bible-based, doctrinally-sound sermons for lifestyle and event evangelism, to create Bible studies to obtain decisions for Christ, His teachings and Church and to partner with another participant for visitation of a worship service of other faiths for the experience.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Evangelism  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Preaching  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 505 Biblical Preaching  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 505 Biblical Preaching  
**Schedule Type:** Lecture/Lab  
**College Code:** SEM

### PATH 611 - Specialized Approaches to Evangelism

**Credits:** 2,3  
A study of emerging evangelistic strategies such as, but not limited to, small group evangelism, urban ministry, youth and university evangelism, church planting, Natural Church Development, and community engagement evangelism

**Course/Lab Fee:** No  
**Course Attribute:** Evangelism  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 612 - Urban Mission

**Credits:** 2,3  
Explores the nature of cities, noting their history, development, and relationship to the mission of God and the church. Students are exposed to various ministries dealing with the hungry, homeless, battered, addicted, and the alienated. Identical to MSSN612.

**Course/Lab Fee:** No  
**Course Attribute:** Evangelism  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 613 - Coaching for Mission

**Credits:** 1,2  
Through laying a biblical foundation, understanding the uniqueness of coaching and practicing coaching skills, this course equips students to help others fulfill their God-given mission in a non-directive, Spirit-led way.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture/Lab  
**College Code:** SEM

### PATH 620 - Supervision in Ministry

**Credits:** 2,3  
Training in the supervision of seminary students and ministerial interns in the practice of ministry. Emphasis on formation as well as education. Action-reflection methods utilized in instruction as models for supervision in person-to-person or small group settings.

**Course/Lab Fee:** No  
**Course Attribute:** Pastoral Care  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 623 - Innovative Evangelism

**Credits:** 2,3  
Seeks to stimulate new ideas for evangelizing population groups that may be difficult to reach with more traditional methods, as well as broadening the means by which people might be attracted to the gospel. This may involve a review of unique approaches that have been tried by others as well as the development of original plans by students.

**Course/Lab Fee:** No  
**Course Attribute:** Evangelism  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 627 - Black Preaching

**Credits:** 2,3  
An advanced preaching course which seeks to refine and further develop the preaching skills of those called to preach among African Americans. Includes a survey and analysis of great Black preachers.

**Course/Lab Fee:** No  
**Course Attribute:** Preaching  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 505 Biblical Preaching

**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 629 - Sacred Music in the African-American Tradition

**Credits:** 2,3  
An examination of the historical role of music in African- American worship, and of the distinctive contributions African- American sacred music has made to Christian worship.

**Course/Lab Fee:** No  
**Course Attribute:** Sacred Music and Worship  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 630 - Leadership Development

**Credits:** 2,3  
A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to MSSN 630.

**Course/Lab Fee:** No  
**Course Attribute:** Church Leadership  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 632 - Contextualized Preaching:\_\_\_\_\_

**Credits:** 2,3  
The history and dynamics of preaching to a particular cultural group, such as African Americans, Hispanics, Youth, and Koreans, with an emphasis on the distinctive homiletical, rhetorical, and cultural qualities required for the effective proclamation of the Gospel to each group.

**Course/Lab Fee:** No  
**Course Attribute:** Preaching  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 505 Biblical Preaching  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 633 - Preaching the OT/NT for Maximum Impact

**Credits:** 2,3  
An advanced preaching course that presents a methodology for preaching on biblical narratives and genealogy, law and typology, poetry and wisdom texts, prophetic and apocalyptic literature, parables, and epistles from a Christocentric perspective.

**Course/Lab Fee:** No  
**Course Attribute:** Preaching  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 505  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Preaching  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 505 Biblical Preaching or acceptance into Pastoral Ministry MAPM program  
632

**Repeatable:** Repeatable  
**Schedule Type:** Blended Learning, Seminar  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Church Leadership  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### PATH 640 - Seminar in Pastoral Counseling

**Credits:** 2,3  
Application of principles and techniques to specific problem areas in pastoral care.

**Course/Lab Fee:** No  
**Course Attribute:** Pastoral Care  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 665 or its equivalent, or permission of instructor.  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Pastoral Care  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable  
**Schedule Type:** Practicum  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 543  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 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/Lab Fee:** No  
**Course Attribute:** Sacred Music and Worship  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM



### PATH 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/Lab Fee:** No

**Course Attribute:** Evangelism

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 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. This course cannot replace any required course.

**Course/Lab Fee:** No

**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

**Repeatable:** Repeatable up to 6 credits

**Schedule Type:** Practicum

**College Code:** SEM

### PATH 661 - Mental Health & Ministry: \_\_\_\_\_

**Credits:** 2

The course explores a landscape of mental and neurological disorders and emotional distress from biblical and scientific perspectives. It deals with shame and confusion that may accompany mental health and faith-based approaches that are often assumed to be strong enough to overcome mental disorders. The course enhances an understanding of mental health issues for the providers of pastoral and spiritual care as they offer hope and grace to those who bear the burden of mental illnesses.

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PATH 555

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 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/Lab Fee:** No

**Course Attribute:** Pastoral Care

**Grade Mode:** Normal (A-F,I,W)

**Prerequisite(s):** PATH 555 or its equivalent, or permission of instructor.

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 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/Lab Fee:** No

**Course Attribute:** Evangelism

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### PATH 690 - Independent Study:

**Credits:** 1-3

See general guidelines under Academic Information.

**Course/Lab Fee:** No

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### PATH 704 - Missional Church in Western Culture

**Credits:** 4

Investigates 21st century western culture and corresponding mission praxis. Includes theology of the church, theory, and practices in ministry. Prepared for church leaders who desire to gain an understanding of the implications of missional church in western culture. Includes an emphasis in contemporary worldviews.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**Term Offering:** Spring

**College Code:** SEM

### PATH 707 - The Church in Intergenerational Contexts

**Credits:** 4

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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**Term Offering:** Fall

**College Code:** SEM

### PATH 709 - The Changing Church

**Credits:** 4

Includes biblical theology of the church and ecclesiology. Why churches change, or resist change, theory and practices in managing change. Defining discipleship. Preparing church leaders who desire to gain an understanding of the implications of intergenerational congregations in secular cultures. Includes characteristics and worldviews of millennials.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**Term Offering:** Spring

**College Code:** SEM

### PATH 710 - Issues in Discipleship

**Credits:** 4

This class will deal with issues in discipleship that pastors commonly face in ministry. These include issues such as worldview and its effect on spirituality, discipleship and spiritual gifts, discipling children, discipleship through family worship, and creating a culture of discipleship in the local church.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

### PATH 711 - Mission & Ministry to Generational Cultures

**Credits:** 4

This module will explore how each generation develops its own distinct generational culture and analyze the reasons that generational changes are accelerating. Emphasis will be given to intergenerational competencies and skills needed for intergenerational mission and ministry.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

### PATH 712 - Transformational Leadership

**Credits:** 4,5

Personal and theological reflection will be integrated with principles for leading change. Systems thinking, transformation of organizational culture and human-development theory are also investigated.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 713 - Transformational Leadership and Organic Systems Thinking**

**Credits:** 5  
Personal and theological reflection will be integrated with principles for leading change. Systems thinking, transformation of organizational culture, and human development theory are investigated in the context of missional leadership. The module also pursues further development and application of missional lifestyle modeling. Practical focus on incarnational mission skills is initiated.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### **PATH 714 - Discipling Leaders for Mission**

**Credits:** 5  
Leaders transact vision through developing disciples according to the biblical model for an apostolic movement. Those whom missional servants lead become mature in Christ and thus a missional movement is multiplied. Coaching and mentoring skills are taught so that the leader can develop people toward maturity in Christ.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 715 - Topics in Urban Ministry**

**Credits:** 4  
this course explores topics in urban ministry including culture and worldview and their impact on ministry in the city, and are customized to the context of each DMin cohort.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**Year Offering:** Alternate years (odd)  
**College Code:** SEM

### **PATH 721 - Mass Media Effectiveness and Distribution for Local Church**

**Credits:** 5  
This advanced course applies cutting-edge practices with training and equipping local leaders to effectively generate sustainability and church growth through specific mass media appropriation.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 722 - Communication and Media Ministries Foundations**

**Credits:** 4  
This intensive intends to study the biblical foundations of communication for mission and ministry, and the historical development of Christian media organizational practices.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 723 - Sociological Foundations for Intercultural Mission & Ministry**

**Credits:** 4  
This module will focus on a systematic study of Old Testament and New Testament principles for intercultural 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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 724 - Recovering the Life and Growth of the New Testament Church**

**Credits:** 4  
Examines the conditions behind the growth of the church in the New Testament, including leadership transformation, church unity, and the role of the Holy Spirit. Engages Scripture to draw principles and practices that lead to a similar experience in the contemporary church.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### **PATH 725 - Competencies of a Christian Coach**

**Credits:** 4  
The core competencies of Christian Coaching will be explored and practiced including: active listening, managing the fixer, asking powerful questions, acknowledgment, overcoming blocks and obstacles, setting SMART goals, and accountability. Theological foundations for coaching will be explored, along with applications in the ministry context. Students will become familiar with and begin practicing the International Coach Federation Professional Certified Coach Markers which include demonstrating ethical practice, embodying a coaching mindset, establishing and maintaining agreements, cultivating trust and safety, maintaining presence, listening actively, evoking awareness, and facilitating client growth. The participants will learn to distinguish coaching from mentoring and therapy, as well as the importance of making referrals when needed. Students will master best practices of coaching by utilizing the recommended framework for a standard coaching session. Instructor(s) will model coaching sessions in class, providing students with an opportunity for observation and feedback, including utilizing a professional evaluation assessment.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 726 - Identifying and Developing Your Coaching Niche**

**Credits:** 5  
Coaching is a powerful tool to connect with the broader community. This course empowers participants to tap into their natural and experiential skills to identify a specialty in the coaching field utilizing assessment tools. This course will equip participants to build relational bridges to individuals in the community and congregation who desire to experience growth in a specific area. Course participants will develop an engaging seminar or signature speech that highlights their selected emphasis area. Instructor and peer feedback will provide opportunity to fine-tune content. Aligning coaching opportunities with current professional responsibilities will be explored.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 727 - Strategic Leadership Coaching**

**Credits:** 4  
As a leader, there are many opportunities to engage coaching skills. The area of strategic planning will be a specific focus of this course. Skills to lead a church forward in growth or revitalization utilizing a collaborative approach and powerful questions will be modeled and practiced. Tools and best practices, including Natural Church Development will be explored and demonstrated in a real-life context. Coaching will be highlighted as an invaluable skill in preaching, chairing meetings, in-home visitation, Bible studies, and more. On-site visits with highly effective churches will provide opportunities to practice coaching skills to discover keys to success. Students will become familiar with and practice group coaching techniques following the International Coach Federation's team core competencies and markers.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 728 - Coaching for Intentional Living**

**Credits:** 4  
The eight domains of intentional living will provide the framework for coaching: health, vocation, family, intellectual, financial, emotional, relational, and spiritual. Students will learn how to utilize a discovery session to identify growth areas and establish a coaching strategy with a client. This course will provide experience with

self-evaluation tools that can be utilized in coaching sessions. This course will emphasize self-growth toward intentional living and how to empower leaders within the participant's sphere of influence through coaching. In-class peer coaching will be observed and evaluated as a group learning experience.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 731 - Principles and Practices in Intercultural Mission and Ministry**

**Credits:** 4,5

This module will examine best practices in intercultural mission and ministry. Special emphasis will be given to models of intercultural mission and ministry. The module will include site visits to successful intercultural churches and discussions with these top practitioners.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 732 - Media Development & Equipping Local Leaders**

**Credits:** 4

This course provides an in-depth study of media development from a leadership and management perspective, analyzing current practices to effectively produce and distribute relevant and culturally sensitive content for 21st-century mission and ministry.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 734 - Organizational Communication and Mass Media Assessment**

**Credits:** 4

This module explores mass media communication theories in an organizational religious environment and analyzes the role and trends of mass media Christian production. The strengths, weaknesses, opportunities, and threats to sharing the gospel in effective ways will be examined.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 739 - Advanced Clinical Pastoral Education**

**Credits:** 2,3

Clinical experience in pastoral care and professional development. CPE training must be completed at an approved CPE location and during the ACPE's Certification Process (previously-done CPE units will not be accepted).

**Course/Lab Fee:** No  
**Grade Mode:** Normal with DG (A-F,I,W,DG,DN)  
**Schedule Type:** Practicum  
**College Code:** SEM

### **PATH 742 - Church Multiplication**

**Credits:** 5

The Seventh-day Adventist church has defined itself as a movement. In order to be a movement, there must be momentum. This module will primarily focus on the multiplication of small groups/grow groups, house churches, and church plants. In order for these systems to multiply, there must be an intentional and continual discipling of new leaders. The goal is to experience exponential growth of God's kingdom.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**Term Offering:** Spring  
**College Code:** SEM

### **PATH 743 - Prophetic Preaching in the Worship Context**

**Credits:** 4

Participants will develop a biblically-based Adventist theology of prophetic preaching and worship. Use of scripture, communication theory, and cognitive psychology to connect with contemporary audiences, and diverse preaching expressions will be examined. Includes advanced work in the area of hermeneutics,

exposition, contextualization, and sermon design.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 744 - A History of Preaching**

**Credits:** 4

This module explores the history of preaching, its process of personalities and trends. Participants investigate and define the beliefs, practices and identity of four preaching styles that have dominated preachers and schools of preaching. Includes a discussion of unusual and/or important contributions to preaching in the 20th–21st century.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 745 - Rhetoric, Preaching, and the Call of Persuasion**

**Credits:** 4

This module will equip participants to describe multiple techniques for persuading audiences, identify alternative rhetorical traditions that shape Christian ministry, formulate a "philosophy of rhetoric" to guide sermon preparation and ministry, and identify the rhetorical strengths and weaknesses of sermons.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 747 - Christian Leadership**

**Credits:** 4

This module investigates principles, challenges and practices of theologically-sound 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### **PATH 751 - Relational Dynamics and the Intergenerational Church**

**Credits:** 4

This module seeks to identify, practice, and incorporate relational skills to model and instruct church members of all ages. It will explore the relational dynamics the church provides for psychological identity in an ecclesiological institution. Special attention will be given to current issues such as the tension between the spiritual and religious, the conservative and progressive, the exclusive and inclusive, among others.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### **PATH 752 - Discipling Congregational Leaders**

**Credits:** 5

Developing disciples according to the biblical model for an apostolic movement. Congregational leaders become mature in Christ and thus a mission oriented movement is multiplied. Includes cross-cultural leadership. Coaching and mentoring skills are taught so that the congregational leader can develop people who practice mature repentance and forgiveness in Christ.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**Term Offering:** Spring  
**College Code:** SEM

### PATH 753 - Building Systems and Leading Movements

**Credits:** 4  
This course compares and contrasts systems thinking and movement thinking in the context of the formation, growth, and sending of the church. Viewed through an equipping leadership lens, diverse tools and approaches including strategic formation, mentoring and coaching, and spiritually-discerned disruption, enable students to develop their own integrative approach to systems and movements.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Spring  
**College Code:** SEM

### PATH 754 - Disciple-making and Evangelization in the 21st Century

**Credits:** 4  
Starting with the biblical record, this course traces disciple-making and evangelism through the transcultural aspects of the gospel with implications for today's post-Christian, ethnically diverse, and multifaith context. Students will be challenged to contextualize their discipling and evangelization practices through exposure to a wide variety of contemporary examples and case studies.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**Year Offering:** Alternate years (odd)  
**Term Offering:** Spring  
**College Code:** SEM

### PATH 760 - Advanced Leadership Competencies

**Credits:** 4,5  
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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** PATH 747  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### PATH 761 - Wholistic Healthcare Ministry

**Credits:** 4  
Develops the whole-care person concept based on the Creation Life principles focusing on lifestyle preventive steps in order to achieve total health and wellness.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**College Code:** SEM

### PATH 762 - The Challenge of 2nd and 3rd Generations

**Credits:** 4  
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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Blended Learning  
**Term Offering:** Fall  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** 3 completed CPE units recognized and or validated by the Adventist Chaplaincy Institute.  
**Schedule Type:** Blended Learning  
**Term Offering:** Spring  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### PATH 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.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

## PATH 777 - Organizational Leadership

### Credits: 4

This course is created to examine the theories and research regarding organizational culture, design, and theories. Attention will be devoted to understanding the structural and cultural leverage points that allow leaders to create sustainable value and build highly-ethical, reliable, high-performing organizational leadership in a Christian context.

### Lecture/Lab: No

**Grade Mode:** Normal (A-F, I, W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## PATH 778 - Church Growth and Discipleship in the Urban Church

### Credits: 4,5

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.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** SEM

## PATH 779 - Leading Growth

### Credits: 4,5

Explores the role of leadership in the evangelistic ministry of the church. Includes vision, equipping and influence issues relative to the leader as a change agent and as a catalyst for turnaround churches and strategic church planting initiatives. Emphasizes contextualized peer coaching.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** SEM

## PATH 780 - Leading and Managing the Church Organization

### Credits: 5

Local churches and denominational organizations present challenges in leadership, management, and administration. This module combines previous requirements of the Doctor of Ministry leadership concentration and an informed foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## PATH 781 - Advanced Administrative Practices

### Credits: 5

This unique leadership module is designed to help emerging women leaders achieve their goals and develop skills to navigate organizational politics, using persuasive methods to communicate as female negotiators, aligning capabilities with strategy, building confidence and credibility in networking to become effective leaders in peer mentoring sessions.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F, I, W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## PATH 782 - Gender and Leadership

### Credits: 4

This course reviews research from a variety of social science disciplines, gender studies, anthropology, political science plus the experience of men and women leaders to provide competencies and answer questions such as "Why have women not gained more access to powerful leadership positions in the church and world?"

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F, I, W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## PATH 783 - Hearing and Responding to God Throughout Life

### Credits: 5

Address the life cycle perspective of God's call in the initial response and

continuing relationship indicative of discipleship and renewal. Evaluate individuals, groups, and Adventist history in light of piety, mission, organizational structure, lifestyle, and worship.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**Term Offering:** Fall

**College Code:** SEM

## PATH 785 - Professional Formation in Chaplaincy Ministry

### Credits: 5

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## PATH 786 - Clinical Issues in Care and Counseling

### Credits: 5

Training in theory and clinical skills related to the clinical setting within the context of spiritual care. Provides education in the following specialty areas: psychological and spiritual assessment, grief recovery, trauma, conflict resolution, and specific disease processes such as HIV/AIDS, cancer, disability, and mental health issues.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## PATH 787 - Theory and Research in Chaplaincy

### Credits: 4

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of the people to whom they minister.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## PATH 788 - Professional Practice in Chaplaincy

### Credits: 4,5

Explores various leadership roles and functions involved in chaplaincy. Includes professional conduct, leadership, ethics, interdisciplinary consultation and interdepartmental relations. Promotes the integration of the chaplain into institutional life. Teaches how to conduct workshops and organize support groups.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Blended Learning

**College Code:** SEM

## PATH 789 - The Missional Church

### Credits: 5

This module identifies and examines the characteristics of the missional church. Biblical faithfulness in discipleship and mission priority on the congregational level are further examined. Case studies of successful contemporary models for local church evangelism are explored.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## PATH 885 - Topics in

### Credits: 1-3

Classroom setting research dealing with selected problems in the field of Christian Ministry.

