2014-2015

# ACADEMIC BULLETIN

WASHINGTON
ADVENTIST UNIVERSITY

INTERACTIVE

# 2014–2015 **Academic Bulletin**

WASHINGTON ADVENTIST UNIVERSITY

This *Academic Bulletin* is an official publication of Washington Adventist University. It describes the program offerings, policies and procedures of the university.

Every reasonable effort has been made to present factually accurate information. However, the provisions of this *Bulletin* are not to be regarded as an irrevocable contract between the university and the student.

The contents of this *Bulletin*, including tuition, charges and fees, are subject to change through normal administrative channels. Revisions are publicized by appropriate means each school year.

Any regulations adopted during the school year and announced to the students have the same force as if they were published in this *Bulletin*.

**Visiting the Campus**

Contact Enrollment Management
800-835-4212 | enroll@wau.edu

7600 Flower Avenue
Takoma Park, MD 20912-7796
www.wau.edu

**General Office Hours**

| | |
|---|---|
| Monday-Thursday | 8:30 a.m. – 5 p.m. |
| Friday | 8:30 a.m. – noon |

*Closed 11 a.m. – noon Wednesday for Convocation*
*Closed Saturday and Sunday and on campus holidays*

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# Location

## Finding Washington Adventist University

Washington Adventist University is located approximately seven miles north of the Capitol Building in Washington, D.C., at the intersection of Carroll and Flower avenues in Takoma Park, Maryland.

**From Reagan National Airport:** Take the Metrorail yellow line to L'Enfant Plaza, then the green or yellow line to Fort Totten, transfer to the red line (Glenmont) to the Takoma station, then take the Ride-On bus 12 or 13 directly to campus.

**From Union Station in Washington, D.C.:** Take the Metrorail red line (Glenmont) to the Takoma station, then take the Ride-On bus 12 or 13 directly to campus.

**By car:** From I-495 (Capital Beltway), take exit 29B (University Boulevard) toward Langley Park. Turn right onto E. Franklin. At first light, turn left onto Flower Avenue. As you approach the intersection of Flower Avenue and Division Avenue, you will see a baseball field on the left. Take the next right into the parking lot and guest parking will be available on the left. Wilkinson Hall, WAU's administration building, is directly across Flower Avenue.
*See* campus map, *Page 9.*

View Google map and get directions

# A Message from the President

Washington Adventist University (WAU) is a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. This cosmopolitan institution challenges students to seize the opportunities for learning in the nation's capital in order to become moral leaders in communities throughout the world. Our vision is to produce graduates who bring moral leadership and competence to their communities. We are committed to making sure that each student's academic goals are fulfilled with a high level of satisfaction.

With an internationally and culturally diverse population of students, faculty, staff and administrators representing over 40 countries and nearly every state in the nation, our location offers excellent opportunities for internships, service learning, jobs and networking with leaders from church, state, federal and international agencies.

Under our "Vision 2020 — Growing with Excellence" initiative, we are set on transforming the institution into one of the premier small universities in the mid-Atlantic region. We are implementing game-changing actions under the six institutional pillars of excellence — quality, people, finance, growth, service and community — to improve learning outcomes, raise the institutional profile nationally and internationally and expand services to students and the community. The overall goal of Vision 2020 is to create and sustain a premier learning community of academic excellence.

Welcome to Washington Adventist University. Take a moment to examine our mission, values, institutional goals and academic offerings and let us know how we can support you on your career pathway.

*This is Washington Adventist University!*

**Weymouth Spence**
*President*

# **Academic Calendar** 2014-2015

## FALL **First Semester** **2014**

| | |
|---|---|
| Residence halls open for new students | August 17 Su |
| New student orientation | August 18-24 M-Su |
| New student registration | August 20-22 W-F |
| Last day to register for classes | August 22 F |
| Classes begin | August 25 M |
| Labor Day holiday | September 1 M |
| Last day to add a class or to drop a class without receiving a "W" | September 3 W |
| December graduation contracts due | September 15 M |
| Week of Prayer | September 15-20 M-Sa |
| Fall Service Learning Day | October 1 W |
| Midterm break | October 10-13 F-M |
| Deficiency grades due | October 20 M |
| May graduation contracts due | November 3 M |
| Registration opens for Spring 2013 semester | November 10 M |
| Last day to withdraw from classes/receive a "W" | November 21 F |
| Deadline for off-campus grades, challenge tests, projects, CLEP, etc., for December graduates | November 24 M |
| WF/WP drop period | November 24 M – December 02 Tu |
| Thanksgiving holiday | November 26-30 W-Su |
| Final deadline to withdraw from classes with a WF/WP | December 2 Tu |
| Early registration ends | December 2 Tu |
| Study day | December 8 M |
| Final examinations | December 9-11 Tu-Th |
| Christmas break | December 12 F – January 11 Su |
| Grades due | December 18 Th |
| Session ends | December 31 W |
| Diplomas for winter graduates available | January 12 M |

## SPRING **Second Semester** **2015**

| | |
|---|---|
| Registration opens | November 10. 2014 M |
| Residence halls open for new students | January 5 M |
| New student orientation | January 6-7 T-W |
| New student registration | January 8-9 Th-F |
| Last day to register for classes | January 9 F |
| Classes begin | January 12 M |
| Martin Luther King Jr. holiday | January 19 M |
| Last day to add a class or to drop a class without receiving a "W" | January 21 W |
| Week of Prayer | January 26-31 M-Sa |
| Spring break | March 7-15 Sa-Su |

Deficiency grades due ..... March 20 F
Spring Service Learning Day ..... April 1 W
Last day to withdraw from classes/receive a "W" ..... April 3 F
WF/WP drop period ..... April 6 M-April 21 T
Deadline for off-campus grades, challenge tests, projects, CLEP, etc.,
for May graduates ..... April 10 F
Final deadline to withdraw from classes with a WF/WP ..... April 21 T
Early registration ends ..... April 21 T
Senior grades due by noon ..... April 23 Th
Study day ..... April 27 M
Final examinations ..... April 28 –April 30 Tu-Th
Consecration Service ..... May 1 F
Baccalaureate ..... May 2 Sa
Commencement ..... May 3 Su
Session ends ..... May 3 Su
Grades due ..... May 7 Th

## SUMMER **Session** **2015**

Summer school ..... May 11 M-July 31 F
Session I begins ..... May 11 M
July graduation contracts due ..... May 11 M
Last day to enter summer Session I classes ..... May 14 Th
Last day to withdraw from Session I classes/receive a W ..... May 22 F
Memorial Day holiday ..... May 25 M
Last day to withdraw from Session I classes with a WF/WP ..... May 29 F
Session I ends ..... June 5 F
Session II begins ..... June 8 M
Last day to enter dummer Session II classes ..... June 11 Th
Grades for Summer Session I due ..... June 12 F
Last day to withdraw from Session II classes/receive a W ..... June 19 F
Last day to withdraw from Session II classes with a WF/WP ..... June 26 F
Session II ends ..... July 2 Th
Independence Day holiday ..... July 3 F
Session III begins ..... July 6 M
Last day to enter summer Session III classes ..... July 9 Th
Grades for summer Session II due ..... July 10 F
Last day to withdraw from Session III classes/receive a W ..... July 17 F
Deadline for off-campus grades, challenge tests, projects, etc., .....
for summer graduates ..... July 23 Th
Last day to withdraw from Session III classes with a WF/WP ..... July 24 F
Session III ends ..... July 31 F
Grades for summer Session III due ..... August 7 F
Diplomas for summer graduates available ..... August 13 Th

# Campus Directory and Map

| | |
|---|---|
| Accounting Services | 104 Wilkinson Hall \| Bldg. 1 |
| Admissions | 342 Wilkinson Hall \| Bldg. 1 |
| Advancement and University Relations | 305 Wilkinson Hall \| Bldg. 1 |
| Athletics | 10A Health Science Building \| Bldg. 7 |
| Athletic Field | Flower Avenue and Division Street |
| Betty Howard Center for Student Success | Suite 133 Wilkinson Hall \| Bldg. 1 |
| Biology and Chemistry, Department of | 102 Science Building \| Bldg. 3 |
| Bookstore | Wilkinson Hall, first floor \| Bldg. 1 |
| Business, Department of | Morrison Hall, lower level \| Bldg. 9 |
| Campus Dining Hall | Wilkinson Hall, second floor \| Bldg. 1 |
| Campus Ministries | 204 Richards Hall \| Bldg. 10 |
| Career Services | 123 Wilkinson Hall \| Bldg. 1 |
| Center for Law and Public Policy | 205 Richards Hall \| Bldg. 10 |
| Chaplain's Office | 204 Richards Hall \| Bldg. 10 |
| Columbia Room | 210 Wilkinson Hall \| Bldg. 1 |
| Communication and Journalism, Department of | 11 Wilkinson Hall \| Bldg. 1 |
| Communication and Quality Improvement | 305 Wilkinson Hall \| Bldg. 1 |
| Computer Labs | Science Building, second floor \| Bldg. 3 |
| Computer Science, Math and Physics, Department of | 315 Science Building \| Bldg. 3 |
| Education, Department of | 424 Wilkinson Hall \| Bldg. 1 |
| English and Modern Languages, Department of | 15 Wilkinson Hall \| Bldg. 1 |
| Facility Services | General Services Building \| Bldg. 6 |
| Financial Administration | Admin. Suite, 336 Wilkinson Hall \| Bldg. 1 |
| Fireside Room | Wilkinson Hall, first floor \| Bldg. 1 |
| Gymnasium | Building 5 |
| Health Services | 13 Wilkinson Hall \| Bldg. 1 |
| Health, Wellness and Physical Education, Department of | 10 Health Science Building \| Bldg. 7 |
| History and Political Studies, Department of | 201 Richards Hall \| Bldg. 10 |
| Human Resources | 431 Wilkinson Hall \| Bldg. 1 |
| Information Technology Services | General Services Building \| Bldg. 6 |
| Institutional Research | Admin. Suite, 336 Wilkinson Hall \| Bldg. 1 |
| Mailroom | 124 Wilkinson Hall \| Bldg. 1 |
| Medical Imaging, Department of | Health Science Building \| Bldg. 7 |
| Men's Residence Hall | Morrison Hall \| Bldg. 9 |
| Museum | 105 Science Building \| Bldg. 3 |
| Music, Department of | Leroy and Lois Peters Music Center \| Bldg. 11 |
| Nursing, Department of | 205 Health Science Building \| Bldg. 3 |
| Photography Darkrooms | 109, 111 Science Building \| Bldg. 3 |
| President | Admin. Suite, 336 Wilkinson Hall \| Bldg. 1 |
| Provost | Admin. Suite, 336 Wilkinson Hall \| Bldg. 1 |
| Psychology, Department of | 441 Wilkinson Hall \| Bldg. 1 |
| Registrar | 316 Wilkinson Hall \| Bldg. 1 |
| Religion, Department of | 102 Richards Hall \| Bldg. 10 |

The corners of all campus buildings are numbered as shown to aid in identification.

| | |
|---|---|
| Respiratory Care, Department of | 107 Health Science Building \| Bldg. 7 |
| Richards Hall Chapel | Richards Hall, lower level \| Bldg. 10 |
| Safety and Security | GS-4, General Services Building \| Bldg. 6 |
| School of Art and Social Sciences | Morrison Hall \| Bldg. 9 |
| School of Graduate and Professional Studies | 343 Wilkinson Hall \| Bldg. 1 |
| School of Health Professions, Science and Wellness | Health Science Building \| Bldg. 71 |
| Sligo Church | 7700 Carroll Ave. \| Bldg. 12 |
| Social Work, Department of | 408 Wilkinson Hall \| Bldg. 1 |
| Student Association | 108 Wilkinson Hall \| Bldg. 1 |
| Student Center | Building 5 |
| Student Financial Services | 351 Wilkinson Hall \| Bldg. 1 |
| Student Life and Retention | 428 Wilkinson Hall \| Bldg. 1 |
| Weight Room | Health Science, lower level \| Bldg. 7 |
| Weinstein Lecture Hall | 206 Science Building \| Bldg. 3 |
| Weis Library | Building 2 |
| WGTS-FM 91.9 | General Services \| Bldf 6 |
| Women's Residence Hall | Halcyon Hall \| Bldg. 8 |
| Writing Center | Wilkinson Hall \| Bldg. 1 |

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# General Information

## WAU Today

Washington Adventist University (WAU) is a coeducational institution offering degree programs in liberal arts, sciences and selected professional fields. The university is accredited for granting associate, baccalaureate and master's degrees.

## Statement of Community Ethos

Washington Adventist University operates under the auspices of the Seventh-day Adventist Church. The institution's distinctive passion is learning. By making learning a pleasure and a joy and by linking scholarship with service, the faculty and students and those who support them, intend to develop competence for moral leadership as well as competence for work. We embrace and attempt to live by, the following ideals:

**FAITH**
We value faith in God and celebrate the goodness of creation, the dignity of diverse peoples and the possibility of human transformation. Through worship and shared experiences, we uphold spiritual integrity and help one another to achieve it.

**MIND**
We value the enhancement of the mind through enthusiasm, excellence and honesty in learning. In both study and conversation, we honor the consideration of ideas and the increase of understanding.

**RESPECT**
We value safety, respect and courtesy as every person's need and right. To assist one another in learning, we attend, in particular, to making our environment hospitable to study.

**SERVICE**
We value generosity in both attitude and practice and consider higher education to be both a training and an opportunity for service.

**BEAUTY**
We value beauty and order — in the buildings, on the grounds, in ourselves. We take responsibility for the look, the sound and the feel of our campus.

**HEALTH**
We value the health of body, mind and soul and encourage each other to eat, rest and exercise for maximum benefit to our entire being.

**GROWTH**
We value both honesty and determination with respect to these ideals. We acknowledge our need and capacity, under God, for continuous growth toward their realization.

## Statement of Mission

Washington Adventist University is a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. This cosmopolitan institution challenges students to seize the opportunities for learning in the nation's capital in order to become moral leaders in communities throughout the world.

## Statement of Objectives

Upon graduation, WAU students will demonstrate competencies in the following areas:

### ■ Spiritual Identity

They will understand the basic spirituality that is the heart of the university's Mission and Statement of Community Ethos. They will be committed to a belief and value system that results in responsible moral choices and care of the body, mind and spirit.

### ■ Communication

They will be able to communicate effectively through reading, writing, speaking and listening and become proficient in the use of electronic modes of communication.

### ■ Analytical Skills and Information Literacy

They will be able to find, evaluate, absorb and synthesize information and to solve problems through interpretation, analysis, evaluation, inference, explanation and self-awareness.

### ■ Effective Citizenship

They will be aware of the characteristics and needs of a diverse community, will understand the value of contributing time and effort to achieve community goals and will accept responsibility for personal actions. Their behavior in the community will reflect the importance of creating and maintaining a safe, orderly, healthy and attractive environment.

### ■ Teamwork

They will be able to participate either as a member or leader of a committee, task force, board or other group project in generating and achieving its collective goals.

### ■ Aesthetic Appreciation

They will be able to recognize, distinguish and understand the nature and value of fine and performing arts, as well as the aesthetic heritage found in a variety of cultures.

### ■ Discipline-specific Competency

They will be able to show competency in a major field of study and will understand the relationship of their particular discipline to the General Education core of their liberal arts training.

## History of the University

Washington Adventist University was established in 1904 as a coeducational institution known as the Washington Training College. Its purpose was to train young men and women in the liberal arts.

In 1907, when the name was changed to Washington Foreign Mission Seminary, the more limited objective of special training for missionaries replaced the original concept of a liberal arts college.

In 1914, the college resumed the status of a liberal arts college and took the name Washington Missionary College. At the first commencement, held May 22, 1915, five students received the Bachelor of Arts degree.

Continued growth and development led to further changes. In 1933, the lower division was organized as Columbia Junior College and received accreditation. It ceased to exist as a separate college in 1942, when Washington Missionary College was given accreditation as a four-year, degree-granting institution by the Middle States Association of Colleges and Secondary Schools.

In March of 1961, the college constituency voted to change the name of the college to Columbia Union College. In 2009, Columbia Union College attained university status and the college constituency voted to change the name of the college to Washington Adventist University.

## Campus

WAU occupies 19 acres in Takoma Park, Maryland, near the nation's capital. Its world-class metropolitan setting affords unrivaled opportunities for learning, work, recreation, service and worship.

## Affiliation

The university operates under the auspices of the Seventh-day Adventist Church. The Board of Trustees guides the overall mission and direction of the university, overseeing management and setting major policies. The administration is responsible for leading the university community and managing day-to-day operations.

Faculty, students and staff participate in governance through committees charged with protecting the integrity and enhancing the value of a Washington Adventist University education.

## Accreditations

WAU is accredited by:

- **The Middle States Commission on Higher Education**, 3624 Market St., Philadelphia, PA 19104, 215-662-5606.
  A unit of the Middle States Association of Colleges and Schools, the Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Post Secondary Accreditation.
  | www.msche.org
- **The Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities**, 12501 Old Columbia Pike, Silver Spring, MD 20904-6600, 301-680-6000. | adventistaccreditingassociation.org
- The programs in education for teacher certification are approved by the **Maryland State Department of Education**, 200 West Baltimore Street, Baltimore, MD 21202, 410-767-0100 | www.marylandpublicschools.org/MSDE; and the **North American Division of Seventh-day Adventists Education Ministry**, 12501 Old Columbia Pike, Silver Spring, MD 20904, 301-680-6440. | www.nadadventist.org.
- **The National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, 703-437-0700 | nasm.arts-accredit.org
- The Bachelor of Social Work program is an off-campus program of Andrews University, accredited by the **Council on Social Work Education**, Division of Standards and Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314, 703-683-8080 | www.cswe.org

WAU is approved by:

- **Maryland Higher Education Commission**, 839 Bestgate Road, Suite 400, Annapolis, MD 21401-3013, 410-260-4500. | www.mhec.state.md.us

## Authorizations

Washington Adventist University is authorized under federal law to:

- Train veterans.
- Enroll non-immigrant alien students.

