

Undergraduate Programs

Behavioral Neuroscience Core—41–43

PSYC180; BIOL165, 166; ZOOL475; CHEM131, 132, CHEM231, 232, 241, 242 **or** PHYS141, 142 **or** PHYS241, 242, 271, 272; PSYC364; PSYC445; PSYC449/BIOL450

BS: Biology

Neuroscience Emphasis—26

Research Methods: BIOL251, 252, 453
 Research Project: BIOL495 (2 cr)
 BIOL371, 372, 449, ZOOL468, 484, two upper division electives from Biology, Psychology or BCHM422
 (BCHM421 is a prerequisite for BCHM422)

Behavior/Mathematics Emphasis—28

Mathematical Methods: STAT340 or MATH286, MATH426
 Research Project: BIOL495 (2 cr)
 MATH191 or 195, 192, BIOL371, 372, 449, ZOOL484

BS: Psychology

Behavioral Neuroscience—27

Research Methods: PSYC432, 433, 434
 Research Project: PSYC438 (1 cr), 498 (2 cr)
 PSYC101, 460, 465, two upper division electives from biology, mathematics or psychology
 Cognate: BHSC230

General Education

Completing the Behavioral Neuroscience core meets general education requirements for Interdisciplinary Social Science and both Physical and Life Sciences. Completing the Psychology/BNS major meets the general education requirement for Foundational Social Science.

BEHAVIORAL SCIENCES

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Academic Programs	Credits
BS: Behavioral Sciences	39
Emphasis Areas	
Anthropology	39
Anthropological Archaeology	39
Public Health	38–39
Student Development	41
BS: Family Studies	39
BA: Psychology	31
BS: Psychology	40
Emphasis Areas	
Behavioral Neuroscience	68–71
General Program	40
Health Psychology	40–41
Pre-professional Program	40
BA: Sociology	30
BS: Sociology	38–39
Emphasis Areas	
Community & International Development (CID)	45
Emergency Preparedness	49
Deviant Behavior	38–39
Sociology of the Family	39
Minor in Anthropology	20
Minor in Behavioral Sciences	20
Minor in Family Studies	20
Minor in Community & International Development	20
Minor in Psychology	20
Minor in Sociology	20
Master of Science in Community and International Development (MSCID)	
Regular Standing, Two-Year Program	39–43
Advanced Standing, One-Year Program	30–35
Master of International Development Administration (MIDA)	39–40

Mission

The Department of Behavioral Sciences is concerned with the study of how human beings think and behave, both as individuals and in social, spiritual and cultural settings. By providing students with the discoveries and procedures accumulated from

this versatile field of study, our goal is to empower students to utilize their knowledge to further the mission of the Seventh-day Adventist Church and to restore men and women to the image of our Maker.

The Department of Behavioral Sciences is organized as a consortium where faculty share expertise and research endeavors in related disciplines. The behavioral sciences are concerned with the study of how human beings think and behave as individuals, and in sociocultural and ecological systems.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Department Aims

This department aims (1) to introduce students to the salient discoveries and procedures accumulated from research in behavioral sciences disciplines and (2) to empower students to utilize this knowledge in furthering the mission of Seventh-day Adventists: restoring men and women to the image of their Maker. The department fulfills these aims by three principal means: (1) instruction by Christian professors; (2) course work which develops a strong liberal-arts foundation and interdisciplinary preparation leading to many different fields of Christian service; and (3) extracurricular participation by students in voluntary religious activities, community service, and research.

Teacher Certification

Students seeking teacher certification on the secondary level may enroll in the Sociology minor. See the School of Education for full details.

Minors, Cognates and Electives

Majors should take advantage of the variety of undergraduate courses available at Andrews to acquire a broad education. Combining behavioral science courses with other areas such as business, health, and language provides avenues for reaching individual professional goals.

Students should counsel with advisors in selecting cognates and electives. Volunteer work is most beneficial and majors are urged to seek opportunities through the Service Learning Program. Those planning to pursue graduate studies should seek opportunities in research.

Research Sequence

It is strongly recommended that all BS majors take the Research Methods Sequence during their junior year.

Undergraduate Programs

BS: Behavioral Sciences (39)

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

Core Courses—15

ANTH124 or ANTH200 or SOCI119, SOCI432, SOCI474 or PSYC269; PSYC101, 450

Suggested General Education Courses—3

BHSC220 or BHSC235, PHIL224

Cognate

BHSC230

Electives—24

The remaining credits are to be selected from at least two of the areas offered in the department or as specified in an area of emphasis below. Those with specific vocational goals may wish to consider one of the following areas of emphasis:

Anthropology—39

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

Behavioral Sciences Core Courses—15

ANTH124 or ANTH200 or SOCI119, SOCI432, SOCI474 or PSYC269, PSYC101, 450

Anthropological Core—15

ANTH124 or 200, ANTH205, ENGL440 or COMM436, ANTH455

Select at least 9 credits from the following choices:

ANTH415, 417, 478, 496, BHSC440*, BIOL330, COMM436, HIST468, FMST350, PLSC460, RELG360 or SOCI160, 425

Suggested General Education Courses

BHSC235, BIOL165 or 208, ECON225, PHIL224, RELT348

Cognate—3

BHSC230

Recommended: For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

*Students are strongly urged to take an international tour, cleared by the Anthropology advisor.

Anthropological Archaeology—39

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

Behavioral Sciences Core Courses—15

ANTH124 or 200 or SOCI119, SOCI432, SOCI474 or PSYC269, PSYC101, 450

Anthropological Archaeology Core—15

ANTH124 or 200, ANTH205, 435, 478, 496

Select at least 9 credits from the following choices:

ANTH440 Topics: Archaeology and the Bible (OTST510)
ANTH440 Topics: Bible Lands Explorations (OTST514)
ANTH440 Topics: Archaeology of Palestine (OTST614)
BIOL330, RELB111

Suggested General Education Courses

BHSC235, BIOL100, PHIL224, RELT348

Cognate—3

BHSC230

Recommended: For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

Students pursuing this major who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development (MSCID) Program if they take at least five of the following: ACCT121, SOCI408, 421, 431, 433, 434. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Public Health—38–39

(27 credits must be selected from courses numbered 300 or above). Because of the breadth of the public health emphasis, courses should be selected from each category in consultation with an advisor.

Behavioral Sciences Core Courses—18

PSYC101, 450, SOCI432, 433

Choose one: ANTH124, ANTH200 or SOCI119

Choose one: PSYC269, SOCI474 or 445

Public Health Core—14/15

BHSC405, SOCI350, 420 or HLED480

Choose one: PSYC420, SOCI408, SOCI415 or HLED445

Choose one: PSYC319, 471 or PSYC445

Select at least 6 credits from the following choices:

ECON225, FMST310, SOCI160

Suggested General Education Courses

*BIOL221 and *222 or *BIOL165 and 166; BIOL208, *CHEM110 or

*CHEM131 and 132, FDNT230, PHIL224, RELT348

Required Cognates—8

BHSC230, SOCI434, 480 Field Experience (2 cr)

*These classes are required for graduate school admission.

Students pursuing a BS in Behavioral Sciences with an emphasis in Public Health who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development Program (MSCID) if they take at least two of the following: ACCT121, SOCI408, 421, 431. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Student Development—41

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

Core Courses—21

ANTH200 or SOCI119, BHSC230, PSYC210, PSYC/SOCI432, 433,

PSYC450, PSYC269 OR SOCI474

Emphasis Courses

PSYC204, 252, 420, 466, FMST201, SOCI345, 480

Required General Education Course—3

PSYC101

Cognate—2+

GDPC430

Recommended: GDPC438

BS: Family Studies (39)

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

Core Courses—33

BHSC440; FMST115, 201, 310, 350, 454, 460, 470, PSYC301, 420, SOCI440

Family Studies Electives—6

ANTH420; COMM320; PSYC319, 410, 466; SOCI345, 350, 430, 460; SOWK315,* and as authorized by advisor.

Required General Education Course—3

PSYC101

Cognates—15

BHSC230, COMM445, FDNT230, PSYC432, and one of the following: FNCE206, BSAD104, or BSAD210

BA: Psychology (31)

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

Introduction—3

PSYC101

Developmental—3

PSYC301 (or other developmental course)

Professional Convention—1

PSYC438 Workshop: Midwestern Psychological Convention (or an equivalent professional convention)

Methodology—9

PSYC432, 433, 434

Content Courses (Groups A & B)—15**A minimum of five courses from Groups A & B and/or C****Group A (a minimum of two courses from this group)**

PSYC364, 425, 449, 465, 471, 445

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

(The 5th course can be chosen from either Group A, B or C)

Group C

PSYC410, 486

Cognates—19–25

BHSC230, BIOL221, 222 or BIOL165, 166, PHIL224, RELT340,

SOCI119 or ANTH200, one sociocultural awareness class or experience (may be met by taking: BHSC235, ANTH200, SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience

Major Field Test: Majors are required to take the Major Field

Test in Psychology. The exam assesses the following areas:

memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology

BS: Psychology

Four options are available—the General Program, the Pre-Professional Program, Health Psychology Emphasis, and Behavioral Neuroscience. The Pre-Professional Program is for students planning a graduate degree. Whichever program students choose, they should consult their advisor in regard to their psychology classes, general or elective classes, and an elective minor. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

General Program—40

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

Introduction—3

PSYC101

Developmental—3

PSYC301 (or other developmental course)

Professional Convention or Field Experience—1–2

PSYC438 Workshop: Midwestern Psychological Convention (or an equivalent professional convention)—1–2 credits or PSYC480—2 credits

Methodology—3

PSYC432

Content Courses (Groups A, B, C)—18

A minimum of five courses from Groups A & B

Group A (a minimum of two courses from this group)

PSYC210, 364, 425, 445, 449, 465, 471

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

Group C (a minimum of one course)

PSYC410, 420, 486

Electives—11–12

Electives may be chosen from Content Courses not taken to meet minimum requirements. Other PSYC courses in the undergraduate program, or those approved by the advisor/chair.