### Course/Lab Fee: No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 890 - Directed Reading

**Credits:** 1-6

**Course/Lab Fee:** No  
**Grade Mode:** Normal w S (A-F,I,S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

### PATH 897 - Independent Study:

**Credits:** 1-3  
Research on an individual basis dealing with selected problems in the field of Christian Ministry.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

### PATH 905 - Seminar in Theory and Praxis

**Credits:** 2,3  
The interfacing of theory and praxis and their informing each other from a variety of theological, philosophical, sociological, functional, and related aspects.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### PATH 940 - Seminar in:

**Credits:** 3  
Selected issues in Christian Ministry

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

# Theology & Christian Philosophy

Seminary N311  
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**Faculty**  
Ante Jeroncic, *Chair*  
Denis Fortin  
Martin Hanna  
Adriani Milli Rodrigues  
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John Peckham, *Research Professor*  
John Baldwin, *Emeritus*  
Fernando Canale, *Emeritus*  
Peter van Bemmelen, *Emeritus*

**Mission Statement**  
To affirm the Seventh-day Adventist faith through excellence in teaching ministry, scholarship, and service to the world church in faithfulness to the Word of God

# Theology & Christian Philosophy

### 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 (A-F,I,W)  
**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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 540 - Doctrine of Salvation

**Credits:** 2,3  
A broad study of the Christian doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**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 (A-F,I,W)  
**Schedule Type:** Lecture  
**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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 611 - Revelation, Inspiration and Hermeneutics

**Credits:** 2,3  
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 (A-F,I,W)  
**Schedule Type:** Blended Learning, Lecture, 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 (A-F,I,W)  
**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 (A-F,I,W)  
**Schedule Type:** Lecture, 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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 618 - The Works of Christ

**Credits:** 2,3  
An in-depth study of such doctrines as atonement, salvation, and righteousness by faith.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 619 - Principles and Methods of Theology

**Credits:** 2,3  
The nature, function, and practice of constructive theological activity. Doing theology: What? Why? How? For advanced students.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### THST 622 - Foundations of Philosophical Ethics

**Credits:** 3  
The course focuses on key philosophical approaches to ethics by examining leading theorists from a distinctly biblical perspective. Possible figures of inquiry are Plato, Aristotle, the Stoics, Kant, Kierkegaard, Levinas, and others. The aim of the course is to familiarize the students with varieties of ethical discourse, as well as enable them to discern and engage current societal trends in their moral dimension.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 623 - Contemporary Adventist Theological Issues

**Credits:** 2,3  
Study of contemporary theological issues and their impact on the message, life and mission of the Seventh-day Adventist Church. The content of the course may vary from year to year.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### THST 624 - Protestant Theological Heritage

**Credits:** 2,3  
An in-depth study of the most important positions of the great shapers of the Protestant tradition from the earliest times to the end of the Magisterial Reformation.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 625 - Early Christian Theology

**Credits:** 2,3  
Study of the doctrinal development of the Church from the close of the apostolic age to Augustine in such themes as heresy, ethics, salvation, authority, and ecclesiology.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 626 - Modern Christian Theology

**Credits:** 2,3  
Study of the major doctrinal trends of the Church from the post-Reformation era to the Enlightenment. Particular attention is given to such themes as salvation, ecclesiology, and Scripture and Tradition.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 627 - Roman Catholic Life & Thought

**Credits:** 2,3  
An introduction to Roman Catholic theology. Attention given to major doctrinal formulations, dogmas, and practices from the patristic period to the present in dialogue with Scripture.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 628 - Contemporary Theology

**Credits:** 2,3  
Study of major trends in 19th- and 20th-century theology, including liberalism and neo-orthodoxy, and such shapers of religious thought as Schleiermacher, Barth, and Bultmann viewed over the rise and development of Adventist theology.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

### THST 629 - History and Theology of Ecumenism

**Credits:** 2,3  
Study of the history, structures, and theological implications of the ecumenical movement; including evaluation and response from a Seventh-day Adventist perspective.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 630 - Doctrine of Christ

**Credits:** 2,3  
Systematic and historical study of the unique person of Christ: His pre-existence, divinity, and incarnation. The incarnate relation of His divinity and humanity. The meaning and implications of His death.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 633 - Ethics and the Good Life

**Credits:** 2,3  
The meaning of human flourishing. The nature of wisdom and its significance for moral existence. Comparing and contrasting accounts of the good life in Scriptures, selected wisdom traditions, and contemporary culture. Reflecting on key ethical concepts such as freedom, responsibility, authenticity, and virtue.

**Course/Lab Fee:** No  
**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 634 - Christian Social Ethics

**Credits:** 2,3  
An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### THST 635 - Issues in Origins

**Credits:** 2,3  
A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientific foundations; and theological implications.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Interactive Online  
**College Code:** SEM

## THST 637 - Biblical Eschatology

**Credits:** 2,3

Adventist approach to a Christ-centered interpretation of the end-time prophecies regarding the judgment, the second coming of Christ, the kingdom of God, and the millennium in the Old and New Testaments on the basis of biblical principles of interpretation.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## THST 639 - Doctrine of the Holy Spirit

**Credits:** 2,3

The person and work of the Holy Spirit in the plan of redemption and the divine economy.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

## THST 640 - Doctrine of Salvation

**Credits:** 2,3

A broad study of the Christian doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Interactive Online

**College Code:** SEM

## THST 643 - Christian Professional Ethics

**Credits:** 2,3

An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the various aspects of pastoral ministry and other caring professions.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**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.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**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. Theological anthropology and contemporary issues.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**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 (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

## THST 656 - Seminar in Historical

**Theology:** \_\_\_\_\_

**Credits:** 2,3

Development of theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Available for PhD/ThD, MA, and select MDiv students.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** 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 (A-F,I,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 (A-F,I,W)

**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 (A-F,I,W)

**Schedule Type:** Lecture

**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 (A-F,I,W)

**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 (A-F,I,W)

**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 (A-F,I,S,U,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 (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**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 (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### THST 814 - Seminar in Philosophy, Theology and

**Ethics:** \_\_\_\_\_

**Credits:** 3

The interrelation between philosophical, theological and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** SEM

### THST 830 - Methods in Historical Theology

**Credits:** 3

An orientation of a theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

### THST 885 - Topics in \_\_\_\_\_

**Credits:** 1-3

Classroom setting research dealing with selected problems in the field of Theology.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Lecture

**College Code:** SEM

### THST 890 - Directed Reading in Systematic Theology

**Credits:** 1-6

**Grade Mode:** Normal w S (A-F,I,S,U,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### THST 895 - Directed Reading in Historical Theology

**Credits:** 1-6

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### THST 896 - Directed Reading in Christian Ethics

**Credits:** 1-6

**Grade Mode:** Satisfactory (S,U,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### THST 897 - Independent Study:

**Credits:** 1-3

Research on an individual basis dealing with selected problems in the field of Theology.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Independent

**College Code:** SEM

### THST 914 - 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 students.

**Course/Lab Fee:** No

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

### THST 935 - Seminar in Philosophical

**Theology:** \_\_\_\_\_

**Credits:** 3

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

### THST 940 - Seminar in Systematic Theology: \_\_\_\_\_

**Credits:** 3

Selected issues in systematic theology.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

### THST 964 - Seminar in Historical

**Theology:** \_\_\_\_\_

**Credits:** 3

Study of selected doctrinal and historical issues and systems.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

### THST 966 - Seminar in Ethics: \_\_\_\_\_

**Credits:** 3

Selected issues in ethics from a Christian perspective.

**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable

**Schedule Type:** Seminar

**College Code:** SEM

# World Mission

Seminary S203

269-471-6505

mssn@andrews.edu

#### Faculty

Boubakar Sanou, *Chair*

Petr Cincala

Iurii Drumi

Andrew Tompkins

Bruce Bauer, *Emeritus*

Gorden Doss, *Emeritus*

Lester P. Merklin, Jr., *Emeritus*

Russell Staples, *Emeritus*

# 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 (A-F,I,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 (A-F,I,W)  
**Schedule Type:** Lecture, 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 (A-F,I,W)  
**Schedule Type:** Lecture, 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 (A-F,I,W)  
**Schedule Type:** Lecture, 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)  
**Schedule Type:** Lecture  
**College Code:** SEM

### **MSSN 610 - Theology of Mission**

**Credits:** 3  
The biblical foundation of mission, its essence, goals, motives, and the role of the church in mission.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MSSN 546 and MSSN 561.  
**Schedule Type:** Lecture  
**College Code:** SEM

### **MSSN 615 - Anthropology for Mission and Ministry**

**Credits:** 2,3  
The fundamentals of culture, worldview, social structure, group organization, and social change studied as a basis for intercultural understanding and communication. Attention given to issues which constitute challenges and opportunities to cross-cultural workers.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### **MSSN 618 - Mission to the Cities**

**Credits:** 3  
Examines some of the most pressing elements and topics involved in urban mission: history and issues in urbanization, reasons for urban growth, understanding and navigating the urban context, biblical and theological foundations for urban mission, incarnational ministries, investigation of urban mission models, Ellen G. White and mission to the cities.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture  
**College Code:** SEM

### **MSSN 625 - Creating Collective Impact and Project Management**

**Credits:** 2,3  
This course supports leaders in designing, developing, implementing, and assessing programs created to positively impact urban communities. The course covers topics such as program design, program development models, organizational innovation, financial, and performance indicators. Participants review past project implementations and are given the opportunity to design, develop, and assess a program focused on the needs of diverse city environments.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Seminar  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**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 (A-F,I,W)  
**Prerequisite(s):** MSSN 546 and MSSN 561  
**Schedule Type:** Lecture  
**College Code:** SEM

### **MSSN 632 - Diversity, Cultural Intelligence, and Leadership**

**Credits:** 2,3  
Cultural intelligence is an essential skill and ministry imperative in today's global and multicultural world. This course equips those serving in multicultural ministry settings with the knowledge, skills, and motivation to empower them for inclusive leadership. In the process of developing their intercultural competence, participants are challenged to identify and address their own biases in order to enhance their ability to interact with people of diverse backgrounds effectively and appropriately.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Seminar  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**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 (A-F,I,W)  
**Prerequisite(s):** MSSN 546 and MSSN 561.  
**Schedule Type:** Lecture  
**College Code:** SEM

### **MSSN 640 - Advanced Mission Studies**

**Credits:** 3  
Study of advanced missiological principles and their application.

**Grade Mode:** Normal (A-F,I,W)  
**Prerequisite(s):** MSSN 546 and MSSN 561.  
**Schedule Type:** Lecture  
**College Code:** SEM

### **MSSN 644 - Ministry of Reconciliation through Social Innovation**

**Credits:** 2,3  
This course lays a foundation for understanding the appropriate goals and strategies required by social innovators and organizations to address urban challenges. It explores doing so in collaboration with churches and other forms of ministry. Participants explore what it means to live out restorative justice rooted in the gospel as they address social, cultural, political, and spiritual challenges that are unique to urban neighborhoods.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Seminar  
**Year Offering:** Annually  
**Term Offering:** Fall, Spring, Summer  
**College Code:** SEM

## MSSN 645 - Ministry among Immigrants

**Credits:** 2,3

This course is an overview of contemporary challenges immigrants face in large cities around the world. It examines the biblical background of immigration and the relationship between immigrants, the church, and the wider urban community. The course deals with how the church can aid immigrants in dealing with language barriers, loneliness, homelessness, hunger, ethnic identity crisis, and access to social and legal services.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Seminar

**Year Offering:** Annually

**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 (A-F,I,W)

**Prerequisite(s):** MSSN 546 and MSSN 561.

**Schedule Type:** Lecture

**College Code:** SEM

## MSSN 652 - Biblical and Qur'anic Studies

**Credits:** 2,3

The study of the Bible and the Qur'an and other Adventist and Muslim sources of faith such as the Spirit of Prophecy, the Hadith, and Islamic tafsir, with a view to leading a Muslim to faith in Islamic contexts.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## MSSN 653 - Islamic Culture and Society

**Credits:** 3

The study of Islamic social systems and practices and their implications for mission. Topics include morals and ideals, family life, festivals, religious life and practice, shar'iah law, and female spirituality.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture

**College Code:** SEM

## MSSN 655 - ICISF Certification for Crisis Intervention

**Credits:** 1

This course provides a comprehensive model for coping with critical life incidents. Successful participation is rewarded with the following three professional certificates in comprehensive crisis intervention and disaster behavioral health from the International Critical Incidents Stress Foundation (ICISF, Inc.): (1) Assisting Individuals in Crisis, (2) Group Crisis Intervention, and (3) Critical Incidents in Places of Worship - Providing Effective Crisis Support.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Seminar

**Year Offering:** Annually

**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 (A-F,I,W)

**Prerequisite(s):** Prerequisite for MDiv students: MSSN 546 and MSSN 561.

**Schedule Type:** Lecture

**College Code:** SEM

## MSSN 667 - Urban Ministry Project

**Credits:** 3

This course, offering both in-class instruction and a practicum, overviews best practices in urban ministry planning in order to equip participants with skills essential for project development and management, grant writing, budgeting, and mentoring.

**Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W)

**Schedule Type:** Independent

**Year Offering:** Annually

**Term Offering:** Fall, Spring, Summer

**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 (A-F,I,W)

**Prerequisite(s):** MSSN 546 and MSSN 561.

**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 (A-F,I,W)

**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 (A-F,I,S,U,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 (A-F,I,W)

**Repeatable:** Repeatable with different topics

**Schedule Type:** Lecture

**College Code:** SEM

## MSSN 730 - Mission and Discipleship in a Changing World

**Credits:** 4

This course explores biblically faithful and contextually appropriate methods of presenting the principles of the never-changing Word of God in the context of an ever-changing world. Focus will be on significant trends that are impacting Christian mission and discipleship. Participants will develop a strategy for engaging a changing world to accomplish God's unchanging mission.

**Grade Mode:** Normal (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**Year Offering:** Alternate years

**Term Offering:** Fall

**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 (A-F,I,W)

**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 (A-F,I,W)

**Schedule Type:** Lecture, Blended Learning

**College Code:** SEM

## MSSN 741 - Mission Strategy Development I

**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 (A-F,I,W)  
**Prerequisite(s):** MSSN 731, MSSN 732.  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### MSSN 742 - Mission Strategy Development II

**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 (A-F,I,W)  
**Prerequisite(s):** MSSN 731, MSSN 732.  
**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 (A-F,I,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 (A-F,I,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 (A-F,I,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 (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### MSSN 820 - The Church and Social Issues

**Credits:** 3  
This course not only looks at social issues but also helps students learn the skills needed to investigate, understand, and develop a Christian response to a particular social issue.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### MSSN 826 - Seminar in Theology of Mission

**Credits:** 3  
**Grade Mode:** Normal (A-F,I,W)

**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### MSSN 827 - Seminar in History of Mission

**Credits:** 3  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### MSSN 828 - Seminar in Social Sciences and Mission

**Credits:** 3  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### MSSN 829 - Seminar in Other Religions

**Credits:** 3,4  
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 concentration will be included.

**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### MSSN 830 - Seminar in Strategies and Development in Mission

**Credits:** 3  
**Grade Mode:** Normal (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Seminar  
**College Code:** SEM

### MSSN 834 - Mission Strategy and 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 (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### MSSN 835 - Urban Contexts for Mission and Ministry

**Credits:** 3,4  
Explores urban dynamics tracing the development of urban anthropology in assisting students on how to exegete and relate to urban contexts. Provides the tools to develop a theological framework and mission strategy to reach particular urban cultures or subgroups.

**Grade Mode:** Normal (A-F,I,W)  
**Schedule Type:** Lecture  
**College Code:** SEM

### MSSN 837 - History 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 (A-F,I,W)  
**Schedule Type:** Lecture, Blended Learning  
**College Code:** SEM

### MSSN 838 - Mission & the Social Sciences

**Credits:** 3-5  
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 (A-F,I,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 (A-F,I,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 (A-F,I,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 (A-F,I,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 (A-F,I,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 (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Lecture  
**Term Offering:** Fall, Spring, Summer  
**College Code:** SEM

### MSSN 888 - Doctor of Intercultural Studies Dissertation

#### Continuation

**Credits:** 0  
Doctor of Intercultural Studies (DIS) Dissertation Continuation. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/o 'I' (S,U,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**College Code:** SEM

### MSSN 890 - Directed Reading in Mission Studies

**Credits:** 2-12  
**Grade Mode:** Satisfactory (S,U,I,W)  
**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 (A-F,I,W)  
**Repeatable:** Repeatable  
**Schedule Type:** Independent  
**Term Offering:** Fall, Spring, Summer  
**College Code:** SEM

### MSSN 899 - Doctor of Intercultural Studies Dissertation

**Credits:** 1-6  
Doctor of Intercultural Studies (DIS) Dissertation qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

**Course Attribute:** Full-time status  
**Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)  
**Repeatable:** Repeatable up to 6 credits  
**Schedule Type:** Independent  
**College Code:** SEM

# University Personnel

## Presidents, 1874–Present

### Battle Creek College, 1874–1901

Sidney Brownsberger, 1874–1881  
Alexander McLearn, 1881–1882  
Wilcott H. Littlejohn, 1883–1885  
William W. Prescott, 1885–1894  
George W. Caviness, 1894–1897  
Edward A. Sutherland, 1897–1901

### Emmanuel Missionary College, 1901–1959

Edward A. Sutherland, 1901–1904  
Nelson W. Kauble, 1904–1908  
Otto J. Graf, 1908–1917  
Clement L. Benson, 1917–1918  
Frederick Griggs, 1918–1924  
Guy F. Wolfkill, 1924–1930  
Lynn H. Wood, 1930–1934  
Thomas W. Steen, 1934–1937  
Henry J. Klooster, 1937–1943  
Alvin W. Johnson, 1943–1950  
Percy W. Christian, 1950–1955  
Floyd O. Rittenhouse, 1955–1960

### The Fireside Correspondence School, 1909-1931

Frederick Griggs, 1909  
Warren Eugene Howell, 1909–1920  
Charles Clarke Lewis, 1920–1923  
Mahlon E. Olsen, 1923–1931

### Home Study Institute, 1931-1990

Mahlon E. Olsen, 1931-1946  
W. Homer Teesdale, 1946-1965  
Delmer W. Holbrook, 1965-1985  
C. J. Conway, interim, 1985-1986  
George P. Babcock, 1986-1989  
Joseph E. Gurubatham, 1989-1990

### 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

### Griggs University, 1990-2015

Joseph E. Gurubatham, 1990-2004  
Alayne Thorpe, interim, 2004-2005  
Donald R. Sahly, 2005-2010  
Alayne Thorpe, 2011-2015

### Andrews University, 1960–

Floyd O. Rittenhouse, 1960–1963  
Richard Hammill, 1963–1976  
Joseph G. Smoot, 1976–1983  
W. Richard Leshar, 1984–1994  
Niels-Erik A. Andreasen, 1994–2016  
Andrea Luxton, 2016–2023  
John Wesley Taylor V, 2023–

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(As of December 1, 2024)

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Advisors: Audrey Andersson, Carlos Craig, G. Earl Knight, Michael Kruger, Thomas Lemon, Paul Llewellyn, Bradford C. Newton, Arne Nielsen, Randy Robinson

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(As of December 1, 2024)

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## University Administration

(As of December 1, 2024)

John Wesley Taylor V, PhD, President; Secretary of the Board of Trustees  
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Donald Bedney, JD, Vice President for University Advancement  
Michael Nixon, JD, Vice President for University Culture & Inclusion  
Stephen Payne, BA, Special Assistant to the President, University & Public Affairs  
Kevin Brown, MBA, MS, CPA, Assistant to the President, Strategic Enterprise  
Darcy de Léon, MBA, Associate Vice President for Human Resources  
Aimee Vitangcol-Regoso, MBA, Registrar; Assistant Provost, Systems and Operations  
David Massey, Acting Chief Information Officer  
José Bourget, MDiv, University Chaplain  
Gwendolyn Powell Braswell, JD, General Counsel  
Steve Yeagley, DMin, Associate Vice President for University Culture & Inclusion  
Valencia Mawuntu, MBA, Assistant Vice President for Financial Administration  
Steve Nash, BBA, Assistant Vice President, Facilities Management  
Elynda Bedney, MSA, Assistant Vice President for Student Financial Services  
Judith B. Fisher, PhD, Assistant Vice President for Student Development, Counseling & Testing  
Benjamin Panigot, BFA, Assistant Vice President for Campus Safety  
Anneris Coria-Navia, PhD, Associate Provost for Teaching, Learning & Assessment  
Samuel Villamizar, MS, Associate Registrar for Student Systems  
Carolyn Hurst, MA, Associate Registrar for Graduate and Undergraduate Programs

## Academic Deans and Directors

John T. Boston, II, MA, Associate Director, North American Division Evangelism Institute  
Gary Burdick, PhD, Dean of Research  
Kevin Burton, PhD, Director, Center for Adventist Research  
Petr Činčala, PhD, Director, Doctor of Missiology and Director, Institute of Church Ministry  
Brynja Davis, PhD, Assistant Dean, College of Health & Human Services  
Jacques B. Doukhan, Dr es Let Hébraïques, ThD, Director, Institute of Jewish-Christian Studies  
Mario Ferguson, MDiv, Principal, Andrews Academy