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# Academic Degree Programs

## Degrees and Certificates Offered

Washington Adventist University offers academic programs leading to the following degrees. Degrees are conferred only upon those who satisfactorily complete the specific requirements for graduation.

## Certificate Programs

Cyber Security
Emergency Response and Disaster Preparedness
Homeland Security

## Two-year Programs Leading to Associate Degrees

**Associate of Arts (A.A.)**

General Studies
*Emphasis:*
*Social Science*

**Associate of Science (A.S.)**

General Studies

**Associate of Applied Science (A.A.S.)**

Accounting
Computer Science
Information Systems
Radiologic Technology
Respiratory Care

## Four-year Programs Leading to Baccalaureate Degrees

**Bachelor of Arts (B.A.)**

Biology
Chemistry
Early Childhood Education Care and Education
English
English Education
General Studies
History
*Pre-Law**
History Education Track
Journalism
*Broadcast Journalism*
*Print Journalism*
Liberal Studies: Early Childhood Education
Liberal Studies:
Elementary Education / Special Education
Mathematics
Mathematics Education
Music
Philosophy and Religion
Political Studies
*Pre-Law**
Psychology
Public Communication
*Intercultural Communication**
*Public Relations**
Religion
*Metropolitan Ministry**
Theology
*Metropolitan Ministry**
*Pastoral Ministry**

**Bachelor of Music (B.M.)**

Music Education
Music Performance

**Bachelor of Science (B.S.)**

Accounting
Biochemistry
Biology
Business Administration
*Finance**
*Management**
*Marketing**
Chemistry
Computer Science
Counseling Psychology
General Studies
Health Care Administration
Health/Fitness Management
Health Science
Information Systems
Mathematics
Mathematics Education
Medical Laboratory Science
Nursing
Organizational Management
Physical Education
Physical Education: Teacher Certification

**Bachelor of Social Work (B.S.W.)**

*(Off-campus at Andrews University)**

**Concentration or Emphasis*

## Programs Leading to Graduate Degrees

### Master of Arts

- Master of Arts in Counseling Psychology
- Master of Arts in Health Care Administration
- Master of Arts in Professional Counseling Psychology
- Master of Arts in Public Administration
- Master of Arts in Religion

### Master of Business Administration

- Master of Business Administration

### Master of Science

- Master of Science in Nursing and Business Leadership
- Master of Science in Nursing Education

## Majors/Minors in Related Areas

If a student is completing two majors, there must be a minimum of 15 hours of unduplicated courses in each major, i.e., when looking at either major, there must be at least 15 hours of courses that do not show up in the other major.

If a student is completing a major and a minor, there must be a minimum of nine hours in the minor that are not included in the major.

If a student is completing two or more minors, there must be at least nine hours of unduplicated courses in each minor.

## Minor Fields of Study

Minor areas of concentration are offered in the following fields:

- Accounting
- American Religious History
- American Studies
- Applied Bioinformatics
- Behavioral Science
- Biology
- Broadcast Journalism
- Business Administration
- Chemistry
- Computer Science
- Counseling Psychology
- English
- Forensic Psychology
- French*
- German*
- Health Care Administration
- History
- Information Systems
- Intercultural Communication
- International Studies
- Management
- Marketing
- Mathematics
- Metropolitan Ministry
- Music
- Organizational Management
- Philosophy
- Physical Education
- Political Studies
- Print Journalism
- Psychology
- Public Relations
- Religion
- Secondary Education
- Spanish*
- Sports Administration/Coaching
- Web Design and Development
- Writing

**Minor requires residency at an overseas campus through the Adventist Colleges Abroad program (ACA).*

## Special Program for Registered Nurses: R.N. to B.S.N.

WAU's Edyth T. James Department of Nursing offers a special track, through the School of Graduate and Professional Studies, for registered nurses with a license from the Board of Nursing who wish to earn a Bachelor of Science in Nursing. In addition to providing advanced nursing skills, the program offers opportunities for the registered nurse to gain strength in nursing theory, leadership, communication and research skills.

*For additional information, contact the Edyth T. James Department of Nursing.*

## Teacher Certification

Courses leading to teacher certification are offered. *Please contact the Department of Education for details.*

## Teacher Education Programs

Students may take courses leading toward teaching careers in the following areas:

Business Education
Elementary Education
English Education
History Education
Mathematics Education
Music Education
Physical Education
Religious Education
Science Education
Social Studies Education

*Please check with the Department of Education for state or denominational requirements and procedures.*

# Academic Integrity

As an institution of higher education rooted in the Seventh-day Adventist tradition, Washington Adventist University is committed to the search for truth — a search that requires careful compliance with the principles of academic integrity in the discovery, clarification and dissemination of all information.

This commitment to truth assumes that each member of the campus community adhere to the highest standards of honesty and integrity in the completion of his or her academic requirements.

The Academic Integrity Policy set forth below describes the responsibilities of students, faculty and the Provost. It also defines and gives examples of academic dishonesty, describes the consequences for violations of academic integrity and provides an appeals process. Finally, the policy is intended to be both educational and redemptive.

## Students' Responsibilities

- Be familiar with and uphold the WAU Academic Integrity Policy and the policy of each instructor.
- Take responsibility to protect academic integrity in their own work and in the university community.

- Avoid both dishonest practices and the appearance of dishonesty.
- Make the necessary effort to ensure that their work is not used by others.
- Be prepared to offer verification of work and demonstrate abilities in a monitored setting.

## Faculty Responsibilities

- Be familiar with and uphold the WAU Academic Integrity Policy.
- Include, in every course outline, academic integrity policies relating to the particular course.
- Discuss course policies on first day of each class and reaffirm the importance of academic integrity within the educational process.
- File with the provost a written report of all instances of academic dishonesty (as determined by the instructor after informal discussions with student, even if resolved internally within department) with a copy for the student (as more specifically set forth in the procedures).

## Provost Responsibilities

- Chairs Academic Integrity Council (as nonvoting member, except to break a tie vote).
- Maintains student files including all Reports of Academic Dishonesty.
- Refers all multiple reports of academic dishonesty to Academic Integrity Council.
- Refers all XF grades to the registrar.

## Academic Dishonesty

Violations of academic integrity include, but are not limited to, the following:

**Cheating:** Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

*Examples of cheating may include, but are not limited to:*

- Sharing answers or collaborating with another student on any academic exercise, unless specifically authorized by the instructor.
- Possessing unauthorized notes, study sheets or other materials during an examination or other academic exercise.
- Tampering with an examination or other academic requirement after it has been corrected, then returning it for more credit.
- Stealing or attempting to steal an assignment or answer key.
- Submitting substantial portions of the same work for credit in more than one course without the knowledge and approval of all instructors involved.

**Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

*Examples of plagiarism may include, but are not limited to:*

- Copying from another source without quotation marks and appropriate documentation.
- Paraphrasing words, ideas or sequence of ideas from another source without appropriate documentation.
- Using material from the Internet or other online service without proper documentation.
- Buying or using the whole or any part of a paper from a current or graduated student, research or term paper service, or any other source not representing your own efforts.

**Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

*Examples of fabrication include, but are not limited to:*

- Changing or attempting to change academic records without proper authority.
- Altering documents after signatures have been obtained.
- Forging of signatures on any document.
- Obtaining unauthorized files or accounts.
- Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- Providing inaccurate information, misleading information or omission of information on a Washington Adventist University application: provision of inaccurate information, misleading information or omission of information on a Washington Adventist University application shall constitute a violation of the Academic Integrity Policy.

**Other:** Any other instance that undermines or has the potential to undermine academic integrity.

**CONSEQUENCES:** Violations of academic integrity may be imposed singularly or in any combination. Possibilities include:

- Reduction in or failing assignment grade.
- Reduction in course grade.
- XF grade (see explanation below).
- Academic Suspension from school, including XF grade in course (right of appeal in the following semester).
- Academic Dismissal from school, including XF grade in course (right of appeal after two semesters).
- Academic Expulsion from school, including XF grade in course (no right of appeal).
- Revocation of degree.

**PROCEDURES:**

1. Upon suspicion of academic dishonesty, the instructor shall, within 10 school days after discovery, hold an informal discussion with the student about the incident, try to reach resolution and, if appropriate, recommend a consequence to the student. This meeting should be promptly documented with a memo from the instructor to the student with a copy to the provost and department chair.
2. If the student elects to appeal the instructor's decision, then within 10 days after the instructor's memo, the student shall meet with the department chair to discuss the incident, try to reach resolution and, if appropriate, the department chair will assign the same or a different consequence. If the teacher and the department chair are the same individual, then this second discussion will take place with another full-time faculty member in the department. This meeting should be promptly documented with a memo from the instructor to the student with a copy to the Provost.
3. If the student elects to appeal the department's decision, the student may, within 10 days after the departmental memo, appeal the situation to the dean. If unresolved, the appeal should be forwarded to the Academic Integrity Council.
4. The Academic Integrity Council shall promptly investigate the facts of the situation and hear formally from the student and the instructor. The student shall be entitled to one guest (which guest may not be a lawyer) at any and all appearances before the Academic Integrity Council. If the Academic Integrity Council agrees with the fact-findings of the department, it will affirm the departmental decision. If the Academic Integrity Council disagrees, in whole or in part, with the fact-findings of the department, the Academic Integrity Council may modify the consequence to include any consequence (equal, lesser or greater than that of the department).
5. Until a final decision has been reached (whether within the department or by the Academic Integrity Council), the student shall remain an active member of the class in which the alleged instance of dishonesty occurred.

In the event the student elects to drop or withdraw from the class, the alleged act of academic dishonesty will be pursued to its conclusion and any final consequence (including assignment of an XF grade, suspension, dismissal or expulsion) shall be unaffected by such drop or withdrawal.

## XF Grade

The grade of "XF" is intended to denote a failure to accept and exhibit the fundamental value of academic integrity. The XF grade shall be recorded on the student's transcript with the notation "failure due to academic dishonesty." The XF grade shall be treated in the same manner as a "F" for purposes of computing a grade-point average, course repeatability and determination of academic standing.

No students with an "XF" grade on their transcript shall be permitted to run for or hold any office in any student organization or serve as a member of any campus committee.

The student may file a petition with the Academic Integrity Council to replace an "XF" grade with an "F." The decision to approve or deny the petition shall rest solely with the Academic Integrity Council, which shall consider the following minimum criteria:

a. At the time the petition is received, at least 12 months have lapsed since the "XF" grade was posted or since a prior petition for the same action was denied;
b. An essay submitted by the student with the petition adequately explains why the grade should be changed; and
c. The student has not been found responsible of any other act of academic dishonesty or similar disciplinary offense at the university or any other institution.

The Academic Integrity Council is not obligated to approve any such petition.

## Revocation of Degree

An awarded degree may be revoked for violations of the Academic Integrity Policy of Washington Adventist University that occur before the awarding of the degree, but are discovered after the degree has been awarded, where the violation is sufficient to justify the awarding of an XF grade, or the suspension or permanent dismissal of the student. In all instances, the investigation of a matter of academic integrity after the awarding of a degree shall be conducted by the Academic Integrity Committee and revocation of a degree shall be subject to both a two-thirds majority vote of the full membership of the Academic Integrity Committee and a two-thirds majority vote of a quorum of the faculty meeting.

## Academic Grievance Procedure

Students who feel they have received prejudiced academic evaluation are entitled to appeal for an impartial review and reconsideration of their cases. Procedures to be followed are:

1. Students should go first to the teacher involved to discuss the matter.
2. They may next appeal to the chair of the department. If the teacher involved is the department chair, then the chair must appoint another faculty member in the department or a related department to hear the student's case.
3. If a satisfactory decision has not been reached, the case may be presented in writing to the dean of the school, after which students can appeal in writing or in person to the Academic Appeals Committee.
4. The student can appeal the decision of the Academic Appeals Committee to the provost. The decision of the provost is final.
5. Any appeal of a grade must be initiated within the first semester following the awarding of the grade in question.

For grievances of a nonacademic matter, refer to the *Student Handbook*.

# Academic Probation

## Academic Probation

A student enrolled in any of the undergraduate schools/programs whose cumulative grade-point average (GPA) is less than 2.00 at the end of the first semester or any subsequent semester will automatically be placed on academic probation. The probationary status is communicated in writing to the student and the adviser. The Center for Student Success will monitor the student's progress during the probationary period. Limitations on the class load (no more than 13 hours) and on participation in cocurricular activities will be enforced.

## Academic Suspension

Any student whose cumulative GPA remains below a 2.00 for two consecutive semesters will automatically be placed on academic suspension for one academic year. During the suspension period, the student may not register for classes at WAU. A suspended student may appeal to the Academic Appeals Committee to be reinstated at WAU after two semesters, excluding summer term. Students wishing to have their cases reconsidered must initiate the appeals process.

# Advanced Placement Program

The Advanced Placement program (AP) allows qualified teachers in certain secondary schools to prepare students to take AP tests.

The College Entrance Examination Board (CEEB) prepares, administers and grades the examinations and sends the grades to the colleges specified by the candidate. They are graded on a five-point scale: (1) no recommendation; (2) possibly qualified; (3) qualified; (4) well-qualified; (5) extremely well-qualified.

For most courses, it is the policy of WAU to grant college credit to students with scores of 3 or better on the AP examinations. However, for credit in English, students must earn a 5 on the AP examinations.

A list of subjects accepted by WAU is listed below:

| AP SUBJECT EXAMINATION | CREDIT HOURS | COMPARABLE WAU COURSE |
|---|---|---|
| Art/History of Art | 6 | ARTH elective |
| Art/Studio, Drawing or General Portfolio | 6 | GART elective |
| Biology | 8 | BIOL 161; 162 College Biology* |
| Chemistry | 8 | CHEM 151; 152 College Chemistry* |
| Computer Science A | 3 | CPTR elective |
| Computer Science AB | 6 | CPTR elective |
| Economics/Macroeconomics | 3 | ECON 265 Principles of Econ I, Macro |
| Economics/Microeconomics | 3 | ECON 266 Principles of Econ II, Micro |
| English/Language and Composition | 3 | ENGL 101 FIrst Year Composition* |
| and/or English/Literature and Composition | 3 | ENGL 102 Research and Literature* |
| French Language | 6 | FREN 201; 202 Intermediate French |

| | | |
|---|---|---|
| French Literature | 6 | FREN elective French Literature |
| German Language | 6 | GRMN elective Intermediate German |
| Government and Politics/Comparative | 3 | PLST elective Government and Politics |
| Government and Politics, U.S. | 3 | PLST 250 American Government |
| History, European | 6 | HIST elective European History |
| History, United States | 6 | HIST 275, 276 American Civilization I, II |
| Latin/Latin Literature | 6 | LITR/HMNT elective Latin Literature |
| Latin/Virgil | 6 | FLNG/HMNT elective Latin/Virgil |
| Mathematics/Calculus AB | 4 | MATH 151 Contemporary Calculus I |
| Mathematics/Calculus BC | 4 | MATH 252 Contemporary Calculus II |
| Music Theory | 6 | MUHL 251; 252 Music Theory I, II |
| Psychology | 3 | PSYC 105 Introduction to Psychology |
| Spanish | 6 | SPAN 201; 202 Intermediate Spanish |
| Spanish Literature | 6 | SPAN elective Spanish Literature |
| Statistics | 4 | MATH 110 Probability and Statistics |

**Not recommended for preprofessional studies.*

Students who transfer from another institution that awarded them credit for the Advanced Placement exam will be evaluated to receive similar credit after a review of their current writing skills. Advanced Placement transcripts will be required.

### Challenge Examinations

A challenge examination may be taken for course credit for the following courses:

| | | |
|---|---|---|
| BIOL 111; 112 | Anatomy and Physiology | 4; 4 |
| CHEM 105 | Survey of Chemistry | 4 |
| CHEM 110 | Principles of Organic and Physiological Chemistry | 4 |
| CPTR 105 | Introduction to Computers | 3 |
| NUTR 260 | Nutrition | 3 |
| MUHL 110 | General Music | 2 |
| OFAD | Selected courses | |

There may be challenge tests available for additional classes.

## Attendance Policy

Regular and punctual attendance at all classes and laboratories is required. Missing instruction for any reason may lower the class grade or otherwise adversely affect a student's standing in class, as stated in the instructor's syllabus.

A student who is not present for at least 80 percent of class instruction, during an academic session or semester, may be administratively withdrawn by the instructor.

If, by midterm, a student has not attended a class for which he/she is registered, an administrative withdrawal may be implemented by the instructor.

# Class Load

## Units of Credit

Credit is indicated in semester hours. Each semester hour of credit represents at least 750 minutes of class or 1,500 minutes of laboratory time. Most labs will require 2,250 minutes.

## Full-Time Status

An undergraduate student carrying 12 or more hours per semester, or a graduate student enrolled in six or more credits per semester, is considered to be a full-time student.

## Normal Study Load Limit

A normal study load is 12-16 semester hours. A student of exceptional ability may register for additional study with the approval of the academic adviser, the Student Financial Services office and the Academic Petitions Committee. A student placed on academic probation may not enroll for more than 13 semester hours. A course in which an incomplete still exists is considered in judging the course load of the student for the following semester.

## Student Missionary/Task Force

A student missionary or task force volunteer may enroll for a six-hour student missionary experience course each semester that will ensure that student status is maintained during the period of service.