Cognates—16–22

BHSC230; BIOL221, 222 or BIOL165, 166, RELT340, SOCI119 or ANTH200, one sociocultural awareness class or experience (may be met by taking: BHSC235, ANTH200, SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Major Field Test: Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Pre-Professional Program—40

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

Introduction—3

PSYC101

Developmental—3

PSYC301 (or other developmental course)

Professional Convention—1–2

PSYC438 Workshop: Midwestern Psychological Convention (or an equivalent professional convention)

Methodology—9

PSYC432, 433, 434

Content Courses (Groups A, B, C)—18

A minimum of five courses from Groups A & B

Group A (a minimum of two courses from this group)

PSYC364, 425, 445, 449, 465, 471

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

Group C (a minimum of one course)

PSYC410, 486

Electives—5–6

Electives may be chosen from Content Courses not taken to meet minimum requirements, other PSYC courses in the undergraduate program, or those approved by the advisor/chair.

Cognates—19–25

BHSC230, BIOL221, 222 or BIOL165, 166, PHIL224, RELT340, SOCI119 or ANTH200, one sociocultural awareness class or experience (may be met by taking: BHSC235, ANTH200, SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology

Major Field Test: Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Health Psychology—40–41

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

Core courses—21

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

Emphasis—18

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

Professional Convention—1–2

PSYC438 Workshop: Midwestern Psychological Convention (or an equivalent professional convention)

Cognates—21–24

BHSC230, BIOL221, 222, or BIOL165, 166, CHEM110 or 131, FDNT230, RELT340

Major Field Test: required in Psychology

Behavioral Neuroscience—41–43 Core + 27 Concentration

See p. 115.

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

Major Courses: PSYC432, 433, 434

Cognate: BHSC230

Electives: ACCT121, SOCI408, 421, 431

For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

BA: Sociology (30)

30 credits (not including general education courses) are required. Of these, 24 credits must be selected from courses numbered 300 and above.

Core Courses—15

Introduction: SOCI119

Methods: SOCI432, 433, 434

Theory: SOCI474

Substantive Areas—15

Family: FMST201

Criminal Justice: SOCI315 or SOCI345

Health: SOCI420 or SOCI415

Race & Gender: SOCI425 or SOCI430

Policy: SOCI350 or SOCI455

Required General Education Courses—9

BHSC220, ANTH200, RELT340

Cognates—18

BHSC230, ECON225, PSYC180, PHIL224, PSYC450, PSYC101
Major field test is required. It is expected that all majors will attend at least one professional conference before graduation.

BS: Sociology (38–39)

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

Core Courses—29–30

SOCI119, SOCI345 or SOCI315, SOCI415 or FMST201

SOCI420, 425, 430, 432, 433, 434; 474

Electives—9

(Choose three of the following five classes)

FMST310, SOCI350, 410, 440, 460

Required General Education Courses—9

BHSC220, PSYC101, RELT340

Cognates—15

(The following courses are required choices in your general education or elective program)

ANTH200, BHSC230, ECON225, PHIL224, PSYC450

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

Major Field Test: Majors are required to take the Major Field Test in Sociology

* It is expected that all majors will attend at least one professional conference before graduation

Community & International Development—45

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

Community development workers perform a wide array of tasks that enable communities at the local or international level to change and improve various aspects in the lives of their residents. They work in different settings such as inner city agencies, service-learning organizations, community service organizations, community advocacy groups, etc. Additionally community development workers could work overseas in international relief and development agencies as well as for church-based mission programs.

Students qualify for entry into the BS CID when they:

- Earn a minimum GPA of 2.00
- Receive grades of C or better in all required program prerequisite and cognate courses

Behavioral Sciences Core Courses—15

SOCI119, SOCI474, PSYC101, 450, SOCI432

Emphasis Courses—30

SOCI160, 350, 408, 421, 431, 433, 434, 480 (2); PSYC315 or BSAD355; ACCT121, ECON225

Cognate—3

BHSC230

Field Experience: Students are required to complete a 200-hour internship: 2 credits of SOCI480 or, for double majors with the BSW, SOWK435 plus 1 credit of SOCI480 (to the BSW internship add 100 hours of CID activities). Internships are normally completed during the senior year.

Recommended: A reading knowledge of a foreign language is strongly recommended for those planning on graduate work. It is expected that all majors will attend at least one professional conference before graduation.

Completion of this emphasis prepares a student for Advanced Standing in the Master of Science in Community & International Development (MSCID) program, which allows students to finish the degree in one year instead of the usual two.

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

BHSC450 or SOCI420, SOCI425 or SOWK315, BHSC230, FDNT469, PLSC260, PSYC315, 319, SOCI160, 350, 432, 433, 434, 470, SOWK460

Emphasis Courses—10

SOCI408, 478, 490, BSAD355

Required General Education Courses—15

BHSC235, BIOL208, 260, CHEM100

Cognates—6

ACCT121, ECON225

Completion of this emphasis prepares a student for Advanced Standing in the Master of Science in Community and International Development (MSCID) Program.

Electives

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

Major Field Test: Majors are required to take the Major Field Test in Sociology.

*It is expected that all majors will attend at least one professional conference before graduation.

Deviant Behavior—38–39

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

Core Courses—29–30

SOCI119, 345, SOCI415 or FMST201, SOCI420, 425, 430, 432, 433, 434, 474

Emphasis Courses—9

FMST454, PSYC460, SOCI315

Required General Education Courses—9

BHSC220, PSYC101, RELT340

Cognates—15

(The following courses are required choices in your general education or elective program)

ANTH200, BHSC230, ECON225, PHIL224, PSYC450

Required Cognates for Emphasis—6

PSYC420, 460

Recommended: A reading knowledge of a foreign language for those planning on graduate work in Sociology.

Major Field Test: Majors are required to take the Major Field Test in Sociology.

*It is expected that all majors will attend at least one professional conference before graduation.

Sociology of the Family—39

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

Core Courses—24

SOCI119, SOCI345 or SOCI315, SOCI420, 425, 432, 433, 434, 474

Emphasis Courses—12

BHSC440, FMST201, 350, SOCI430

Required General Education Courses—9

BHSC220, PSYC101, RELT340

Cognates—27

(The following courses are required choices in your general education or elective program)

ANTH200, BHSC230, ECON225, FMST310, 454, 460, PHIL224, PSYC420, 450

Electives—3

Recommended: A reading knowledge of a foreign language for those planning on graduate work in Sociology.

Major Field Test: Majors are required to take the Major Field Test in Sociology.

*It is expected that all majors will attend at least one professional conference before graduation.

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Anthropology**(20)**

ANTH124, 200, 455 or 496. Students interested in emphasizing archaeology should also select ANTH205 and 435. Recommended cognates for students interested in archaeology include BHSC235, SOCI160 and 432.

Minor in Behavioral Sciences**(20)**

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

Minor in Family Studies (20)

FDNT230, FMST115, 201, 310, 460. Additional credits chosen in consultation with program advisor.

Minor in Community and International Development (20)

ACCT121, BHSC230, PSYC315 or BSAD355, SOCI160, 408, 421, 432

General Education requirement: ANTH200

Other recommended course: SOCI480 (2)

(Students will complete a minimum 200-hr internship.)

A minor in Community and International Development progresses toward advanced study. Students with this minor who wish to pursue the Master of Science in Community and International Development (MSCID) will qualify for advanced standing (one-year degree) if they also take at least one of the following: SOCI350, 433, 434, 455.

Minor in Psychology (20)

PSYC101, at least one of PSYC364, 445, 449, 465, 471; and at least one of PSYC269, 450, 454, 460. Remaining 11 credits to be chosen from the other PSYC courses.

Minor in Sociology Teacher Certification (20) (20–21)

SOCI119, one of BHSC220, FMST201, SOCI425 or 430, one of SOCI315, 345 or 415, one of SOCI160, 420 or 470, SOCI474

Electives—to equal 5 credits

Students wishing to use a sociology minor for Secondary Teaching Certification must take the requirements above, plus SOCI433 Research Methods III—Survey and Experimental Research. (This course requires SOCI434 as a corequisite). The research courses may be used to fulfill the electives.