La Ronda Forsey, MS, Associate Dean, School of Distance Education; K–12 Principal, Griggs International Academy  
 Jasmine J. Fraser, PhD, Director, PhD (Discipleship in Lifespan Education)  
 Randy K. Graves, MS, Director, Bridge to Success Program  
 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, Associate Dean, Seventh-day Adventist Theological Seminary; Director, Seminary Postdoctoral Fellowship  
 Øystein S. LaBianca, PhD, Associate Director, Institute of Archaeology  
 Jeannie Leitermann, MA, Griggs International Academy Associate Principal/Registrar  
 Janine Lim, PhD, Associate Dean of Online Higher Education, School of Distance Education  
 Timothy E. Madding, DMin, Director, North American Division Evangelism Institute  
 J. Amanda McGuire-Moushon, PhD, Assistant Dean for Graduate Studies, College of Education and International Services and School of Graduate Studies  
 Paulette McLean Johnson, EdS, Dean of Libraries  
 Nicholas P. Miller, JD, PhD, Director, International Religious Liberty Institute  
 Jiří Moskala, ThD, PhD, Dean, Seventh-day Adventist Theological Seminary  
 Aaron Moushon, BA, Assistant Dean for Undergraduate Education  
 Ricardo Norton, DMin, PhD, Director, MA in Pastoral Ministry, Hispanic Track; Director, Institute of Hispanic Ministry  
 L. Fernando Ortiz, DMin, Director, Master of Divinity  
 Rogelio Paquini, DMin, Director, MA (Discipleship in Lifespan Education)  
 Kimberly Pichot, PhD, Dean, College of Professions  
 L. Monique Pittman, PhD, Director, J.N. Andrews Honors Program  
 Kari Gibbs Prouty, MDiv, Director, Undergraduate Leadership  
 Paul J. Ray, Jr, PhD, Assistant Director, Archaeological Publications; Interim Curator, Horn Archaeological Museum  
 Amy Rebok Rosenthal, PhD, Dean, College of Arts & Sciences; Dean, Undergraduate Studies  
 John W. Reeve, PhD, Director PhD (Religion) & ThD Programs  
 Emmanuel Rudatsikira, MD, PhD, Dean, College of Health & Human Services  
 Evelyn Savory, PhD, Principal, Ruth Murdoch Elementary School  
 Matias Soto, PhD, Director, Center for Innovation & Entrepreneurship  
 Christian Stuart, PhD, Executive Director, Center for International Student Services  
 Alayne Thorpe, PhD, Associate Provost for Graduate Education, Dean, College of Education & International Services  
 Cedric E. W. Vine, PhD, Director, MA (Religion) and Seminary Affiliations and Extensions  
 Luda Vine, MA, PhD, Director, Center for Intensive English Programs  
 Ronald H. Whitehead, MA, Director, Center for Youth Evangelism  
 Hyveth M. Williams, DMin, Director, Doctor of Ministry Program  
 Randall W. Younker, PhD, Director, Institute of Archaeology; Director, PhD (Biblical and Ancient Near Eastern Archaeology)  
*Vacant*, PhD, Director, Christian Leadership Center

#### **Administrative Deans and Directors**

Stanley Beikmann, BS, Director, Arboretum  
 Jeff Boyd, MA, MBA, Director, University Communication  
 Glynis Bradfield, PhD, Director, Center for Adult Education  
 Jennifer Burrill, MA, Assistant Vice President for Residence Life/Dean of Student Life  
 Rachel Keele, MA, CPT, Director, University Wellness  
 Lowell G. Hamel, MD, Director, Medical Services  
 Daniel Hamstra, BS, Director, Telecommunication Systems  
 Christina Hunter, MEd, Dean, Graduate Residence Life  
 Ethan Jones, JD, Director, Compliance, College of Education & International Services  
 Wendy Keough, MA, Executive Director, Undergraduate Recruitment & Admissions  
 Laura Malcolm, MBA, Director, Alumni Services  
 Renato Mejia, MBA, Director, Strategic Marketing  
 Sally P. Norton, JD, MSPS, Director, Institutional Research  
 Alyssa Palmer, JD, Dean/Senior Title IX Deputy Coordinator, Student Life  
 Jillian Panigot, BS, Director, Graduate Enrollment Management  
 Theresa Popp, BS, Director, Planned Giving & Trust Services  
 Darla Smothers-Morant, MS, Director, Student Success Center  
 Patricia Spangler, BS, Project Director, University Communication  
 Sharyl R. Turon, BBA, Controller; Director, Financial Records  
 Kevin Wooldrige, Director, Athletics

#### **Managers of Service Departments and Auxiliary Enterprises**

Martin D. Bradfield, BBA, Manager, Transportation Services  
 Linda Brinegar, General Manager, Dining Services  
 Rodrick Church, BS, Manager, LithoTech  
 Kelsey Curnutt, MA, Manager, University Hospitality Services  
 Jeffrey Smith, BA, Acting Manager, WAUS  
 Lynnetta Hamstra, MBA, Manager, Howard Performing Arts Center

Glenn A. Meekma, Jr., BS, CPA, Manager, Farm  
 Alfredo Ruiz, MA/MDiv, Director, University Apartments  
 Cynthia Swanson, Manager, University Bookstore  
 Allen Wellborn, Manager, Custodial Services  
 Jamie Wright, Director, Plant Services

#### **Administrators Emeriti**

Niels-Erik Andreasen, PhD, President, Emeritus  
 David A. Faehner, PhD, Vice President of University Advancement, Emeritus  
 Lyndon G. Furst, EdD, Dean, School of Graduate Studies and Professor of Educational Administration and Supervision, Emeritus  
 Merlene A. Ogden, PhD, Dean and Professor of English, Emerita  
 Lawrence W. Onsager, MLS, MA, Dean of Libraries, Emeritus  
 Gottfried Oosterwal, DLitt, Director, Center for Intercultural Relations, Emeritus  
 Allen F. Stenbridge, Dean, School of Business Administration, Emeritus  
 Charles H. Tidwell Jr., PhD, Dean, Affiliation & Extension Programs, Emeritus  
 Werner K. Vyhmeister, PhD, Dean, Seventh-day Adventist Theological Seminary and Professor of Mission, Emeritus

#### **Alumni Association Officers**

##### **Members**

Raelene Brower (att.), Executive Director  
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 Debbie Weithers (BBA '86)  
 Lucy Randall (BAEQUIV '98)  
 Sherrie Davis (BS '89)  
 Jan Pickett (MA '86, BSW '83)  
 Dennis Lundgren (PhD '13)  
 Chea-se-quah Tait (BSW '19).

##### **Ex-Officio Members**

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 Donald Bedney (MDiv '90, MSA '91), Vice President, University Advancement  
 Gillian Panigot (BS '06, MA '08), FOCUS Editor  
 Jakob Kwon, 2024-2025 AUSA President  
 K. Hans Miranda Chavez, 2024-2025 AUGSA Representative  
 Desmond Murray (BS '85), BSCF Co-Representative (current sponsor)  
 Samantha Woolford-Hunt, BSCF Co-Representative (current president)

#### **Recipients of Andrews University Faculty Awards for Excellence in Teaching**

1976–77—Bill Chobotar, Patricia M. Silver  
 1977–78—Merlene A. Ogden, M. Lillian Moore  
 1978–79—Daniel A. Augsburg, Ivan L. Warden  
 1979–80—Robert R. Ludeman, F. Estella Greig  
 1980–81—Ruth R. Murdoch, Malcolm B. Russell  
 1981–82—Robert A. Wilkins, Leonard K. Gashugi  
 1982–83—Carl Coffman Jr, Neville H. Clouten  
 1983–84—Asa C. Thoresen, Des Cummings Jr.  
 1984–85—Lawrence T. Geraty, Robert U. Kalua  
 1985–86—C. Warren Becker, Øystein S. LaBianca  
 1986–87—Ivan T. Blazen, Janice Y. Watson  
 1987–88—William W. Davidson, Duane C. McBride  
 1988–89—Ralph M. Scorpio, Bruce A. Closser  
 1989–90—Dwain L. Ford, Meredith J. Jones  
 1990–91—Øystein S. LaBianca, Georgina P. Hill  
 1991–92—Stanley M. Bell, Leonard K. Gashugi, A. Josef Greig, F. Estella Greig, William E. Richardson, Russell L. Staples, John B. Youngberg  
 1992–93—Paul S. Brantley, Arthur N. Brown  
 1993–94—Dennis W. Woodland, Edwin I. Hernandez  
 1994–95—James L. Hayward, Annetta M. Gibson  
 1995–96—Kenneth E. Thomas, Carole L. Kilcher  
 1996–97—Jon L. Dybdahl, James A. Tucker  
 1997–98—Richard M. Davidson, Beverly J. Matiko  
 1998–99—Curtis J. VanderWaal, Katherine A. Koudele  
 1999–00—David A. Steen, April R. Summitt  
 2000–01—Bill Chobotar, Stephen P. Zork  
 2001–02—Shelley Bradfield, James L. Hayward

#### **Recipients of the Daniel A. Augsburg Excellence in Teaching Award**

(Teaching award name changed in 2002–03 school year)  
 2002–03—Ranko Stefanovic (CAS), Sharon Prest (COT), Phillip H. Bess (ARCH), David A. Vlosak (SBA), Candice C. Hollingsead (SED), George R. Knight (SEM)  
 2003–04—Kathleen A. Berglund (CAS), Delyse E. Steyn (CAS), Laun L. Reinholtz (COT), Thomas B. Lowing (ARCH), Mary Ann Hofmann (SBA), Hinsdale Bernard (SED), Jon K. Paulien (SEM)

**2004–05**— Mickey D. Kutzner (CAS), Delmer I. Davis (CAS), Gary A. Marsh (COT), Kristin S. von Maur (ARCH), Robert C. Schwab (SBA), Frederick A. Kosinski (SED), Roy E. Gane (SEM)

**2005–06**— L. Monique Pittman (CAS), Shandelle M. Henson (CAS), Ronald L. Johnson (COT), Andrew C. von Maur (ARCH), Betty Lou S. Gibson (SBA), Jimmy Kijaj (SED), Denis Fortin (SEM)

**2006–07**— Arlene M. Saliba (CAS), Janice F. Wrenn (CAS), Stanley H. Beikmann (COT), Rhonda G. Root (ARCH), Leonard K. Gashugi (SBA), Shirley A. Freed (SED), Jacques B. Doukhan (SEM)

**2007–08**— Margarita C. K. Mattingly (CAS), Carlos A. Flores (CAS), Stephen C. Thorman (COT), Armand G. H. Poblete (SBA), Gary D. Gifford (SED), Richard M. Davidson (SEM). School of Architecture—No nomination for 2008.

**2008–09**— Susan P. Zork (CAS), H. Thomas Goodwin (CAS), Duane E. Habenicht (COT), Annetta M. Gibson (SBA), Elvin S. Gabriel (SED), John T. Baldwin (SEM), Kristin S. von Maur (SOA)

**2009–10**— Karl Bailey (CAS), John Banks (CAS), Lilianne Doukhan (CAS), Robert Moore (CAS), David Sherwin (COT), Robin Johnson (SOA), Jacquelyn Warwick (SBA), Duane Covrig (SED), Randall Younker (SEM)

**2010–11**— Ann-Marie Jones (CAS), Darah J. Regal (CAS), Dianne L. Staples (CAS), Robert E. Zdor (CAS), James H. Doran (COT), Mark A. Moreno (SOA), Samuel Kim-Liang Chuah (SBA), Barbara A. Reid (SED), H. Peter Swanson (SEM)

**2011–12**— Rudolph Bailey (SED), Bruce Bauer (SEM), José Goris (SBA), Herbert Helm (CAS), Marcia Kilsby (CAS), Glenn Russell (CAS), Martin Smith (SAAD), Tiffany Summerscales (CAS)

**2012–13**— Gary W. Burdick (CAS), Nancy J. Carbonell (SED), Darius W. Jankiewicz (SEM), Ben A. Maguad (SBA), Thomas J. Michaud (SAAD), Pedro A. Navia (CAS), Shelly J. Perry (CAS), Richard D. Show (SHP)

**2013–14**— Ron D. Coffen (SED), Lauren R. Matacio (CAS), Jerry A. Moon (SEM), Lee E. Olson (SHP), David W. Randall (CAS), Kathryn M. Silva (CAS), Andrew von Maur (SAAD)

**2014–15**—Harvey Burnett (CAS), Henrietta H. Hanna (SHP), Ryan Hayes (CAS), Douglas A. Jones (CAS), Paul B. Kim (SAAD), Janet Ledesma (SED), Stanley E. Patterson (SEM)

**2015–16**—Larry Burton (SED), John Peckham (SEM), Karen Reiner (SHP), Quentin Sahly (SBA), Ariel Solis (SAID), Lynelle Weldon (CAS), Janice Wrenn (CAS)

**2016–17**—Rahel Schafer, Hyveth Williams

**2017–18**—Gunnar Lovhoiden

**2018–19**—Julia Kim, Boubakar Sanou

**2019–20**—Oliver Glanz, Desrene Vernon-Brebnor

**2020–21**—Vanessa Corredera, Cedric Vine

**2021–22**—Anthony Bosman, Liz Muhlenbeck

**2022–23**—Carla Trynchuk

#### **Recipients of Andrews University Faculty Awards for Excellence in Research and Creative Activity**

**1991–92**— Gregory J. Constantine, Donna Habenicht, Gerhard Hasel, Gary Land, Margarita Mattingly, Duane McBride, Raymond Paden, Abraham Terian

**1992–93**— Gordon Atkins, Roger Dudley, Edwin Hernandez, Mickey Kutzner, Jonathan Paulien, Brian Strayer

**1993–94**— Bill Chobotar, Gregory J. Constantine, Jacques Doukhan, Lyndon Furst, George Knight

**1994–95**— Roger Dudley, Shirley Freed, Scott Moncrieff, William Proulx, Jim Wolfer

**1995–96**— Gregory J. Constantine, George Knight, Margarita Mattingly, Janet Mulcare, John Stout

**1996–97**— Philip Bess, Mickey Kutzner, Jonathan Paulien, Douglas Singh, James Tucker

**1997–98**— Paul Brantley, Russell Burrill, Larry Richards

**1998–99**— Gordon J. Atkins, Lenore S. Brantley, Gregory J. Constantine, George R. Knight, P. David Merling

**1999–00**— Shirley A. Freed, Mickey D. Kutzner, Janet A. Mulcare, Jon K. Paulien, Carla L. Trynchuk

**2000–01**— Philip H. Bess, Gary W. Burdick, Roger L. Dudley, Gary G. Land, Jiri Moskala

**2001–10** — no awards given these years

#### **Recipients of the Siegfried H. Horn Excellence in Research and Creative Scholarship Award**

**2010–11**— Karen A. Allen (Professional Programs), Larry D. Burton (Arts & Humanities), Richard M. Davidson (Religion & Theology), Shandelle M. Henson (Pure & Applied Sciences)

**2011–12**— Steve Hansen (Arts & Humanities), Duane McBride (Pure & Applied Sciences) Jiří Moskala (Religion & Theology), Curtis VanderWaal (Professional Programs)

**2012–13**— Fernando L. Canale (Religion & Theology), Winston J. Craig (Professional Programs), Tevni E. Grajales Guerra (Arts, Humanities & Education), Øystein S. LaBianca (Pure & Applied Sciences)

**2013–14**— Gary W. Burdick (Pure & Applied Sciences), Gregory J. Constantine (Arts, Humanities & Education), Roy E. Gane (Religion & Theology), Marcia A. Kilsby (Professional Programs)

**2014–15**—James L. Hayward (Pure & Applied Sciences), Wagner Kuhn (Religion & Theology), Carla L. Trynchuk (Arts, Humanities & Education), Andrew C. von Maur (Professional Programs)

**2015–16**—Karl G.D. Bailey (Pure & Applied Sciences), Richard Choi (Religion & Theology), Annetta Gibson (Professional Programs), Stephen Zork (Arts, Humanities & Education)

**2016–17**—Tiffany Summerscales (Pure and Applied Sciences), Denis Fortin (Religion and Theology), Kathleen Demsky (Professional Programs), Herb Helm (Arts, Humanities and Education)

**2017–18**—Stanley E. Patterson (Religion and Theology), Charles Reid (Arts, Humanities and Education)

**2018–19**—John Peckham (Religion and Theology), Harvey Burnett (Arts, Humanities and Education)

**2019–20**—S. Joseph Kidder (Religion and Theology), Gustavo Gregorutti (Arts, Humanities and Education)

**2020–21**—Anneris Coria-Navia, Chi Yong Yun

**2021–22**—Petr Činčala, Jay Johnson

**2022–23**—Oliver Glanz, Daniel Gonzalez-Socoloske

**2023–2024**—Felix H. Cortez, Shannon Trecartin

## **Faculty**

### **FACULTY FROM AFFILIATED SCHOOLS**

#### **Undergraduate**

##### **Hong Kong Adventist College**

Ching Ho Richard Cheng, Instructor of English

Corjena Cheung, Instructor of Nursing

Barbara Kit Chun Choi, Instructor of Biology

Simon S. Chua, Instructor of Visual Art/Communication/Design

Kima Fanai, Instructor of Religion/Biblical Languages

Siu Hei Sam Lai, Instructor of Anthropology

Chuen Chuen T Lau, Instructor of Religion/Biblical Languages

Yee Ping Alison Lee, Instructor of Social & Behavioral Sciences

Wing Kwai Spencer Li, Instructor of Management

Anna C. Liu Chim, Instructor of Social & Behavioral Sciences

Hoi Ling C. Luk, Instructor of Mathematics/Chemistry

Paul E McGraw, Instructor of History & Political Science

Gad Onywere, Instructor of Biology

Jenifer Shiu, Instructor of Management & Marketing

Arlene B. Siagian, Instructor of Music/Liberal Arts/General Studies

Tsz King Nelson Tsang, Instructor of Fitness/Wellness

Wai Yan Dorothy Wong, Instructor of Sociology

Priscilla Wong, Instructor of Social & Behavioral Sciences

Henry Ya'ang, Instructor of Accounting/Economics/Finance

Jacky T. Yeung, Instructor of Religion/Biblical Languages

Chi Hong Yu, Instructor of Accounting/Management

Martin Yu, Instructor of Computing

##### **Newbold College-Bracknell, Berkshire, England**

Llewellyn R. Edwards, Lecturer in Leadership

Thomas C. Gyuroka, Lecturer in Leadership

##### **Middle East University, Beirut, Lebanon**

Amy M. McHenry, Instructor in Biology

Bassam Abdallah, Instructor in Management & Marketing

Carlos E. Biaggi, Instructor in Management & Marketing

Danny Kattan, Instructor in Chemistry, Biochemistry

Eileen M. Ghali, Instructor in English

Farid Khoury, instructor in History

John E. Issa, Instructor in Management & Marketing

Larry L. Lichtenwalter, Instructor in Religion, Bible and Philosophy

Mark Hynum, instructor in Natural Sciences

Peter R. McHenry, Instructor in Biology

Phillippe W. Zgheib, Instructor in Accounting/Economics/Finance

Raja D. Farah, Instructor in Religion/Biblical Languages

Rick E. McEdward, Instructor in Religion/Biblical Languages

Slavisa Jankovic, Instructor in Religion/Biblical Languages

##### **Adjunct Faculty**

Chadi Tawil, Instructor in Accounting/Economics/Finance

Paul Abboud, Instructor in Accounting/Economics/Finance

Nehme E. Al Khawli, Instructor in Accounting/Economics/Finance

Elisa Saab, Instructor in Accounting/Finance

Ali Makki, Instructor in Mathematics

Nelly Der Ghazarian, Instructor in Finance

Maya Abou Fadel, Instructor in Chemistry & Biochemistry

Andrew Traboulsi, Instructor in Business, General



John W. Reeve, Instructor in Church History  
Johnny F. Farah, Instructor in Management & Marketing  
Adrian Hilt, Instructor in Computer Science  
Speranta Nae, Instructor in English