# Class Standing

Students are classified according to the total number of semester hours they have completed:

| | |
|---|---|
| Freshman | Less than 24 semester hours |
| Sophomore | 24-55.5 semester hours |
| Junior | 55.6-89.5 semester hours |
| Senior | 89.6 or more semester hours |

# Credit by Examination

The credit-by-examination policy at Washington Adventist University gives students an opportunity to receive official academic credit for learning achieved in nontraditional ways. Examinations officially used by Washington Adventist University to grant credit by examination are:

- College Level Examination Program (CLEP) tests administered by the College Entrance Examination Board (CEEB)
- Advanced Placement (AP) program tests administered by CEEB to students whose secondary schools offer Advanced Placement courses

- DANTES subject standardized tests
- Foreign Language Achievement Testing Service (FLATS) examinations
- Excelsior College examinations
- Examinations prepared by WAU instructional departments (challenge exams)
- Certain other commercially prepared standardized examinations as approved by the WAU Academic Council

## General Policies for Credit by Examination

1. Credit earned by examination will be recorded only when the student has completed at least 12 semester hours at WAU.
2. Credit earned by examination will be granted a "P" (pass).
3. Maximum credit that can be earned by examination is 24 hours for baccalaureate degrees and 12 hours for associate degrees.
4. Credit granted based on a combination of portfolio and examinations may not exceed 30 hours.
5. An examination may not be taken in an area where the student has completed a more advanced course or a course with similar content.
6. Credits by examination cannot be used to meet WAU residency requirements.
7. Credit by examination earned through national tests such as CLEP, AP, etc., may be transferred if an official transcript from the testing body is received by WAU and it meets the credit by examination policies of WAU. Credit earned from institutional exams is not transferable, except when granted by regionally accredited Seventh-day Adventist colleges and/or universities in the North American Division.
8. Graduating seniors must present scores from examinations at least one term prior to the term in which they plan to graduate.

## Fees for Credit by Examination

| | |
|---|---|
| Challenge and validation examination fee | $125 |
| CLEP examination fee | $75 |
| Recording fee (per credit hour gained by examination) | $50 |

## College Level Examination Program (CLEP)

There are two kinds of College Level Examination Program (CLEP) tests: general examinations and subject examinations. Credit for general examinations is accepted only for humanities (fine arts, three hours). To receive academic credit, an examination score of 50 or above is required.† (A score at the 50th percentile or above is required for an examination taken before July 1, 2001.) For more information, contact the Betty Howard Center for Student Success.

A complete list of subjects accepted by WAU is listed below:

| CLEP SUBJECT EXAM | CREDIT HOURS | COMPARABLE WAU COURSE | |
|---|---|---|---|
| Accounting, Introductory | 6 | ACCT 211, 212 | Principles of Accounting I, II* |
| American Government | 3 | PLST 250 | American Government |
| American History I | 3 | HIST 275 | American Civilization I |
| American History II | 3 | HIST 276 | American Civilization II |
| American Literature | 6 | LITR 225, 226 | American Literature I, II |
| Biology, General | 8 | BIOL 161, 162 | College Biology** |
| Business Law, Introductory | 3 | BUAD 275 | Business Law* |
| Calculus With Elementary Functions | 8 | MATH 151, 252 | Contemporary Calculus I, II |
| Chemistry, General | 8 | CHEM 151, 152 | College Chemistry** |
| College Algebra | 4 | MATH elective | College Algebra |
| College Level I French | 6 | FREN 101, 102 | Introductory French |
| College Level II French | 6 | FREN 201, 202 | Intermediate French |
| College Level I German | 6 | GRMN elective | Introductory German |
| College Level II German | 6 | GRMN elective | Intermediate German |
| College Level I Spanish | 6 | SPAN 101, 102 | Introductory Spanish |
| College Level II Spanish | 6 | SPAN 201, 202 | Intermediate Spanish |
| Educational Psychology | 3 | PSYC elective | Educational Psychology |
| Introduction to English Literature | 3 | LITR 230 | British Literature |
| Human Growth and Development | 3 | PSYC 210 | Psychology of Dev. & Learning |
| Information Systems and Computer | 3 | CPTR 105 | Introduction to Computers |
| Precalculus | 4 | MATH 126 | Precalculus |
| Principles of Management | 3 | MGMT 201 | Introduction to Management* |
| Principles of Marketing | 3 | MKTG 210 | Principles of Marketing* |
| Principles of Macro-Economics | 3 | ECON 265 | Principles of Economics I* |
| Principles of Micro-Economics | 3 | ECON 266 | Principles of Economics II* |
| Psychology, General | 3 | PSYC 105 | Introduction to Psychology |
| Sociology, Introductory | 3 | SOCI 105 | General Sociology |
| Trigonometry | 3 | MATH elective | Trigonometry |
| Western Civilization I | 3 | HIST 125 | History of World Civilization I |
| Western Civilization II | 3 | HIST 126 | History of World Civilization II |

*† French Language Level 2 requires a score of 59; German Language Level 2 requires a score of 60; Spanish Language Level 2 requires a score of 63.*

** Not accepted for traditional business majors ** Not accepted for preprofessional studies*

## DANTES Examinations

Credit for DANTES examinations will be awarded in accordance with the "Transfer Policy and Non-classroom Learning Credits" approved by the Educational Policies Committee on March 9, 1993 and the ACE Guide to Credit by Examination.

## Validation Examination

An examination may be required in order to validate credits from unaccredited programs or institutions, or to update the contents of courses required by a department.

## Waivers

Departments may waive requirements in their major, minor or required cognate courses if the requirements of the course have been satisfied by means other than taking the required course. Such waivers must be submitted in writing to the Office of the Registrar using a Modification to Student's Program form that has been endorsed by the academic adviser. Waived courses receive no academic credit, nor do they reduce the hours needed for graduation. General education requirements may be waived only by the Academic Petitions Committee, usually in consultation with the department offering the course for which a waiver is being sought.

## Credit for Experiential Learning
(School of Graduate and Professional Studies Students Only)

Students who have satisfactorily completed at least 12 semester hours at Washington Adventist University may apply for credit for experiential learning by submitting a portfolio, along with a nonrefundable evaluation fee. Credit for experiential learning is considered only when a valid challenge examination is not available.

Students must prepare a portfolio in accordance with the criteria established in the Portfolio Instruction Manual. The portfolio must show evidence of college-level student learning gained through experience that extends over a reasonable period of time and is relevant to the student's academic goals.

Credits awarded for experiential learning are limited to a maximum of 24 semester hours for baccalaureate degrees and 12 hours for associate degrees. Credit granted based on a combination of portfolio and examinations may not exceed 30 hours. Experiential learning credits will be recorded as "Pass" credits.

## Fees for Experiential Learning Credit

| | |
|---|---|
| Evaluation fee | $150 per request |
| Recording fee | $50 per credit hour awarded |

# Distance Learning

Upon approval of the Academic Petitions Committee, students may enroll in online courses or print-based distance learning courses provided by a college or university accredited by a regional agency approved by the U.S. Department of Education. Such approvals for enrolled students will be granted only when they are unable to take courses already offered by the university.

Only one distance learning course at a time will generally be approved and if pursued while in residence, the course will be considered in determining the student's class load during the semesters in which the course is in progress.

# Examinations and Academic Reports

## Examinations

Credit is not granted in courses unless the required examinations and assignments, as prescribed by the instructor, are completed by the student. Adherence to the published examination schedule is expected.

## Grade Reports

Progress of the student is monitored by the teacher, adviser, Dean and the Provost or the Academic Appeals Committee. Grade reports are available to students through their myWau (my.wau.edu) account. Scholastic reports will not be made available to parents unless the student specifically requests in writing that this be done. A form for this request is available in the Office of the Registrar.

A grade may be changed by the teacher during the succeeding semester only to correct an error made in determining or recording the grade.

# Foreign Language and Culture Study

Washington Adventist University students have excellent opportunities to study abroad. Adventist Colleges Abroad (ACA) is a consortium of Adventist colleges and universities in North America under the auspices of the Board of Higher Education, General Conference of Seventh-day Adventists. It provides opportunities to qualified students for study overseas while completing the requirements of their programs at their home colleges.

**The following institutions are affiliates of ACA:**

Argentina.....*Universidad Adventista del Plata*, Entre Rios
Austria.....*Seminar Schloss Bogenhofen*, Branau
Brazil.....*Instituto Adventista de Ensino*, San Paulo
France.....*Campus adventiste duSalève*
Greece.....*Athens Study Center,* Athens
Germany.....*Friedensau Adventist University*, Sachsen-Anhalt
Hong Kong.....*Hong Kong Adventist College*
Italy.....*Instituto Avventista Villa Aurora*, Florence
Mexico.....*Universidad de Montemorelos*, Montemorelos
Spain.....*Colegio Adventista de Sagunto*, Sagunto
Ukraine.....*Ukrainian College of Arts and Sciences*
United Kingdom.....*Newbold College*

**OBJECTIVES:** It is expected that students will immerse themselves in the culture and life of the host country, mature socially and intellectually and become conversant in the language. It is also hoped that, through their experiences abroad, students will gain inspiration to offer more effective service in a variety of cultures.

**ELIGIBILITY AND APPLICATION:** Prerequisites for admission to a year of study abroad through ACA are:

1. Admission as a regular student in the university for the year abroad.
2. Competence in the relevant language as determined by WAU and the institution abroad.
3. Sophomore standing at WAU (exceptions may be considered on an individual basis).
4. A GPA of 3.0 in the relevant language and 2.5 overall.
5. A good citizenship record.
6. Application to the WAU Admissions office.
7. Fulfillment of the financial requirement.

A summer language study program is also available.

### Information

**Sandra Esteves, Ph.D.** | ACA Coordinator
Department of English and Modern Languages
Wilkinson Hall, Room 22
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

301-891-4015 | sesteves@wau.edu

## FYE: First-Year Experience

All new students with less than 24 hours of college credit are required to successfully complete INTD 105 First-Year Experience (FYE).

The FYE program begins the weekend before the first day of the fall semester classes (see Academic Calendar, Page 6) and continues through the first semester. It includes activities that assist students in their adjustment to university life.

Through this experience, students will discover through strength, gain insight to their unique potential and refine study skills essential for academic progression and career preparation.

Opportunities are provided for students to become familiar with the WAU campus facilities and learning resources, meet the faculty and staff and get to know the surrounding area. All first-year students are required to attend.

# General Education Requirements

The General Education program provides students the opportunity to develop and practice basic skills (writing, speaking, analytical thinking and information literacy) in the context of a wide variety of disciplines. In these distribution courses, students will:

- Explore fundamental concepts of the humanities, social sciences and natural sciences for personal and professional fulfillment.
- Understand fundamental methods of scientific investigation and quantitative thinking.
- Acquire knowledge of belief systems, values and ethics.
- Explore the diversity of human expression provided by literature, humanities and the arts.
- Integrate the principles of physical, mental, social and spiritual health into the activities of daily living.

## Courses for Majors, Minors and General Education

A course may simultaneously fulfill a major, a minor and a General Education requirement. However, no course may fulfill two General Education requirements or two different requirements within a major or within a minor.

## General Education | Associate Degrees

*Note: No course may be used to meet more than one requirement under the General Education program. Some majors may require additional or specified courses in order to meet professional and certification requirements.*

| **CORE COMPETENCIES** | | **7 hours** |
|---|---|---|
| ENGL 101 | FIrst-Year Composition — *Minimum grade of "C" required* | 3 |
| ENGL 102 | Research and Literature — *Minimum grade of "C" required* | 3 |
| INTD 105 | First-Year Experience | 1 |

| **PHYSICAL/NATURAL/MATHEMATICAL SCIENCES** | | **8 hours** |
|---|---|---|
| MATH | Mathematics Elective | 4 |
| *Choose four hours from the following areas:* | | 4 |
| BIOL | Biology | |
| CHEM | Chemistry | |
| PHYS | Physics | |

| **SOCIAL SCIENCES** | | **3 hours** |
|---|---|---|
| *Choose one of the following courses:* | | 3 |
| PSYC 105 | Introduction to Psychology | |
| — *or* — | | |
| SOCI 105 | General Sociology | |

**RELIGIOUS STUDIES** **6 hours**

*Choose one of the following courses:* ..... 3

| | |
|---|---|
| RELB | Religion Elective |
| RELP 220 | Knowing and Sharing Christ |
| RELT 190 | Ellen White and Adventist Theology |
| RELT 250 | Principles of Christian Faith |
| RELT 270 | Adventist Heritage and Mission |

*Choose one additional course from:*

RELB/RELT Religion Elective — *Beyond the required 3 hours above* ..... 3

***Religion requirements for transfer students from non-Seventh-day Adventist colleges:*** *Students transferring to WAU who have earned at least 24 semester hours of credit at a non-Seventh-day Adventist college or university are required to complete three hours of religion from the courses listed above.*

**PHYSICAL EDUCATION** **1 hour**

PEAC Physical Education Activity Elective ..... 1

## General Education | Baccalaureate Degrees

*Note: No course may be used to meet more than one requirement under the General Education program. Some majors may require additional or specified courses in order to meet professional and certification requirements.*

**COMPUTER LITERACY:**

Computer literacy will be required of all WAU baccalaureate graduates, to be determined by one of these options:

1. Complete CPTR 105 or INSY 110. Transfer course equivalent taken more than five years before enrollment at WAU does not meet this requirement.
2. Pass a challenge or validation examination to be prepared and administered by the Computer Science Department.
3. Earn CLEP credit evidencing computer literacy.
4. Demonstrate computer literacy through experiential learning portfolio evaluation.

**CORE COMPETENCIES** **13 hours**

| | |
|---|---|
| ENGL 101 | First-Year Composition — *Minimum grade of "C" required* ..... 3 |
| ENGL 102 | Research and Literature — *Minimum grade of "C" required* ..... 3 |
| COMM 105 | Introduction to Human Communication ..... 3 |
| CPTR 105 | Introduction to Computers ..... 3 |
| INTD 105 | First-Year Experience ..... 1 |

**HUMANITIES** **6 hours**

LITR Literature Elective ..... 3
Humanities Elective ..... 3
*Choose from the following areas or classes:*
LITR 225, 226 American Literature I, II
MUHL 110, 120, 251, 252, 270, 325, 351, 352, 361, 362, 363, 455, 460, 464, 465 — See Page 415 for course descriptions
PHIL Philosophy
LITR Literature — *Beyond the required three hours listed above*

**PHYSICAL/NATURAL SCIENCES AND MATHEMATICS** **8 hours**

MATH Mathematics Elective ..... 4
*All students must clear their MATH zero-level courses before achieving junior status.*

*Choose four hours from the following areas:* ..... 4
BIOL Biology
CHEM Chemistry
PHYS Physics

**SOCIAL SCIENCES** **9 hours**

*Choose ONE of these two courses:* ..... 3
PSYC 105 Introduction to Psychology
*— or —*
SOCI 105 General Sociology

HIST History Elective ..... 3
Social Science Elective ..... 3
*Choose three hours from the following areas:*
AMST American Studies
ANTH Anthropology
ECON Economics
GEOG Geography
HIST History (*beyond the required three hours listed above)*
PLST Political Studies
PSYC Psychology
SOCI Sociology

**RELIGIOUS STUDIES** **12 hours**

*Choose two of the following courses:* ..... 6
RELB Religion Electives
RELP 220 Knowing and Sharing Christ
RELT 190 Ellen G. White and Adventist Theology
RELT 250 Principles of Christian Faith
RELT 270 Adventist Heritage and Mission
*Choose two additional courses from:*
RELB/RELT Religion Electives — *Beyond the required six hours listed above* ..... 6

***Religion requirements for students seeking SDA denominational teaching certification:***
See the Education curriculum.

***Religion requirements for transfer students from non-Seventh-day Adventist colleges:***

*Students transferring to WAU from a non-Seventh-day Adventist college are required to complete religion as specified below:*

| **Total credits earned at non-Seventh-day Adventist college** | **Religion hours required** |
|---|---|
| Less than 24.0 | 12 hours (6 from specified courses listed above) |
| 24.0 - 55.9 | 9 hours (6 from specified courses listed above) |
| 56.0 and above | 6 hours from specified courses listed above |

*Transferring students who need only 30 hours to complete the baccalaureate degree and who will complete their degree within the first year of enrolling at WAU, may petition for a waiver of three additional hours of religion.*

**PHYSICAL EDUCATION AND HEALTH** **3 hours**

PEAC Physical Education Activity Elective ..... 1
Health Elective ..... 2

*Choose two hours from the following areas:*

HLSC Health
NUTR Nutrition

# Grades and Credits

## Grades

The following grade notations do not affect the computations of the GPA:

| Grade | Points | Grade | Points | Grade | Points |
|---|---|---|---|---|---|
| A | 4.00 | C+ | 2.33 | D– | 0.67 |
| A– | 3.67 | C | 2.0 | F | 0.00 |
| B+ | 3.33 | C– | 1.67 | XF* | 0.00 |
| B | 3.00 | D+ | 1.33 | *Failure due to academic dishonesty* | |
| B– | 2.67 | D | 1.00 | | |

A grade of "C–" will not meet prerequisite, cognate, major or minor requirements.

| | | | |
|---|---|---|---|
| I | Incomplete | WF | Withdrawal Failure |
| AU | Audit | P | Pass |
| AW | Administrative Withdrawal | DG | Deferred Grade |
| W | Withdrawal | NC | Taken for No Credit |
| WP | Withdrawal Passing | | |

An "F" in a remedial course will not affect the grade-point average.

The university reserves the right to correct a grade that has been found to have been incorrectly entered into the student database. Any teacher-initiated grade changes must follow current grade-change policy.

## Incompletes

An Incomplete ("I") indicates that a student's work in the course is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. The student requests an "I" grade by completing the appropriate form from the Office of the Registrar prior to the final examination period. Signatures of the instructor and department chair are required. The instructor will designate on the form the time limit (not to exceed eight weeks of the next semester) as well as the grade that the student will receive if the deficiency is not removed within the time limit. Any request for an extension beyond the time period allowed must be approved by the instructor prior to the designated deadline.

## Pass/Fail Courses

The course description of some courses calls for "P" (pass) or "F" (fail) grades. The grade of "P" must be at the "C" level (2.0) or above. A grade of "F" is considered as failure and will affect the student's grade-point average.

## Withdrawals

Courses dropped after the first week of classes but before one week after 60 percent of the semester is completed will be designated "W" (withdrew). Classes dropped more than one week after 60 percent of the semester is completed but before the Tuesday prior to final examination week will carry a designation indicating the student's performance; "WP" — withdrew second half of semester, passing; "WF" — withdrew second half of semester, failing. If a drop voucher is not completed by the deadline date and a student withdraws from a class, a grade of "F" will be recorded. Complete details and dates are available in the Office of the Registrar. Withdrawal deadlines for courses in the School of Graduate and Professional Studies vary by the length of the course. Refer to the school's *Student Handbook* for more information.