Graduate Programs

Community & International Development Program (on-campus)

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Administration

Joel Raveloharimisy, *Director*

Academic Program	Credits
MSCID (Master of Science in Community and International Development)	
Two-year Regular Program	39–43
One-year Advanced-Standing Program	30–35

The Department of Behavioral Sciences offers master's-level education leading to a Master of Science in Community & International Development (MSCID). The competencies graduates are expected to acquire include social-science foundations of community and international development, especially with regard to understanding the causes of poverty and the meaning of people-centered development; skills related to planning, implementing, and evaluating development projects including grantsmanship; knowledge of basic principles of organizational behavior; leadership and management as they relate to not-for-profit organizations; understanding of ethical principles and financial analysis for assuring individual and organizational accountability; competency in at least one concentration area of development emphasis to meet the student's career goals; mastery of social research methods appropriate to the chosen field of concentration, and the ability to communicate effectively to stakeholders about community development program and plans. Courses are taught on the campus of Andrews University: students who are interested may attend up to one off-campus intensive session with the MS in International Development.

Depending in part on previous work experience, graduates who pursue the Master of Science in Community and International Development may find employment working for inner-city development agencies, education based service-learning organizations, faith-based community service organizations, grass-roots community advocacy groups, national and international faith-based NGOs, United Nations organizations, government organizations, and other development and relief agencies. Graduates are not limited by their concentration to opportunities in the humanitarian industry as the MSCID training make students viable candidates for a host of consultancy positions requiring persons with skills in grant writing, not-for-profit administration, education and philanthropy.

Admission Requirements

To be admitted to regular standing in the Community and International Development Program for the MSCID degree, students must:

- Qualify for general admission into graduate studies at Andrews University (see p. 52)
- Have completed an undergraduate course in statistics. Provisional acceptance is granted, with the undergraduate statistics course to be completed during the first semester in the program. Students who enter the program in the spring semester must have completed a statistics course not more than three years prior to enrollment. They must also meet the requirements outlined below.

MSCID—Regular Standing, Two-Year Program

The regular standing two-year program requires 39–43 credits of coursework and internship.

Applicants to the regular two-year program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research:

- A bachelor's degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;

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- Completed Graduate Application packet.
- Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student would be expected to take them during the first year of enrollment. Credits for prerequisites do not apply toward the MSCID.

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

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

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

MSCID—Advanced Standing, One-Year Program

The advanced standing one-year program requires 30–35 credits of coursework and at least 300 hours of internship.

This alternative will allow students to finish their MSCID in one year, provided they have taken certain courses or courses of similar content during their undergraduate years in college. Students will be admitted into the advanced standing program if they have taken at least 7 of the following courses or their equivalents: ACCT121 Accounting, Research Methods I, II, III, IV (BHSC230, SOCI432, 433, 434), SOCI408 Emergency Preparedness, BSAD355 Management & Organization or PSYC315 Human Resources or Management of NPO, SOCI421 Development Theory & Practice, SOCI431 Project Design & Management, and Social Policy.

Advanced Standing curriculum is based on Regular Standing requirements, with course requirements taken prior to admission as prerequisites waived and credits reduced to no fewer than 30. Students who have taken at least 5 of these prerequisites may be accepted provisionally into the advanced standing program. Provisional status will remain in effect until the prerequisites are completed.

Students majoring in Anthropology, Psychology or Sociology with an emphasis in Emergency Preparedness or Public Health may refer to those sections of the bulletin for specific information on how these prerequisites can be integrated into their major.

In addition to having completed the prerequisites listed above and meeting the general admission requirements of the Andrews University School of Graduate Studies & Research, applicants to the one-year Advanced Standing program should also have the following:

- A bachelor's degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or higher, 3.50 or higher in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;
- Completed Graduate Application packet.

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

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

Incoming graduate students who have finished their

undergraduate degree in a relevant field or at a different university, but lack some courses with similar content required for advanced standing in the MSCID program, may take the CLEP test (College-Level Examination Program) so that they may qualify for advanced standing. Decisions regarding what classes could be accepted through CLEP will be taken on an individual basis.

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

Degree Requirements

Satisfactory completion of the curriculum listed below:

Regular Standing—39–43

CIDP Core Courses—11

CIDS520 (3), CIDS555 (3), SOCI508 (2), CIDS631 (1), ANTH517 (2)

Development Management—12

CIDS530 (3), CIDS536 (3), CIDS560 (3), CIDS515 (3) or BSAD530 (3)

Research Tools & Skills—8–9

SOCI533 (2), SOCI534 (2), CIDS632 (1), CIDS670 (0), CIDS677 (1), CIDS698 (2) or CIDS699 (3)

Practicum—2

CIDS680 (2)

Concentration Electives—6–9

(At least 3 courses, as discussed below)

TOTAL credits required—39–43

Advanced Standing—30–35

Students must complete at least 7 of the following classes to be eligible for Advanced Standing. Those with at least 5 classes may be accepted provisionally into Advanced Standing, and the missing prerequisites will be taken in addition to the regular requirements for the MSCID.

ACCT121/ACCT500	Survey of Accounting
BHSC230	Research Methods I
SOCI432/532	Research Methods II
SOCI/433533	Research Methods III
SOCI434/534	Research Methods IV
SOCI421/CIDS520	Development Theory & Practice
SOCI408/508	Emergency Preparedness
SOCI455/CIDS555	Development Policy & Analysis
SOCI315/CIDS515/BSAD515	Organization & Human Resources or BSAD530 Management of NPO
SOCI431/CIDS530	Needs Assessment, Capacity Mapping & Program Planning

Concentration Areas

The concentration area is selected by individual choice and will draw on Behavioral Sciences faculty strengths and utilize courses offered throughout the university. The program director/advisor, in consultation with the student, will select a minimum of three courses for 6–9 credits of elective courses (7–9 for advanced standing) related to the chosen concentration to meet the student's career goals. Students interested in international exposure but who cannot afford an overseas internship may elect to take a Study Tour and use applicable credits toward those required for the concentration. The number of tour credits applied to the degree must not exceed what is allowed by university policy (see Graduate Academic Information section for details). The tour should be relevant to the student's area of concentration. The student will submit a plan and rationale for the concentration requirements to the program director/advisor for approval.

Students, in consultation with the program director, may choose area of concentration that aligns with their research and career interests. Concentration areas are listed below, along with courses a student may take in each area. Students may, in consultation with their advisor, substitute courses within a concentration area. Additionally, students may choose a different area of concentration, provided they provide documentation that they are able to meet the general concentration requirements (adequate credits, appropriate field practicum, and research projects are available).

Advocacy

- PLSC585 Seminar in International Relations—3
- PREL510 Advancement and Communication (Public Relations)—3
- SOCI515 Racial and Ethnic Relations—3
- CIDS580 Organizational & Community Leadership—1–2
- CIDS575 Topics—3

Development Education

- EDCI650 Curriculum Design and Development—3
- EDCI696 Project Implementation—1–2
- CIDS550 Education for Sustainable Development—3
- SOCI565 Demography—3
- EDCI684 International Perspectives on Curriculum—3
- CIDS575 Topics—3

Emergency Preparedness & Management

- SOCI555 Emergency Planning—2
- COMM535 Crisis Communications—2
- SOCI549 Disaster Response & Emergency Operations—2
- SOCI578 Principles & Practice of Hazards Mitigation—3
- CIDS575 Topics—3

Gender and Development

- SOCI510 Gender Roles in Contemporary Society—3
- CIDS585 Gender, Economic Development, and Poverty Reduction—3
- SOCI560 Family Resource Management—3
- CIDS590 Issues in Gender and Development—3
- CIDS575 Topics—3

Global Health

- NRS517 Health Care Systems—3
- SOCI554 Community Health & Human Disease—3
- FDNT545 Nutrition and Wellness Program—2–4
- FDNT570 Maternal & Child Health—3
- CIDS575 Topics—3

Governance and Leadership

- CIDS580 Organizational & Community Leadership—1–2
- CIDS525 Ethics in Development—2
- CIDS565 Institutions in Development—3
- CIDS570 Governance in Developing Countries—3
- CIDS575 Topics—3

International Relations and Development

- PLSC585 Seminar in International Relations—3
- CIDS565 Institutions in Development—3
- SOCI515 Racial & Ethnic Relations—3
- SOCI565 Demography—3
- COMM536 Issues in Intercultural Communication—3
- CIDS575 Topics—3

Microenterprise & Social Entrepreneurship

- BSAD545 International Management—3
- BSAD556 Topics in Entrepreneurship
- BSAD560 Intercultural Business Relations—3
- BSAD670 Human Resources Seminar—3
- SOCI510 Gender Roles in Contemporary Society—3
- CIDS575 Topics—3

NGO Development and Operations

- ACCT455 Accounting for Not-for-Profit Organizations—3
- BSAD560 Intercultural Business Relations—3
- BSAD556 Topics in Entrepreneurship
- BSAD670 Human Resources Seminar—3
- MKTG540 Marketing for Non-Profit Organizations—3
- COMM536 Issues in Intercultural Communication—3
- One of: BSAD515 Organizational Behavior—3, CIDS515 Organization & Human Resources—3, or BSAD530 Management of NPO—3 (Concentration area selection must not also apply toward core)
- CIDS575 Topics—3

Peace and Conflict Resolution

- SOCI565 Demography—3
- COMM536 Issues in Intercultural Communication—3
- CIDS575 Topics—3

Policy Analysis

- SOWK550 Social Policy—3
- SOWK630 Policy for Social Change—3
- CIDS575 Topics—3

The schools and departments regulate policies that govern the elective courses offered as part of the concentration package and some may not be available. Some elective courses may require prerequisites and should be discussed in advance with the program director/advisor for guidance in completing the concentration.