## 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  
Bruce A. Closser, PhD, - Associate Professor of English, Emeritus  
William Chobotar, PhD - Professor of Biology, Emeritus  
Gregory J. Constantine, MFA - Research Professor of Art, Emeritus  
Delmer I. Davis, PhD - Professor of English, Emeritus  
Kathleen M. Demsky, MLS - Associate Professor of Library Science, Emeritus  
Lilianne Doukhan, PhD - Professor of Music, Emerita  
Daniel J. Drazen, MLS - Assistant Professor of Library Science, Emeritus  
Carlos Flores, PhD - Professor of Music, 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  
Theodore R. Hatcher, PhD - Professor of Mathematics, Emeritus  
James L. Hayward, PhD - Research Professor of Biology, Emeritus  
Cynthia M. Helms, MLS - Associate Professor of Library Science, Emeritus  
Glenn E. Johnson, MEngSc - Associate Professor of Engineering Technology, Emeritus  
Douglas A. Jones, PhD, - Professor of English, Emeritus  
Robert E. Kingman, PhD - Professor of Physics, Emeritus  
Wolfgang F. P. Kunze, PhD - Professor of German, Emeritus  
Mickey D. Kutzner, PhD - Professor of Physics, Emeritus  
Linda Mack - Associate Professor of Library Science, Emerita  
Beverly J. Matiko, PhD - Associate Professor of Communication and English, Emeritus  
Lionel N. A. Matthews, PhD - Professor of Sociology, Emeritus  
Keith E. K. Mattingly, PhD - Professor of Old Testament, Emeritus  
Robert C. Moore, EdD - Professor of Mathematics, Emeritus  
Susan E. Murray - Associate Professor of Psychology, Emerita  
G. William Mutch, PhD - Professor of Chemistry, Emeritus  
Eduardo Ocampo, PhD - Professor of Spanish, Emeritus  
Merlene A. Ogden, PhD - Dean & Professor of English, Emerita  
Lawrence W. Onsager, MA - Associate Professor of Library Science, Emeritus  
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  
Glenn E. Russell, DMin - Professor of Missions, Emeritus  
David A. Steen, PhD - Professor of Biology, Emeritus  
Delyse Steyn, PhD - Professor of Communication, Emeritus  
John F. Stout, PhD Research - Professor of Biology, Emeritus  
Brian E. Strayer, PhD - Professor of History, Emeritus  
Woodrow Whidden, PhD - Professor of Religion, Emeritus  
Peter Wong, PhD - Professor of Chemistry, Emeritus  
Janice F. Wrenn, MSW, Professor of Social Work, Emerita

### Regular Faculty

*Figures at the right margin below indicate beginning date of employment.*

Margaret Adeogun, Professor of Library Science, 2018  
BA, University of Ife;  
MLS, University of Ibadan;  
PhD, University of South Africa

Lisa A. Ahlberg, Associate Professor of Chemistry - 2011  
BS, Andrews University;  
PhD, University of California, Davis

Sonia R. Badenas, Associate Professor of French - 2008  
BA, Université de Genève (Switzerland)  
MA, Université de Grenoble (France)  
PhD, Universitat Politècnica de València (Spain)

Karl G. D. Bailey, Professor of Psychology - 2004

BS, Andrews University;  
MA, Michigan State University;  
PhD, Michigan State University

Alina Baltazar, Professor of Social Work - 2013  
BA, Andrews University;  
MSW, University of Michigan;  
PhD, Michigan State University

Anthony Bosman, Associate Professor of Mathematics - 2017  
BS, Stanford University;  
PhD, Rice University

Gary W. Burdick, Professor of Physics - 1999  
BS, Southern Adventist University;  
PhD, The University of Texas at Austin

Harvey Burnett, Professor of Psychology - 2010  
BA, University of Michigan;  
MDiv, Andrews University;  
PhD, Andrews University

Yazmik Cantillano, Assistant Professor of Social Work - 2023  
BA, Montemorelos University;  
MA, Atlantic Union College;  
MS, Fitchburg State College;  
MSW, Andrews University

Josue Cardoso dos Santos, Assistant Professor of Physics - 2024  
BS, Sao Paulo State University;  
MA, Sao Paulo State University;  
PhD, Sao Paulo State University

Stephanie Carpenter, Professor of History and Political Science - 2014  
BA, University of Vermont;  
MA, Iowa State University;  
PhD, Iowa State University

Kylene Cave, Assistant Professor of English - 2021  
BA, Andrews University;  
MA, Andrews University;  
PhD, Michigan State University

Vanessa Corredera, Associate Professor of English - 2012  
BA, Andrews University;  
MA, Northwestern University;  
PhD, Northwestern University

Brendan Cross, Assistant Professor of Physics - 2023  
BSE, Andrews University;  
MSAE, Notre Dame;  
PhD, Georgia State University

Desiree E. Davis, Associate Professor of Social Work - 2011  
BSW, Oakwood University;  
MSW, Ohio State University;  
PhD, Andrews University

D. Ivan Davis, Associate Professor of English - 1997  
BA, Atlantic Union College;  
BS, Atlantic Union College;  
MA, Andrews University;  
PhD, Ball State University

Kristin Denslow, Associate Professor of English - 2023  
BA, Andrews University;  
MA, Western Michigan University;  
PhD, University of Florida

Stefanie P. Elkins-Bates, Associate Professor of Art History - 2005  
BA, Andrews University;  
MAEd, Georgia State University;  
PhD, Andrews University

Marc Elysee, Associate Professor of Music - 2022  
BMus, McGill University;  
MMus, Andrews University;  
DMA, James Madison University

James B. Ford, Associate Professor of Library Science - 1991

BA, Andrews University;  
MLS, University of Maryland;  
MA, University of Maryland

Erhard Gallos, Assistant Professor of New Testament - 2008  
B.Th, Schulzentrum Marienhoehe, Darmstadt, Germany;  
MA, Newbold College;  
PhD, Andrews University

Daniel Gonzalez, Professor of Biology - 2013  
BS, Andrews University;  
MS Loma Linda University;  
PhD, Duke University

H. Thomas Goodwin, Professor of Paleobiology - 1994  
BA, Southern Adventist University;  
MA, Loma Linda University;  
PhD, University of Kansas

Byron Graves, Associate Professor of Music - 2017  
BA, Andrews University;  
MMus, Central Michigan University;  
DMA, Boston University

Alyx Halsey, Assistant Professor of Fine Art, 2023  
BFA, Andrews University;  
MFA, Central Michigan University

Lloyd Hamilton, Assistant Professor of Social Work - 2020  
BA, Northern Caribbean University;  
MDiv, Andrews University;  
MSW, Andrews University;  
PhD, Andrews University (in progress)

Kaara Harris, Assistant Professor of Communication - 2023  
BA, Stanford University;  
MA, Newmark Graduate School of Journalism-CUNY

Stacie Hatfield, Assistant Professor of Anthropology - 2021  
BSN, Union College;  
BA, Fort Lewis College;  
MA, University of Kentucky;  
PhD, University of Kentucky

Ryan Hayes, Professor of Chemistry - 2009  
BS, Andrews University;  
MS, Northwestern University;  
PhD, Northwestern University

Herbert W. Helm, Jr., Professor of Psychology - 1987  
BS, Andrews University;  
BA, Andrews University;  
MA, Andrews University;  
MAT, Andrews University;  
PhD, University of Southern Mississippi

Bernard Helms, Assistant Professor of Library Science - 2006  
BS, Walla Walla University;  
MIS, Andrews University;  
MLS, Indiana University

Jay Johnson, Professor of Engineering - 2016  
BA, University of Colorado, Boulder;  
PhD, Massachusetts Institute of Technology

Paulette Johnson, Associate Professor of Library Science, 2019  
BA, McGill University;  
MLIS, McGill University;  
EdS, La Sierra University

Joon Hyuk Kang, Professor of Mathematics - 2000  
BA, Sung Kyun Kwan University;  
MS, Michigan State University;  
PhD, Michigan State University

Tamara Karr, Assistant Professor of Library Science, 2020  
BS, Andrews University;  
MAT, Plymouth State University;  
MLS, Wayne State University

Max Keller, Assistant Professor of Music - 2017  
BS, Pacific Union College;  
MA, Andrews University;  
DM, Mahidol University (Thailand)

Marianne Kordas, Instructor of Library Science - 2012  
BA, Andrews University;  
MLIS, University of Wisconsin;  
MMus, University of Wisconsin

Katherine A. Koudele, Professor of Animal Science - 1995  
BA, Andrews University;  
MS, Andrews University;  
PhD, Michigan State University

Hyun J. Kwon, Professor of Engineering - 2005  
BS, Korea Advanced Institute of Science and Technology;  
MS, Korea Advanced Institute of Science and Technology;  
PhD, University of Louisville

Øystein S. LaBianca, Senior Research Professor of Anthropology - 1980  
BA, Andrews University;  
MA, Loma Linda University;  
PhD, Brandeis University

Gunnar Lovhoiden, Professor of Engineering - 2008  
BS, Walla Walla University;  
MS, University of Tennessee;  
PhD, University of Tennessee

Andrea Luxton, Professor of English - 2010  
BA, Newbold College;  
MA, Andrews University;  
PhD, Catholic University of America

Peter J. Lyons, Professor of Biology - 2012  
BS, Atlantic Union College;  
PhD, Dalhousie University

Jill Manoukian, Assistant Professor - 2024  
BS, Andrews University  
MA, Indiana University-Purdue University Indianapolis  
PhD, Ohio University

John J. Markovic, Professor of History - 1990  
BA, Andrews University;  
MA, Bowling Green State University;  
PhD, Bowling Green State University

Margarita C. K. Mattingly, Professor of Physics - 1979  
BA, Andrews University;  
MA, University of Arkansas;  
PhD, University of Notre Dame

David N. Mbungu, Associate Professor of Biology - 2001  
BS, Andrews University (UEAB campus);  
MS, Andrews University;  
PhD, University of California, Riverside

Duane C. McBride, Senior Research Professor of Sociology - 1986  
BA, Andrews University;  
MA, University of Maryland;  
PhD, University of Kentucky

Getahun P. Merga, Professor of Chemistry - 2002  
BS, Addis Ababa University;  
MS, University of Poona, India;  
PhD, University of Poona, India

Scott E. Moncrieff, Professor of English - 1988  
BA, Pacific Union College;  
MA, Andrews University;  
PhD, University of California (Riverside)

Rubén Muñoz-Larrondo, Associate Professor of Biblical Studies - 2006  
BS, La Frontera University, Temuco, Chile;  
MA, Northern Baptist Theological Seminary;  
MDiv, Andrews University;  
PhD, Vanderbilt University

Desmond H. Murray, Associate Professor of Chemistry - 1994  
BS, Andrews University;  
PhD, Wayne State University

Marlene N. Murray, Professor of Biology - 2001  
BS, Oakwood University;  
MS, Wayne State University;  
PhD, Wayne State University

Diane J. Myers, Associate Professor of Graphic Design - 2009  
BT, Andrews University;  
MFA, Vermont College of Fine Arts

Benjamin A. Navia, Professor of Biology - 2013  
BS, Pontifical Catholic University of Puerto Rico;  
MS, Andrews University;  
PhD, Loma Linda University

Pedro A. Navia, Professor of Spanish - 1996  
BA, Antillian College;  
MA, Andrews University;  
MA, University of Notre Dame;  
PhD, University of Puerto Rico

Boon-Chai Ng, Professor of Engineering - 2002  
BS, Western Michigan University;  
MS, Michigan State University;  
PhD, Michigan State University

Yun Myung Oh, Professor of Mathematics - 2006  
BS, Ewha Women's University;  
MS, Ewha Women's University;  
PhD, Michigan State University

Paulo Oliveira, Assistant Professor of Religion - 2022  
B.Th, Adventist University of São Paulo;  
DMin, Andrews University;  
PhD, Fuller Theological Seminary

Silas Oliveira, Professor of Library Science - 2010  
BA, Instituto Adventista de Ensino;  
BA, Fundação Escola de Sociologia e Política de São Paulo;  
MS, Universidade Federal de Minas Gerais;  
PhD, University of Illinois

Rodney Palmer, Associate Professor of Praxis - 2017  
BA, Northern Caribbean University;  
MA, Liberty University;  
MDiv, Liberty University;  
DMin, United Theological Seminary

L. Monique Pittman, Professor of English - 1999  
BA, Andrews University;  
MA, College of William and Mary;  
PhD, Purdue University

Zorislav Plantak, Assistant Professor of Library Science, 2018  
BA, Adriatic Union College;  
MA, Andrews University;  
MLIS, Wayne State University;  
PhD, Andrews University

Emely Poloche, Assistant Professor of Spanish – 2021  
BA, Andrews University;  
MA, Western Michigan University

Melissa Ponce-Rodas, Assistant Professor of Psychology - 2010  
BA, Yale University;  
MA, University of Illinois—Chicago;  
PhD, University of Illinois—Chicago

David W. Randall, Professor of Chemistry - 2009  
BS, Andrews University;  
PhD, University of California, Davis

Joel L. Raveloharimisy, Associate Professor of Behavioral Sciences - 2011  
BA, Eastern Washington University;  
MBA, Eastern Washington University;  
PhD, Western Michigan University

Charles Reid, Associate Professor of Music - 2012  
BM, Houston Baptist University;  
MM, University of Maryland at College Park

Terry D. Robertson, Professor of Library Science; Seminary Librarian - 1999  
BA, Andrews University;  
MA, Andrews University;  
MLS, Indiana University  
*(Holds joint appointment in the SDA Theological Seminary)*

Rhonda G. Root, Professor of Art - 1995  
BA, Andrews University;  
MAT, Andrews University;  
MFA, University of Notre Dame  
*(Holds joint appointment in School of Architecture & Interior Design)*

Davide Sciarabba, Assistant Professor of Practical Theology - 2016  
BA, Istituto Adventista Villa Aurora College, Florence, Italy;  
BA, University of Italy, Florence, Italy;  
M.Th., Adventist University of France, Collonges-sous-Saleve, France;  
M.Ed., Universidad Adventista del Plata, Entre Rios, Argentina;  
PhD, Andrews University (in progress)

David B. Sherwin, Assistant Professor of Photography - 1987–1991, 2000  
BFA, Andrews University

Ingrid Slikkers, Assistant Professor of Social Work - 2016  
BA, Andrews University;  
MSW, Western Michigan University

Twyla Smith, Assistant Professor of Social Work - 2013  
BA, Andrews University;  
MSW, Andrews University

Felipe E. Tan, Assistant Professor of Library Science - 2006  
AB, Adventist University of the Philippines;  
MDiv, SDA Theological Seminary, Far East;  
MA, SDA Theological Seminary, Far East;  
MLS, University of the Philippines

Douglas A. Taylor, Assistant Professor of Graphic Design - 2010  
BFA, Andrews University;  
MFA, Vermont College of Fine Arts

Karin Thompson, Associate Professor of Music - 2016  
BMus, Walla Walla University;  
MMus, Peabody Conservatory of Johns Hopkins University;  
PhD, University of Maryland

Heather Thompson Day, Associate Professor of Communication - 2017-2019, 2021  
BA, Andrews University;  
MA, Andrews University;  
PhD, Andrews University

Alayne Thorpe, Professor of English - 2011  
BA, University of Maryland;  
MA, University of Maryland;  
PhD, University of Maryland

Shannon Trecartin, Associate Professor of Social Work - 2014  
BSW, Southern Adventist University;  
MSW, Andrews University;  
PhD, University of Tennessee (Knoxville)

Carla L. Trynchuk, Professor of Music - 1991  
BMus, The Juilliard School of Music;  
MMus, The Juilliard School of Music

Katharine Van Arsdale, Professor of Library Science, 2021  
BA, Andrews University;  
MA, Catholic University of America;  
MSLS, Catholic University of America

Curtis J. VanderWaal, Professor of Social Work - 1990  
BS, Andrews University;  
MSW, University of Michigan;  
PhD, Case Western Reserve University

Tamara Watson, Assistant Professor of Communications - 2023  
BA, Southern Adventist University;  
MA, Andrews University

Daniel Weber, Assistant Professor of Photography - 2021  
BS, Andrews University

Lynelle M. Weldon, Associate Professor of Mathematics - 1997  
BS, Pacific Union College;  
MA, University of California, Davis;  
PhD, University of California, Davis

A. Rahel Wells, Associate Professor of Old Testament - 2012  
BS, Andrews University;  
MA, Andrews University;  
MS, Andrews University;  
PhD, Wheaton College

Kristen Witzel, Assistant Professor of Behavior Science – 2017  
BS, Andrews University;  
MA, Brandeis University;  
PhD, Western Michigan University (in progress)

Brian Wong, Professor of Biology – 2016  
BA, Loma Linda University;  
MA(s), Loma Linda University;  
PhD, Loma Linda University

Gary V. Wood, Associate Professor of Political Science - 2006  
BA, Newbold College;  
MA, California State University, San Bernardino;  
PhD, Claremont Graduate University

Garth B. Woodruff, Assistant Professor of Horticulture and Landscape Design - 2011  
BT, Andrews University;  
MA, Andrews University

Dustin R. Young, Assistant Professor of Social Work - 2021  
BSW, Southern Adventist University;  
MSW, Walla Walla University;  
DSW, Walla Walla University

Chi Yong Yun, Professor of Music - 2008  
BM, Indiana University, Bloomington;  
MM, Indiana University, Bloomington;  
DMA, University of Illinois at Urbana-Champaign

Robert E. Zdor, Professor of Biology - 1991  
BS, Pacific Union College;  
MS, Walla Walla University;  
PhD, University of Missouri—Columbia

Stephen P. Zork, Professor of Music - 1991  
BM, Atlantic Union College;  
MM, Pacific Lutheran University

#### **Adjunct Professors**

Justina Adalikwu-Obisike, PhD - Sociology  
Gavin Anthony, MA - Religion  
Enrique Baez Garcia, PhD - Religion  
Delia Barone, PsyD - Psychology  
Robert Bates, PhD - Behavioral Sciences, History/Political Science  
Sarah Baze, MA - Behavioral Sciences  
Marsha Beal, M.S.E. - Communication  
Jolene Birney, DVM - Animal Science  
Shannon Burton, PhD - Mathematics  
Marc Churchill, MMus - Music  
Saulo de Oliveira Cantanhede, MS - Physics  
Rose Eide-Altman, MMus - Music  
Adilson De Pina, PhD - Religion  
Adam Fenner, PhD - History  
Michael Flewelling, DDS - Pre-Dentistry  
Eriks Galeniēks, PhD - Religion  
John Gavin, MSW - Social Work  
Jason Gresl, MMus - Music  
Abner Hernandez, PhD - Religion  
Cooper Hodges, PhD - Psychology

Jeffrey Hudon, PhD - Behavioral Sciences  
Debra Inglefield, MMus - Music  
Glenn Johnson, PhD - Engineering  
Robert S. Jones, PhD - History  
Aleksandra Kemble, DMA - Music  
Mickey Kutzner, PhD - Physics  
Timothy Kwon, MDiv - Religion  
Kenneth Logan, AMusD - Music  
Elizabeth McCree, JD - Legal Studies  
Bonnie McLean, PhD - English  
Natasha McVay, MDiv - Religion  
Alan Mitchell, MA - Music  
Douglas Morgan, PhD - History  
Robert Moore, EdD - Mathematics  
Alexej Muran, MA, MMus - Music, Religion  
Marcella Myers, PhD - Political Science  
John Nay, MA, MS - History/Political Science  
Allen Jay O'Carey, MSW - Social Work  
Rachelle Pichot, MA - Psychology  
Marian Prince, PhD - Mathematics  
Ed Randles, MA - Music  
Zechariah Ray, BFA - Art  
Andrew Rice, MS – Biology  
Abelardo Rivas Santini, MDiv - Religion  
Ronald Rojas, DMin – Religion  
Beverly Romero, MA - English  
John A. Rorabeck, MS - Chemistry  
Olena Rybachok, MMus - Music  
Denisse Santos, PhD - Music  
David Sedlacek, PhD - Social Work  
Holly D. Shaffer, DVM - Animal Science  
Jan Aage Sigvartsen, PhD - Religion  
Gregory P. Smith, BSET, BSME, CRE, PE - Engineering  
Delyse Steyn, DEd - Communication  
Augustin Tchamba, PhD - Religion  
Lara Turner, MMus - Music  
Gurunatha R. Uppala, MA - Mathematics  
Kristine Walker-Fraser, MA - Communication  
Jill Walker-Gonzalez, PhD - English  
Cleon White, MA - Mathematics  
Stephanie Wilczynski, MA - English  
Jasmin Wilson, MSW - Social Work  
Rebecca Wright, MA - English  
Zane Yi, PhD - Philosophy  
Rachel Young, PhD - Social Work  
Nicholas Zork, PhD - Music

#### **Adventist University of France**

Daniela Gelbrich (Director)  
Pierre de Luca  
Claire Millet  
Stephanie Monet  
Gosia Monnard  
Perrine Ouang