## Course Repeat Policy

When a student repeats a course, both the original and repeat grades are entered on the student's permanent record, but only the repeat grade and credit are computed in the grade-point average. When a course that includes a laboratory is repeated, the laboratory must also be repeated. Students are allowed to repeat a course only one time.

## Transfer Credits

Up to 90 semester hours earned at a regionally accredited college or university with grades of "C" (2.0) or better may be accepted at Washington Adventist University. More hours may be transferred under unusual circumstances. A student may request to transfer courses with "C–" or "D" grades earned at another college or university. Such requests will be considered on the basis of the student's academic and professional goals.

The university reserves the right to reject credit earned at other institutions or require validation examinations, especially in professional programs, to meet current content requirements in specific courses.

Transfer course equivalents for CPTR 105 or INSY 110 (to fulfill the computer literacy requirement for all WAU baccalaureate graduates) taken more than five years before enrollment at WAU do not meet this requirement.

A maximum of 70 semester hours from recognized junior colleges will be accepted. Upper-division credit may be allowed for courses taken at a junior college or for courses numbered as lower-division credit at another four-year college or university only if validated by the appropriate department.

*Details of WAU's transfer policy are contained in the document "Transfer Policy and Non-classroom Learning Credits" approved by the Educational Policies Committee March 9, 1993.*

## National Honor Societies

Washington Adventist University has active chapters of the 10 national honor societies named below. These honor societies help promote and recognize excellence in scholastic achievement, leadership and character development. New student members who meet the eligibility requirements specified by the society are formally inducted into the society during the school year. For more information concerning the honor societies, contact the provost.

### **Alpha Chi** | Scholarship

Membership in this honor society is restricted to the top 10 percent of the members of the junior and senior classes in good academic and social standing. Other eligibility requirements must be met before membership can be approved by the various campus committees. Alpha Chi is committed to encouraging sound scholarship and devotion to truth among its members. A charter of the Maryland Delta Chapter at WAU was granted in 1984.

### **Lambda Beta** | Respiratory care

Lambda Beta is a respiratory care honor society formed nationally in 1984. The society strives to promote, recognize and honor high scholarly standards and achievement in the respiratory care profession. A permanent "Roll of Excellence" is maintained for those accepted as members of this prestigious society.

Membership in Lambda Beta is open to students, alumni and faculty of accredited respiratory therapy educational programs. The respiratory care program at Washington Adventist University is the first in the Washington metropolitan area to induct members into the Lambda Beta Honor Society. The WAU chapter was established in 1994.

## **Lambda Pi Eta** | Communication/Journalism

Lambda Pi Eta (LPH) is the National Communication Association's official honor society at four-year colleges and universities. LPH represents what Aristotle described in *The Rhetoric* as three ingredients of persuasion: logos (Lambda), meaning logic; pathos (Pi), relating to emotion; and ethos (Eta), defined as character credibility and ethics. Lambda Pi Eta recognizes, fosters and rewards outstanding scholastic achievement, while stimulating interest in the communication discipline. Membership is available to declared Communication/Journalism majors who have achieved an overall GPA of 3.0 and 3.25 in required Communication/Journalism courses on a 4.0 scale.

## **Omicron Delta Kappa** | Leadership

Omicron Delta Kappa was founded December 3, 1914, at Washington and Lee University, Lexington, Va. In the tradition of the idealism and leadership of George Washington and Robert E. Lee, the founders stated that leadership of exceptional quality and versatility in college should be recognized, that representatives of all phases of college life should cooperate in worthwhile endeavor and that outstanding students and faculty members should meet on a basis of common interest, understanding and helpfulness. The motives that guided the founders sprang from the desire to bring together one body for the general good of the institution, leaders from all parts of the college or university community. Membership is open to college juniors, seniors and graduate students who are in the top 35 percent of their class and have demonstrated exemplary character and outstanding leadership in campus cocurricular activities. The WAU chapter was chartered in April 2013.

## **Phi Alpha** | Social Work

Phi Alpha is the international social work honor society. As Washington Adventist University hosts the Andrews University BSW program, WAU social work students are eligible for membership through the Epsilon Nu chapter at Andrews and will participate in chapter activities at WAU. Phi Alpha fosters bonds among students committed to extending their humanitarian goals and ideals beyond the classroom, while attaining scholastic excellence. Membership is available to declared social work majors who have achieved an overall GPA of 3.0 and 3.25 in required social work courses on a 4.0 scale.

## **Phi Alpha Theta** | History

The international honor society in history, Phi Alpha Theta is composed of chapters in accredited colleges and universities. The society's purpose is to promote the study of history and to encourage historical scholarship. Students who demonstrate excellence in the discipline are eligible for membership. The WAU chapter was chartered in 1965.

## **Phi Eta Sigma** | Freshmen

This society was founded in 1923 to encourage high scholastic attainment among the freshmen in institutions of higher learning. On campuses with an active chapter of Phi Eta Sigma, all freshmen who have a cumulative grade-point average of at least 3.5 on a 4.0 scale at the end of any full-time curricular period are automatically eligible for membership, provided they have carried a normal academic load acceptable toward a bachelor's degree and rank in the upper 20 percent of their class. The WAU chapter was chartered in 1985.

## **Psi Chi** | Psychology

This society was established to recognize outstanding academic excellence by students with majors or minors in psychology. To qualify for membership, a student must be a psychology major or minor at the sophomore level or higher, earned at least nine hours in psychology with a GPA of at least 3.00 in those courses and a cumulative GPA of at least 3.4. Psi Chi promotes active participation in the Psychology Department, while integrating knowledge with applied experience. The WAU chapter was chartered in 1989.

## **Sigma Beta Delta** | Business

This international honor society was established to recognize scholarship and achievement among students of business, management and administration and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. To be eligible for membership, a business student must rank in the upper 20 percent of the junior, senior or master's class and have a cumulative GPA of at least 3.4. The WAU chapter was chartered in 2011.

## **Sigma Tau Delta** | English Language and Literature

To confer distinction for higher achievement in collegiate and professional studies in English language and literature is the purpose of Sigma Tau Delta. English majors and minors who have earned an overall grade-point average of 3.25 or above, a "B" average in English and have successfully completed at least two literature courses beyond the freshman requirements are eligible for membership. Approvals for membership must be granted by various committees on campus. WAU's chapter, designated as the Rho Sigma chapter, was chartered in 1984.

## (Pending) **Sigma Theta Tau** | Nursing

The Edyth T. James Department of Nursing has applied to become a chapter of the Sigma Theta Tau International (STTI) Nursing Honor Society and will pursue acceptance and induction of eligible students.

# Registration Policies

## Registration Procedure

All students are expected to register during the periods specified in the school calendar. Complete registration procedures will be available at the time of registration.

All returning students are encouraged to register online through WebAdvisor. If necessary, a drop/add form, signed by a student's adviser, can be submitted to the Office of the Registrar to register for classes (additional signatures may be required.)

Before registering, returning students must meet with their adviser to discuss their academic progress and to prepare for registration.

Registration is not official until courses are selected through WebAdvisor or the drop/add form has been submitted to the Office of the Registrar, a confirmation of registration is received and financial clearance is completed. Students who fail to complete financial clearance by the identified deadline will be withdrawn from classes.

*Note: Students who choose the drop/add form option must submit the form to the Office of the Registrar in person. Forms submitted by anyone other than the student will not be accepted.*

## Late Registration

Late registration begins on the day after the listed registration day. Initial registration or the addition of courses is allowed up to one week after the beginning date for classes. Late registrants will be charged the late registration fee and tuition charges are retroactive to the beginning of the semester. Students registering late may be required to reduce their class load and are expected to make up course work already missed.

## Changes in Registration

After the close of the registration period, changes can be made only by means of an add/drop form. Changes made during the first week of classes will not appear on the permanent record unless they constitute a complete withdrawal.

## Audit Registration

Audit indicates registration for attendance only. A notation of AU will appear on the grade report if the student meets the audit attendance requirements set forth by the instructor in the course syllabus; otherwise, a notation of "W" (withdrawal) will appear. Students may not change to or register for an audit after the last day to enter classes as stated in the academic calendar found in the *Academic Bulletin*. The instructor's permission is required to register for an audit. Physical activity, private music lessons and independent study courses may not be audited. Regular tuition charges and fees apply to audited courses.

# Scholastic Standing

The university expects all students to strive for excellence in learning and in living. WAU requires students to place a high priority on their scholastic program and consistently meet or exceed the minimum academic standards required for staying in college and for graduation.

## Provisions for Individual Differences

The university realizes that individual differences exist among students in their educational background, academic potential, personal growth and development, motivation, learning styles and study habits. In view of this, WAU is committed to providing eligible students assistance in meeting the rigorous demands of obtaining a college education.

The overall progress of the students is carefully examined by the advisers, the provost and the Academic Appeals Committee. Appreciation and encouragement are directed toward those whose performance exhibits progress and excellence. For those who are not progressing satisfactorily, remedial measures are required. Should these measures prove ineffective, students are asked to meet with their advisers to reassess their academic pathway and other viable career options. Opportunities for re-enrollment are extended only to those who show appropriate evidence that further studies can be handled satisfactorily.

## Academic Honors

At the conclusion of the first and second semesters of the school year, students who have carried a minimum of 12 semester hours and have attained the following grade-point averages will be included in the honors group indicated:

| | |
|---|---|
| 3.50 | Dean's List |
| 3.25 | Honor Roll |

These honors are based on the current semester's GPA only, not on the cumulative GPA. Students in the undergraduate programs in the School of Graduate and Professional Studies who have carried a minimum of nine semester hours per semester will be included in the respective honor groups listed above if they earn the specified grade-point averages. They will be recorded at the conclusion of the first and second semesters of the school year. Honors are not recorded for summer terms.

# Transcripts

Requests must be in writing and should give the student's name (current and name when a student), current address, Social Security number and year last attended. They must be signed by the student and sent to the Office of the Registrar, Washington Adventist University, 7600 Flower Avenue, Takoma Park, MD 20912-7796. Fax requests will be honored if the student's signature is included in the fax.

The Family Educational Rights and Privacy Act (FERPA) allows the release of transcripts to other educational institutions via telephone and email requests from students. WAU will release transcripts to other educational institutions only, upon email requests from students, provided no encumbrances exist. If the request is for a rush transcript, a valid credit card number (Visa or MasterCard) and date of expiration must be provided in order to charge the required rush fee of $10.

Transcript requests to all other entities require written and signed requests from the student and payment in cash, by money order or by credit card, for any rush fees. Transcripts will not be released for students who are lacking any of the following:

1. An official final high school transcript or equivalent, or an official transcript showing previous graduation from an associate or baccalaureate degree program.
2. Official transcripts from all previous educational institutions.
3. Financial clearance from Student Accounts and Student Financial Services offices.

If an outstanding account is paid by check, the Accounting Services office releases the transcript only after the check has cleared the bank (which may take up to three weeks). To avoid delay, a money order is recommended. A rush fee of $10 is charged for 24-hour processing. Regular transcripts require one to two weeks for processing and cost $5 each ($6 if payment is made with a credit card). Faxing of grade reports or verifications of enrollment is free.

*Further details and a downloadable transcript request form are available online at* www.wau.edu/registrar.

# Veterans' Certification Guidelines

Washington Adventist University cooperates with the Veterans Administration guidelines for the certification of veterans enrolled at the university. The major guidelines are outlined below for students eligible for veterans' benefits.

**Applying for benefits:** Veterans should call the VA Regional Office (888-442-4551) to verify their eligibility and monthly entitlement. After being accepted, students who will be using VA benefits must contact the VA certifying official on campus and complete the appropriate form.

**Student responsibility:** Since the VA pays benefits only for courses that apply toward the student's degree, it is his/her responsibility to make certain the courses he/she is taking apply toward the declared degree. Each time a student registers for, adds or drops a course, it is his/her responsibility to contact the WAU certifying official in order to be reimbursed by the Department of Veterans' Affairs.

**Concurrent registration:** If a student registers at WAU and at another college or university simultaneously to take a course that will apply toward his/her degree, he/she must notify the WAU certifying official in order to get reimbursement for the class at the other school.

**Notification of student class load to the VA:** After the last day to register for classes each term, the certifying official will notify the VA of the class load for which each veteran is registered. A copy of the certification will be sent to the student.

**Notification of change of student class load or major to the VA:** The student is to inform the certifying official immediately of any change in major or class load so that the VA can be notified. Within a week after a veteran files an add/drop form with the Office of the Registrar to discontinue studies or to change class load, the certifying official informs the VA of the veteran's changed class load status.

**Release of student records to VA authorities:** Guidelines given to the university by the U.S. government indicate that the university may release confidential information, including grades, to officials from the VA without prior authorization from the student.

# Admissions Information


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## Information


Office of Admissions
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

301-891-4080


wau.edu

# Admissions Information

Washington Adventist University welcomes applications from students who seek the challenge of a higher education experience that offers exceptional academic, social and service opportunities near the nation's capital. WAU does not consider race, gender, age, disability, color, or national and ethnic origin in determining qualifications for admission.

Admission is granted to applicants who meet the minimum standards outlined below and whose principles and interests are in harmony with the ideals and traditions of the university.

Although religious affiliation is not a requirement for admission, all students are expected to abide by the policies and standards of the university as a Seventh-day Adventist institution.

## Application Deadlines

Washington Adventist University's application deadlines are as follows:

- Fall Semester: August 1
- Spring Semester: December 1

*Note: The Office of Admissions will review applications after the application deadline on a case-by-case exception.*

# Admission of Freshman Students

For regular admission, prospective students with no prior college experience must submit a full application packet, as outlined on Page 51.

## Subjects Required for Admission

Applicants to freshman standing (less than 24 credits) must have completed an adequate pattern of high school subjects:

- 4 units of English and literature
  OR 3 units of English and 1 unit of speech
- 2 units of mathematics
- 2 units of laboratory sciences
- 1 unit of American history
- 1 unit of world history
- 4 units of academic course electives from English, mathematics, science, history, religion, foreign languages or computer science

## Regular Acceptance

Applicants for regular admission as freshmen must satisfy one of the following three conditions at the time of enrollment:

1. Graduate from an accredited secondary school, a Distance Education Training Council (DETC) approved program or accredited distance edu-

cation high school program such as Griggs International Academy, with a grade-point average (GPA) of at least 2.75 on a 4.0 scale and have an ACT verbal score of 17 or SAT verbal score of 470.

2. Pass the General Education Development (GED) test with an average score of 50 and no standard score below 40.
3. Students who have not graduated from or completed an accredited home-school program (as outlined in #1 above) must submit the following documents in addition to the complete application packet:
   a. A description of the program of study at home, including a list of courses completed and/or official transcripts from an accredited high school correspondence program. High school correspondence courses must be accredited by the Distance Education and Training Council (DETC).
   b. GED test scores with an average score of 50 and no standard score below 40.
   c. Minimum ACT verbal score of 17 or SAT verbal score of 470.

## Enrichment Program

The Enrichment Program grants admissions for one semester to students who do not meet regular admission requirements. Students with a cumulative high school GPA between 2.50 and 2.74 and a minimum ACT verbal score of 16 or SAT verbal score of 400 will be admitted conditionally through the Enrichment Program. The following stipulations apply:

- Limited to a maximum of 13 credits for the first semester.
- Required to register for INDT 126, College Study Skills in their first semester of enrollment.
- Must meet with two advisers: Enrichment Program adviser as assigned and adviser for major.
- Required to keep a portfolio as outlined by the Enrichment Program adviser.
- Any other stipulations determined to be beneficial to the student.

## Bridge Program

The Bridge Program grants conditional admission to students who do not meet regular admissions requirements nor are eligible for the Enrichment Program. Students with a cumulative high school GPA between 2.0 and 2.49 will be admitted conditionally and required to participate in the Bridge Program. The following stipulations apply:

- Must submit standardized test scores as part of the admissions application.
- Must participate in and successfully complete the five-week residential portion of the program the summer prior to the fall enrollment.

- Limited to a maximum of 13 credits for the first semester.
- Required to register for INDT 126, College Study Skills; English 040 and Math 051 or 052 (as determined by placement test results) during the summer program.
- Must meet with two advisers: Bridge Program adviser as assigned and adviser for major.
- Required to keep a portfolio as outlined by the Bridge Program adviser.
- Any other stipulations determined to be beneficial to the student.

**Important note regarding acceptance status:** The Admissions Committee has the discretion to place a student in the Enrichment Program who meets the regular standards of the university if the committee feels the student would benefit from the program.

# Admission of Transfer Students

All prospective transfer students must submit a complete application packet as outlined below that includes a transcript from an officially accredited college or university.

## Regular Acceptance

Students with the equivalent of 24 semester hours or more and evidence of a cumulative GPA of 2.0 or above may be accepted with regular status without restrictions. In addition, an interview may be required. Some professional programs may have higher admission requirements, so it is recommended that students check the specific academic discipline.

Students transferring with fewer than 24 credit hours will be considered on the basis of transfer credit, combined with high school records. An interview may be required.

To ensure writing competency and enhance opportunities for successful completion of course work, WAU may require transfer students with fewer than 24 hours of acceptable college credit to complete the first-year English placement test, regardless of whether ENGL 101 credit has been previously earned. Depending on a student's written language proficiency in English, ENGL 101A may be required for as long as the Department of English and Modern Languages deems necessary.

Exceptions must be petitioned to and approved by both the director of first-year composition and the Academic Appeals Committee.

## Probation Status

Probation status is admission for one semester given to students who do not meet regular admission requirements. Students on probation are monitored closely and have one or more of the following restrictions:

- Limited to a maximum of 13 credits.
- Required to register for INTD 126, College Study Skills.

- Two advisers: director of academic support and/or designee and adviser for major.
- Any other stipulations determined to be beneficial to the student.

Transfer students falling short of meeting the requirements for regular status will be evaluated on an individual basis. Additional information such as work history, maturity, or other extenuating factors may be reviewed.

Once admission is granted, academic probation policies will apply. A student whose cumulative grade-point average is below 2.0, or whose semester GPA has been below 2.0 for two or more semesters, may be placed on academic probation at the discretion of the Academic Appeals Committee.