The Field Practicum and Research Project/Thesis will necessarily be related to the area of concentration in order to provide students with an in-depth understanding of the chosen area, and with the possibility of applying course work in practice. Students are required to undertake a 300-hour internship through a field placement with a domestic, national, or international organization/project. Internships are based on prior approval and advice from the program director. Arrangements for the internship will be made by the program director/advisor pending availability and feasibility of the placement proposed by the student.

Assistantships

Students have the opportunity to apply for graduate assistantships—administrative, teaching or research.

MSCID/MSW Dual Degree

Andrews University has chosen to explore a collaborative between the Community & International Development Program (CIDP) and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and international development intersect. Social Workers, particularly those in the areas of Administration and Development and International Social Work, may have an interest in international work. In such situations, the MSCID could equip them with a complementary skill set. Likewise, development and relief workers often find themselves in situations where social work skills in counseling and therapy would be useful. In addition, the MSCID/MSW collaborative allows for a greater breadth of employment opportunities for students.

Collaborative Program Objectives

1. To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;
2. To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program

The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Requirements for Admission

Applicants to the MSCID/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from an accredited four-year college or university in the U.S., or hold an equivalent educational credential from another country. Application must be made separately to both the MSDIC and MSW programs. Acceptance into one program does not guarantee acceptance into the other.

Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree. Students in both programs must meet the following minimum requirements:

1. Students must maintain a minimum cumulative GPA of 3.0;
2. No grade of D or F (or U) may count toward either degree.

Credits for Each Program

MSCID students are required to complete 39 credit hours for the two-year regular program, which includes 6–9 elective credits (minimum of 3 courses). Students with certain prerequisites may qualify for the 30-credit advanced standing program. The two-year regular MSW degree requires 46 core credit hours, plus 10 elective hours. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program, while those with a lower GPA must complete the Advanced Standing Plus requirements.

These program models create a curriculum that allows for the integration of 21–24 Social Work and CIDP credits, giving students the advantage of being able to reduce their total credit load. Since both MSCID and MSW programs already share courses in order to reduce costs and achieve a more streamlined and efficient program, the course work for both degrees must be taken either simultaneously or within one academic year of completion of one of the degrees in order to fulfill the requirements of either degree.

Because of CSWE requirements, students in the MSCID/MSW dual degree program would register for social work core classes in lieu of certain CIDP courses and would take an emphasis in either Administration & Development or International Social Work. Students will take shared courses as outlined below.

Administration & Development Emphasis

- SOWK630 Policy for Social Change (3)
Satisfies CIDS555 Development Policy & Analysis (3)
- CIDS530 Needs Assessment, Capacity Mapping & Program Planning (3)
- CIDS536 Development Design & Evaluation (3)
Satisfies SOWK675 Topics: Grantwriting (1)
- CIDS520 Development Theory & Practice (3)

- *Choose one:*
CIDS515 Organization & Human Resources (3)
BSAD515 Organizational Behavior (3)
BSAD530 Management of Not-for-Profit Organizations (3)

- SOWK635 Advanced Field Experience* (5)
Satisfies CIDS680 Field Practicum (2)
- 6–9 Social Work core credits (3 classes) to count as CIDP electives, including SOWK660 Advanced Practice Evaluation

* Must be planned in consultation with both programs in order to satisfy all requirements.

Shared credits:

Core Social Work/Core CIDP	5
Social Work emphasis/Core CIDP	10
CIDP emphasis/Core Social Work	<u>6–9</u>
TOTAL shared	21–24

International Social Work Emphasis†

- SOWK630 Policy for Social Change (3)
Satisfies CIDS555 Development Policy & Analysis (3)
- CIDS530 Needs Assessment, Capacity Mapping & Program Planning (3)
- CIDS536 Development Design & Evaluation (3)
Satisfies SOWK675 Topics: Grantwriting (1)
- CIDS560 Political Economy of Development (3)
- SOWK635 Advanced Field Experience* (5)
Satisfies CIDS680 Field Practicum (2)

- 6–9 Social Work core credits (3 classes) to count as CIDP electives, including Advanced Practice Evaluation

* Field experience must be planned in consultation with both programs in order to satisfy all requirements.

† Students in this emphasis must also take SOWK537 International Social Work (2)

Shared credits:

Core Social Work/Core CIDP	5
Social Work emphasis/Core CIDP	8
Social Work electives/Core CIDP	2
CIDP emphasis/Core Social Work	<u>6–9</u>
TOTAL shared	21–24

Subsequent to publication of the 2011–2012 Andrews University Bulletin, the International Development Program was moved into the Department of Behavioral Sciences for the 2011–2012 school year.

International Development Program (off-campus)

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Administration

Dawn Dulhunty, *Director*

Jeanette Bryson, *Concentration Advisor*

Lilianne Doukhan, *Concentration Advisor*

José Goris, *Concentration Advisor*

Tevni Grajales Guerra, *Concentration Advisor*

Herb Helm, Concentration Advisor
 Patricia Mutch, Concentration Advisor
 Joel Raveloharimisy, Concentration Advisor
 Charles Tidwell, Concentration Advisor

Academic Programs	Credits
MIDA (Master of International Development Administration)	
International Development Emphasis	39–40
Organizational Leadership Emphasis	39–40
Graduate Certificate	
International Development	15
Organizational Leadership	15

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

Administration of the Program

The off-campus International Development Program (IDP) is administered by the IDP Coordinating Committee which includes administrators and faculty from the the College of Arts & Sciences, the School of Business Administration, the School of Education and the Seventh-day Adventist Theological Seminary. The committee also works with governmental and non-governmental organizations in planning and implementing new courses and curricula and in scheduling venues for delivery of intensives. It also develops and monitors compliance with policies governing admission of students to the program, student academic progress, and admission to candidacy status. Further, this committee receives council from the IDP Advisory Board which means annually and consists of academics, NGO practitioners, and church administrators.

The day-to-day administration of the program is the responsibility of the International Development Program office headed by the director of the International Development Program.

Teaching Sites

The International Development Program offers its classes in multiple regions and languages around the world. Venues and languages are subject to change but currently include Canada (English), Chile (Spanish), Ghana (French and English), Italy (English), Japan (English), Kenya (English), Rwanda (French and English), and South Africa (English). A university campus is the preferred venue in each region for the teaching sessions.

Admission Requirements

To be admitted to regular standing into the International Development Program, students must

- Qualify for general admission into graduate studies at Andrews University (see p. 52)
- Have a four-year baccalaureate degree or its equivalent
- Demonstrate computer literacy skills such as word processing and Internet usage

Note:

- Access to e-mail communication is very important for participation in this program.
- The Graduate Record Examination (GRE) transcript requirement is waived for students in the overseas program.
- TOEFL is waived for students in this program.

Notice for Students and Public

The Master of International Development Administration: International Development degree is offered in Alberta, Canada, pursuant to the written approval of the Minister of Advanced Education and Technology effective 01 September 2011 having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

MIDA: International Development (39–40)

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

Core Courses—29

Social Science Foundations—8

CIDS520, GDPC622, ANTH517

Planning/Evaluation—6

CIDS530, 536

Management—8

BSAD525, 530, COMM590

Individual and Organizational Accountability—7

ACCT625, IDSC610, PLSC525

Concentration—10–11

Concentration topics include, but are not limited to: Advocacy, Agro Forestry, Civil Society, Cross Cultural Relations, Development Policies of Government and Religion, Disaster Preparedness, Education, Environmental Studies, Food Security, Gender and Development, International Agriculture, Microenterprise, NPO Policies and Operations, Peace and Conflict Resolution, Poverty Mitigation, and Public Health.

Research and Practicum Requirements—5–6

IDSC680, IDSC697 or IDSC699

Development Concentration—5

IDSC597, 640, 690

TOTAL—39–40

Concentrations in International Development

Students in the International Development Program are required to complete a concentration involving a minimum of ten semester credits

in a selected specialization area. The majority of the Concentration courses are completed in an independent format. This allows the student's specialization area to be uniquely tailored to suit his/her needs and professional goals. A concentration area is selected in consultation with the Concentration Advisor during the first two years of study. Once a topic has been decided, a Concentration Mentor is assigned who, together with the Concentration Advisor, guides the student through the concentration requirements.

MIDA: Organizational Leadership (39–40)

The mission of the Organizational Leadership emphasis is to develop trained leadership to meet the needs of a growing church membership, a growth which will place significant demands on support organizations and other church institutions. Such leaders will develop skills based on the concepts of servant leadership, will understand and practice leadership as a collaborative process, and will demonstrate appropriate administrative skills in research, strategic approaches to program planning and evaluation, finance, communication, and ethics along with skills in a specific area of leadership. Concentrations may include church administration, community and international development, or other concentrations as requested and approved.