#### **Colegio Adventista de Sagunto**

Juan Antonio López (Director)  
José Anierte  
Patricia Berhardt  
Alvaro Calvo  
Chelo Castro  
Ana Fernández  
José Alvaro Martín  
José Lopez

#### **Universidad Adventista del Plata**

Haroldo Brouchy (Director)  
Sandra Cayrus  
Carla Fernández  
Karina Fernández  
Jorge Iourno  
Alicia Leiss  
Celia Morales  
Raúl Pérez  
Romina Rivarola  
Elisa Tabuenca  
Susana Rostán  
Esther Sánchez

## Curricula Coordinators

### Pre-Professional Curricula

Dental Assistant - H. Thomas Goodwin  
Dental Hygiene - H. Thomas Goodwin  
Dentistry - H. Thomas Goodwin  
Medicine & Osteopathy - Lisa Ahlberg, H. Thomas Goodwin, Ryan Hayes, Peter Lyons, David N. Mbungu, Marlene N. Murray, Timothy Newkirk, D. David Nowack, David Randall, Karen Reiner, Robert Zdor  
Occupational Therapy -  
Optometry - Robert Zdor  
Pharmacy - D. David Nowack  
Physician Assistant - H. Thomas Goodwin, David N. Mbungu, Marlene N. Murray, D. David Nowack  
Respiratory Care -  
Veterinary Medicine - Katherine A. Koudele

## College of Education & International Services

### Emeriti

Rudolph N. Bailey, PhD - Professor of Educational Psychology, School Psychology and Special Education, Emeritus  
Larry D. Burton, PhD - Professor of Teacher Education, Emeritus  
R. Lee Davidson, EdD - Associate Professor of Teaching & Learning, Emeritus  
Shirley Freed, PhD - Professor of Leadership & Qualitative Research, Emerita  
Lyndon G. Furst, EdD - Graduate Dean and Professor of Educational Administration & Supervision, Emeritus  
Elvin S. Gabriel, EdD - Professor of Educational Psychology and Counselor Education, Emeritus  
Gary Gifford, EdD - Associate Professor of Leadership & Educational Administration, Emeritus  
Sylvia Gonzalez, PhD - Professor of Leadership & Educational Administration  
Tevni E. Grajales Guerra, DSEd - Professor of Research and Statistical Methodology, Emeritus  
James R. Jeffery, PhD - Professor of Educational Administration & Leadership, Emeritus  
Frederick A. Kosinski Jr., PhD - Professor of Counselor Education, Emeritus  
Asta LaBianca, MA - Assistant Professor of English, Emerita  
M. Louise Moon, PhD - Associate Professor of Education, Emerita  
Roy C. Naden, EdD - Professor of Religious Education, Emeritus  
Nancy J. Nixon Carbonell, PhD - Professor of Counselor Education and Counseling Psychology, Emerita  
Ray J. Ostrander, PhD - Professor of Teacher Education, Emeritus  
Dianne L. Staples, MA - Assistant Professor of English, Emerita  
Edward A. Streeter, EdD - Professor of Educational Administration & Supervision, Emeritus  
Jerome D. Thayer, PhD - Professor of Research and Statistical Methodology, Emeritus  
Dennis Waite, EdD - Assistant Professor of Counselor Education and Counseling Psychology, Emeritus  
John B. Youngberg, EdD - Professor of Religious Education, Emeritus

### Regular Faculty

*Figures at the right margin indicate beginning date of employment.*

### Regular Faculty

Sharon Aka, Associate Professor of Leadership - 2023  
AS, Centennial College  
BS, Andrews University  
MSN, D'Youville College  
PhD, Andrews University

Christon Arthur, Provost, Professor of Leadership - 2010  
BA, Caribbean Union College  
MA, PhD, Andrews University

Michelle K. Bacchiocchi, Associate Professor of Teacher Education - 2006  
BS, MMT, MAT, PhD Andrews University

Karla S. Basurto Gutiérrez, Professor of Research and Statistical Methodology - 2023  
BA, Universidad de Montemorelos  
MA, Andrews University  
PhD, Universidad de Montemorelos

Erich W. Baumgartner, Professor of Leadership and Intercultural Communication - 1994  
Diplôme d'Evangeliste Licencié, Adventist University of France  
MDiv, Andrews University  
MA, PhD, Fuller Theological Seminary

Glynis Bradfield, Associate Professor of Curriculum & Instruction - 2011  
BS, University of South Africa  
MA, Andrews University  
PhD, University of Stellenbosch, South Africa

Jay Brand, Professor of Leadership and Higher Education - 2013  
BA, Southern Missionary College  
MA, PhD, University of Louisville

Ronald D. Coffen, Professor of Counseling and School Psychology - 2003  
BS, Andrews University  
MA, PhD, University of Maryland

Anneris Coria-Navia, Professor of Curriculum & Instruction - 2014  
BM, River Plate University  
MM, MA, Andrews University  
MA, Miami University  
EdD, University of Southern California

Charity Garcia, Associate Professor of Curriculum & Instruction - 2017  
BEI, Avondale College  
MA, PhD, Andrews University

Michael Gayle, Associate Professor of Education - 2019  
BA, Andrews University  
EdM, University of Buffalo  
PhD, Andrews University

Kari Gibbs Prouty, Assistant Professor of Leadership - 2023  
BA, BS, MDiv, Andrews University

Randy Graves, Associate Professor, Teaching, Learning, and Curriculum- 2021  
BS, Southwestern Adventist University  
MS, Eastern Washington University

Gustavo Gregorutti, Professor of Leadership & Higher Education - 2014  
BA, MA, River Plate University  
PhD, Andrews University  
PhD, Humboldt University

Luana Greulich, Associate Professor of Special Education - 2011  
BA, Purdue University  
MS, Indiana University  
PhD, Florida State University

Bordes Henry-Saturné, Associate Professor of Educational Leadership - 2016  
BA, Haiti Adventist University  
MEd, Atlantic Union College  
MTh, PhD, Strasbourg University

Bradly K. Hinman, Assistant 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, MA, San Jose State University  
EdD, University of San Francisco

Nadine Isaac-Dennis, Assistant Professor of Counseling and Counselor Education - 2021  
BA, MA Andrews University  
PhD, University of Florida

Rebecca Katovsich, Associate Professor of Counseling Psychology - 2023  
BS, Indiana University  
MSW, Western Michigan University  
PhD, Andrews University

Sung K. Kwon, Associate Professor of Leadership - 2022  
BA, Washington Adventist University  
MA, Wright State University  
PhD, DMin Andrews University

Janet Ledesma, Professor of Leadership - 2011  
BS, Atlantic Union College  
MAT, PhD, Andrews University

Janine Lim, Professor of Educational Technology - 2011  
BA, MAT, PhD, Andrews University

J. Amanda McGuire-Moushon, Associate Professor, School of Education - 2021  
BA, Union College  
MA, PhD Andrews University

Michael Milmine, Assistant Professor of Educational Psychology - 2021  
BA, Southern Adventist University  
MA, PhD Andrews University

Pardon Mwansa, Associate Professor of Leadership - 2023  
BA, Solusi University  
MDiv, DMin, PhD, Andrews University

Nadia Nosworthy, Associate Professor of Educational Psychology - 2013  
BA, University of Ottawa, Ottawa  
BEd, Queen's University, Kingston  
MEd, PhD, University of Western Ontario, London

Daniela Ortiz, Assistant Professor of Intensive English - 2022  
BA, MA Alexandru Ioan Cuza University  
MSEd, Indiana University

Renette Portecop-Prentice, Assistant Professor of School Psychology - 2017  
BA, University of the Virgin Islands, St. Thomas  
MA, EdS, Andrews University

Judy R. Ramos, Assistant Professor of Education - 2023  
BA, University of Michigan  
MA, Central Michigan University

Randy Siebold, Associate Professor of Leadership - 2015  
AET, BS, Andrews University  
MA, Central Michigan University  
PhD, Indiana University

Christian Stuart, Assistant Professor of TESOL Education - 2014  
BA, Union College  
MA, PhD, University of Washington

John Wesley Taylor V, Professor of Leadership - 2023  
BA, BS, Weimar College  
MS, University of Tennessee  
EdD, University of Virginia  
MA, PhD, Andrews University

Sheralee Thomas, Assistant Professor of Education - 2022  
BMus, University of Port Elizabeth  
MDiv, MA, PhD, Adventist International Institute of Advanced Studies

Alayne Thorpe, Dean, Professor of English - 2011  
BA, MA, PhD, University of Maryland

Luda Vine, Assistant Professor of Intensive English - 2019  
BA, Azerbaijan University of Languages  
MA, PhD Andrews University

Stephanie Wilczynski, Assistant Professor of Education - 2023  
BA, Southwestern Adventist University  
MA, Andrews University

Carole Woolford-Hunt, Professor of Counseling Psychology - 2008  
BS, Andrews University  
MEd, Northeastern University  
PhD, Western Michigan University

### Adjunct Professors

Paul S. Brantley, PhD - Leadership  
Reinder Bruinsma, PhD - Leadership  
Susan Chand, PhD - Graduate Psychology & Counseling  
Ralph Chatoor, PhD - Leadership  
William Colwell, DLead - Leadership  
Duane M. Covrig, PhD - Leadership  
Christopher Denda, PsyD - Graduate Psychology & Counseling

Jose Diaz, MS - Intensive English  
David A. Elias, MA - Leadership  
Renaude Etienne, PhD - Leadership  
Harizo Fanivana, MDiv - Intensive English  
Judith B. Fisher, PhD - Graduate Psychology & Counseling  
Kathryn Foster, MA - Teaching, Learning, and Curriculum  
Jerrell Gilkeson, EdD - Leadership  
Jeremy J. Gray, MPhil - Intensive English  
Keri Haskins, MA - Graduate Psychology & Counseling  
Elizabeth A. Helm, EdS - Graduate Psychology & Counseling  
Kathy Hickok, MA - Teaching, Learning, and Curriculum  
Sheila V. Holder, PhD - Leadership  
Laura Jackson, MA - Intensive English  
Gillian Joseph, PhD - Teaching, Learning, and Curriculum  
Laura G. Kettlehut, MEd - Teaching, Learning, and Curriculum  
Jimmy Kijai, PhD - Research and Statistical Methodology  
Dennis Lundgren, PhD - Leadership  
Robson Marinho, PhD - Leadership  
Nicole Mattson, MA - Teaching, Learning, and Curriculum  
Joel Melashenko, MA - Teaching, Learning, and Curriculum  
Amanda Meseraull, MA - Intensive English  
M. Diana Ming, PhD - Leadership  
Lilia Moncrieff, MA - Intensive English  
Jeannie Montagano, PhD - Graduate Psychology & Counseling  
Ruth C. Mwashinga, MA - Intensive English  
Stacey Nicely, PhD - Graduate Psychology & Counseling  
Ruth J. Nino, MA - Leadership  
Mordekai Ongo, PhD - Leadership  
George Opoku, PhD - Leadership  
Sehee Park, MA - Intensive English  
Cesiah Pimentel Melendez, PhD - Leadership  
Juan R. Prestol-Puesan, PhD - Leadership  
Steven D. Reece, PhD - Leadership  
Albert Reyes, PhD - Leadership  
Christine Rorabeck, MA - Intensive English  
Greg G. Schaller, MDiv - Leadership  
Jaynee N. Shamenda, MSEd - Intensive English  
Bradley W. Sheppard, PhD - Teaching, Learning, and Curriculum  
Jess Swackhamer, MA - Teaching, Learning, and Curriculum  
Christiane Theiss, PhD - Leadership  
Marta Trias, MA - Intensive English  
James A. Tucker, PhD - Leadership  
David L. Waller, MEd - Education  
Brian E. White, MA - Intensive English  
Thom Wolf, PhD - Leadership  
Rebecca Wright, MA - Intensive English

## College of Health & Human Services

### Emeriti

Ruth D. Abbott, PhD - Professor of Nursing, Emerita  
John Carlos, Jr., PT, PhD - Professor of Physical Therapy, Emeritus  
Nancy Carter, MS, - Professor of Nursing, Emerita  
Winston Craig, PhD - Professor of Nutrition, Emeritus  
C. William Habenicht, MPH - Professor of Physical Therapy, Emeritus  
Zerita J. Hagerman, DNSc - Professor of Nursing, Emerita  
Ingrid C. Johnson, MA - Professor of Physical Education, Emerita  
Marcia Kilsby, PhD - Professor of Medical Laboratory Sciences, Emerita  
Martha K. Lorenz, PhD - Professor of Home Economics, Emerita  
Albert McMullen, MT(ASCP), MA - Professor of Medical Laboratory Sciences, Emeritus  
Patricia Mutch, PhD - Professor of Nutrition, Emerita  
Wayne L. Perry, PT, MBA, PhD - Professor of Physical Therapy, Emeritus  
Richard Show, MS - Professor of Medical Laboratory Sciences, Emeritus  
Rilla D. Taylor, MSN - Professor of Nursing, Emerita  
Constance H. Tiffany, PhD - Professor of Nursing, Emerita  
David Village, DHSc - Professor of Physical Therapy, Emeritus

### Regular Faculty

*Figures at the right margin indicate beginning date of employment.*

Michelle Allyn, Assistant Professor of Rehabilitative Sciences, Behavioral Sciences  
Coordinator - 2018  
BS, Andrews University  
MSPT, Andrews University  
DScPT, Andrews University

Greg Almeter, Associate Professor of Physical Therapy - 2008  
BS, MSPT, Andrews University  
DScPT, Andrews University

Dixon Anjejo, Associate Professor of Population Health, Nutrition and Wellness - 2014  
BS, Andrews University  
MS, Moi University  
DrPH, Loma Linda University

Jean Amost Cadet, Associate Professor of Population Health, Nutrition and Wellness - 2019  
MPH, Emory University  
MD, Universite' d'Etat d'Haiti

Grace Chi, Professor of Nursing - 2012  
BS, Southwestern Adventist University  
MS, Andrews University  
PhD, Texas Woman's University

Brynja K. Davis, Assistant Professor of Speech Pathology - 2006  
BS, Andrews University  
MS, Loma Linda University  
PhD, Wayne State University (in process ABD)

Gerson De Leon, Clinical Sciences Coordinator, Assistant Professor of Rehabilitation Sciences - 2020  
BS, Universidad Adventista De Las Antillas  
DPT, 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

Barbara Harrison, Clinical Associate Professor of Nursing - 2017  
BS, Andrews University  
MS, Wayne State University

Nathan Hess, Associate Professor of Physical Therapy  
BS, Andrews University  
MSPT, Andrews University  
DPT, University of Montana

Sherri Isaak, Associate Clinical Professor of Population Health, Nutrition and Wellness, RD - 2015  
BS, Andrews University  
MS, Andrews University

Jenica Joseph, Assistant Professor of Speech-Language Pathology and Audiology  
BS, Andrews University  
MS, Loma Linda University

Sozina Katuli, Assistant Professor Physical Therapy - 2015  
BS, Sokoine University of Agriculture, Tanzania  
MS, Loma Linda University  
DrPH, Loma Linda University

Dovison Kereri, DScOT Program Director, Assistant Professor- 2021  
MS, University of Indianapolis  
PhD, Nova Southeastern University

Gretchen Krivak, Assistant Professor of Population Health, Nutrition and Wellness RD - 2010  
BA, Bethel College  
MS, Andrews University

Shawna McNeily, Clinical Associate Professor of Nursing  
BSN, Northern Caribbean University  
MS, Duke University

Sue Mondack, Onsite Clinic Director, Speech-Language Pathology and Audiology - 2017  
BS, Andrews University  
MA, Michigan State University

Cristy Moss, Clinical Associate- 2021  
BS, University of the West Indies  
BS, Andrews University

Timothy A. Newkirk, Associate Professor of Medical Laboratory Sciences - 2010  
BS, BSMT, Andrews University  
MSMLS, Andrews University; MT(ASCP)

Melinda Nwanganga, Assistant Professor of Nursing - 2018  
BS, Andrews University  
DNP, Valparaiso University

Elizabeth T. Oakley, Associate Professor of Physical Therapy - 1994  
BS, MSPT, Andrews University  
DHSc, University of St. Augustine

Lee E. Olson, Associate Professor of Physical Therapy - 2002  
DC, Western States Chiropractic College  
MPT, Andrews University

Ryan Orrison, Assistant Professor of Physical Therapy - 2014  
BS, Andrews University  
MS, Andrews University

Melissa Poua, Instructor of Medical Laboratory Sciences - 2015  
BS, Andrews University MT(ASCP)  
MS, University of Florida

Karen A. Reiner, Associate Professor of Medical Laboratory Sciences - 2004  
BS, Columbia Union College  
MSCLS, Andrews University; MT(ASCP)  
PhD, Walden University

Emmanuel Rudatsikira, Professor of Population Health - 2012  
MD, Kinshasa University  
DrPH, Loma Linda University

William Scott, Assistant Professor of Physical Therapy - 2013  
BS, MSPT, Andrews University

Tammy Shilling, Associate Professor of Speech-Language Pathology and Audiology - 2015  
BS, University of Kansas  
MS, University of Kansas Medical Center  
MS, Baker University - Management

Letrisha Stallard, General Medicine Coordinator, Assistant Professor of Rehabilitation Sciences - 2020  
BS, Andrews University  
MSPT, Andrews University  
DPT, St. Scholastica College

Phillip Stone, Off-Site Clinical Director, Speech-Language Pathology and Audiology  
BS, Columbia College  
MS, Andrews University

Marileda Tome', Professor of Speech-Language Pathology- 2021  
BS, Federal University of Santa Maria  
MS, Federal University of Santa Maria  
PhD, Federal University of Sao Paulo

Rhonda Tomenko- Assistant Professor of Speech-Language Pathology and Audiology - 2020  
BS, Andrews University  
PhD, James Madison University

Padma Uppala, Director of Bachelor of Science in Public Health Program and Professor of Population Health - 2016  
BS, Andhra University  
MS, Kakatiya University  
PhD, Loma Linda University

Khonnah Weithers, Director of Clinical Education and Assistant Professor - 2013  
BS, Andrews University  
MS, Goshen College

## Curricula Coordinators

### Pre-Professional Curricula

Chiropractic - Lee E. Olson, PT, CD  
Cytotechnology - Karen Reiner  
Dietetics -Padma Tadi Uppala , Gretchen Krivak  
Health Information Management - Karen Reiner  
Physical Therapy - Cristina Wilson

## Adjunct Professor of Population Health, Nutrition and Wellness

Patricia Ford, PhD  
Stephanie Goddard, MS  
Jimmy Kijai, PhD  
Naomi Modeste, DrPH  
Karen Reiner, PhD  
Robin Sarkar, PhD  
Susan Singer, MPH  
Diedre White, DrPH

## Adjunct Clinical Professors of Dietetics

Kris Flanigan, RD, LDN - Adventist Hinsdale Hospital, Hinsdale, IL  
Karen Feldmeyer, MSA, RD, LD - Atrium Medical Center, Kettering, OH  
Peter Weiss, MS, RD, LDN -Florida Hospital Waterman, Tavares, FL  
Gabrielle Belcastro, RD - Florida Hospital Zephyrhills, Zephyrhills, FL  
Laura Walters, RD, LD, Susan Wilson MS, RD, LD - Kettering Health Network, Kettering, OH  
Tracee Scheffers, MA, RD -Lakeland Healthcare, St. Joseph, MI  
Jocie Antonelli, RD Food Service - IU Health Goshen, Goshen, IN  
Sandi Morris, RDN, CD/Clinical  
Crystal Creighton, RD - Spectrum Health, Grand Rapids, MI  
Claudia Weekes, MS, RD, LD - St. Francis Hospital, Columbus, GA  
Stephanie Hillyer, RD, Terri Faulkenburg, CDM -LaPorte Hospital, LaPorte, IN  
Megan Rhoades, RD, LD, CDE - Huguley Medical Center, Fort Worth, TX  
Gail Weismann, RD, CD - Memorial Hospital, South Bend, IN

## Adjunct Clinical Instructors of Dietetics

Amita Health Adventist Medical Centers  
Irene Simatic, MBA, RD, LDN, CDE  
Lisa Murray, MS, RD, LDN  
Yun Kung Lin, RD  
Amanda Ayers, RD  
Amanda Duffy, RD  
Sally Rogina, RD  
Joy Oh, RD  
Sara Volkmar, RD  
Elizabeth Zawila, RD