Limitations on the class load (no more than 13 hours) and on participation in cocurricular activities will be enforced. The Academic Appeals Committee specifies a time period for the deficiencies to be corrected. If the problem is not corrected within that period, dismissal procedures will be implemented.

Students on academic probation may have excellent potential, but their performance level on tests and courses may be low due to inadequate preparation, lack of motivation, improper study preparation, or lack of discipline. The progress of such students will be carefully monitored by the Center for Learning Resources, the major department, academic counselor and the Office of the Provost. The university has the right to ask these students to take remedial/developmental courses and to commit to a program of academic and personal counseling.

## Admission of International Students

International students who are seeking an I-20 student visa must fulfill the following criteria:

- Be accepted as a student at Washington Adventist University;
- Pay the International Student escrow deposit of $1,000;
- Provide a letter from a bank on the financial institution's letterhead that includes a declaration of finances to document available funding sufficient to pay first year's expenses at Washington Adventist University.

This information also applies to students transferring from SEVIS institutions as approved by the Department of Homeland Security. International students should call the Admissions office for additional information and instructions.

As required by SEVIS, all international students coming from countries whose native language is not English must take the TOEFL exam in order to be considered for admission to WAU.

*Note: If your native language is English, you must provide a standardized test score from your country.*

# Admission of ESL Students | English as Second Language

Students whose native language is other than English and have not yet completed four years in an educational institution in which English is the language of instruction need to submit examination results for the TOEFL (PB for paper-based or CB for computer-based), or the Michigan Test of English Language Proficiency or the IELTS.

**The following scores will be used to determine admission status:**

| | TOEFL PB | TOEFL CB | MICHIGAN | IELTS | IBET* |
|---|---|---|---|---|---|
| Nonrestricted Admission | >550 | >213 | >90 | >5 | >78 |
| Restricted Admission A | 500-549 | 190-212 | 80-89 | 5 | |
| Restricted Admission B | 450-499 | 150-189 | 65-79 | 4 | |
| Further testing required | <450 | <150 | <65 | <4 | |

**Internet-based English Test*

**RESTRICTED ADMISSION A:** Enrollment in Advanced ESL Reading and Writing and Advanced ESL Grammar, in addition to regular college classes.

**RESTRICTED ADMISSION B:** Enrollment in Intermediate ESL Reading and Writing and Intermediate ESL Grammar in addition to INTD 126 College Study Skills and one other 100-level course.

**OPTIONAL:** Submit a short writing sample (approximately one to two pages) describing past education experiences, career goals and any additional information that would be useful in considering the application. The information provided will be used in conjunction with GPA and test scores. This may be a requirement for some students.

# Admission of Special Groups of Students

## Early Enrollment: Part-time Students

A secondary school student who has completed the 11th grade with an overall 3.0 GPA (based on a 4.0 scale) may enroll in college courses for credit as a pre-freshman.

## Early Enrollment: Full-time Students

A student presenting an official transcript indicating completion of 18 units of secondary school work with a minimum GPA of 3.50 and ACT/SAT scores above the 75th percentile may be admitted for full-time studies upon presentation of appropriate recommendations from the secondary school last attended.

## Former Students

Former students need to complete an application for readmission (no fee) and submit transcripts from any schools attended since last enrolled at WAU. A cumulative grade-point average of 2.0 and good citizenship standing are required for readmission with no restrictions.

### Nondegree-seeking (Special) Students

Students wishing to pursue individual courses for personal growth, certification or to supplement a program that they are taking elsewhere with transfer credit from WAU need not meet the admission requirements above but should request a special student application form from the Office of the Registrar. Special status is granted on a semester-by-semester basis; therefore, a new application must be filed each term. Courses taken while in special status will not necessarily be considered as qualifiers for admission.

## Application Procedure for All Applicants

All applicants must submit a complete application packet as outlined below.

A complete application includes:

- Application fee (nonrefundable)
- Completed application form
- Official transcript* (one of the following):
    1. Final official high school transcript* (not necessary if student has earned more than 24 college credits). High school seniors with partial transcripts showing six or more semesters may be accepted subject to receiving their final transcript. Official final transcripts must be on file in the Admissions office prior to registration.
    2. Official transcripts* from all accredited colleges and universities attended. Official transcripts from foreign institutions must be accompanied by a WES (World Education Services) or AACRAO (American Association of Collegiate Registrars and Admissions Officers) evaluation.
- Test scores (ACT/SAT) are required for all first-year students applying to WAU, regardless of level
- One written recommendation:

    One recommendation regarding academic ability from the principal, dean of students, teacher or guidance counselor at the last school attended. Applicants out of school for more than four years and unable to locate former teachers or counselors may submit a recommendation from any other adult familiar with the applicant's ability or potential.

    One recommendation from an adult, preferably an employer or supervisor, capable of providing a character reference. Schoolmates or relatives do not qualify as references.
- Summary of educational background if educated outside of the United States

*See Page 52 for Special Notes about Transcripts

## Special Notes About Transcripts:

Final transcripts are official high school transcripts that include the graduation date, school seal and signature of the registrar.

Official transcripts are defined as being produced and sealed in an envelope by the issuing school. If the seal of the envelope is broken before reaching the Admissions office it is no longer considered to be official.

Once transcripts have been submitted, they become property of Washington Adventist University and cannot be returned to the student or be released to a third party.

Partial transcripts or grade reports are sometimes accepted on a temporary basis when official transcripts are not readily available. A stop registration code is entered in the computer, which prevents registration until the official transcripts are received. To avoid delay at registration, all official and final transcripts should be submitted to the Admissions office at least 30 days prior to registration.

The Higher Education Act of 1965, as amended December 19, 1990, requires institutions to document the student's ability to benefit from the programs that the university provides prior to admission. This documentation determines the student's eligibility to receive financial aid and the institution's eligibility to participate in most programs funded by the HEA. Documentation includes a high school diploma or recognized equivalent. If a student does not have a high school diploma, he or she must pass an independently administered test approved by the Secretary of Education. WAU prefers the high school diploma.

**EXPRESS PROCESS:** Submit all of the above items at the same time in one envelope. Request that the transcripts be mailed to you, but do not open the envelopes or they will not be accepted as official. To ensure the confidentiality of the recommendations, persons providing references should enclose them in sealed envelopes and sign their name across the sealed flap.

### Mail completed application to:

Office of Admissions
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

**OWNERSHIP OF DOCUMENTS:** The application form and any materials submitted to Washington Adventist University become property of the university.

**ACCURACY OF INFORMATION:** All information within an application to the university must be accurate, complete and honestly presented. Any information submitted on behalf of the applicant, such as letters of recommendation and transcripts, must be authentic. Providing inaccurate or misleading information, or omitting information on the application, may be cause for the rescission of any offer of admission or for disciplinary action, dismissal or revocation of degree if discovered at a later date.

**ACCEPTANCE STATUS:** The Admissions Committee has the discretion to place a student in the Enrichment Program who meets the regular standards of the university if the committee feels the student would benefit.

**DENIAL:** An applicant may be denied admission when evidence displays that he or she:

- is not qualified or is underprepared to pursue a college degree.
- engages in behavior contrary to the codes of the university.
- has submitted fraudulent information or documents.
- displays unstable emotional health.

# Campus Life and Services


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Some of the information provided is introductory; please check the *Student Handbook* for details.

wau.edu

# Academic Life at WAU

## Academic Advising

Each student is assigned an adviser who will assist in program planning and scheduling of courses from semester to semester.

## Academic Support Program

Washington Adventist University provides services for those students who may need to improve verbal, quantitative and reading skills. The goal is to enroll these students in appropriate developmental/remedial courses and to plan realistic schedules suited to their needs. Placement is made on the basis of ACT/SAT scores, secondary school performance and placement tests given before registration.

## Career Counseling

Career counseling is provided by individual faculty members, the Department of Cooperative Education and the Betty Howard Center for Student Success.

## Computer Facilities

Computer facilities for word processing are located in the residence halls and in the computer labs. Access to the Internet is also available in the computer labs. The campus is fully equipped with Wi-Fi capabilities to facilitate individuals with computing devices.

## FYE: First-Year Experience

All new students with less than 24 hours of college credit are expected to enroll in INTD 105 First-Year Experience.

The FYE program begins the weekend prior to the first day of classes each semester (see Academic Calendar, Page 6) and continues through the student's first semester. It includes activities that assist students in their adjustment to university life.

Opportunities are provided for students to become familiar with the WAU campus facilities and learning resources, meet the faculty and staff and get to know the surrounding area. All first-year students are required to attend and pass the class. Students who fail the FYE course must register for the course the following semester and must repeat it until they receive a passing grade.

## Professional School Recruitment

Appointments with graduate and professional school recruiters are made through the Betty Howard Center for Student Success.

## Testing Services

Testing services are provided as follows:

**Standardized tests**, including ACT, CLEP, GRE, Nelson-Denny reading tests and other national tests, are dministered by the Center for Student Success.

**Placement testing** is done by individual programs and departments.

## Tutoring

Tutoring is arranged for by the individual programs and departments and by the Betty Howard Center for Student Success.

## Weis Library

Washington Adventist University has a central library and a music departmental library that provide academic resources for the university community.

Weis Library's mission is to support the WAU learning community by providing the resources and services required to promote critical thinking, academic inquiry and scholarship. To fulfill this mission, the library acquires, organizes and maintains appropriate local resources; establishes links to sources of virtual information; and instructs the learning community on how to access and use information.

WAU is a member of the Maryland Interlibrary Consortium (MIC), together with the libraries of five other independent institutions: College of Notre Dame and Loyola University which share a library, Hood College, Mount St. Mary's University and Stevenson University.

The consortium shares a Web-based public catalog and other functions. MIC provides a courier service for pickup and delivery of materials requested by consortium borrowers. The consortium also makes on-site reciprocal borrowing privileges available to students and faculty of its member institutions.

In addition to the main circulating and reference collections, Weis Library has a Heritage Room collection of material written by, published by or about Seventh-day Adventists and a curriculum collection that supports the teacher education program. It maintains a website that provides information about the library and its resources. | www.wau.edu/academics/library

The library provides access to dozens of electronic databases through the Adventist Libraries Information Cooperative (ALICE), Online Computer Library Center, Inc. (OCLC), the Maryland Digital Library (MDL), MIC and direct subscription or purchase. Authorized users have remote access to the library's licensed databases.

# Daily Life at WAU

## Dining

To promote and support student health and wellness, WAU operates a complete vegetarian cafeteria service during the school year, located on the second floor of Wilkinson Hall. The Dining Hall is a center of social life and community at the university and service by the cafeteria staff is available for the many student and faculty social functions. Meeting facilities are available for various student or faculty organizations. A shortened schedule is maintained during most breaks. Hours are posted at the dining facility.

## Health Services

The university is concerned for the health and well-being of each student. Visits for immunizations and other treatments will involve a fee. A physician and nurse practitioner are available nearby for consultation by appointment. Fees for their services may be placed on the student's account. The emergency facilities of Washington Adventist Hospital, adjacent to the campus, are available to students.

To ensure that each student has adequate health care access in the event of an emergency or serious illness, WAU's Health Services also manages the health insurance application process.

For students who do not have other coverage, application forms are available at Health Services to be completed by the student during registration.

The health insurance waiver/and or application must be signed in the Office of Student Life. If students have coverage, a waiver form must be filled out and turned in so that the insurance charge is not applied to their account.

The deadline to show proof of insurance or to sign a waiver for the fall semester is September 15 and the deadline for the spring semester is January 31.

## Mailroom

The mailroom is located just behind the University Bookstore. Students may send and receive USPS, UPS and FedEx mail and packages from the mailroom.

## Married Student Housing

The university has available for rent a limited number of housing units for married students.

**Information** Dacia Barnwell dbarnwel@wau.edu | 301-891-4551

## Recreation Facilities

WAU's facilities include a gym, recreational room, racquetball courts, tennis courts, weight room and outdoor athletic fields. All are free to students with a current WAU ID card.

### Residence Halls

Morrison Hall (for men) and Halcyon Hall (for women) house students who live on campus. The university requires single students not living with their parents to reside in one of the residence halls, if they are enrolled for six or more hours and are under 22 years of age.

### Safety and Security

The safety and security of our students, faculty and staff is of utmost importance to WAU. The Safety and Security Department is manned 24 hours a day, 365 days a year, to safeguard campus residents, property and facilities. It offers an array of services, including information on campus security and safety, security escort assistance and engraving of personal valuables as protection against theft. Details are outlined in the *Student Handbook*.

### University Bookstore

The University Bookstore is located in the main lobby of Wilkinson Hall. The Bookstore sells textbooks, WAU clothing, gifts and souvenirs, snacks and beverages, stamps, over-the-counter medication and office and school supplies.

The Bookstore offers photocopying and faxing services as well.

## Religious Life at WAU

### Campus Ministries

Campus Ministries is a vital component of religious life on campus, serving as an umbrella organization for a number of prayer, study and service ministry opportunities, including praise services, preaching opportunities, discussion groups, talks by special guests, student-led worship experiences, health and music ministries, prayer breakfasts, traveling drama ministries and student mission trips.

### Chaplain's Office

A campus chaplain coordinates religious activities and spiritual support. Counseling is available to traditional students at no cost. Students may see the Center for Student Success (CSS) counselor for therapy or a referral for a variety of issues. Counseling and spiritual support are also available through the Chaplain's office. Please refer to the *Student Handbook* for details.

### Religious Services

Religious activities and services are an important part of the life of the university. The university church, Sligo Seventh-day Adventist, is located on campus and students have access to many other churches within the metropolitan area. Worship services for resident students and weekly convocation for the

entire student body serve educational and religious purposes. They also provide an element of unity for the university family. A week of spiritual emphasis is conducted during the fall and spring semesters. Students are required to attend these special occasions that are designed to enrich and broaden their understanding of the world, its challenges and its opportunities. Convocation and resident hall worship attendance policies are detailed in the *Student Handbook*.

# Social Life at WAU

## Area Attractions and Entertainment

The Washington, D.C., area provides unparalleled opportunities for students to visit historical sites, monuments and museums. They are also able to experience world-class musical, theatrical and sporting events and enjoy outdoor recreation and national parks. Campus-sponsored field trips and excursions are offered throughout the year. Access to Maryland, Washington, D.C. and northern Virginia from the WAU campus is easily attained via public transportation.

## Social Activities and Organizations

The university offers many clubs, organizations and honor societies to its student body, all with faculty/staff sponsors. Students may organize and join associations to promote their common interests, goals and missions as long as they are compatible with the mission of WAU. Membership in campus clubs and organizations is open to all WAU students. Campus organizations include the ACM (Computer Club), African Student Union, Black Student Union, Caribbean Student Union, Enactus Team, Filipino Student Union, International Student Association, Latino Student Union, Nursing Student Association, Pre-Law Club, Southern Asia Student Association and men's and women's clubs, as well as associations and clubs for premedical/preprofessional, music, religion and education students. Nationally recognized academic and honor societies have active chapters on the WAU campus. Detailed information on how to join these organizations is outlined in the *Student Handbook*.

## Student Association

Student Association (SA) organizes social and religious activities and represents students' concerns to the university administration. Every WAU student taking six hours or more per semester is automatically a member of the SA. Information on leadership opportunities within SA is provided throughout the school year.

# *The Betty Howard* Center for Student Success


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## Staff

**Ralph Johnson** | Dean
301-891-4106 rejohnso@wau.edu

**Fitzroy Thomas** | Associate Dean
301-891-4115 fthomas@wau.edu

**Beulah Manuel** | Associate Director
301-891-4146 bmanuel@wau.edu

**Becky Barker** |
First-Year Program Coordinator
301-891-0192 bbarker@wau.edu

**Sharon Grey-Coker** | University Concierge
301-891-4163 sgreycok@wau.edu

## Information

The Betty Howard
Center for Student Success

Wilkinson Hall, Suite 133
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

Phone | 301-891-4106
Fax | 301-891-4548

wau.edu

## Mission Statement

*The mission of the Center is to provide academic, career and personal development resources and services to support a culture of excellence and student success.*

## The Betty Howard Center for Student Success | BHCSS

Through the Betty Howard Center for Student Success, Washington Adventist University provides a variety of support and academic enrichment programs to assist students in adjusting to college and in achieving personal and professional goals.

The BHCSS is the home for the following programs and services:

- Academic Support and Testing
- Bridge Program
- Career Services
- Cooperative Education
- Disabilities Services
- First-Year Experience
- General Studies Major Advising
- Honors Program
- Mentoring Program
- New Student Orientation
- Testing Services
- Tutoring Services
- Writing Assistance

The BHCSS is also the home of Alpha Chi, Omicron Delta Kappa and Phi Eta Sigma national honor societies and coordinates and hosts the annual career fair.

## Academic Support

The BHCSS provides services for students who need to improve verbal, written and reading skills. Students are enrolled in the appropriate developmental courses and assisted in planning realistic schedules suited to their needs. Placement in these courses is determined on the basis of ACT/SAT scores, secondary school performance and English and math placement tests given before registration. In addition, academic early-alert services, advising, tutoring and workshops on academic success strategies are provided for all students as needed.

## Bridge Program

The Bridge Program is a yearlong academic program of student engagement designed for conditionally admitted students who need to enhance their academic skills and improve their chances for success at Washington Adventist University. It allows students to focus on academics, while building confidence in their ability to succeed. The Bridge Program commences in the summer prior to the fall of the student's freshman year with a five-week skills-building program that focuses on math, English and study skills. The program also includes mentoring and advising throughout the freshman academic year.

## Career Services

Career advising is provided by staff in the BHCSS, as well as by individual faculty members. Fitzroy Thomas coordinates career services campuswide. *For information, call 301-891-4106.*

# Cooperative Education | Co-op

Fitzroy Thomas | **Director**

## Introduction

Cooperative Education is a nationally recognized standard for registering work experience related to a student's major. Direct on-the-job experience in supervised and evaluated work placement improves the quality of education, while, in many cases, producing income for the students. Such an experience provides "liberal" education in the traditional sense of increasing student options for appropriate employment during their academic experience and after graduation.