Core Courses—34

Social Science Foundations—8

ANTH517, GDPC622, CIDS520

Planning/Evaluation—9

CHMN526, IDSC620, 630

Management—9

BSAD525, 530, COMM590

Individual and Organizational Accountability—8

ACCT625, PLSC525, THST634

Concentration—5–6

Concentration topics include but are not limited to Church Administration; Community and International Development. IDSC597, IDSC690, IDSC697 or 699

TOTAL—39–40

Graduate Certificates

To qualify for a graduate level certificate, prospective students must already hold a terminal undergraduate degree (a bachelor's degree). The purpose of a graduate certificate is to provide specialized knowledge within a certain emphasis. The certificate involves less cost and requirements than a master's degree. The certificate program represents a focused collection of courses (15 credits) and when completed affords the student a record of academic accomplishment at the graduate level in organizational leadership or international development.

Graduate Certificate: International Development (15)

Required courses—6

BSAD530, CIDS520

Elective courses—9

ACCT625, ANTH517, BSAD525, CIDS530, 536, COMM590, GDPC622, IDSC610, PLSC525

TOTAL—15

Graduate Certificate: Organizational Leadership (15)

Required courses—6

CIDS520, IDSC620

Elective courses—9

ACCT625, ANTH517, BSAD525, 530, CHMN526, COMM590, GDPC622, IDSC630, PLSC525, THST634

TOTAL—15

Courses

(Credits)

See inside front cover for symbol code.

Anthropology

ANTH124

Alt (3)

Introduction to Anthropology

An introduction to the anthropological perspective. Topics include cognitive and social aspects of language, biology and the study of culture, origins of culture, archaeology and cultural beginnings, introduction to the study of cultural variation, and models of culture. Offered even years.

ANTH200

(3)

Cultural Anthropology

Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding "ourselves" and those we call "others."

ANTH205

Alt (3)

Introduction to Archaeology

An introduction to some of the discoveries made by archaeologists and to some of the methods whereby their discoveries are made. Advances in archaeological method and theory over the past 100 years are explained and illustrated. Normally offered odd years.

ANTH415

◆ (3)

Urban Anthropology

An introduction to ethnographic approaches to understanding urban populations and problems. Special emphasis placed on examining the uses of quantitative methods in the design of urban community initiatives.

ANTH417

(3)

Cultural and Development Anthropology

Introduction to the basic concepts, methods and theories of cultural anthropology. Anthropological perspectives on culture change, globalization, global and local world-making, indigenous knowledge, sustainable community development, and project management. Special emphasis on anthropological principles and techniques that inform development work including application of anthropological knowledge and research to real-world problems.

ANTH420

◆ (3)

Food and Culture

An analysis of the role of food in human affairs with special emphasis on understanding who is well fed and who is hungry among the world's peoples and why such huge differences exist in the level of food security among the world's people.

ANTH435

◆ (3)

Museum and Lab Methods

Methods for preparation and preservation of archaeological finds. Conservation, cleaning, cataloguing, and classification. Analysis of lithics, ceramics, faunal and floral remains, metals, and glass.

ANTH440

◆ (1–3)

Topics in Anthropology

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

ANTH455 ♦ (3)
Ethnography
 An introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnographic fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed. *Every other year.*

ANTH478 ♦ (3)
Archaeological and Ethnographical Perspectives on the Middle East
 History of exploration. Beginnings of sedentary food production and pastoralism. Rise of Egyptian and Mesopotamian civilization. Israel, Ammon, Moab, and Edom. Rome and Christianity. History of the Arabs and Islamic civilization. Ethnographical perspectives on women, families, tribes, and states. Islam and the modern world. Offered as credit on summer tours.

ANTH495 (1-3)
Independent Studies/Readings in Anthropology

ANTH496 ♦ (1-8)
Supervised Fieldwork in Anthropology or Archaeology
 Students may apply to participate as trainees on research projects sponsored either by the Department of Behavioral Sciences or the Institute of Archaeology.

ANTH517 (2)
Cultural and Development Anthropology
 Introduction to the basic concepts, methods and theories of cultural anthropology. Anthropological perspectives on culture change, globalization, global and local world-making, indigenous knowledge, sustainable community development, and project management. Special emphasis on anthropological principles and techniques that inform development work including application of anthropological knowledge and research to real-world problems.

ANTH600 (2-3)
Seminar in Cultural Anthropology
 The study of culture and cultural variation. The contemporary beliefs, values, institutions and material way of life of people in North America are contrasted with those of people living in other regions of the world today and in the past.

Behavioral Sciences

BHSC100 \$ (2)
Philosophy of Service
 Provides a theoretical and practical basis for understanding and meeting needs of communities and individuals. Course materials include works from Christian and secular sources. Students develop an individualized practical plan to understand and meet needs. Does not apply to a major or minor.

BHSC220 (3)
An Interdisciplinary Approach to Contemporary Social Issues
 Issues may include drug abuse, the family, crime/violence and punishment, AIDS, poverty, and health care. Integrates foundational social science with a Christian perspective to help students understand the origins of current societal issues and strategies for addressing those issues.

BHSC220V C (3)
An Interdisciplinary Approach to Contemporary Social Issues
 Paper correspondence course—see content above.

BHSC230 \$ (3)
Research Methods I: Statistics for the Behavioral Sciences
 Probability concepts, frequency distributions, measures of central tendency, measures of variation, using frequency distributions, point-estimation and confidence intervals, sampling distribution, levels of significance in hypothesis testing, t and z tests, correlation, chi-square and ANOVA.

BHSC235 (3)
Culture, Place and Interdependence
 Uses and integrates concepts from anthropology, geography and other sciences to help students understand how human culture and natural habitat create regional, ethnic, religious and other social groups. Examines origins of group conflict and considers avenues of responsible action for resolution.

BHSC235V C (3)
Culture, Place and Interdependence
 Paper correspondence course—see content above.

BHSC300 \$ (1-2)
Philosophy of Service Fieldwork
 Provides an opportunity for the practical application of the theories, principles and concepts learned in BHSC100. Prerequisite: BHSC100 or permission of Service Learning Coordinator. 20 hours of service is required for each credit registered for. Does not apply to a major or minor.

BHSC378 \$ (0)
Study Tour
 Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

BHSC405 (3)
Introduction to Public Health
 An overview of some of the important content areas and disciplines that make up Public Health, including Health Promotion and Education and Education, Environmental Health, Epidemiology, Disease Prevention, Global or International Health issues and other aspects of our environment that effect the Public Health.

BHSC438 (1-3)
Workshop
 Provides an opportunity to study in a focused area within the behavioral sciences. A paper is required for more than one credit and may be required for one credit.

BHSC440 (1-4)
Topics in _____
 Examines emerging issues in the behavioral sciences. Repeatable in different specialized areas.

BHSC450 ♦ (3)
Community Health and Human Disease
 Examines in-depth emerging issues in the behavioral sciences. May be repeated in different specialized areas.

BHSC495 (1-3)
Independent Study/Readings in Behavioral Sciences
 Individual assignments and/or reports and/or individualized

research in behavioral sciences are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

BHSC498 (1-3)
Research Project in Behavioral Sciences

An independent research project in behavioral sciences typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

BHSC575 (1-5)
Topics in Behavioral Sciences

Repeatable with different topics. This topic course could be used to register for a Study Tour.

BHSC578 \$ (0)
Study Tour

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

BHSC590 (1-3)
Internship

To be arranged in cooperation with the student's advisor.

BHSC648 (1-2)
Workshop

Provides an opportunity to study in a focused area within the behavioral sciences.

BHSC690 (1-3)
Independent Study/Readings/Research Project in Behavioral Sciences

Community & International Development

CIDS515 (3)
Organization and Human Resources

This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings.

CIDS520 (3)
Development Theory and Practice

Provide an introduction to different theoretical perspectives of development. Review of the history of development which provides a critical and ethical understanding of the social, economic, and political dimension of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts.

CIDS525 (2)
Ethics in Development

An ethical framework for the understanding of social

transformation. Ethical paradigms are explored, as well as historical examples of how development interventions have generated social change. Focus on contemporary approaches to development, revolution and liberation.

CIDS530 (3)
Needs Assessment, Capacity Mapping & Program Planning

Introduction to concepts and methods of conducting a community needs assessment and mapping community capacity to address those needs. Development of skills in selecting, analyzing, understanding, and interpreting assessment outcomes to inform policy and practice. Consider complex interactions between community and international development stakeholders and other factors affecting accountability, project planning, and outcomes.

CIDS536 (3)
Development Design & Evaluation

Exploration of various perspectives and approaches to project design, implementation, and evaluation. Understand the context and interdependence of each element of the project management cycle. Building on assessment results, the theory and application of program planning techniques and processes, and the objectives of monitoring and evaluation are introduced. Hands-on experience provides opportunities to exercise skills needed for project design, grant writing, and evaluation techniques.

CIDS540 (3)
International Development: Strategy Design & Implementation

Evolution of international development theory across disciplines. Changing conceptualizations, measurements, processes and effects of development and poverty. Ethnicity, social class, gender, and community influences on socioeconomic processes. Current issues, concerns, and strategic alternatives. Development policy design, strategy, programs, and projects.

CIDS550 (3)
Education for Sustainable Development

Provides an overview of education for sustainability. Focuses on international projects and organizations that address education for sustainable development. Explores education as a means to address development issues such as social justice, poverty, food security, globalization, etc. Covers different educational approaches and models that ensure a healthy environment, vibrant community, and equitable society.