Atrium Medical Center, Franklin  
Kathy Bere, RD, LD  
Mary Lindfors, RD, LD, CNSD  
Cynthia Santoro, RD, LD  
Amber Stanton, RD

Florida Hospital Zephyrhills  
Julia Damp, RD, LDN  
Terry Weidy, RD  
Laura Donaway, RD

Florida Hospital-Waterman, Tavares  
Ellen Boyer, RD  
Candace Miller, RD  
Jodi Robinson, RD  
Vicky Wang, RD

Fresenius Dialysis  
Tom Grove, MS, RD  
Marlena Crow, MS, RD

Greencroft Healthcare  
Lorna Troyer, RD

IU Health-Goshen, Goshen  
Sherri Kramp, RD, CD  
Elisa McPherson, RD, CD  
Justine Miller, RD, CD  
Becky Overholt, RD,CD, CSO  
Tiffany Swartzentruber, RD,CD

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 Ahrens RD,LD  
Tina Banning MS, RD, LD  
Noelle Brown RD, LD  
Britnee DePriest RD,LD  
Meghan DeRoo RD, LD  
Mary Lou Ducate-Miller, RD, LD  
Amanda Griffen RD,LD  
Helene Gruber, RD, LD  
Heather Harp RD,LD  
Dyanne Johnson, RD,LD  
Stephani Knisley RD,LD  
Nancy Kunkel, RD,LD,CDE  
Jennifer Liames 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 Tettau RD, LD  
Debra Tornes RD, LD  
Elizabeth Villanyi MS, RD,LD

Lakeland HealthCare, St. Joseph  
Jeanette Arrendondo, RD  
Janelle Bennett, RD  
Pamela Kurtz, RD, CDE  
Laura Landrey, RD  
Julie Lischer, RD, CNSC  
Shelli Meulemans, RD  
Monique Miller, RD  
Julie Panis, MS, RD, CDE  
Christina Parce, RD  
Brenda Schalk, MS, RD  
Tracee Scheffers, RD  
Whitney Schueneman, RD  
Erin VerHage, RD, CNSC

Beacon Health System  
Carol Curtis, RD  
Cecily Maes, MA, RDN  
June Brandner, RD  
Kaley Schwind, RD  
Martha Magliola, RD  
Mayelin Lora-Williams, RD  
Nancy Taghon, RD  
Renee Mischler, MS, RD, CD  
Susan Szczechowski, RD  
Amanda Glass, RD  
Lelsey Herwick, RD  
Vicki Craker, RD, CSP, CD

Notre Dame University, South Bend  
Jocie Antonelli, RD  
Kayla Matrunick, MS, RD

Spectrum Health, Grand Rapids  
Peri Bianchi, PhD, RD, CNSD  
Molly Bigford, BS, RD  
Sandra Blackwell, BS, RD  
Cathy Cimbalik, BS, RD, CNSD  
Crystal Creighton, BS, RD  
Kristen Cuevas, RD  
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, CSN, 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 Tutt, MS, RD, CDE  
Krista Vakertzis, MS, RD  
Kateri Valdes BS, RD, CNSP  
Lori Vanderweele, BS, RD, CPN  
Bobbie Warmbein, RD

#### WIC

Debbie Amodedo, RD, LDN  
Christopher Bendekgey, MS, RD  
Brenda J. Forman, RD  
Sarah Last, RD  
Cindy Meale, RD  
Patti Meuninck, RD  
Dawn Pinto, RD  
Pamela Silko, MS, RD, LDN

#### School Lunch

Judy Sargent, RD  
Meghan Gibbons, RD  
Amy Klinkoski, MS  
Lousie Easterly, LD, RD

#### St. Francis Hospital

Vista-Dale Hanley RD, LD  
Choi Har Kwan, MS RD LD  
Ali Reitz, RD, LD  
Penny Park, RD LD

#### Memorial Hospital

Martha Magliola RD  
Vickie Craker RD

### Adjunct Clinical Professors of Medical Laboratory Sciences

#### Adventist Healthcare Laboratories (Quest Diagnostics):

Shady Grove Adventist Hospital  
Stephanie Codina, MS, MT(ASCP)SBB, DLM  
Hollie Genser, MT(ASCP)  
Rob SanLuis, Lab Director MLS(ASCP)

#### Adventist Healthcare Laboratories (Quest Diagnostics):

White Oak Medical Center  
Stephanie Codina, MS, MT(ASCP)SBB, DLM  
Zaneta Morrow MHSA, MLS (ASCP)  
Rob SanLuis, Lab Director MLS(ASCP)

#### AdventHealth Hinsdale

Lily Choy, BS, MT(ASCP)  
Eric Hatch, BS MT(ASCP)  
Gale Meyer, BS, MT(ASCP)  
Hetal Patel, BS MT(ASCP)  
Janice Rosacrans, BS, MT(ASCP)  
Roger Rosen, BS, MT(ASCP)SM  
Kevin Strong BS, MT(ASCP)  
Zenaida Tojino, BS, MS, MT(ASCP)JSC

#### AdventHealth Daytona Beach

Brian Midkiff, MBA H.C. (ASCP)  
Scott Ratchford, MBA, MLS (ASCP), Lab Director

#### AdventHealth Manchester

Michelle Reed, MLS(ASCP)<sup>CM</sup>

#### AdventHealth Orlando

##### Orlando

Zaida Aviles-Ruiz, MLS(ASCP)  
Andrea Bridges, MLS(ASCP)<sup>CM</sup>  
Angela Charles, MLS(ASCP)  
Stephanie Corliss, MLS(ASCP)  
Mia Dabrowski, MLS (AMLS, ASCP)  
Cory Eldon, MLS(ASCP)  
Andira Ferguson, MPH, MLS(ASCP)<sup>CM</sup>  
Nicole Garson, MLS(ASCP)  
Diane Goulbourne, MLS(ASCP)  
Mary Hailey, CL  
Shannon Harper, MLS(ASCP)  
Charma Henry, MLS(ASCP)  
Katie Murphy, MLS(ASCP)  
Zanel Spencer, MLS(ASCP)

#### AdventHealth Porter, AdventHealth Littleton, AdventHealth Parker and Centura Labs

Deb Berg, BS, MLS(ASCP)  
Robert Clark, BS, MLS(ASCP)  
Janice Eakins, BS, MLS(ASCP)  
Rasha Elshieck, BS, MLS, AMLS  
Holly Fal, MLS(ASCP)<sup>CM</sup>  
Barbara Fink, BS, MLS(ASCP)  
Frank Forney, MLT(ASCP)  
Michael Gallegos, MHA, CLS (AMLS)  
Brittany Hertzog, BS, MLT(ASCP)  
Aundrea Johnson, BS  
Donna Martinez, BS, MLS(ASCP)  
Rita Mayers, MLS(AMLS)  
Mary Metcalf, MLS(ASCP)  
Debbie Miller, MLS(ASCP)  
Rita Oliver, MLS(ASCP)  
Marty Pack, MLS(ASCP)  
Charmian Perez, MLS(ASCP)  
Diane Reynolds, MLS(ASCP)  
Rachael Shaw, MLS(ASCP)  
Robert Thompson, MLS(ASCP)  
Sarah Elizabeth Totten, M(ASCP), PhD  
Anh Tran, MLT(ASCP)  
Diann Young, MLS(ASCP)

#### AdventHealth Sebring

FlordeLuna Manalili-Black, BSMLS, MLS(ASCP)

#### AdventHealth Tampa

Lara A. Araniago, MLS(ASCP)

#### AdventHealth Wesley Chapel

Bob Van Asdale, MLS(ASCP)

#### Altamonte

Francisco Arellano, MLS(ASCP)<sup>CM</sup>  
Lauren Dickman, MHA/INF, MLS(ASCP)<sup>CM</sup>, DLM(ASCP)<sup>CM</sup>  
Yowanska Echevarria, MLS(AMLS), MLS(ASCP)  
Leoni Miller, BSc

#### Apopka

Gabriela Harmon, MBA MT  
Dahlia Manu, MLS(ASCP)

#### Celebration

Vidaly Rivera, MT(ASCP)

#### Center for Thrombosis Research

Joyne Pana, MLS(ASCP)

CHI Memorial Hospital  
Beth Davis, BS, MT(ASCP),  
Ann Durham, MLS(ASCP)  
Lecia Guill, BS, MT(ASCP),  
Kristi Parsons, BS, MT(ASCP)  
Janeen S. Pilecki, BS, MLS(ASCP)SH<sup>CM</sup>  
Tina Smith-Zitzow, MLS(ASCP)

Corewell Health Lakeland Hospital  
James Brown, Lab Director, MLS(ASCP)<sup>CM</sup>  
Jamie Starbuck, MBA, BS, MLS(ASCP)

East Orlando  
Megan Guy, MLS(ASCP), MLS(AAB)  
Karissa Lucas, MLS(ASCP) SBB  
Jennifer Mauricio, MLS(AMLS, MLT(ASCP)  
Nicole Santiago, MLS(ASCP)<sup>CM</sup>

Eskenazi Health  
Diane Cantwell, BS, MT(ASCP)  
Kristin Cheslock, BS, MT(ASCP)  
Debbie Kraus, BS, MT(ASCP)  
Margaret Muciarelli, BS CT(ASCP)  
Amber Ryan,, MS, M(ASCP)

Kissimmee  
Sheniqua Kemp, MS, HTL(ASCP) MB(ASCP)<sup>CM</sup> MLS(ASCP)<sup>CM</sup>

Winter Garden  
Radha Dit, MPH, MLS(AMLS)

Winter Park  
Kristhina Esguerra, MLS(ASCP)  
Ketlande Rosas, MLS(ASCP)<sup>CM</sup>  
Joyce Sullivan, MLS(ASCP)

Indiana University Health LaPorte Hospital  
Jessica Olszewski, MT(ASCP)  
Robert Penoni, MBA, MT(ASCP)  
Sonali Shukla, MD  
Jennifer Ulrich, MT(ASCP)<sup>CM</sup>  
Cynthia A Whitacre, BS, MT(ASCP)

The Johns Hopkins Hospital - Maryland  
Lorraine N. Blagg, MA, MLS(ASCP) SBB  
Brittney Howard, MS, MLS(ASCP)<sup>CM</sup>  
Paula Mister, MS, MT, SM(ASCP)  
Melody Rorabeck, MHS, MLS(ASCP)<sup>CM</sup>

Kettering Health Network - Ohio  
Kerensa Rogers, BS, MT(ASCP)

Lutheran Hospital  
Karen Brown, BS, MT(ASCP)  
Stephanie Clemmons, BS, MLS(ASCP)<sup>CM</sup>  
Sue Gloude-mans, BS, MT(ASCP)  
Chelsey (Gerig) Shoaff, BS, MLS(ASCP)<sup>CM</sup>  
Dawn Treace, MS, MT(ASCP)

Medstar Washington Medical Center

Yoseph Abraham, MS, MLS(ASCP)  
Karen Delinger, MT(ASCP)  
Karen D. Gutwald, MT(ASCP)  
Julius Gwanfogbe, Transfusion/Tissue Services Supervisor  
Nicholas Price, MHA, MLS(ASCP)

Memorial Hospital of South Bend  
Gina Arsenault, MLS(ASCP), MSA  
Sunette Lawas, MLS  
Dacia Raef, MLT  
Rebecca Wooster, MLS

Parkridge East Hospital  
Michael Sharp, MLS(ASCP)

Saint Joseph Plymouth Regional Medical Center  
Susan Richeson, MLS, BSMLS(ASCP)

Texas Health Huguley Hospital  
Kamala Attaluri, BS, MT (ASCP)  
Jennifer Carroll, MLS(ASCP)  
Jennifer Crow, MD (Staff Pathologist)  
Itsia Gonzalez, BS, MT (ASCP)  
Nikki Haberstroh, BS, MT (ASCP)  
Karen Martinson, BS, MT (ASCP)

University of Texas Southwestern Medical Center  
Leena Patel, Quality/Education Coordinator

### Professional Lecturers

Physical Therapy, Andrews University  
Dixon Anjejo, DrPH  
Alina Baltazar, PhD, MSW, LMSW,ACSW, CFLE  
Lori Bliven, MSPT  
John Carlos, Jr., PT, PhD  
Bonny Dent, MSPT  
John Dronen,MSPT  
Aristede Dukes, DPT  
Cyndi Forrester, PT  
Dana Gardiner, PT  
Dena Garnett, DPT  
Adrienne Greene, DPT  
Melinda Grimm, DPT  
Christie Hamstra, PT  
Thais Emi Ikari, MSPT  
Ante Jeronoic  
Leann Jewell, PT  
Kristin Kabele, PT  
Randy Karim, DPT  
Cynthia Krafft, PT  
Brian Malas, MHPed  
Lauren Laird, DPT  
Anna Linstromberg, DPT  
Katie Mahaffie  
Sherry McLaughlin, MSPT  
Michael O'Hearn, PT,MSPT  
Becky Rommel, OT, MMA  
Todd Rose, MSPT  
Preeti Samraj, PT  
Donald Shelbourne, MD  
Susan Talley, PT, PhD  
Kristin Zakutansky, MBA

### Adjunct Professors of Physical Therapy

Frank Aerts, DScPT  
Alina Baltazar, PhD  
Kensie Bermingham, DPT  
Sara Centeno  
Valerie Coolman, DScPT  
Bonny Dent, PT, MSPT  
Pat Fonstad, DScPT  
Adrienne Greene, DPT  
David Musnik, MD  
Keri Pawielski, DPT  
Erl Pettman, MCSP, MCPA, COMP DSc(hon)  
Geoff Schneider, DScPT  
Eric Schopmeyer, CO/LO  
Stacy Soappman, DScPT  
Kathleen Stupansky, DScPT  
David Village, DHSc  
Andrews Thompkins

### Adjunct Clinical Instructors of Physical Therapy

Leo Adorado, SCCE  
Lisa Allen, PT, CCCE  
Stephanie Althoff, SCCE  
Kamber Arbini, SCCE  
Sean Armentrout, SCCE  
Victor Attoh, SCCE

Anne Augustyn, SCCE  
Lisa Babcock, PT, SCCE  
Ben Barnes, SCCE  
Eddie Barreara, SCCE  
Chelc Bartlebaugh, SCCE  
Ahmad Behrouzi, SCCE  
Mindy Brower, SCCE  
Levi Brown, SCCE  
Anita Burkhalter, SCCE  
Winnie Calvario, SCCE  
Kellie Cash, SCCE  
Christie Chiesa, SCCE  
Kim Ciprian, SCCE  
Brenda Clifford, SCCE  
Janet Cloke, SCCE  
Jennifer Conway, SCCE  
Lindsey Creely, SCCE  
Paul Davis, SCCE  
Armando Demelo, SCCE  
Bajori(Joy) Denard, SCCE  
Shane Devoti, SCCE  
Carissia Dill, SCCE  
LeAnn Distelberg, PT, SCCE  
Katrina Earley, SCCE  
Nichloe Edwards, SCCE  
Erica Feilter, SCCE  
Natalie Ford, SCCE  
Tasha Franks SCCE  
Jessica Funchion, SCCE  
Amber Gadow, SCCE  
Katharine Gaj, SCCE  
Dena Garnett, SCCE  
David George, SCCE  
Wayne Goffin, SCCE  
Jody Goodson, SCCE  
Jenna Guzman, SCCE  
Melaney Hamby, SCCE  
Kathleen Harrison, SCCE  
Brock Haut, SCCE  
Rufus Hay, SCCE  
Chris Hebel, SCCE  
Angela Hecksel, SCCE  
Jennifer Hibler, SCCE  
Antoinette Hilton, SCCE  
Jason Houser, SCCE  
Phil Jasheway, SCCE  
Ashley Johnson, SCCE  
Ashlee Jones, SCCE  
Ryan Karrow, SCCE  
Nichole Kidd, SCCE  
Erin King, SCCE  
Erica Kissinger, SCCE  
Caitlan Klein, SCCE  
Elizabeth Klein, SCCE  
Carley Klocko, SCCE  
Erin Koenig, SCCE  
Taiwo Kola-Korolo, SCCE  
Marie Koss-Ryan, SCCE  
Katie Kuebel, SCCE  
Sukhi Kulkarni, SCCE  
Lindsay Lajola, SCCE  
Kristi Lee, SCCE  
Aaron Legall, SCCE  
Amanda Lewandowski, SCCE  
Peter Lingas, SCCE  
Anna Linstromberg, SCCE  
Nicholle Lloyd, SCCE  
Jill Lovely, SCCE  
Julia MacLeod, SCCE  
Alex Markovich, SCCE  
Danielle McCabe, SCCE  
Matt McFadden, SCCE  
Abageal McGee, SCCE  
Jsaah McClrath, SCCE  
Kurtis McIntire, SCCE  
Lora Moore, SCCE  
Chris Moore, SCCE  
Blair Morris, SCCE  
Gwen Murphy, SCCE  
George Myers, SCCE  
Tsahi Niv, SCCE

Jean O'Mara, SCCE  
Michael O'Hearn, SCCE  
Rod Olson, SCCE  
Mary Oman, SCCE  
Sarah Patterson, SCCE  
Jenn Pidkowicz, SCCE  
Joe Piselli, SCCE  
Aubrie Purtell, SCCE  
Kevin Pust, SCCE  
Hayes Rainer, SCCE  
Anja Rassmussen, SCCE  
Kate Reinecke, SCCE  
Jennifer Rogers, SCCE  
Jennifer Root, SCCE  
Manya Saxena, SCCE  
Pat Scavuzzo, SCCE  
Ryan Scheller, SCCE  
Jamie Schindler, SCCE  
Erin Schultze, SCCE  
Robb Seahorn, SCCE  
Jessica Sharp, SCCE  
Amber Shook, SCCE  
Kristy Simpson, SCCE  
Murray Thiessen, SCCE  
Joanna Tomol, SCCE  
Rebekah Trimbach, SCCE  
Paul Turner, SCCE  
Gloria Vela, SCCE  
Susan Vogt, SCCE  
Heather Waldron, SCCE  
Ethan Walker, SCCE  
Brittany Walters, SCCE  
Jennifer Warning, SCCE  
Dennika Weller, SCCE  
Sharon Wentworth, SCCE  
Chyrinne White, SCCE  
Ashley Wisniewski, SCCE  
Peter Yeatts, SCCE  
Jennifer Zackrisson, SCCE

### **Adjunct Professors of Nursing**

Krista Abaya BSN, RN  
Bea Ade-Oshifgun PhD, RN  
Dixon Anjejo, DrHP, Dip GIS  
Andrew Awoniyi, ND, RN-BC, CDE  
Linda Baker-Bynum, DNP RN  
Jean Cadet, MD, MPH  
Sara Kim, DNP, FNP, JD  
Diana Li, BSN, RN  
Debbie Look PharmD  
Juliana Maldonado, DNP, FNP  
Miriam Morgan-Skinner, DNP, FNP  
Kathy Ryba, MSN RN  
Carol Rossman DNP, PNP-C  
Teresa Stoltz, BSN, RN  
Sheralee Thomas, PhD  
Jennifer Williams, MSN, FNP  
Ping Xu

### **Adjunct Professors of Communication Sciences & Disorders**

Kara Cotter, MA, CCC-SLP  
Melissa Phillips, MA CCC-SLP  
Ashley Porter, MA CCC-SLP  
Starla Robers, MA, CCC-SLP  
Lisa Sutton, MA, CCC-SLP

### **College of Professions**

#### **Emeriti**

Carey C. Carscallen, MArch - Professor of Architecture, Emeritus  
Robert E. Firth, PhD - Professor of Management, Emeritus  
José R. Goris, PhD - Professor of Management, Emeritus  
Harry C. Lloyd, MA - Professor of Aeronautical Technology, Emeritus  
Robert C. Schwab, PhD - Professor of Management, Emeritus  
Llewellyn D. Seibold, MArch - Professor of Architecture, Emeritus  
Allen F. Stemberge, 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

Jeremy Alexander, Assistant Professor of Aviation - 2018  
BS, United States Naval Academy

Jerry Chi, Professor of Management - 2012  
BBA, BA, Taiwan Adventist College;  
MBA, PhD, Andrews University;  
PhD, Illinois State University

Kathleen M. Demsky, Associate Professor of Library Science - 1995  
BA, MLS, Indiana University of Bloomington  
*(Holds joint appointment in College of Arts & Sciences)*

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

Duane Habenicht, Associate Professor of Aviation - 2001  
BIT, Andrews University;  
MBA, Andrews University

Alan J. Kirkpatrick, Associate Professor of Finance - 2005  
BA, University of South Florida;  
MBA, Georgia State University;  
DBA, University of Tennessee

David Macomber, Assistant Professor of Aviation - 2017  
BT, Andrews University

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.