**Co-op Faculty Advisers:**

Accounting..... Denver O. Swaby
Biochemistry..... Melvin Roberts
Business Administration..... Kimberly Pichot
Chemistry ..... Melvin Roberts
Communication and Journalism... Jarilyn Conner
Computer Science ..... Issa Kagabo
Finance ..... Denver O. Swaby
Information Systems..... Kimberly Pichot
Management..... Denver O. Swaby
Marketing ..... Jude Edwards
Mathematics..... Issa Kagabo
Physical Education ..... Bruce Peifer
Pre-Law..... Joan Francis

## Requirements

For those departments/majors participating in the Co-op program, baccalaureate degrees require the completion of the equivalent of two full-time internships. This can be completed on a part-time basis (COOP 351) for 15-20 hours per week, or on a full-time basis (COOP 360) for 30-40 hours per week. All Co-op internships must last a minimum of 12 weeks from the starting date. Students may combine full-time and part-time internships to fulfill Co-op-graduation requirements.

All students may participate in the Cooperative Education program. However, students majoring in the following programs are required to complete Cooperative Education to graduate:

Accounting
Biochemistry
Business Administration
Chemistry
Communication and Journalism
Computer Science
Finance
Information Systems
Management
Marketing
Mathematics
Physical Education

### Student Eligibility for Co-op

The prerequisites are the same for those who participate voluntarily and those whose majors require it. Students must have:

1. Completed 30 credit hours with a minimum GPA of 2.0.
2. Completed 12 credit hours in their major field with a grade of "C" or better.
3. Good academic standing and the recommendation of their major adviser.
4. Completed COOP 210, Introduction to Career Planning (1 credit) with a grade of "C" or above.

Once registered for a cooperative work experience course, a student must maintain continuing eligibility by showing satisfactory progress toward a degree.

Satisfactory progress is defined as completing at least 32 semester credits within the previous two-year period. Credits earned elsewhere may be counted toward eligibility provided they are ruled transferable to WAU by the registrar. Work experience is to be completed on a part-time basis (COOP 351) or a full-time basis (COOP 360) for a minimum of 12 weeks per semester.

### Application Procedures

Students interested in Cooperative Education should discuss their plans both with their adviser and the director of Cooperative Education. As successful work experience requires proper planning, students are advised to begin the process no later than their sophomore year by successfully completing COOP 210. As indicated, this course is a prerequisite to field placement.

Once an internship has been identified, a student must following the procedures outlined in the Co-op Check-list which is available online, from the departmental co-op adviser, or from the Cooperative Education office. These procedures include:

- Completing the Co-op Placement Information form or Application for Co-op
- Registering for the internship
- Completing the Learning Agreement form

Following the completion of the internship, a Student Evaluation and an Employer Evaluation must be completed and returned to the Cooperative Education office before a grade can be submitted. A Pass/Fail grade will be assigned.

## Disability Support Services

Washington Adventist University (WAU) is committed to complying with the Americans with Disabilities Act. Students with a documented disability can expect to receive reasonable accommodation to enable them to meet their academic and personal goals.

The Office of Disability Services (ODS) provides resources to facilitate equal access to university programs, activities and services. Working with WAU's Counseling Services, the Disability Services staff serves as the liaison to the faculty and coordinates academic support services and accommodation for students.

In order to access any accommodations or services, students with disabilities need to register with the Office of Disability Services in the Betty Howard Center for Student Success located in Wilkinson Hall, Suite133. There is no automatic referral from Admissions or any other WAU office.

Please follow the guidelines below for accessing disability services. WAU provides services that are free for all students who meet the eligibility requirement for such accommodations. The University has no legal obligation to recognize any student as having a disability, nor provide accommodations, until that student has established eligibility ODS.

Guidelines for requesting disability accommodations and providing documentation are clearly outlined in our P*rocedures for Requesting Disability Accommodations*, a document that is accessible in the Office of Disability Services office and online.

**Guidelines for accessing disability services include:**

1. Prospective students with documented disabilities are advised by admissions counselors to contact ODS when they apply to the university in order to ensure timely advising and planning. Information about support services, including the disabilities program, is available on the WAU website, in the university bulletin (which is online) and in printed material that is made available to both prospective and enrolled students.
2. Students with disabilities are encouraged to complete a *Voluntary Declaration of Disability* that informs the Disability Services office of their specific disability.
3. Those requesting accommodation must provide the office with documentation of the disability and complete a *Request for Disability Accommodations* as outlined in *Guidelines for Providing Documentation of a Disability.*
4. For those students who do not have documentation or whose documentation is more than three years old, WAU facilitates testing through referrals but does not provide the testing or evaluations required to document disabilities. ODS will review the request and inform students of their eligibility status and the accommodation plan.
5. Once the request for accommodation has been approved, the student provide the office with completed *Course Accommodation Request* and *Release of Information* forms at the beginning of each semester. The Office of Disability Services provides these forms. The student should also make an appointment with ODS to review policies and procedure for the accommodation plan developed and learn how to access these services.
6. Instructors or other providers of services will then receive an accommodation letter explaining the accommodations necessary for that student.

Students must submit a new request for letters each semester.

7. Students are responsible for ongoing discussions with advisers and professors and for informing the Office of Disability Services of any barriers to participation in the academic or other areas of university life.
8. Student may request in writing to discontinue any information-sharing related to their ability at any time. They can also request to discontinue their accommodations at any time. Similarly, ODS asks that students who declare a disability but do not want to access accommodation explicitly state this in writing.

**Typical services provided include, but are not limited to, the following:**

1. Arrangements for priority seating in the classroom.
2. Change of classroom where access is difficult for students with disabilities.
3. Extended time for tests and for completing assignments.
4. Ability to test in a quiet, proctored environment.
5. Alternative forms of tests and exams. Exams may be read orally, dictated or typed.
6. Substitute assignments in specific circumstances.
7. Availability of learning assistance programs such as study skills assessment and aids such as tape players and computers.
8. Utilization of notetakers.
9. Use of tutors for private instruction and for assistance with studying and testing.
10. Ongoing communication with faculty members and with other offices, including Facility Services, Campus Security, Counseling Services and Dining Services about academic and other adjustments to make programs more inclusive of students with disabilities.
11. Providing career and personal counseling to help address developmental and career needs of students with disabilities.

The accommodations that the university provides to all qualified persons with a documented disability are in line with its mission to remain a learning community committed to the vision of excellence and service in order to prepare students to become moral leaders in their communities and throughout the world. Serving all students is part of WAU's modeling of moral leadership.

## Information

**Fitzroy Thomas** | Director of Disability Services
The Betty Howard Center for Student Success
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

301-891-4115
fthomas@wau.edu

## Enrichment Program

The Enrichment Program grants admissions for one semester to students who do not meet regular admission requirements. Students with a cumulative high school GPA between 2.50 and 2.74 and a minimum ACT verbal score of 16 or SAT verbal score of 400 will be admitted conditionally through the Enrichment Program. The following stipulations apply:

- Limited to a maximum of 13 credits for the first semester.
- Required to register for INDT 126, College Study Skills in their first semester of enrollment.
- Must meet with two advisers: Enrichment Program adviser as assigned and adviser for major.
- Required to keep a portfolio as outlined by the Enrichment Program adviser.
- Any other stipulations determined to be beneficial to the student.

**Information** Beulah Manuel 301-891-4146 bmanuel@wau.edu

## First-Year Experience | FYE

All new students with less than 24 hours of college credit are required to enroll in INTD 105 First-Year Experience (FYE). The FYE program begins the week prior to the first day of fall semester classes and continues through the entire freshman year. (See Academic Calendar. Page 6) It includes activities and a curriculum that assist students in their adjustment to university life.

Opportunities are provided for students to become familiar with WAU campus facilities and learning resources, meet the faculty and staff and get to know the surrounding area. All first-year students are required to attend.

### Information

Betty Howard Center for Student Success
301-891-4106 | fye@wau.edu

## General Studies

The WAU General Studies degree program is an interdisciplinary curriculum coordinated by Fitzroy Thomas, associate dean of the Betty Howard Center for Student Success.

*For full details on this academic program, please see* Page 110.

## Honors Program

Operating under the auspices of the Center for Student Success, the WAU Honors Program is an interdisciplinary General Education curriculum designed to offer gifted and talented students enhanced learning and community experiences.

*For full details on this academic program, please see* Page 110.

## New Student Orientation

All new freshmen and transfer students are required to attend and participate in new student orientation, which begins a week prior to the beginning of class. During this time, students participate in activities and workshops designed to assist them with their transition to our campus community. Also during that week, students will be able to take necessary placement tests, meet their academic advisers, register for their classes and complete the financial clearance process.

## Placement Testing

Placement testing is administered by individual programs and departments. Math and English placement tests for incoming freshmen are facilitated by the Betty Howard Center for Student Success.

**Information** | 301-891-4106

## Professional School Recruitment

Appointments with professional school recruiters are made through the Betty Howard Center for Student Success.

**Information** | 301-891-4106

## Testing Services

Testing services are provided by the Betty Howard Center for Student Success (BHCSS) as follows:

- Standardized testing: ACT, CLEP, GRE, Nelson-Denny reading tests, LSAT, Praxis and other national tests

**Information** Beulah Manuel 301-891-4146 | bmanuel@wau.edu

## Tutoring

Tutoring is arranged by the individual programs and departments as well as by the Betty Howard Center for Student Success. Students needing assistance should contact their instructors or their adviser. The BHCSS supplements the tutoring services that academic departments provide.

**Information** Beulah Manuel 301-891-4146 | bmanuel@wau.edu

## Writing Center

The English Department runs the Writing Center, which is housed in the Betty Howard Center for Student Success. Trained tutors are available to help students: ease writing anxieties, clarify assignments, brainstorm ideas and topics, plan and organize term papers, determine revision strategies and provide guidelines for avoiding recurring grammatical problems.

**Information** Debbie Brown | 301-891-4236

# Financial Policies


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## Information

**Student Accounts Office | Student Financial Services**
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796
301-891-4488 | 301-891-4005

wau.edu

# Introduction

Washington Adventist University is committed to giving every student the opportunity to obtain a Christian education. The Student Financial Services office will assist students and families in making a high-quality private education affordable.

At the undergraduate level, the university sponsors an excellent program of institutionally funded academic scholarships, need-based grants, music scholarships and athletic scholarships, in addition to our participation in the major federal and state student aid programs. Parents and students may also consider additional financing options through the Federal Parent PLUS Loan program and the Sallie Mae Tuition Payment Plan.

At the graduate level, students are considered for federal and private loans. Students may also consider borrowing funds through the new Grad PLUS programs.

Parents and students are encouraged to stay ahead of the game financially by being aware of all the costs associated with obtaining a degree at Washington Adventist University. We have compiled all the information you will need to know about fees and expenses. However, if there is something missing and you cannot find what you are looking for, please contact us. Our goal is to make planning for an educational career as easy as possible for students and their families.

The Student Financial Services office, located in Wilkinson Hall, Room 351, will assist students in their financial planning, financial aid and financial clearance processes. The office hours are Monday through Thursday, 8:30 a.m. to 5 p.m. and Friday, 8:30 a.m. to noon.

All statements are sent through the Office of Accounting Services located in Wilkinson Hall, Room 104. Accounting Services will assist students with questions regarding fees charged, credits, discounts, refunds and collections. Office hours are Monday through Thursday, 8:30 a.m. to 5 p.m. and Friday, 8:30 a.m. to noon.

# Tuition and Fee Information

Information on student costs is given below to assist in financial planning. Tuition, fees and room and board charges are billed in full at the beginning of each semester. All other charges are billed monthly and are due the last day of the month.

*Note: Tuition payment plans are due on the first of the month to Sallie Mae.*

## Semester Tuition Charges

| | |
|---|---|
| 0.5-11.5 semester hours | $780 per hour |
| 12-16 semester hours package | $9,997.50 per semester |
| 17 or more semester hours | $9,997.50 plus $780 per hour above 16 |

## Estimated Student Budget

| | Residence Hall | | Nonresidence Hall | |
|---|---|---|---|---|
| | *Semester* | *Year* | *Semester* | *Year* |
| Tuition (12-16 hours) | $9,997.50 | $19,995 | $9,997.50 | $19,995 |
| General fee (6+ hours)* | $350 | $700 | $350 | $700 |
| Technology fee | $350 | $700 | $350 | $700 |
| Health insurance** | $750 | $1,500 | $750 | $1,500 |
| Books/supplies (estimate) | $600 | $1,200 | $600 | $1,200 |
| Double room and board | $4,150 | $8,300 | | |
| Single room and board | $5,175 | $10,350 | | |
| **Total estimated costs** | **$15,445.50** | **$30,891** | **$11,295** | **$22,591** |

** Note: Less than six hours, $175 per semester general fee.*

*** Health insurance charge will be removed if student provides proof of own policy. Insurance is billed in full in the fall semester for the full academic year — students who leave at the end of first semester will not receive a refund. Students who begin in the spring semester will be charged the $750 rate. Rates are subject to change without prior notice. Nursing majors are factored at $700 per semester for books and $1,400 per year.*

## Special Fees and Charges

Application fee (*must pay cash*) ..... $25
Applied music fee ..... $160
*Music majors and minors are charged applied music fees for only the first MUPI (private instruction course) each semester*
Athletic fee (*all athletes per year*) ..... $500
Challenge and validation exam fee ..... $125
CLEP exam fee (*must pay cash*) ..... $75
Cooperative Education fee ..... $50
Credit by examination recording fee per hour ..... $50
Experiential learning evaluation fee (SGPS) ..... $150
Nonrefundable graduation application fee ..... $85
Health insurance
Student (*cost subject to change*) per year ..... $1,500
*Optional health insurance available for spouse and child*
Spouse ..... $3,707
Child ..... $2,359
Insufficient funds check fee and penalty ..... $35
Late financial clearance fee ..... $100
Parking fee ..... $35
Portfolio fee (teacher certification) ..... $50
Private music instruction, non-tuition (half-hour lesson) ..... $350
Residence hall room reservation (*must pay cash deposit*) ..... $150
Senior Class dues ..... *Determined by the senior class*
Student ID card replacement (*must pay cash*) ..... $25
Transcript fee (*non-rush*) ..... $5
Transcript fee (*rush only; must pay cash*) ..... $10
Withdrawal fee ..... $100

Laboratory fees are assessed for courses that require clinical supervision, special equipment or laboratory supplies. Materials fees are assessed for courses requiring special materials. Nursing students may be assessed extra fees by the department (such as malpractice insurance).

# Adventist Colleges Abroad

Through Adventist Colleges Abroad (ACA), qualifying students may elect to take a year out of their curriculum to become immersed in a foreign culture and learn a foreign language.

*Please see* Academic Information – Foreign Language and Culture Study *on Page 31 for participating institutions, eligibility and application procedures.*

The student's current WAU account must be paid in full before he or she will be allowed to attend. In order to participate in the summer program, students must be accepted, admitted and planning to attend WAU for the fall session.

Students who are enrolled in the Adventist Colleges Abroad program through WAU may apply for federal and state student financial aid. Financial aid will only be processed for those students who have attended WAU for one academic year. WAU institutional scholarships cannot be used for ACA. The balance remaining after financial aid is applied must be paid in full before the student will be allowed to attend. The total cost varies by ACA institution.

### Information

**Sandra Esteves, Ph.D.** | Associate Professor Modern Languages
Department of English
Wilkinson Hall, Room 25
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796
301-891-4543

# Bookstore

Books required for classes may be purchased at the University Store. All currently registered students with valid identification codes may charge books and school supplies to their student accounts after they have received financial clearance. If students reach the maximum amount available, they will not be allowed to make the purchase until the Accounting Services office has given approval. Cash, checks, Visa, American Express and MasterCard are accepted.

# Collection Policy

Students completing or terminating their studies with the university are requested to make arrangements for paying any unpaid accounts. If satisfactory arrangements are not made within 30 days after leaving the university, the student's account will be placed with a collection agency or attorney.

Prompt payment of their accounts will assist students in establishing and maintaining a good credit rating, as the payment status of both current and delinquent accounts is reported to credit bureaus. If the university is required to employ a collection agency or an attorney to collect defaulted accounts, all charges for collection services, including court costs, will be added to the student's account.

By their enrollment and continued attendance at the university, students agree to pay all actual collection costs, late fees, interest and attorney's fees incurred by WAU in the course of collecting the student's account and acknowledges that those fees typically will not be less than an amount which is 35 percent of the outstanding account balance.

## Family Discount

When two students from the same immediate family are both enrolled as full-time traditional students (taking 12 hours or more) at Washington Adventist University and each has the same financial sponsor, a tuition discount of 5 percent will be applied to each statement. A 10 percent discount will be applied when three or more students have the same financial sponsor and are enrolled as full-time traditional students.

This discount will not be given to students who receive financial aid amounting to 100 percent or more of the cost of tuition or to students admitted into the School of Graduate and Professional Studies (SGPS). The Student Accounts office must receive written notice from the financial sponsor in order to receive this discount.

## Alumni Tuition Discount Policy

All alumni of Washington Adventist University who have earned a Bachelor of Arts, Bachelor of Sscience or Bachelor of Music degree from the university are eligible for a 50 percent tuition discount on all classes taken for credit subject to the following conditions:

1. The alumnus must be pursuing a second undergraduate degree not related to the degree already earned.
2. The class must have vacancies.
3. The class must be needed by at least five other full tuition-paying students.
4. The alumnus must have been out of school for a minimum of one year (12 months).
5. The alumnus would not be eligible for any other form of WAU-based scholarship.
6. The discount would not apply to any reduced tuition programs such as School of Graduate and Professional Studies or Bachelor of Science in Nursing for RNs.
7. The discount does not apply to fifth-year certification programs, master of arts, MAT programs or graduate programs.
8. The amount of the 50 percent tuition discount will be calculated on the traditional student tuition rate. *If the university is offering special programs or summer tuition rates that are lower in cost than the 50 percent discount on traditional student tuition, then the alumnus must enroll at the program's normal tuition rate.*

## Finance Charges

A finance charge computed at a periodic rate of 1 percent per month (12 percent per year) is assessed against the previous session's unpaid balance less any current month's credits and payments. A late payment fee of $50 per month will be charged on all unpaid accounts where the established minimum monthly payment has not been made by the 25th day of the month.