CIDS555 (3)
Development Policy and Analysis

Examine the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and policy tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development.

CIDS560 (3)
Political Economy of Development

Overview of the political economy of developing countries and the complex interplay of international system, international economic and political economy factors that influence development initiatives and outcomes. Discuss the relation of globalization, trade, aid, and international economic and development institutions on development activity. Specific topics include development and economic policy, civil society, alternative development models, democracy, authoritarianism, sustainable development and gender.

- CIDS565** (3)
Institutions in Development
 Overview of the effect of formal and informal institutions on development, combining in-depth case studies of a variety of domestic and international institutions with theoretical and empirical insights from development disciplines (comparative politics, political economy, international relations, and economics).
- CIDS570** (3)
Governance in Developing Countries
 Discusses basic theories and concepts of governance and its relation to development. Examines how domestic institutions, historic legacies, socioeconomic factors, non-state actors, conflict, and democratization process affect the quality of government and level of development. Addresses the challenges of development from a governance perspective. Special attention will be given to developing countries.
- CIDS575** (1–5)
Topics in Community & International Development
 Repeatable with different topics. This topic course could be used to register for a study tour.
- CIDS578** \$ (0)
Study Tour
 Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
- CIDS580** (1–2)
Organizational & Community Leadership
 Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change.
- CIDS585** (3)
Gender, Economic Development, and Poverty Reduction
 Introduces the linkages between gender equality and growth & poverty-reduction, and enhances students' ability to participate in the design and implementation of poverty-reduction strategies. Explores the concepts of gender inequality as it relates to poverty; discusses the importance of gender issues in economic development and how they relate to attaining the Millennium Development Goals. Other concepts to be covered: Access to education, health, labor markets, employment opportunities, and productive resources as they affect growth.
- CIDS590** (3)
Issues in Gender and Development
 Familiarizes students with the main analytic debates in the field of gender and development. Institutional domains (households, family and kinship, the market, the community and the state) through which gender relations are both defined and transformed receive separate attention. An introductory survey of conceptual approaches to gender is followed by a treatment of central topics which include: the move from WID (women in development) to GAD (gender and development) as critical perspectives in development studies, conceptual approaches to households, men and masculinities in development, globalization and women's employment, gender, state and governance, women's movements and state-civil society relations, gender, conflict and post-conflict, and an appraisal of prospects for gender-aware planning and empowerment.
- CIDS631** (.5–1)
Professional Development Seminar
 An overview of salient issues and problems related to the topic; an orientation to communities of researchers and professionals working on the topic; an inventory of baseline competencies of persons professing expertise on the topic; and a survey of the opportunities for professional involvement related to the concentration. To be taken during the first fall semester a student is in the program. Repeatable.
- CIDS632** (1)
Portfolio Development Seminar
 Facilitates MS closure prior to graduation. Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment. Exploration of issues related to career development and life-long learning. To be taken during a student's final year in the program. Spring
- CIDS650** \$ (0)
Project Continuation
 Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. Registration for this title indicates full-time status.
- CIDS655** \$ (0)
Program Continuation
 Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. Registration does not indicate full-time status.
- CIDS660** \$ (0)
Thesis Continuation
 Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. Registration for this title indicates full-time status.
- CIDS665** \$ (0)
Preparation for Comprehensive Exams
 Advisor approval required. Registration for this title indicates full-time status.
- CIDS670** (0)
Comprehensive Exam
- CIDS677** (1)
Colloquium
 The course provides a forum for development and peer review of research projects by CIDP graduate students. It is required for all students to submit at least one paper for presentation at a professional conference or at least one article for publication in a professional journal before graduation. The course is to be taken during the student's first Spring semester in the program. Repeatable. S/U grade.
- CIDS680** (1–2)
Field Practicum
 Students integrate course content and theory into practice during a 300-hour field practicum coordinated with each student's research project and/or concentration that is the concluding requirement for the concentration. 260 hours may be done

with the student's primary employer, but all students must complete one week (40 hours) in an external organization. Students must submit a practicum proposal indicating approval from a sponsoring organization and learning objectives. Upon completion, the student submits a practicum portfolio. Prerequisites: CIDS520, 530, and 2 courses in concentration.

CIDS689 (1-3)
Seminar

CIDS690 (1-3)
Independent Study

CIDS697 (2)
Portfolio Project
Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment, and explores issues related to career development and life-long learning. Students will include at least one significant research project. Registration for this title indicates full-time status.

CIDS698 (2-3)
Research Project
A research project is carried out by a master's degree candidate in which the student's mastery of the research process is demonstrated. A typical end product might be a community assessment study, a program evaluation study, a best practice benchmarking study, or a problem-solving study. Registration for this title indicates full-time status.

CIDS699 (3-4)
Master's Thesis

Family Studies

FMST115 Alt (3)
Introduction to Family Studies
Study of the conceptual framework for the discipline and exploration of contemporary issues and trends in society as related to families. Normally offered odd years.

FMST201 (3)
Personal Relationships
The interdisciplinary study of personal relationships including intimate relationships, marriage and family living. The course will focus on the processes and skills necessary to build, maintain and enjoy important relationships across the lifespan.

FMST310 Alt (3)
Parent-Child Relationships
Study of the concepts, challenges, and changes in the parent/child relationship including contemporary strategies, parenting in diverse family types, and changing parenting roles throughout the life cycle. Offered odd years.

FMST350 Alt (3)
Family Cultural Perspectives
Study of the family as a social institution, its biological and cultural foundations, and its historic development and changing structure and function. Cross-cultural uniqueness is examined. Offered even years.

FMST454 ♦ Alt (3)
Family Violence Across the Lifespan
Study of factors contributing to abuse in the family with emphasis on prevention of domestic violence. Offered odd years.

FMST460 ♦ Alt (3)
Family Resource Management
Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the life span, with emphasis on the family. Offered odd years.

FMST470 (1-8)
Field Experience
Supervised experience in observing, planning, directing, and/or assisting families in various home or organizational environments. Repeatable to 8 credits.

Geography

GEOG110 (3)
Survey of Geography
A survey of major geographic perspectives: physical, human, and regional. Applies toward General Education social science requirements.

GEOG240 \$ (3)
Physical Geography
The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features. Normally offered even years.

GEOG245 (3)
Introduction to Meteorology and Climatology
Emphasis on atmospheric processes and regional distribution and classification of the world's climate.

GEOG260 (3)
Cultural Geography
The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements.

GEOG260V C (3)
Cultural Geography
Paper correspondence course—see content above.

GEOG335 (3)
Introduction to Geographic Information Systems
The study of the fundamentals of Geographic Information Systems (GIS). Emphasis on the foundations of these systems, their components and capabilities.

GEOG430 ♦ (3)
Urban Geography
Examination of spatial patterns and processes associated with urbanization within the framework of economy, culture and politics.

GEOG455 ♦ (3)
Environmental Disasters
An integrated study of the causes and geography of natural and man-made disasters. Understanding of extreme event prediction,

early warning, and disaster mitigation. Organizations involved in disaster response.

GEOG460 ♦ (1-3)
Topics in _____

Study of selected topics in geography. Topic and credit to be announced in advance. Repeatable with different topics to 9 credits (to 3 credits for graduate students).

GEOG475 ♦ (3)
Regional Geography: _____

Regional study of physical, economic, and cultural characteristics of major regions of the world. Areas selected for analysis vary from semester to semester. Direct inquires to the department chair. Repeatable for different regions.

GEOG485 (1-6)
Geography Field Experience

Observation and evaluation of geographical phenomena in the U.S. or foreign countries. May be based upon individual research, organized tours, or expeditions. A formal report is expected.

GEOG495 (1-3)
Independent Study

Independent work on a specified topic under the guidance of department advisor. Repeatable to 9 credits with the consent of the department chair.

Interdisciplinary Studies (Off-Campus)

IDSC597 (1)
Portfolio

An organized collection of educational and professional accomplishments to date is produced. This will include basic personal and background information, a profile of the student's organization, outstanding academic work, and other products acquired during his/her time in the program.

IDSC610 (2)
Ethics in Development

Examination of theoretical foundations of ethics in community and international development. Ethical dimensions of policies and practices of major development players are investigated. Focus on contemporary approaches to development ethics in terms of purposes, roles, participants and audiences. Introduction of frameworks for ethical decision-making.

IDSC620 (3)
Strategic Planning in Global Leadership

A multi-disciplinary course which focuses on current and emerging issues of organizational leadership. The course will teach the role of creating a meaningful strategic plan for an effective administrative system for organizations to survive intensifying globalization. Components include the strategic planning process, roles of board and staff, critical importance of a stakeholder analysis, the purpose of mission and vision, and the difference between goals, strategies and objectives.

IDSC630 (3)
Program Design and Evaluation

Introduction to concepts and methods of conducting community needs assessment and capacity mapping. Development of skills in selecting, analyzing, interpreting and presenting data affecting program planning and implementation. Considers complex interactions affecting program accountability and outcomes.

Provides practical opportunity to exercise skills needed for project design and grantmanship.

IDSC640 (1-3)
Topics: _____

IDSC640 (3)
Topics: Professional Training in: Area of Concentration

Students are required to participate in a minimum of 45 contact hours of Professional Training related to their area of Concentration. In addition, the student in the final year of the program will design and implement a Colloquium to present best practices in his/her area of Concentration.