Mark A. Moreno, Associate Professor of Architecture - 1996  
BS, University of Texas at Arlington  
MArch, Harvard University

Liz Muhlenbeck, Adventist Health System Associate Professor of Management - 2015  
BBA, Andrews University;  
MHA, Xavier University;  
PhD, Regent University

Darryl V. Penney, Assistant Professor of Aviation - 2012  
AIT, Andrews University;  
DC, Palmer College of Chiropractic

Christopher Perry, Assistant Professor of Architecture - 2018  
BSA, Andrews University  
MArch, Andrews University  
Licensed Architect, State of South Carolina

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

Rhonda G. Root, Professor of Art - 1995  
BA, MAT, Andrews University  
MFA, University of Notre Dame

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

Alan Scott, Assistant Professor of Aviation - 2017  
BT, Andrews University

Rodney Summerscales, Assistant Professor of Computer Science - 2013  
BS, Andrews University;  
MS Pennsylvania State University;  
PhD, Illinois Institute of Technology

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

Roy Villafane, Associate Professor of Computer Science - 2004  
BS, University of Central Florida;  
MS, University of Central Florida;  
PhD, University of Central Florida

Kristin S. von Maur, Assistant Professor of Architecture - 2003  
BArch, Andrews University  
MArch, University of Notre Dame

Jacquelyn Warwick, J.N. Andrews Professor of Marketing - 1998  
BA, University of Puget Sound;  
MBA, PhD, Texas A&M University

William D. Wolfer, Assistant Professor of Computer Science - 1990, 1995, 1999  
BBA, Andrews University;  
MS, Andrews University

## Adjunct Professors

Lilian Akawobsa, MBA - Management  
Afua Asante, PhD - Accounting  
Emmanuel Asiedu, M.B.A. - Accounting  
Carey Carscallen, MArch, MS  
Lileen Coulloudon, MBA - Management  
Bari Courts, PhD - Economics/Management  
Jenifer Daley, PhD - Economics  
Ryan Davis, MArch  
Jimmie Flores, PhD - Information Systems  
Lisa Goolsby, M.B.A - Marketing  
Keith Ockerman, MArch  
Jessica Perry, BFA  
Satyanarayana Ramella, PhD - Finance  
Paul Smith, MSA, CPA - Accounting  
Susan M. Taylor, JD - Management  
James Temple, MBA, CPA - Accounting/Economics  
Jamiel Vadell, PhD - Management  
Simon Vaz, MBA - Management

## Seventh-day Adventist Theological Seminary

### Emeriti

Bruce L. Bauer, DMiss - Professor of World Mission, Emeritus  
O. M. "Skip" Bell, DMin - Professor of Leadership, Emeritus  
John T. Baldwin, PhD - Professor of Theology, Emeritus  
Russell C. Burrill, DMin - Professor of Evangelism and Church Growth, Emeritus  
Fernando L. Canale, PhD - Professor of Theology and Philosophy, Emeritus  
Gorden R. Doss, DMin, PhD - Professor of World Mission, Emeritus  
Walter B.T. Douglas, PhD - Professor of Church History and History of Religion, Emeritus  
Atilio R. Dupertuis, ThD - Professor of Theology, 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  
Stanley E. Patterson, PhD - Professor of Leadership, Emeritus  
David Penno, PhD - Professor of Leadership, Emeritus  
Russell L. Staples, PhD - Professor of World Mission, Emeritus  
Kenneth B. Stout, DMin, PhD – Professor of Preaching, Emeritus  
H. Peter Swanson, PhD - Professor of Pastoral Care, Emeritus  
O. Jane Thayer, PhD - Associate Professor of Religious Education, Emerita  
Peter van Bemmelen, ThD - Professor of Theology, Emeritus  
Nancy J. Vyhmeister, PhD - Professor of Mission, Emerita  
Allan R. Walshe, DMin - Associate Professor of Discipleship, Emeritus

## Regular Faculty

*Figures at the right margin indicate beginning date of employment.*

Luis A. Amador Morales, Assistant Professor of Practical Theology - 2024  
BSPS, Central University of Las Villas;  
BTh, Montemorelos University;  
MPTh, DMin, Master in Pastoral Theology, Inter-American Adventist Theological Seminary

Kevin M. Burton, Assistant Professor of Church History - 2024  
BBA, Southwestern Adventist University;  
MA, Andrews University;  
PhD, Florida State University

P. Richard Choi, Professor of New Testament - 1991  
BA, Pacific Union College; MDiv, Andrews University;  
PhD, Fuller Theological Seminary

Petr Činčala, Associate Professor of World Mission - 2013  
BTh (Equiv.), Prague SDA Theological Seminary;  
MDiv, MSW, PhD, Andrews University

Alain G. Coralie, Assistant Professor of Leadership - 2023  
BA, Université de la Réunion;  
MDiv, Andrews University;  
MTh, University of Oxford;  
PhD, University of Bristol

Felix H. Cortez, Professor of New Testament - 2013  
Licenciado en Teología, Universidad de Montemorelos;  
Maestría en Letras Modernas, Universidad Iberoamericana;  
PhD, Andrews University

Heather L. Crews, Assistant Professor of Field Based Practicums - 2023  
BA, Southwestern University;  
MDiv, Andrews University;  
DMin, George Fox University

Iurii N. Drumi, Associate Professor of World Mission - 2023  
BTh, Zaoksky Theological Seminary;  
MA, PhD, Andrews University

Denis J.H. Fortin, Professor of Historical Theology - 1994  
BA, Canadian University College;  
MDiv, Andrews University;  
PhD, Université Laval

Jasmine J. Fraser, Assistant Professor of Religious Education - 2020  
BSc, Northern Caribbean University;  
MA, PhD, Andrews University

Roy E. Gane, Professor of Hebrew Bible and Ancient Near Eastern Languages - 1994  
BA, BMus, Pacific Union College;  
MA, PhD, University of California, Berkeley

Roy G. Gatón, Associate Professor of Pastoral Care and Counseling - 2019  
BA, MDiv, Andrews University;  
DMin, Claremont School of Theology

Oliver Glanz, Professor of Old Testament - 2014  
BTh, Theologisches Seminar Schloss Bogenhofen;  
MTh, MA, PhD, Vrije Universiteit Amsterdam

Paul Z. Gregor, Professor of Old Testament and Biblical Archaeology - 2007  
BA, MA, Newbold College;  
PhD, Andrews University

Kenley Hall, Professor of Homiletics and Youth/Young Adult 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

Abner F. Hernández, Assistant Professor of Adventist Studies - 2019  
AA, Seminario Adventista de Cuba;  
BA, Universidad de Montemorelos;  
MAPT, Inter-American Adventist Theological Seminary;  
PhD, Andrews University

Willie E. Hucks II, Associate Professor of Pastoral Theology and Homiletics - 2016  
BA, Oakwood College;  
MDiv, DMin, Andrews University

Ante Jerončić, Professor of Theology and Ethics - 2006  
BA, Andrews University;  
MA, Stellenbosch University, South Africa;  
PhD, University of Chicago

Ainsworth E. Joseph, Assistant Professor of Discipleship and Family Ministries - 2024  
BA, University of Southern Caribbean;  
MS, PD, Hofstra University;  
DMin, Andrews University;  
PhD, Montemorelos University

Denis Kaiser, Associate Professor of Church History - 2017  
BTh, Seminar Schloss Bogenhofen;  
MA, PhD, Andrews University

S. Joseph Kidder, Professor of Pastoral Theology and Discipleship - 2000  
BA, BS, Walla Walla University;  
MDiv, DMin, Andrews University

Wagner Kuhn, Professor of World Mission - 2005  
BTh, Seminario Adventista Latino-Americano de Teologia;  
MA, Andrews University;  
PhD, Fuller Theological Seminary

Michael L. Lewis, Instructor for Church Planting and Evangelism - 2024  
MDiv, MBA, Andrews University

Timothy E. Madding, Assistant Professor of Church Planting and Evangelism - 2021  
BA, Weimar College;  
MDiv, DMin, Andrews University

Errol McLean, Associate Professor of Church Growth and Evangelism - 2010  
BA, Northern Caribbean University;  
MAPM, DMin, Andrews University

Adriani Milli Rodrigues, Associate Professor of Systematic Theology and Christian Philosophy - 2024  
BA, Adventist University of Sao Paulo;  
MA, Methodist University of Sao Paulo;  
PhD, Andrews University

Jiří Moskala, Professor of Old Testament Exegesis and Theology - 1999  
BA, MTh, ThD, Protestant Theological Faculty of Charles University, Czech Republic;  
PhD, Andrews University

Ricardo Norton, Associate Professor of Leadership and Church Growth - 1996  
BTh, Universidad de Montemorelos;  
MDiv, PhD Andrews University;  
DMin, Fuller Theological Seminary

Daniel Olariu, Associate Professor of Biblical Studies - 2024  
BA, Bucharest University;  
MA, PhD, Hebrew University of Jerusalem

Trevor O'Reggio, Professor of Church History - 2001  
BA, Walla Walla University; MDiv, Andrews University;  
MA, PhD, University of Chicago;  
DMin, Gordon-Conwell Theological Seminary

Rogelio Paquini, Assistant Professor of Youth and Young Adult Ministries - 2021  
AS, Pasadena City College;  
BA, Montemorelos University;  
MA, DMin, 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, Associate Professor of Church History - 2004  
BA, Pacific Union College;  
MA, MDiv, Andrews University;  
PhD, University of Notre Dame

Eli Rojas, Assistant Professor of Church Growth and Public Evangelism - 2023  
BA, Southern University;  
MDiv, DMin, Andrews University

Boubakar Sanou, Associate Professor of Mission and Intercultural Leadership - 2016  
BA, Andrews University;  
MA, Newbold;  
DMin, PhD, Andrews University

Jerome L. Skinner, Associate Professor of Old Testament Exegesis and Theology - 2019  
AS, Onondaga Community College;  
BA, Atlantic Union College;  
MDiv, PhD, Andrews University

Ranko Stefanovic, Professor of New Testament - 1999  
BTh, MA, Adventist International Institute of Advanced Studies;  
PhD, Andrews University

Andrew J. Tompkins, Associate Professor of Mission and Intercultural Theology - 2019  
BA, MA, PhD, Andrews University

Cedric Vine, Associate Professor of New Testament - 2016  
BSc, Aston University;  
Licence in Theology, MA, Newbold College;  
PhD, University of Sheffield

Scott R. Ward, Associate Professor of Discipleship and Religious Education - 2017  
BFA, University of Nebraska;  
MAYM, Andrews University;  
DMin, Andrews University

Ronald H. Whitehead, Assistant Professor of Youth Ministry - 1996  
BA, Southern Adventist University;  
MA, Andrews University

David A. Williams, Associate Professor of Worship and Sacred Music - 2018  
BS, BA, Southern Adventist University;  
MSM, University of Notre Dame;  
PhD, Andrews University

Hyveth Williams, Professor of Homiletics - 2009  
BA, Columbia Union College;  
DMin, Boston University School of Theology;  
MDiv, PhD, Andrews University

Randall W. Younker, Professor of Archaeology and History of Antiquity - 1986  
BA, MA, Pacific Union College;  
MA, PhD, University of Arizona

Pavel Zubkov, Associate Professor of Applied Theology - 2024  
BA, Zaoski Theological Seminary;  
MA, Andrews University;  
PhD, Adventist International Institute of Advanced Studies

## Research Faculty

Merlin D. Burt, Research Professor of Church History - 2003  
BA, Southwestern Adventist College;  
MDiv, PhD, Andrews University

Jo Ann M. Davidson, Senior Research Professor of Systematic Theology - 1992  
BA, MA, Andrews University;  
PhD, Trinity Evangelical Divinity School

Richard M. Davidson, Senior Research Professor of Old Testament Interpretation - 1979  
BA, Loma Linda University;  
MDiv, PhD, Andrews University

Jacques B. Doukhan, Senior Research Professor of Hebrew and Old Testament Exegesis - 1984  
Licence en Théologie, Séminaire Adventiste du Salève;  
Licence en Hébreu, Maîtrise en Hébreu;  
Dr es Let Hébraïques, Université de Strasbourg;  
ThD, Andrews University;  
Maîtrise en Égyptologie, Université of Montpellier

Anna M. Galeniece, Research Professor of Chaplaincy - 2019  
BA (Equiv.), MAPM, MDiv (Equiv.), DMin, Andrews University

Constance E. C. Gane, Associate Research Professor of Biblical Archaeology - 2004  
BS, Pacific Union;  
MA, PhD, University of California, Berkeley

Gerald A. Klingbeil, Research Professor of Old Testament and Ancient Near Eastern Studies - 2009  
BA, Andrews University;  
BA, MA, DLitt, University of Stellenbosch

John V.G. Matthews, Senior Research Professor of Educational Foundations and Religious Education - 1999  
BA, Washington Adventist University;  
MA, PhD, Andrews University

Nicholas P. Miller, Research Professor of Church History - 2008  
BA, Pacific Union College;  
JD, Columbia University;  
MA, PhD, University of Notre Dame

John Peckham, Research Professor of Theology and Christian Philosophy - 2013  
BS, Atlantic Union College;  
MDiv, PhD, Andrews University

David Sedlacek, Senior Research Professor of Discipleship and Family Life - 2010  
BS, Cleveland State University;  
MSSA, PhD, Case Western Reserve University

Thomas Shepherd, Senior Research Professor of New Testament - 2008  
BA, Pacific Union College;  
MPH, DrPH, Loma Linda University;  
MA, PhD, Andrews University

## Joint Appointments

Terry D. Robertson, Professor of Library Science; Seminary Librarian - 1999  
BA, MA, Andrews University;  
MLS, Indiana University  
(Holds joint appointment in the College of Arts & Sciences)

## Adjunct Professors

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  
Trisha Broy, PhD - Archaeology  
Steve W. Case, PhD - Spirituality, Discipleship, and Intergenerational Ministry  
Kenneth R. Chase, PhD - Speech Communication  
Christie Chui-Shan Chow, PhD - Church History; Adventist Studies  
Kleber Gonçalves, PhD - Mission Studies  
Vaughan Grant, DMin - Pastoral Care and Counseling  
Claudio Consuegra, DMin - Family Ministry  
Daniel Dei, PhD - Ethics  
Cheryl D. Doss, PhD - Mission Studies; Religious Education  
Arlyn Drew, MD, PhD - Systematic Theology  
Efrain Duany Jr., DMin - Family Ministry  
Yeury Ferreira, DMin - Preaching  
Curtis A. Fox, PhD - Family Ministry; Crisis Intervention  
Elvin Gabriel, EdS, EdD - Counseling; Psychology  
Eriks Galenieks, PhD - Theology and Christian Philosophy  
A. Barry Gane, DMin - Youth Ministry  
Carla Gober Park, PhD - Community and Religious Life  
John Grys, DMin - Leadership  
Abraham Guerrero, PhD - Mission and Church History

Jeffrey P. Hudon, PhD - Archaeology  
 Iriann Irizarry De La Cruz, MA; PhD - Church History; Theology and Christian Philosophy  
 Victor Jaeger, PhD - Mission Studies; Church Growth  
 Angelika Kaiser, MA; PhD - Church History  
 William M. Knott, PhD - Research and Writing  
 Frederick A. Kosinski, PhD - Counseling; Psychology  
 Martin Kuhn, PhD - Communion Processes  
 Sung Kwon, PhD - Leadership  
 Angela Li, PhD - Practical Theology  
 Skip A. MacCarty, DMin - Covenants  
 Carlos A. Machado, DMin - Discipleship  
 Rudolph Maier, PhD - World Mission; Research  
 Haron Matwetwe, PhD - World Mission  
 Benjamin C. Maxson, DMin - Mentoring for Discipleship  
 Jorge R. Mayer, DMin - Family  
 Richard McEdward, DIS - Intercultural Studies; Mission  
 J. Amanda McGuire-Moushon, PhD - Old Testament  
 Diana Ming, PhD - Leadership  
 Carlos G. Molina, DMin; PhD - New Testament  
 Richard A. Moore, MDiv, MBA - Personal and Family Finance  
 Laura K. Morrow, MDiv; PhD - Old Testament  
 Sergo Namoradze, PhD - Mission Studies; Church Growth  
 Kim Chai Ngo, PhD - Old Testament  
 Leonardo Nunes, PhD - New Testament  
 Willie Oliver, PhD - Family Ministry  
 L. Fernando Ortiz, DMin - Evangelism  
 Oscar Osindo, PhD - Islamic Studies  
 Geraldo Oudri, DMin; PhD Candidate - Holistic Small Groups; Systematic Theology  
 James Park, PhD - World Mission; Church Growth  
 Ronald R. Pickell, DMin - Campus Ministry  
 Johnny Ramirez-Johnson, Sr., PhD - Cultural Psychology and Human Development  
 Katia Reinert, PhD - Family Ministry  
 Jorge Rico, DMin, PhD - Pastoral Ministry and Ethics; Religious Education  
 Roger D. Ruiz Araica, PhD - Old Testament  
 Yohalmo Saravia, DMin - Evangelism, Church Growth, and Equipping Members  
 Moses Taiwo, PhD - Chaplaincy  
 Calvin J. Thomsen, PhD - Family Ministry; Pastoral Counseling; Church Leadership  
 Cory Wetterlin, MDiv, PhD - Systematic Theology  
 Woodrow W. Whidden II, PhD - Historical and Systematic Theology  
 James R. Wibberding, DMin - Academic Writing, Research, and Pastoral Ministry  
 Stan Wood, DMin, PhD - Missiology; Leadership  
 Stephen T. Yeagley, DMin - Youth Evangelism  
 Michael Younker, PhD - Theology

### **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

#### **Middle East University**

Abner Dizon, DMiss - World Mission; Islamic Studies  
 Larry Lichtenwalter, PhD - Systematic Theology; Christian Ethics; New Testament

#### **Polish Senior College of Theology & Humanities, Poland**

Adam Grzeškowiak, PhD - Comparative Studies in Ecumenical Dialog and Education; New Testament; Theology  
 Tihomir Lazic, PhD - Systematic Theology

#### **Romanian Adventist Theological Institute, Romania**

Laszlo Gallusz, PhD - New Testament  
 Gabriel Golea, PhD - New Testament  
 Laurentiu G. Ionescu, PhD - Research Methods  
 Barna Magyarosi, ThD - Old Testament  
 Laurențiu F. Moț, ThD - New Testament  
 Gudmundur Olafsson, PhD - Old Testament  
 Kim Papaioannou, PhD - New Testament  
 Mario N. Phillip, PhD - New Testament  
 Zoltán Szallós-Farkas, PhD - Theology  
 Clinton Wahlen, PhD - New Testament

#### **Taiwan Adventist College**

Daegeuk Nam, ThD - Biblical Studies  
 Terry Tsui, DMin - Church Growth

### **Ukrainian Adventist Center of Higher Education**

#### **Zaoksky Adventist Seminary and Institute, Russia**

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

#### **Lecturers**

Adelina Alexe, MDiv; PhD candidate - Systematic Theology  
 Anna Yuet Ching Chim-Liu, PhD candidate - Counseling Psychology  
 Rodrigo Galiza, MDiv; PhD candidate - Church History  
 Yalyshev Kemil, PhD candidate - Cross-cultural Studies  
 Evelyn Kissinger, MS; RDN - Health  
 Xavier Morales, MDiv; PhD candidate - Chaplaincy  
 Alexej Muran, MA (Rel); PhD candidate - Old Testament  
 Lincoln Nogueira, PhD candidate - New Testament  
 Samuel Pagan, MDiv; PhD candidate - Systematic Theology; Church History; Adventist Studies  
 Adrian Petre, MA; PhD candidate - Systematic Theology  
 Gabriela Phillips, MA, DMiss candidate - Islamic Studies  
 Steven M. Toscano, MAT, MA (Rel), PhD candidate - Adventist Studies  
 William F. Wells, MDiv, DMiss candidate - General Missiology; Christian Response to Human Needs

# 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

## College of Arts & Sciences

### Department of Chemistry

American Chemical Society (ACS)  
1155 Sixteenth Street NW  
Washington DC 20036

### Department of Engineering

Engineering program (BSE) accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