## Financial Clearance Agreement

Financial clearance must be obtained each semester in order to finalize the registration process. Registration is not final until payment arrangements have been made and a signed financial clearance agreement and promissory note have been turned in to Student Financial Services. Students will not be able to move into the dorm until they are entirely financially cleared.

Students who do not complete the financial clearance process five business days prior to the beginning of classes for fall semester and five business days prior to the beginning of classes for spring semester will have their registrations canceled. They will have to re-register selecting from classes that are currently available.

Failure to obtain financial clearance by the end of the first week of classes for any semester will result in full dismissal from classes.

## General Fee

The general fee applies to all students. If the student is taking six or more hours per semester, the fee is $350. If the student is taking less than six hours per semester, the fee is $175. This fee is charged at registration and is nonrefundable, except for complete withdrawals. The fee is then refundable on a prorated basis in accordance with the refund policy. This fee makes contributions to accident insurance, health services, library resources, intramural sports programs and the newspaper readership program. The general fee does not cover transcript or rush transcript request fees.

## Graduation

In addition to academic requirements, graduating students must meet the following financial requirements before they will be permitted to participate in graduation (march, have name in program, receive diploma or transcripts, etc.).

1. Account balance and estimated charges must be paid by April 15 for spring graduation.
2. Debts owed to the Collections Department due to a bad debt account must be paid in full.
3. Rent account expenses due to living arrangements in school housing must be paid in full.
4. Federal loan exit interviews must be completed.

*Please contact the Student Financial Services office for this information.*

## Housing and Meal Plan

Students who reside in the residence halls are required to be on the meal plan. The cost for the meal plan for one semester is $2,050. This entitles students to eat all they wish when the dining room is open. Community students may pay a flat rate in cash for each meal on a declining balance card.

**RESIDENCE HALL COSTS** — Single students under 22 years of age not living with family are required to reside in the university residence hall. These accommodations are charged by the semester at the rate of $2,100 (double occupancy) or $3,125 (single occupancy). No refund is made because of absence from the residence hall for regular vacation or for other reasons as long as the student's personal effects remain in the room.

Before you can check into the residence hall at the beginning of a semester, you must be financially cleared. Likewise, students who are already domiciled in the residence hall will need to be financially cleared to remain in the residence hall at the beginning of each semester. Financial clearance may be done through Student Financial Services, Room 351, Wilkinson Hall.

A $150 advance reservation deposit will be refunded only after the student has properly checked out with the residence hall dean. A charge will be made for any loss or damage to the room or its furnishings. The deposit will be applied to the student's account.

## International Students

In addition to the academic requirements, international students must:

- Deposit $1,000 before an I-20 student visa is granted. (Students from Canada, Bermuda and the Bahamas are exempt from the escrow deposit). This deposit will be held in escrow until the student's academic program has been completed.
- Provide proof of ability to pay their educational expenses for each academic year (financial documentation such as bank statements, tax records, letter of employment stating salary, etc.) and complete an Affidavit of Support (Form I-134).

International students may be eligible to participate in the tuition payment plan. *Please check with Student Financial Services, Room 351, Wilkinson Hall, for more information.*

## Payment Plan

To students who are not able to make payment in full for each semester's expenses, Washington Adventist University offers an interest-free payment plan through Sallie Mae Tuition Pay. Plans begin in July and end on April 1. Participation in this plan is a privilege, so failure to make payments in a timely manner (as determined by the plan) may result in the student's immediate dismissal. Students will not be allowed to register for any subsequent semesters until all outstanding balances are paid in full. A $100 processing fee is applied and included in the first month's payment.

For those students electing to participate in the payment plan, the balance due (after financial aid, scholarships, subsidies) will be divided into monthly payments for the full academic year; students who begin in the spring semester will have monthly plans available through April.

# Personal Property Loss

The university cannot accept responsibility for any losses or damage to personal property of any student. It is highly recommended that students obtain insurance on their personal goods while enrolled at the university.

# Refunds

## Credit Refund Policy

If federal student aid disbursements to the student's account create a credit balance, the credit balance will be refunded directly to the student or parent as soon as possible, but not later than 14 days after the date the balance occurred on the student's account. Credit refunds are issued in the Accounting Services office on Mondays and Thursdays.

Should students want to hold their credit balance until the next semester, they must submit an FSA Credit Balance Authorization form to Student Financial Services. Parents receiving a Federal Parent PLUS loan that results in a credit balance must submit a signed FSA Credit Balance Authorization form if they would like to hold the credit balance on the student's account instead of receiving the refund.

Students withdrawing from classes or school after a credit refund has been issued will be responsible for the balance of their account.

## Schedule Changes/Withdrawal From All Classes

Students who withdraw from all classes or change their class schedule will receive a refund of tuition, fees and room charges based on the refund schedule listed below. If the student has not attended any classes, 100 percent refund will be given; however, a $100 withdrawal fee will be charged.

If the student has attended one class for one day of the week, the following is applied:

| Week | Refund | Week | Refund |
|---|---|---|---|
| 1 | 100 percent | 4 | 70 percent |
| 2 | 90 percent | 5 | 60 percent |
| 3 | 80 percent | 6 | 50 percent |

**No refund will be given after the sixth week of classes.**

Financial aid received by students who completely withdraw from classes during a semester will be refunded to the appropriate federal aid program based on the student's withdrawal date and the applicable refund policy.

See Financial Aid Refund Policy, Page 96.

Residence hall students withdrawing from all classes must contact the residence hall dean and complete a checkout within 24 hours. Refunds on residence hall room charges will be prorated to the exact day of moving.

Students changing their schedules or withdrawing from school need to go to the Office of the Registrar and complete an add/drop form.

Refunds will appear on the next regular monthly statement. Students may exchange classes by dropping and adding equal credit hours at no additional tuition charge. Students may also drop or add within the block of hours (12 to 16) with no additional tuition charge or refund.

## Release of Transcript or Diploma

By action of the WAU Board of Trustees, a diploma or transcript (official or unofficial) may not be released until the following criteria are met:

- The student's account is paid in full.*
- The student's Ffederal Perkins and/or Federal Nursing loans are current.
- In case of diploma, exit interviews must be completed if student received Federal Perkins, Federal Nursing and/or Federal GSL/Direct loans.

** In the case of a current student needing to take a National Board exam or for internships, a transcript will be sent directly to the National Board of Examiners or to the employer.*

To expedite the release of transcripts, diplomas and other legal documents, a money order should be sent to cover the balance of the student's account. Requests for transcripts must be in writing and signed by the student.

*For further details, see* Academic Information — Transcripts, Page 43.

By enrollment and continued attendance at Washington Adventist University, the student expressly grants to the university a security interest in all diplomas, transcripts, record and all information or documentation of any kind related to student arising from the education provided by the university to the student, which is in the possession, custody or control of the university.

The security interest shall secure the payment and performance of the university's financial policies and performance of all other liabilities and obligations of the student to the university of every kind and description, due or to become due and now existing or hereafter arising.

## Statements

Itemized statements will be issued each month giving an account for the previous month. Tuition, required fees, residence hall room charges and meal plans will appear on the first month's statement. Other charges will appear as they are incurred. Pending financial aid will be subtracted from the amount owed, with the remaining balance the responsibility of the student. Statements will be mailed to the financial address provided to Washington Adventist University by the student.

It is expected that statements will be paid by the 25th of each month. The university operates on a cash basis and is dependent upon prompt payment of accounts.

Checks or money orders should be made payable to Washington Adventist University and sent to:

Washington Adventist University
Student Accounts Office
7600 Flower Avenue
Takoma Park, MD 20912-7796

Please include student identification number on check or money order. Payments can be made online through WebAdvisor at webadvisor.wau.edu.

Students are required to keep their addresses current with the Office of the Registrar to ensure timely notification of their itemized statements.

## Student Employment

Washington Adventist University is committed to assisting students with job placement. Students need to determine their class schedule so that they will know what when they are available for work. Opportunities exist for part-time work on and off campus. The Office of Human Resources posts on-campus and off-campus job opportunities. These postings appear online at www.wau.edu/work-at-wau and on the bulletin board outside the Office of Human Resources, WH 431. The student must be eligible to work in the United States, have a Social Security number and be registered as a full-time student.

For details on student employment policies, including the maximum number of hours students may work on campus, see the *Washington Adventist University Employee Handbook*.

Students who are employed on campus and wish to credit a percentage of their earnings directly to their account may do so by completing a Payroll Deduction form available in the Student Financial Services office. Only when students have a credit balance may they withdraw money from their account. After the account is paid in full, a contract may be negotiated in the Accounting Services office.

Students who wish to have tithe deducted from their earnings may exercise this option by indicating on the appropriate form, available in the Office of Human Resources.

Students who work for the university may pick up their checks at the Accounting Services office every other Thursday after 1 p.m. The office hours are 8:30 a.m. to 5 p.m. Monday through Thursday and 8:30 a.m. to noon on Friday. The office will be closed from 11 a.m. to 1 p.m. Mondays and Wednesdays, except during the summer.

## Student Missionary Program

Before leaving on a student missionary or task force assignment, the student's account must be paid in full.

## Technology Fee

The technology fee applies to all students. The fee is $350 per semester. The fee is charged at registration and is nonrefundable except for complete withdrawals. This fee will be used for computer labs that are available to all students, for classroom technology, for instructional technology, for telecommunications and other technology on campus.

# Financial Aid
## Student Financial Services


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### Information


**Student Financial Services**
Wilkinson Hall, Room 351
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

800-835-4212 | 301-891-4005

finaid@wau.edu

Fax 301-891-4167


wau.edu

# Financing Your Education

The Student Financial Services office at Washington Adventist University exists to help students finance their college education. WAU's financial advisers are professionals who understand student needs and are committed to making the process as simple and painless as possible — both through quality service and helping students access a wide assortment of resources.

The Financial Services office on the WAU campus works as part of the larger Enrollment Services team, all of whom are working to make it possible for students to enjoy the benefits of a small, private university with a Christian atmosphere. We believe that in providing these services, we are adding value to the process, ultimately making the WAU experience both affordable and attractive.

# Receiving Financial Aid

Washington Adventist University is willing to assist students and their families with the financial responsibilities of attending college, but we expect the primary or maximum effort to pay for college to come from the students and their families. The system used to determine the family's ability to pay is based on the following assumptions:

- To the extent they are able, parents have the primary responsibility to pay for their children's education.
- Students, as well as their parents, have a responsibility to help pay for their education.
- The family will be considered in its present financial condition.
- Families will be evaluated in a consistent and equitable manner, recognizing, however, that special circumstances can and do alter the ability to contribute to their children's education.

To be considered for federal and institutional need and merit-based aid, all students must complete the Free Application for Federal Student Aid (FAFSA). This application can be found online: www.fafsa.ed.gov. Students who choose not to complete the FAFSA will only receive their awarded academic scholarships.

To receive the best financial aid package and have aid available for registration, students must submit their FAFSA online or by paper to the Department of Education by March 1 of the calendar year in which they wish to begin attending or return to WAU.

Pell Grant and Federal Direct Loan funds are available upon application throughout the year until March 1 of the following year. Deadline for Maryland state grants is March 1.

After all financial aid information is complete and accurate and other required documentation has been received, the Student Financial Services office will process it and send the student an award letter listing the combination of grants, loans and institutional scholarships for which he or she is eligible.

**Possible items in the award letter:**

- A **grant** is money that does not need to be repaid.
- A **scholarship** or **award** is money that has certain qualifying restrictions such as grade-point average (GPA) or test scores; it does not have to be repaid.
- A **student loan** is money that must be repaid after the student leaves college or drops below half-time status while still attending college.
- **Campus jobs** are available through the Human Resources department.

## **Satisfactory Academic Progress** for state/federal aid

Student Financial Services (SFS) is required to evaluate your progress by the length of time it takes to complete your program of study, the rate of completion and your cumulative grade-point average (GPA).

### Length of time

- To measure the length of time it takes to complete your program requirements, all periods of enrollment and all credits attempted are included in the evaluation.
- You cannot exceed 150 percent of the published length of your program of study.
- Credits attempted include college-level courses, remedial, repeated classes, transfer credits and credits earned toward a prior degree. (See "Additional Information" on Page 86 for exceptions to the number of credits attempted for remedial credits).
- Audited classes and Challenge and CLEP exams are not included in attempted or completed credits .

*Example: AAS in Computer Science is a 64-credit program.*
*You cannot attempt more than 96 credits (64 credits X 150% = 96 credits).*

### Rate of Completion

- To measure the rate of completion, the total number of credits attempted is compared to the total number of credits completed.
- You must successfully complete at least two-thirds (67 percent) of the total number of credits attempted.
- Successfully completed grades are "A," "B," "C" and "D."

*Example: The total number of credits attempted is 48 credits. You must successfully complete at least 32 credits (48 credits X 67% = 32 credits).*

## Cumulative Grade-point average

You are expected to show Satisfactory Academic Progress (SAP) by maintaining the following minimum cumulative grade-point average (GPA):

| Earned Credits | Minimum GPA |
|---|---|
| 1 to 21 | 1.50 |
| 21.5 to 47 | 1.75 |
| 47.5 or more | 2.0 |

## Hours Completed Requirements

| Program | Degree | Maximum Time to Receive Financial Aid |
|---|---|---|
| Traditional | Baccalaureate | 192 attempted hours |
| | Associate | 96 attempted hours |
| Respiratory | Associate | 118.5 attempted hours |
| PSP | Baccalaureate | 192 attempted hours |
| BSRN | Baccalaureate | 180 attempted hours |

- All courses attempted with earned grades of "A," "B," "C," "D" and "F" are included in the GPA calculation.
- Remedial and the last grade earned in a repeated course are factored into the GPA calculation for Satisfactory Academic Progress.

*Note: The treatment of grades and courses attempted for Satisfactory Academic Progress is different than the university policy on academic standing and graduation requirements.*

## Evaluation Process

Satisfactory Academic Progress (SAP) is evaluated at the end of each semester:

- If you don't meet the minimum requirements for the rate of completion or cumulative GPA, you will be sent a warning notice.
- At the end of the next period of enrollment, you must successfully complete all courses attempted for the term with a minimum term GPA of a 2.0.
- You will remain on a warning status if your cumulative GPA remains below the minimum requirements but you continue to meet the term requirements.
- The warning status will be removed once you meet the minimum cumulative requirements.
- Your status becomes unsatisfactory if you fail to meet these standards.
- You will be notified once you exceed 130 percent of your program length and will be required to submit a Plan of Study (POS).
- If you exceed the 130 percent and don't meet the minimum GPA or rate of completion, your status is unsatisfactory.

You will be notified if your SAP status is unsatisfactory. If you are currently receiving financial aid, your aid will be cancelled immediately. If your application is currently being reviewed, your application will become inactive. If you have a tuition bill for the following semester, you must make your own payment arrangements.

If you are suspended from the university, you are automatically ineligible for financial aid.

## Regaining Eligibility

If your academic progress status is Unsatisfactory and you have extenuating circumstances that affected your grades, you may file an appeal with Student Financial Services.

Explain in detail the reason(s) you were unable to complete the semester successfully. Examples of extenuating circumstances include medical, personal or family problems, change of major or military service. Please attach appropriate support documentation.

If your appeal is approved for the next semester, you must successfully complete all classes attempted and maintain a minimum term GPA of 2.0. You will be placed on probation status for the next semester. The Student Financial Services Committee has the right to limit your enrollment; failure to follow the committee's restrictions may result in cancellation of your aid.

If you successfully complete all your courses during the next period of enrollment and your cumulative GPA meets the minimum requirements, the probation status will be removed. If you successfully complete all courses attempted with a minimum term GPA of a 2.0 but your cumulative GPA remains below the guidelines, you will remain in a probation status until you meet the minimum cumulative requirements.

If you do not file an appeal or if your appeal was denied, you may be able to regain eligibility by attempting at least six credits at your own expense. If you successfully pass all attempted courses with a term GPA of 2.0 or better, WAU will review your status at the end of the enrollment period for the following term.

If you attempted too many credits, you must submit a Plan of Study (POS) with your appeal. You will be notified when you reach 130 percent of your maximum program length. Remember, we are evaluating all of the courses attempted, not just the courses required for your current program. Please have your faculty adviser complete the POS with the courses required to graduate in your current program and indicate your expected date of graduation. The POS must be signed and dated by both you and your faculty adviser.

If your appeal was approved based on a POS, you must follow it in order to continue to receive financial aid. Financial aid will not cover the cost of courses not required for graduation in your current program. Financial aid eligibility ends at your expected date of graduation.

You will be notified once your appeal is reviewed. Turnaround time is approximately two weeks; however, due to the limited time between the fall and spring semesters (and between spring and summer), you may not receive notification prior to the start of the following semester. You must make your own financial arrangements to pay your bill.

Failure to meet these minimum requirements will result in a loss of financial aid eligibility. If Student Financial Services determines that it is no longer possible for you to meet the minimum standards by graduation, you become ineligible for financial aid.

## Additional Information

**ACADEMIC STANDING:** If you are academically suspended from the university, you are not eligible to receive financial aid. Academic standing is administered through the Betty Howard Center for Student Success.

**CHANGE OF MAJORS:** If you transfer into a new program or graduate from WAU and return in a new program, credits attempted toward your previous program are counted when calculating the length of time it takes to complete your new program requirements. As a result, you may not be able to complete your new program within the 150 percent limit. You will be required to submit a Plan of Study once you reach 130 percent.

If you graduated from WAU and are enrolling in a new program, you must submit a Plan of Study. If you do not have the entrance requirements for a new program and must enroll in General Studies to complete prerequisites, you may not be eligible for financial aid. Please notify Student Financial Services once you are accepted into your program of choice. You cannot graduate from WAU and return in the same program.