IDSC650 (0)
Project Continuation

IDSC655 (0)
Program Continuation

Registration for this title indicates part-time status.

IDSC660 (0)
Thesis Continuation

IDSC665 (0)
Preparation for Comprehensive Examinations

IDSC670 (0)
Comprehensive Examinations

IDSC680 (2)
Field Practicum

The Field Practicum integrates International Development theory into practice. Students will complete (a) a baseline study that describes the current level of the agency where the practicum is pursued; (b) a benchmarking of best practices in the field [area of concentration]; and (c) an oral presentation of their findings to their peers.

IDSC689 (1-3)
Seminar

Projects, reports and discussions on various subjects corresponding to faculty specialization. Repeatable with different subject matter. Needed to accommodate new topics under different concentrations.

IDSC690 (1-3)
Independent Study

Individualized reading or research in a specified area under the guidance of an instructor, Repeatable to 6 credits.

IDSC690 (1)
Independent Study: Area of Concentration

Students are required to broaden their knowledge in their area of Concentration through independent study of books, scholarly journal articles, professional association publications and newsletters, local government publications, publications of multi-government organizations such as the United Nations or the World Bank, publications by various international non-government organizations, or Internet resources. The outcome of this research should be a "Specialist Paper."

IDSC697 (3)
Research Project

A research project typically carried out by a master's-degree candidate in which the student's mastery of the research process is demonstrated.

IDSC699 <i>Master's Thesis</i>	(4)	which emphasizes the inter-dependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death. Prerequisite or corequisite: PSYC101 or written permission of the teacher.
Psychology		
PSYC101 <i>Introduction to Psychology</i> Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.	(3)	
PSYC101V <i>Introduction to Psychology</i> Online correspondence course—see content above.	C (3)	
PSYC180 <i>Dealing with Your Mind</i> An introduction to the brain and how it works, with an emphasis on processes used in everyday life: perception of our surroundings, memory and other facets of general cognition, and links to addictive behavior. The labs will give hands-on experience with these topics. Students will be exposed to research opportunities.	\$ (3)	
PSYC204 <i>Personal, Social and Career Development</i> Application of psychological principles of behavior as they influence optimal personal, social and career development, with an emphasis on effective strategies for self-management and self-improvement.	(3)	
PSYC210 <i>Introduction to Health Psychology</i> Study of causes for the rise of health psychology; interrelationships between psychology and health-related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behavior; psychology of addictive behavior; and behavioral health. Prerequisite: PSYC101.	\$ (3)	
PSYC252 <i>The Psychology of Adolescence, Youth, and Aging</i> Current psychological theories relating to psychological development, maturity, and decline as evidenced during the adolescent, youth, middle age, and retirement years. Prerequisite: PSYC101.	(3)	
PSYC252V <i>The Psychology of Adolescence, Youth, and Aging</i> Online correspondence course—see content above.	C (3)	
PSYC269 <i>History and Systems of Psychology</i> A study of significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behavior. Prerequisite: PSYC101.	(3)	
PSYC269V <i>History and Systems of Psychology</i> Paper correspondence course—see content above.	C (3)	
PSYC301 <i>Human Development—Lifespan</i> Lifespan is an integrative approach to psychological development	(3)	
		PSYC315V C (3) <i>Organization and Work</i> Paper correspondence course. A discussion of human beings at work and how work interfaces with the community. The meaning of work, formal organization, informal group activity, occupational status and mobility, the structure and function of labor unions, and industry-community relationships are examined.
		PSYC315 (3) <i>Organization and Human Resources</i> This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly as well as how to conduct empirical research in organizational settings.
		PSYC319 (3) <i>Stress Management</i> An introduction to stress along with signs and symptoms of stress and identification of stressors in a person's life. Students learn how to increase stress tolerance and implement change.
		PSYC364 (3) <i>Learning and Behavior</i> A study of theories of learning which evaluates connections between learning and behavioral processes within and between humans and animals. A lab fee may be required. Prerequisite: PSYC101.
		PSYC364V C (3) <i>Learning and Behavior</i> Paper correspondence course—see content above.
		PSYC410 ♦ (3) <i>Introduction to Theories in Counseling & Psychotherapy</i> An introduction to the major theoretical models and concepts for counseling and psychotherapy. Concepts such as the philosophical assumptions, the therapeutic process, and the client/therapist relationship are discussed. Prerequisites: PSYC101, and one of the following: PSYC454, 269 or 460.
		PSYC420 ♦ (3) <i>Human Sexuality</i> A study of the multiple aspects of sexuality within a framework of Christian values.
		PSYC425 ♦ \$ (3) <i>Psycholinguistics</i> A survey of the psychological processes involved in human language use, including comprehension, acquisition, or language. The relationship of language to other thought processes and its neural correlates will also be discussed. Integrated lab activities and projects will introduce common experimental methodologies in psycholinguistics. Prerequisite: PSYC101 or 180.

- PSYC432** \$ (3)
Research Methods II: Introduction
 Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection, and data collection procedures. Andrews' human subject research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. Prerequisite or corequisite: BHSC230 or STAT285.
- PSYC433** \$ (3)
Research Methods III: Advanced Research Design—Experimental and Survey
 The principles of designing, administrating, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. Corequisite: PSYC/SOCI434. Prerequisite: BHSC230 or STAT285 and PSYC432.
- PSYC434** \$ (3)
Research Methods IV: Advanced Statistical Analysis and SPSS
 A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: PSYC/SOCI433. Prerequisite: BHSC230 or STAT285 and PSYC/SOCI432.
- PSYC438** (1-3)
Workshop
 Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit and may be required for one credit.
- PSYC445** ◆ \$ (3)
Cognitive Psychology
 A study of how people use and acquire knowledge with emphasis on how people perceive, think, remember, store information, solve problems, and acquire and use language. A weekly lab focuses on experimental techniques that have been used to examine mental processing. Prerequisite: PSYC101 or 180.
- PSYC449** ◆ \$ (3)
Neuropsychopharmacology
 A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. Weekly: 2 lectures and one 3-hour lab. Prerequisites: PSYC101 or 180; BIOL221, 222 or BIOL165, 166.
- PSYC450** ◆ \$ (3)
Social Psychology
 A study of human behavior within a group context. Included are attitudes, social roles, collective behavior, and the dynamic aspects of human interaction. Prerequisites: PSYC101 and two other behavioral science courses.
- PSYC454** ◆ (3)
Theories of Personality
 Integrates subfields of psychology to enhance understanding of the individual personality. Prerequisite: PSYC101.
- PSYC455** ◆ (2)
Treatment of Substance Abuse
 An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration. Prerequisite: PSYC101; Prerequisite or corequisite: SOCI415.
- PSYC458** ◆ Alt (3)
Advanced Theories of Addiction and Treatment
 Surveys, critiques and integrates the primary theories currently used to explain the process, outcome and treatment of addictions. Covers biological, psychological, social and anthropological addiction theories. Primary substance-abuse prevention theories are surveyed. Implications for at-risk, vulnerable populations considered. Prerequisite: PSYC101; Prerequisite or corequisite: SOCI415.
- PSYC460** ◆ (3)
Psychology of Abnormal Behavior
 A study of deviant human behavior and theories of causation and remediation. Prerequisite: PSYC101.
- PSYC465** ◆ \$ (3)
Physiological Psychology
 Introduces the biological bases of behavior. Examination of the neuroanatomical and physiological foundations of such topics as the mind/body problem, the development of language and learning, sexual behavior, recovery from brain damage, and psychopathology. Prerequisite: PSYC101. Normally offered odd years.
- PSYC466** ◆ (3)
Psychology of the Exceptional Child
 A survey of assessment, remediation, and adjustment for exceptional children and youth who require special education and related services. Various types of exceptionality are explored such as mental retardation, learning disabilities, emotional or behavioral disorders, giftedness, disorders of communication, and impairment of hearing or sight. Prerequisite: PSYC101. Normally offered odd years.
- PSYC471** ◆ Alt (3)
Behavior Modification
 The theory and techniques of behavior change utilizing principles of conditioning. Applications relevant to health-centered and educational settings are emphasized. Prerequisite: PSYC101. Normally offered even years.
- PSYC480** (1-8)
Field Experience
 Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork activity is required for each credit. Consult staff before registering. Open only to departmental majors. Repeatable to 8 credits.
- PSYC486** ◆ \$ (3)
Psychological Assessment
 Theory and practice in individual and group testing in the areas of intelligence, aptitude, achievement, personality, and interest. Evaluation of tests and other instruments for measurement with a focus on their worth and limitations. Prerequisite: PSYC101, BHSC230 or STAT285.