### Department of Music

#### Graduate and Undergraduate Programs

National Association of Schools of Music (NASM)  
11250 Roger Bacon Drive, Suite 21  
Reston VA 20190

### School of Social Work

#### Bachelor of Social Work and Master of Social Work

Council on Social Work Education (CSWE)  
1600 Duke Street, Suite 300  
Alexandria VA 22314-3421

## College of Education & International Services

### Educator Preparation Programs (main campus)

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 CAEP):

- Educational Leadership Constituent Council (ELCC) - Recognized
- National Association of School Psychologists (NASP) - Recognized
- National Association of Schools of Music (NASM) - Recognized

North American Division Office of Education  
12501 Old Columbia Pike  
Silver Spring, MD 20904-6600

Michigan Department of Education  
PO Box 30008  
Lansing, MI 48909

### Department of Graduate Psychology & Counseling

#### Clinical Mental Health Counseling MA; School Counseling MA

Council for Accreditation of Counseling and Related Educational Programs (CACREP)  
1001 N Fairfax Street, Suite 510  
Alexandria VA 22314

### School Psychology EdS

National Association of School Psychologists (NASP)  
4340 East West Highway, Suite 402  
Bethesda, MD 20814

### Counseling Psychology PhD

The Counseling Psychology program at Andrews University is accredited by the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE  
Washington, DC 20002  
Phone: (202) 336-5979/E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)

## College of Health & Human Services

### Department of Medical Laboratory Sciences

#### Program for Medical Laboratory Science

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](mailto:info@naacls.org)

### School of Nursing

#### Baccalaureate Programs and Doctor of Nursing Practice

Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Rd NE, Suite 850  
Atlanta GA 30326  
Phone: 404-975-5000  
Fax: 404-975-5020

### School of Rehabilitation Sciences

#### Doctor of Physical Therapy

The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)  
1111 N Fairfax Street  
Alexandria VA 22314  
Tel: 703-706-3245  
Email: [accreditation@apta.org](mailto:accreditation@apta.org)  
<http://www.capteonline.org>

### School of Population Health, Nutrition & Wellness

#### Didactic Program in Dietetics and Dietetic Internship Program

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, Nutrition & Wellness Concentration

Council on Education for Public Health (CEPH)  
1010 Wayne Avenue, Suite 220  
Silver Spring, MD 20910  
(202) 789-1050  
Fax: (202) 789-1895



## School of Communication Sciences & Disorders

### Speech-Language Pathology MS

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

American Speech-Language Hearing Association

2200 Research Boulevard #310

Rockville, MD 20850

800-498-2071

## College of Professions

International Accreditation Council for Business Education (IACBE)

11374 Strang Line Road

Lenexa, KS 66215

## School of Business

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

## Department of Aviation

Federal Aviation Administration (FAA)

800 Independence Ave SW

Washington, DC 20591

## School of Architecture & Interior Design

### Master of Architecture

National Architectural Accrediting Board (NAAB)

1735 New York Avenue NW

Washington, DC 20006

## 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 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 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 American Colleges & Universities (AAC&U)  
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)  
Canadian Church Historical Society  
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)

LIGO Scientific Collaboration (LSC)

Linguistic Society of America (LSA)

Michigan Academy of Science, Arts, and Letters (MASAL)

Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)

Michigan Colleges Alliance (MCA)

Michigan Electronic Library (MeL)

Michigan Independent Colleges & Universities (MICU)

Michigan Library Association (MLA)

Midwest Collaborative for Library Services (MCLS)

Music Library Association (MLA)

National Association of Colleges and Employers (NACE)

National Association of Schools of Music (NASM)

National Association of Student Financial Aid Administrators (NASFAA)

National Business Education Association (NBEA)

National Center for Science Education (NCSE)

National Collegiate Honors Council (NCHC)

National Consortium of Secondary STEM Schools (NCSSS)

National Rural Education Association (NREA)

Near East Archaeological Society (NEAS)

North American Division College and University Business Officers (NADCUBO)

Online Computer Library Center (OCLC)

Palestine Exploration Fund

Phi Delta Phi: International Legal Honor Society

Physics Teacher Education Coalition (PhysTEC)

Presbyterian Historical Society

Quality Matters, Michigan Consortium

Sloan Consortium

Society of Physics Students (SPS)

Southwest Michigan Library Cooperative (SWMLC)

Suzuki Association of the Americas

Thoreau Society

Upper Midwest Regional Honors Council (UMRHC)

Vernacular Architecture Forum (VAF)

ZEUS Collaboration

## 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  
Gamma Sigma Epsilon—Chemistry  
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—Psychology  
Sigma Pi Sigma—Physics  
Sigma Tau Delta—English  
Sigma Theta Tau—Nursing  
Tau Sigma Delta—Architecture  
Theta Alpha Kappa—Religion

# Academic Calendar

## Fall Semester 2024

### Pre-Semester Dates

- 3/25/2024 Registration for Fall and Spring opens  
7/1/2024 Financial Clearance for Fall opens in Registration Central

### August

- 8/12-13/2024 New Faculty Orientation Seminar 8:30 AM-4:30 PM  
8/14-15/2024 Faculty Institute: Thursday, 8:00 AM-5:00 PM, and Friday, 8:00 AM-12:00 PM  
8/16-17/2024 Fall Fellowship  
8/19/2024 First Stop  
8/19/2024 Cancellation of unconfirmed course registrations for students not financially cleared - 5:00 PM  
8/19/2024 Andrews Academy & RMES: First Day of School  
8/20-24/2024 New Undergraduate Student Registration and Orientation  
8/21/2024 New Graduate Student Orientation  
8/23/2024 DIEP English Placement Test  
8/25/2024 Registration open 12:00 noon-5:00 PM in Administration Building  
8/26/2024 Fall Semester and 1st Half Semester: Classes begin; Last day to register without a fee  
8/26 - 12/13/2024 Fall Semester  
8/26 - 10/3/2024 ESL Workshop: English for Communication  
8/27/2024 Late Registration fee in effect for first time registrations for Fall Semester classes; notification of potential cancellation of low-enrollment classes

### September

- 9/2/2024 Holiday: Labor Day - No classes  
9/3/2024 Cancellation of classes with below minimum enrollment  
9/4/2024 Registration ends: Last business day to complete the following by 5:00 PM: add a class; drop a class with FULL tuition refund and without a "W" grade in the permanent academic record; make a change in registration without a fee; change audit to credit or credit to audit.  
9/5/2024 Fee in effect for changes in registration (classes added or dropped)  
9/11/2024 Last day to drop a class with 70% tuition refund  
9/15/2024 SAID: 3 1/2-Year M.Arch. and advanced standing application deadline for January admission  
9/16-20/2024 University Week of Prayer  
9/16-27/2024 RMES: MAP Testing  
9/18/2024 Last day to drop a class with 40% tuition refund  
9/19 - 10/22/2024 1st Half Semester: No refund  
9/19/2024 Undergraduate students: Last day to apply for December Degree Conferral and May Graduation  
9/19/2024 Graduate students: Last day to apply for December Degree Conferral  
9/19/2024 DIEP English Placement Test for Spring 2025  
9/23/2024 Graduate Students: The Three Minute Thesis  
9/23/2024 RMES: No School - Pastor/Teacher Day  
9/24/2024 1st Half Semester: Last day to withdraw from a class with a W for a fee  
9/26-29/2024 Alumni Homecoming Weekend  
9/27/2024 Last day to enroll in student insurance for fall semester

### October

- 10/11/2024 1st Half Semester: Classes end  
10/11/2024 RMES: Quarter 1 ends  
10/14/2024 2nd Half Semester: Classes begin; last day to register without a fee  
10/14-15/2024 All Campus Schools: Fall Break

- 10/14-15/2024 Regular Seminary Classes in Session  
10/16/2024 Classes Resume  
10/16/2024 Mid-Semester  
10/17/2024 DIEP English Placement Test for Spring 2025  
10/18-22/2024 CEIS Comprehensive Exams  
10/18-19/2024 Andrews Academy Alumni Weekend  
10/22/2024 Last day to withdraw from a class with a W for a fee  
10/23/2024 Fall midterm grades are due by 11:59 PM  
10/23-24/2024 RMES: Parent/Teacher/Student Conferences (Minimum Days - 12:15 Dismissal)  
10/25/2024 2nd Half Semester: Registration ends: Last business day to complete the following by 5:00 PM: enter 2nd Half 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.  
10/28/2024 Andrews University Board of Trustees

### November

- 11/1/2024 2nd Half Semester: Last day to drop a class with 70% refund  
11/4/2024 Registration for Spring Semester opens at Academic Records Counter  
11/8/2024 2nd Half Semester: Last day to drop a class with 40% refund  
11/8/2024 New Undergraduate Students: Admissions Application Deadline for Spring Semester  
11/8/2024 DIEP English Placement Test for Spring 2025  
11/9/2024 Andrews Academy: Concerto Night, HPAC  
11/9-12/2024 2nd Half Semester: No refund  
11/12/2024 2nd Half Semester: Last day to withdraw from a class with a W for a fee  
11/14/2024 Dissertations due to the Dissertation office for Fall degree conferral  
11/21/2024 Theses due to the Dissertation office for Fall degree conferral  
11/27 - 12/1/2024 Holiday: Thanksgiving Break  
11/27 - 12/1/2024 RMES: Holiday: Thanksgiving Break  
11/28/2024 Last day for all comprehensives to be completed for December degree conferral  
11/28 - 12/1/2024 Andrews Academy: Holiday: Thanksgiving Break

### December

- 12/2/2024 Classes Resume  
12/2/2024 Financial clearance opens for Spring  
12/5/2024 Last Day of Fall Semester and 2nd Half Semester classes  
12/6/2024 Reading Day (Exam Preparation)  
12/6/2024 DIEP English Placement Test for Spring 2025  
12/9-12/2024 Fall Semester Final Exams begin Monday, 7:30 AM  
12/12/2024 Fall Semester and 2nd Half Semester end  
12/13/2024 Andrews Academy: Feast of Lights - 7:00 PM, PMC  
12/13/2024 - 1/12/2025 University: Winter Break  
12/14/2024 Andrews Academy: Christmas Pops - 7:00 PM, HPAC  
12/15/2024 First payment due for financial clearance for Spring semester; Full payment due for 1% and 3% rebate  
12/18/2024 Fall Semester Grades due by 11:59 PM  
12/20/2024 RMES: 2nd Quarter Ends  
12/23/2024 - 1/3/2025 Andrews Academy & RMES: Christmas Vacation  
12/31/2024 December Conferral of degrees

# Spring Semester 2025

## Pre-Semester Dates

3/25/2024	Registration for Fall and Spring opens
11/4/2024	Registration for Spring Semester opens at Academic Records Counter
11/8/2024	New Undergraduate Students: Admissions Application Deadline for Spring Semester
12/2/2024	Financial clearance opens for Spring
12/15/2024	First payment due for financial clearance for Spring semester; Full payment due for 1% and 3% rebate

## January

1/6/2025	ID Cards activated for Dining Services and Bookstore in Registration Central when Financial Plan box is checked.
1/6/2025	RMES: School resumes
1/12/2025	Registration open 12:00 noon-5:00 PM in Administration Building
1/13/2025	Spring Semester and 1st Half Semester: Classes begin; Last day to register for the first time without a fee
1/13 - 2/27/2025	ESL Workshop: English for Communication
1/14/2025	Late Registration fee in effect for first time registrations for Spring Semester classes; notification of potential cancellation of low-enrollment classes
1/16/2025	Graduate Students: Last day to apply for May graduation
1/20/2025	Holiday: Martin Luther King Day: MLK educational events replace classes
1/20/2025	Andrews Academy & RMES: Holiday: Martin Luther King Jr. Day. No School
1/21/2025	Cancellation of classes with below-minimum enrollment
1/21-31/2025	RMES: MAP Testing
1/22/2025	Registration ends: Last business day to complete the following by 5:00 PM: add a class; drop a class with FULL tuition refund and without a "W" grade in the permanent academic record; make a change in registration without a fee; change audit to credit or credit to audit.
1/22-23/2025	RMES: Parent/Teacher/Student Conferences (Minimum Day on 1/25 only, 12:15 Dismissal)
1/23/2025	Fee in effect for changes in registration (classes added or dropped)
1/27-31/2025	University Week of Prayer
1/29/2025	Full session and 1st Half Semester: Last day to drop a class with 70% refund

## February

2/3/2025	Online Registration for Summer opens
2/5/2025	Full session and 1st Half Semester: Last day to drop a class with 40% refund
2/6-11/2025	1st Half Semester: No refund
2/6 - 3/11/2025	Full session: No refund
2/11/2025	1st Half Semester: Last day to withdraw from a class with a W for a fee
2/14/2025	RMES: No School - Teacher In-Service Day
2/15/2025	SAID: 3 1/2-Year M.Arch. and advanced standing application deadline for May or August admission
2/17/2025	All Campus Schools: Holiday: Presidents Day - No classes
2/28/2025	1st Half Semester: Classes end

## March

3/3/2025	2nd Half Semester: Classes begin; last day to register without a fee
3/4/2025	Andrews University Board of Trustees
3/5/2025	Mid-Semester
3/6/2025	DIEP English Placement Test for Summer 2025
3/7/2025	Student Missionary application deadline
3/7-10/2025	March Preview
3/10/2025	Admissions Application Deadline for Summer Session 1
3/11/2025	Last day to withdraw from a class with a W for a fee
3/12/2025	Spring midterm grades due by 11:59 PM

3/14/2025	2nd Half Semester: Last business day to complete the following by 5:00 PM: enter 2nd Half 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.
3/14/2025	RMES: 3rd Quarter Ends
3/14-23/2025	Spring Break
3/17-21/2025	RMES & Andrews Academy: Spring Break
3/21/2025	2nd Half Semester: Last day to drop a class with 70% tuition refund
3/21-25/2025	CEIS Comprehensive Exams
3/24/2025	Classes Resume
3/24/2025	Online Registration for Fall and Spring opens
3/25/2025	Financial Clearance opens for Summer; First payment for financial clearance is due at start of first class
3/28/2025	2nd Half Semester: Last day to drop a class with 40% tuition refund
3/29 - 4/15/2025	2nd Half Semester: No refund

## April

4/3/2025	Dissertations due to the Dissertation office for Spring graduation
4/4/2025	DIEP English Placement Test for Summer 2025
4/8/2025	2nd Half Semester: Last day to withdraw from a class with a W for a fee
4/10/2025	Admissions Application Deadline for Summer Session 2
4/10/2025	Theses due to the Dissertation office for Spring graduation
4/10/2025	RMES: Professional Development - Teachers (12:15 Dismissal)
4/21/2025	RMES: Long Weekend Break
4/22-30/2025	RMES: MAP Testing
4/24/2025	Last day of Spring Semester classes
4/24/2025	DIEP English Placement Test for Summer 2025
4/25/2025	Reading Day (Exam Preparation)
4/28 - 5/1/2025	Spring Semester Final Exams begin Monday, 7:30 AM

## May

5/1/2025	Spring Semester and 2nd Half Semester end
5/2-4/2025	Graduation Services
5/7/2025	Spring Semester grades due by 11:59 PM

# Summer Session 2025

## Pre-Session Dates

3/10/2025	Admissions Application Deadline for Summer Session 1
3/25/2025	Financial Clearance opens for Summer; First payment for financial clearance is due at start of first class
4/10/2025	Admissions Application Deadline for Summer Session 2

## May

5/5/2025	Early Summer Session: Classes begin
5/7/2025	Early Session: Last business day to complete the following by 5:00 PM: add a class; drop a class with FULL tuition refund and without a "W" grade in the permanent academic record; make a change in registration without a fee; change audit to credit or credit to audit.
5/7/2025	DIEP English Placement Test for Summer 2025
5/8-20/2025	Early Session: No refund
5/10/2025	Admissions Application Deadline for Summer Session 3
5/12/2025	Full Summer Term, Summer Session 1, and Combined Sessions 1 & 2: Classes begin; Registration 9:00 AM-5:00 PM
5/14/2025	Summer Session 1 and Combined Sessions 1 & 2: Last business day to complete the following by 5:00 PM: add a class; drop a class with FULL tuition refund and without a "W" grade in the permanent academic record; make a change in registration without a fee; change audit to credit or credit to audit.
5/15/2025	Summer Session 1 and Combined Sessions 1 & 2: late registration fee in effect

5/17/2025 Last day to apply for Summer Graduation

5/20/2025 Early Session: Last day to withdraw from a class with a W for a fee

5/21/2025 Full Summer Session: Last business day to complete the following by 5:00 PM: add a class, drop a class with FULL tuition refund and without a "W" grade in the permanent academic record; make a change in registration with a fee; change audit to credit or credit to audit.  
Session 1 and Combined Sessions 1 & 2: Last day to drop a class with 50% tuition refund

5/22-27/2025 Session 1: No refund

5/22-6/24/2025 Combined Sessions 1 & 2: No refund

5/23-25/2025 Andrews Academy: Graduation Weekend

5/26/2025 All Campus Schools: Holiday: Memorial Day - No classes

5/27/2025 Summer Session 1: Last day to withdraw from a class with a W for a fee

5/28/2025 Full Summer Session: Last day to drop a class with 50% tuition refund

5/29-7/8/2025 Full Summer Session: No refund

5/29/2025 RMES: 8th Grade Graduation 7:00 PM

5/30/2025 Early Session: Classes end

5/30/2025 RMES: Last Day of School & 4th Quarter Ends

#### June

6/6/2025 Summer Session 1: Classes end

6/9/2025 Summer Session 2 and Combined Sessions 2 & 3: Classes Begin; Registration 9:00 AM-5:00 PM

6/9/2025 Andrews University Board of Trustees

6/9-7/3/2025 ESL Workshop: English for Communication

6/11/2025 Summer Session 2 and Combined Sessions 2 & 3: Last business day to complete the following by 5:00 PM: add a class; drop a class with FULL tuition refund and without a "W" grade in the permanent academic record; make a change in registration without a fee; change audit to credit or credit to audit.

6/12/2025 Summer Session 2: Drop/Add Fee in effect for registration changes

6/13-17/2025 CEIS Comprehensive Exams

6/18/2025 Session 2 and Combined Sessions 2 & 3: Last day to drop a class with 50% tuition refund

6/19/2025 Holiday: Juneteenth

6/19-24/2025 Session 2: No refund

6/24/2025 Session 2 and Combined Sessions 1 & 2: Last day to withdraw from a class with a W for a fee

6/29-7/22/2025 Combined Sessions 2 & 3: No refund

#### July

7/3/2025 Summer Session 2 and Combined Sessions 1 & 2: Classes end

7/3/2025 Dissertations due to the Dissertation Office for Summer graduation

7/4/2025 Holiday: Independence Day - No classes

7/7/2025 Summer Session 3: Classes begin; Registration, 9:00 AM-5:00 PM

7/8/2025 Summer Session 3: Late Registration Fee in effect for first time registrations

7/8/2025 Full Session: Last day to withdraw from a class with a W for a fee

7/9/2025 Summer Session 3: Last business day to complete the following by 5:00 PM: add a class; drop a class with FULL tuition refund and without a "W" grade in the permanent academic record; make a change in registration without a fee; change audit to credit or credit to audit.

7/10/2025 Summer Session 3: Drop/Add Fee in effect for registration changes

7/10/2025 Theses due to the Dissertation Office for Summer graduation

7/10/2025 New Undergraduate Students: Admissions Application Deadline for Fall Semester

7/16/2025 Session 3: Last day to drop a class with 50% tuition refund

7/17-22/2025 Session 3: No refund

7/22/2025 Session 3, and Combined Sessions 2 & 3: Last day to withdraw from a class with a W for a fee

7/28/2025 Graduation Tickets available for pickup at Student Financial Services in the Administration Building: Must be financially cleared to receive tickets.

7/28/2025 Late Summer Session: Classes begin

7/30/2025 Late Session: Last business day to complete the following by 5:00 PM: add a class; drop a class with FULL tuition refund and without a "W" grade in the permanent academic record; make a change in registration without a fee; change audit to credit or credit to audit.

#### August

8/1/2025 Full Summer Session, Session 3, and Combined Sessions 2 & 3: Classes end

8/1-3/2025 Graduation Ceremonies

8/6/2025 Late Session: Last day to drop a class with 50% tuition refund

8/6/2025 Summer Semester Grades due by 11:59 PM

8/7-12/2025 Late Session: No refund

8/12/2025 Late Session: Last day to withdraw from a class with a W for a fee

8/15/2025 Late Session: Classes end