- PSYC495** (1–3)
Independent Study/Readings in Psychology
Individual assignments and/or reports and/or individualized research in psychology on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses up to 6 credits. Consult staff before registering.
- PSYC495V** C (1–3)
Independent Study/Readings/Research/Project in Psychology
Paper correspondence course. Provides an opportunity to work with an instructor on a research project and/or studies in psychology.
- PSYC498** (1–3)
Research Project in Psychology
An independent research project in psychology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.
- PSYC515** (2)
Organization and Human Resources
This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings.
- PSYC575** (1–4)
Topics in Psychology
Repeatable with different topics. This topic course could be used to register for a Study Tour.
- PSYC648** (1–3)
Workshop
Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit.
- Sociology**
- SOCI119** (3)
Principles of Sociology
A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline.
- SOCI119V** C (3)
Principles of Sociology
Online correspondence course—see content above.
- SOCI160** Alt (3)
Introduction to International Development
Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global inequalities and poverty. Analyzes the popular strategies and explanations used by governments and non-governmental organizations (NGOs) to deal with these challenges.
- SOCI314** (2–3)
Migrant & Refugee Issues
This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic, and environmental push-and-pull factors that influence immigration and emigration within the framework of globalization.
- SOCI315** Alt \$ (3)
Criminology
Theories and techniques associated with apprehension, conviction, and detention of individuals who infringe criminal law in this society. Normally offered even years.
- SOCI345** Alt \$ (3)
Juvenile Delinquency
Topics related to modern youth in trouble, sociological analysis of the problems of youth, legal and societal factors involved in delinquency, and some of the remedial measures now being used. Offered odd years.
- SOCI350** (2)
Social Policy
Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services.
- SOCI408** ♦ \$ (2)
Emergency Preparedness
Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA—provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion.
- SOCI410** ♦ Alt (3)
Social Gerontology
A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society. Normally offered even years.
- SOCI415** ♦ Alt (2)
Substance Abuse in American Society
An overview of substance-use terminology, historical issues, definitions, epidemiology, consequences and drugs of abuse within an American cultural and historical framework. Normally offered odd years.
- SOCI420** ♦ Alt \$ (3)
Medical Sociology
Analysis of the relationship between social characteristics and the incidence and prevalence of disease, as well as geographical determinants of health and medical systems. Normally offered even years.

- SOCI421** (3)
Development Theory & Practice
 Provide an introduction to different theoretical perspectives of development. Review of the history of development which provides a critical and ethical understanding of the social, economic, and political dimension of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts. Open to seniors only.
- SOCI425** ♦ (3)
Racial and Ethnic Relations
 A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society.
- SOCI425V** C (3)
Racial and Ethnic Relations
 Paper correspondence course—see content above.
- SOCI430** ♦ (3)
Gender Roles in Contemporary Society
 Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.
- SOCI431** (3)
Needs Assessment, Capacity Mapping & Program Planning
 Introduction to concepts and methods of conducting a community needs assessment and mapping community capacity to address those needs. Development of skills in selecting, analyzing, understanding, and interpreting assessment outcomes to inform policy and practice. Consider complex interactions between community and international development stakeholders and other factors affecting accountability, project planning, and outcomes. Open to seniors only.
- SOCI432** § (3)
Research Methods II: Introduction
 Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection, and data collection procedures. Andrews' human subject research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. Prerequisite or corequisite: BHSC230 or STAT285.
- SOCI433** § (3)
Research Methods III: Advanced Research Design-Experimental and Survey
 The principles of designing, administrating, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. Corequisite: PSYC434. Prerequisites: BHSC230 or STAT285 and PSYC432.
- SOCI434** § (3)
Research Methods IV: Advanced Statistical Analysis & SPSS
 A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: PSYC/SOCI433. Prerequisites: BHSC230 or STAT285 and PSYC/SOCI432.
- SOCI440** ♦ (3)
Sociology of the Family
 This course focuses on theoretical understandings of family relationships in diverse settings and the various contexts that shape and sustain such relationships.
- SOCI445** ♦ (2)
Emergency Planning
 Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: SOCI408 or 508; SOWK408.
- SOCI449** ♦ (2)
Disaster Response and Emergency Operations
 Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Prerequisites: BSAD426/526; Evidence of Satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, and IS700 National Incident Management System.
- SOCI455** (3)
Development Policy and Analysis
 Develops basic knowledge and skills for policy process, development, and analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting development policy related to development across countries. Provides framework for analysis of social problems and policies, as they impact development and practice in human services. Open to seniors only.
- SOCI460** ♦ (2)
Death and Grief in Contemporary Society
 The study of cultural and societal perspectives on death and personal and interpersonal dynamics of death and dying.
- SOCI470** ♦ (3)
Demography
 Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment.
- SOCI474** ♦ Alt (3)
Social Thought and Theory
 The roots of self-conscious social thought and the rise of sociology and anthropology as scientific disciplines in the 19th century. Major theoretical orientations in their fields, proponents, and impact on present-day sociology and anthropology are reviewed. Normally offered odd years.

- SOCI478** ♦ (3)
Principles and Practice of Hazards Mitigation
 Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS 271 Anticipating Hazardous Weather & Community Risk and IS 240 Hazardous Materials Prevention. Prerequisites: BIOL208 and evidence of satisfactory completion of SOCI/SOWK408.
- SOCI480** (1–8)
Field Experience
 Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork is required for each credit. Open only to departmental majors. Repeatable to 8 credits.
- SOCI488V** C (3)
The City in the Industrialized World
 Paper correspondence course. The structure and development of the modern urban community with emphasis on ecological and demographic features of urban life. Normally offered even years.
- SOCI490** S ♦ (1–3)
Capstone in Emergency Preparedness (Practicum)
 Experience in Disaster Preparedness exercises. Individually planned with the student by the instructor in consultation with local campus and community Emergency Coordinators. Briefing and reflections with the instructor will be expected of students enrolled in this course. Permission of instructor required. May be repeated to 3 cr. Prerequisites: SOCI/SOWK408 or equivalent and one other core course in Emergency Preparedness.
- SOCI495** (1–3)
Independent Study/Readings in Sociology
 Individual assignments and/or reports and/or individualized research in sociology are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.
- SOCI498** (1–3)
Research Project in Sociology
 An independent research project in sociology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.
- SOCI508** \$ (2)
Emergency Preparedness
 Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA-provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for satisfactory grade and receipt of a Professional Development Series Certificate of Completion.
- SOCI510** (3)
Gender Roles in Contemporary Society
 Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.
- SOCI514** (2–3)
Migrant & Refugee Issues
 This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic and environmental push and pull factors that influence immigration and emigration within the framework of globalization.
- SOCI515** (3)
Racial and Ethnic Relations
 A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society.
- SOCI532** \$ (2)
Research Methods II: Introduction
 Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection and data collection procedures. Andrews' human-subject-research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. Prerequisite or Corequisite: BHSC230 or STAT285.
- SOCI533** \$ (2)
Research Methods III: Advanced Research Design-Experimental and Survey
 The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. Corequisite: SOCI534. Prerequisites: BHSC230 or STAT285 and SOCI532.
- SOCI534** \$ (2)
Research Methods IV: Advanced Statistical Analysis & SPSS
 A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: SOCI533. Prerequisites: BHSC230 or STAT285 and SOCI532.
- SOCI545** (2)
Program Implementation and Evaluation
 Strategies for implementation. Review of various methods of evaluation with emphasis on measuring outcomes and assessing quality in community program development.
- SOCI549** (2)
Disaster Response and Emergency Operations
 Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of

victims and communities and the implications of disaster recovery efforts. Prerequisites: BSAD426/526; Evidence of Satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, and IS700 National Incident Management System.

SOCI550 (2)

Social Policy

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services.

SOCI554 (2)

Community Health & Human Disease

Examines in-depth emerging issues in the behavioral sciences. May be repeated in different specialized areas.

SOCI555 (2)

Emergency Planning

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: SOCI408 or 508; SOWK408.

SOCI560 Alt (3)

Family Resource Management

Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the lifespan, with emphasis on the family. Offered odd years.

SOCI565 (3)

Demography

Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment.

SOCI575 (1-5)

Topics in Sociology

Repeatable with different topics. This topic course could be used to register for a study tour.

SOCI578 (3)

Principles and Practice of Hazards Mitigation

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS 271 Anticipating Hazardous Weather & Community Risk and IS 240 Hazardous Materials Prevention. Prerequisites: BIOL208 and evidence of satisfactory completion of SOCI/SOWK408.

BIOLOGY

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Marlene N. Murray-Nseula

Robert E. Zdor

Emeriti

Bill Chobotar

David A. Steen

John F. Stout

Dennis W. Woodland

Academic Programs	Credits
BS: Biology	
Emphasis Areas	
Behavior/Mathematics	67
Biomedical	38-39
Botany	43
Molecular Biology	37-38
Neurobiology	39
Neuroscience	67-69
Secondary Education	42
Special	43
Zoology	43
Minor in Biology	22
Minor in Environmental Sciences	28
MS: Biology	30
MAT: Biology	

Mission

The Department of Biology provides transformational education in the biological sciences for a diverse student population, set in the context of a Seventh-day Adventist Christian worldview. To achieve this mission we:

- Seek knowledge and develop skills for lifelong learning through rigorous research, teaching and learning in the biological sciences;
- Affirm faith, engender integrity and honor the Creator through personal mentoring, intentional study of life as God's creation, and the ethical practice of science; and
- Change the world by active service, promoting responsible living as stewards of creation, and preparing students for meaningful careers in church and society.

Each degree offered by the Department of Biology includes a common core curriculum and additional courses tailored to students' special needs.

Highly motivated students may compete for the Biology Undergraduate Research Traineeship (BURT) program. For full details, consult your academic advisor.