*Example: You graduated from WAU with a degree in Communication/Public Relations and are now applying for the Nursing program. You are not accepted into Nursing because you need certain prerequisites and are instead accepted into General Studies. You are not eligible for financial aid.*

**INCOMPLETES:** If your SAP status was unsatisfactory in part due to an incomplete grade, please contact the Financial Services office immediately upon receiving your grade change. We will recalculate your SAP based on the grade change.

**REMEDIAL COURSE WORK:** You may receive aid for remedial course work up to a maximum of 30 remedial credits in addition to the 150 percent maximum program length. All remedial courses are included in the GPA and rate of completion. Remedial credits in excess of 30 credits are included in the total number of attempted credits.

*Example: AAS in Computer Science is a 64-credit program. You can attempt up to 126 credits; 96 credits of college-level courses plus 30 credits of remedial course work.*

You are not eligible to receive financial aid for remedial course work above the 30-credit limit. If you attempted 30 remedial credits and need to enroll for additional remedial course work, it will be at your own expense.

**REPEATED COURSES:** The SAP policy will follow the university policy on repeated courses. Students may repeat a course once to be counted toward federal aid but only the last grade will be used to calculate the GPA. All repeated courses are included in attempted courses.

**TRANSFER CREDITS:** Transfer credits are included in the number of credits attempted and are calculated in the GPA and counted toward rate of completion.

# Unusual Enrollment History Appeal Policy and Procedure

Students who are coded by the Federal Processor as 359 on the FAFSA and have not received a Pell Grant with WAU, or who are a Code 360 and did not successfully complete course work during the valid academic year in which they also received a Pell gGrant, will be required to submit a letter of explanation and appropriate documentation for review by a financial aid adviser.

The letter and documentation must show that there was an extraordinary or unusual case that occurred, which prevented the student from being successful in his or her studies. Situations such as family problems, serious illness for you or your immediate family member, serious or unusual circumstances, or extreme personal, emotional distress will be considered and third-party documentation must be presented. Such documentation might be a doctor's statement in the case of illness, or a copy of the death certificate in the case of the loss of a close family member.

## Student's Responsibilities

1. Write a letter to the Student Financial Services office which describes why academic credit was not earned during any period in which you received a Pell grant and didn't successfully complete your courses/studies. This letter should include how the circumstance that led to your academic difficulties has been resolved and the steps you have taken to ensure your own academic success. This letter serves to inform the Student Financial Services office of your previous situation and shows that you are ready and able to achieve academic requirements.
2. Obtain third-party documentation of your situation from a physician, psychologist or other source approved by the Student Financial Services office. The documentation serves as independent verification of your circumstances. While a letter from a family member is generally not sufficient, hospital discharge papers, a letter from your employer, a police report or documentation from a human services agency may suffice.
3. Submit the above two items to the Student Financial Services office. Keep a copy for your records.

## Responsibilities of the Student Financial Services Office

1. Verify that your situation meets federal requirements and that appropriate documentation of the extenuating circumstance has been included.
2. If all of the above requirements have been met, WAU will approve the

appeal and notify you. If the request is approved, you will be expected to follow the federal Satisfactory Academic Progress chart as outlined by federal aid requirements.

See Page 84 for the Cumulative Grade-point Average chart.

3. If any of the above requirements have not been met, the Student Financial Services office will seek additional information, if appropriate, or notify you in writing that the appeal was not approved. If the request is denied, you have the right to question or appeal the decision with the Student Financial Services office. You may regain eligibility by attending one term at Washington Adventist University without federal aid assistance, passing each course/study for that term and requesting that the appeal be reconsidered. Likewise, if you choose to attend elsewhere and submit a transcript showing that you have been successful in your studies, you may ask for the appeal to be reconsidered.

# State Aid Eligibility

Most state aid requires students to fill out the Free Application for Federal Student Aid (FAFSA). Students and parents must live in the state granting the aid and provide proof of that (driver's license, voter registration, state income tax returns, etc.) upon request.

State aid may be available from the District of Columbia, Maryland, Rhode Island and Vermont. Students should check with their home state office or high school guidance counselor for further information.

Please note that most states require you to be enrolled for 12 credit hours each semester in order to receive a state grant or scholarship. Audit hours do not count toward the 12-hour requirement.

Students in the ACA program are eligible for state financial aid through WAU if they have spent an academic year at WAU.

## State Scholarships

**[Howard P. Rawlings] Educational Assistance Grant:** This grant is available to full-time students with proven financial need who are Maryland residents attending Maryland institutions or certain approved out-of-state institutions. Students may receive up to $3,000 per year depending on need and the cost of education. These awards are funded by the state legislature and are administered by the State Scholarship Administration. FAFSA application deadline is March 1 for the following school year. **Information** | 800-974-1024

**Maryland Guaranteed Access Grant:** This grant is available to full-time students attending a Maryland college who are in their senior year in high school and have a cumulative GPA of 2.50 or above and a family income that qualifies them for a free lunch in the federal free lunch program. It is renewable if the student maintains at least a 2.0 GPA and continues to meet the income requirements. The FAFSA application deadline is March 1 for the following school year. The amount of the grant is tuition, fees and room and board, less the Federal Pell Grant up to the amount charged at the University of Mary-

land, College Park. **Information** | 800-974-1024

**Maryland Distinguished Scholar Program:** Scholars are designated by the Maryland State Scholarship Administration. Awards are based on PSAT/SAT or ACT scores and high school GPA and artistic merit. **Information** | 800-974-1024

**Maryland Delegate Scholarship:** This state-funded scholarship is available to full- and part-time students who are Maryland residents attending Maryland degree-granting institutions, out-of-state institutions with unique majors, certain private career schools or nursing diploma schools. This four-year renewable scholarship is a variable amount depending on a student's proven financial need. To apply for the Delegate Scholarship program, students must contact the three state delegates from their legislative district beginning in February of each calendar year. Delegate awards are made on an annual basis and are not automatically renewed for the next academic year.
**Information** | 800-974-1024

**Maryland Senatorial Scholarship:** This state-funded scholarship is available to full- and part-time students who are Maryland residents attending Maryland institutions. This four-year renewable scholarship is from $400 to $2,000 per year, depending on a student's proven financial need. The application deadline is March 1 for the following school year.

Not all senatorial scholarships are automatically renewed and some are for one year only. Students are required to reapply to receive additional funds if they received a one-time-only award. For consideration, students should contact their state senator beginning in February of each calendar year.
**Information** | 800-974-1024

## Veterans of the Afghanistan and Iraq Conflicts Scholarship

The Veterans of the Afghanistan and Iraq Conflicts Scholarship program is designed to provide financial assistance to United States armed forces personnel who served in the Afghanistan or Iraq Conflicts and their sons, daughters or spouses attending a Maryland postsecondary institution.

An individual must be a member, or spouse or child of a member, of a uniform service of the United States who served in Afghanistan, or contiguous air space as defined in federal regulations, on or after October 24, 2001 and before a terminal date to be prescribed by the U.S. Secretary of Defense; or in Iraq, or contiguous waters or air space as defined in federal regulations, on or after March 19, 2003 and before a terminal date to be prescribed by the U.S. Secretary of Defense.

The individual must be a resident of Maryland; enrolled as either a full-time (12 or more credits per semester) or part-time (six to 11 credits per semester) undergraduate.

**Information** | 800-974-1024

### Workforce Shortage Student Assistance Grant Program

The purpose of the Workforce Shortage Student Assistance Grant program is to assist in meeting the state's need for well-trained and highly skilled workers in shortage areas. Students who perform well academically and agree to use their training in eligible programs as members of Maryland's workforce may qualify for scholarship assistance.

Both merit and need-based criteria will be used when making awards. The award is $4,000 per year if attending a Maryland four-year institution full time (12 or more credits per semester for undergraduate; nine or more credits per semester for graduate) or $2,000 per year if part ime (six to 11 credits per semester for undergraduate; six to eight credits per semester for graduate).
**Information** | 800-974-1024

### Scholarships from Other States

Most states have state scholarship programs, but not every state allows awards to be transferred for use in other states. *Students should contact their state grant program officials for further information.*

## Federal Aid Eligibility

To get federal financial aid at WAU, a student must:

- Be a citizen or a permanent resident of the United States.
- Complete a Free Application for Federal Student Aid (FAFSA).
- Be registered with Selective Service (if required).
- Be working toward a degree or certificate.
- Be making satisfactory academic progress.
- Not owe a refund on a federal grant or be in default on a federal loan.

Students must register for and maintain a minimum of 12 credit hours at WAU each semester to be eligible for most federal financial aid. Remedial courses may count toward the 12-hour requirement.

Some federal financial aid is available to part-time students. Please contact the Student Financial Services office.

Students in the Adventist Colleges Abroad program are eligible for federal financial aid through WAU if they have spent an academic year at WAU. Most financial aid, but not all, is dependent upon financial need.

The federal government has a formula that analyzes students' and their parents' income and resources and provides colleges with what is called an EFC or "expected family contribution." The Student Financial Services office will use this and other factors to determine the financial aid package for each student.

## Eligibility for Cooperative Education Students

Cooperative Education (Co-op) students who are eligible for federal and institutional financial aid must meet the following requirements in order to receive their financial aid:

1. The Co-op work experience must be required for graduation.
2. The student must register for the Co-op work experience within one month of the registration period.
3. The student must actually be working at the Co-op experience for the semester that financial aid is to be received.
4. The student can only receive financial aid while working toward the number of hours required by the Co-op department.
5. The student must be registered for at least six traditional hours at WAU.
6. The student must petition the Scholarship/Student Finance Committee to request an exception to receive financial aid as a Co-op student. A petition form may be obtained in the Student Financial Services office.

Federal and institutional financial aid for Cooperative Education students who meet the above requirements will be reevaluated. Due to reduced educational costs, the financial aid that the student has been awarded may be adjusted.

## Federal Grants

**Federal Pell Grant Program:** Full- and part-time students with proven financial need may receive $602 to $5,730 during the 2014-2015 school year, depending on federally determined eligibility, cost of education and number of credits per year. Applications are available online at www.fafsa.ed.gov or from any Student Financial Services office or high school counselor beginning in January for the following academic year.

**Federal Supplemental Educational Opportunity Grant Program (FSEOG):** This grant is awarded from a federally sponsored program available to full-time students who are eligible for the Pell Grant and have exceptional need. Up to $1,000 per school year may be awarded, depending on eligibility, financial need and availability of funds.

## Federal Loans

**Federal Perkins Loan Program:** A Federal Perkins Loan is a low-interest (5 percent) loan for both undergraduates and graduate students with exceptional financial need. Your school is your lender. The loan is made with government funds, with a share contributed by the school. You must repay this loan to your school. Full-time students with exceptional financial need, with the lowest Expected Family Contributions (EFCs) who are Federal Pell Grant recipients may be eligible for a Federal Perkins Loan.

The federal government pays the interest while the student is enrolled for at least six semester hours. Repayment begins nine months after withdrawal, graduation or dropping below half-time status, whichever comes first.

There is a maximum 10-year repayment period. The minimum monthly payment is $40.

We are required to inform you of your rights and responsibilities:

- You must be provided with a disclosure statement before repayment begins. The minimum quarterly payment is $120 (minimum monthly payment is $40).
- You have the right to a grace period before repayment begins. This nine-month grace period starts after you leave school or drop to less than half time. You have up to a maximum of 10 years to repay. Interest is fixed at 5 percent and begins to accrue at the end of your grace period.
- You have the right to consolidate with your other federal loans.
- Your Perkins Loan activity will be reported to a national credit bureau.
- You have the right to deferment of repayment if you qualify. The conditions that qualify a borrower for a deferment are listed on your promissory note.
- You may request forbearance if you are unable to meet your repayment schedule and are not eligible for a deferment. Forbearance means permitting payments to be postponed temporarily, allowing either an extension of time or lower payments.
- Full or partial cancellation may be granted for certain types of elementary or secondary school teaching; certain nursing or medical technician careers providing health care service; certain service careers working for a public or private nonprofit child or family service agency for high-risk children from low-income communities; for military service in areas of hostility; for full-time staff members in Head Start; for participation in the Peace Corps or other organizations under the Domestic Volunteer Service Act of 1973; and in the event of death or permanent disability.
- If you enter the military service, U.S. Public Health Service, National Oceanic and Atmospheric Administration, Peace Corps, VISTA or comparable tax exempt organization, return to at least half-time enrollment at a higher education institution, enter a professional internship, become temporarily totally disabled or unable to work while providing care for a dependent or on maternity leave, you may request that payments on a Federal Perkins Loan be deferred.
- Your loan obligation will be cancelled in the event of your death or permanent disability.

As a Perkins Loan borrower, you have the following responsibilities:

You are responsible for repaying the full amount of your Federal Perkins Loan even if you:

- Do not complete the program;
- Are unable to obtain employment upon completion; or
- Are dissatisfied with the program or other services you purchased from the school.
- Repayment begins the day after your nine-month grace period ends.

- You must report any of the following changes to Washington Adventist University, Student Financial Services, 7600 Flower Avenue, Takoma Park, MD 20912-7796 or call 301-891-4005 or 800-835-4212:

  Change of address or telephone number

  Change of name (for example, maiden name to married name)
- WAU uses ECSI as its servicer for the purposes of collecting and processing payments and deferments. You must also notify ECSI directly of a name or address change by writing to: ECSI, 181 Montour Run Road, Coraopolis, PA 15108 or calling 888-549-3274.
- When you graduate, you must attend an exit session to review the terms and conditions of your loan and to receive repayment information.
- You must promptly answer any communication from Washington Adventist University and ECSI regarding your loan and must contact them if you cannot make payments as scheduled.
- Default is the failure to make an installment payment when due or the failure to submit timely documentation of eligibility for deferment or cancellation. If you default, the total loan may become due and payable immediately, legal action could be taken and you may be required to pay attorney fees and collection costs, disclosure of default may be made to credit bureaus, cancellation and deferment benefits may be lost and no additional financial aid can be awarded. Your loan will be turned over to a collection agency if there has been no activity on your account for 12 months after the repayment begins.

**Subsidized Direct Federal Loan Program:** These loans are available to students enrolled at least half time with demonstrated financial need. They are long-term, need-based loans that are borrowed through an authorized lending agency designated by the Department of Education. The federal government pays the interest while the student is enrolled for at least six semester hours.

Monthly repayment begins six months after the student terminates college studies or drops below six credit hours per semester. Federal subsidized loans are limited to either one loan per year or per grade level.

Semester hours for progression are as follows:

| | | |
|---|---|---|
| Less than 24 hours | Freshman | $3,500 |
| 24 - 55.5 hours | Sophomore | $4,500 |
| 56 - 89.5 hours | Junior | $5,500 |
| 89.6 or more hours | Senior | $5,500 |

Maximum amount to be borrowed for undergraduate studies is $23,000.

Students are allowed subsidized loans for 150 percent of the published time frame for the program of study, if otherwise eligible. If the student is enrolled in a two-year associate degree program, the maximum period for which a direct subsidized loan is potentially available is three years (150 percent of two years = three years).

Changing programs of study does not restart the clock. Time already used is subtracted from maximum time allowed. Students later seeking a four-year de-

gree must subtract eligibility already used from the six-year limit as well. The student who reaches the 150 percent limitation, whether seeking a certificate, two-year or four-year degree, could continue to receive unsubsidized Stafford Loans if he or she is otherwise eligible (for example, meeting satisfactory academic progress requirements).

The limitation affects those considered to be new borrowers on or after July 1, 2013. New borrowers are students with no outstanding loans. Consequently, the 150 percent limit would include only periods of borrowing that began on or after July 1, 2013. When a borrower has reached the 150 percent limitation, his or her eligibility for an interest subsidy also ends for all outstanding subsidized loans, if he/she did not complete the program of study within the 150 percent time frame and borrows again. At that point, interest on those previously borrowed loans would begin to accrue and would be payable in the same manner as interest on unsubsidized loans.

**Unsubsidized Direct Student Program:** These loans are available to independent borrowers, dependent borrowers who are not eligible for the subsidized loan program and dependent borrowers whose parents are not able to get preapproved/approved for a Parent PLUS Loan. Students must apply for the subsidized loan first. These loans are borrowed through an authorized lending agency designated by the Department of Education. The loan accrues interest while the student is in school; the interest can be paid monthly or deferred until studies are terminated.

**Direct Federal Parent PLUS Loans:** These loans are available to parents (with satisfactory credit history) of dependent students who are enrolled at least half time. PLUS loans can be used instead of, or in addition to, the student's Federal Direct Loan. They are non-need-based, variable interest rate loans. The loan disbursement (one-half each semester) is co-payable to the parent and WAU and interest accrues while the student is in school. Monthly principal and interest payments begin 60 days after the loan is fully disbursed.

The Department of Education requires Washington Adventist University to receive written authorization to use your Parent PLUS Loan funds for charges other than tuition, room and board. To authorize the university to use the PLUS loan for these other charges, the parent must submit a signed FSA Miscellaneous Charges Authorization Form for Parents.

**Federal Consolidation Loan Program:** These loans are available to students who have federal loans from various lenders, including the Perkins Loan and would like to obtain one loan with one interest rate and repayment schedule. A borrower must be in the grace period or in repayment status on all loans being consolidated. They are also available to married students with individual loans if they agree to be held jointly (and separately) liable for repayment of the consolidated loan, regardless of the amount of their individual debts and despite of future changes in their marital status. The repayment schedule varies from 12 to 30 years depending on the amount of consolidated loans and the interest rate is capped at 8.25 percent.

If a student receives a loan from the Federal Direct Loan Program, he or she will be required to complete a Master Promissory Note (MPN). Loans will be transferred electronically through Electronic Fund Transfers (EFT). An entrance interview is required for first-time WAU applicants prior to receiving loan funds. An exit interview is required when a student graduates or terminates his/her studies at WAU. A student's diploma cannot be released until the exit interview process is completed online at the student loan counseling link or by coming to the Student Financial Services office.

**Federal Work-Study Program:** Full-time students with demonstrated financial need who have on- and certain off-campus job(s) may receive $500 to $2,000 per year to pay for hours worked.

Students are required to sign a Federal Work-Study Program contract.

## Institutional Aid Eligibility

The following requirements, rules and conditions apply to institutional financial aid:

1. Students must register for and maintain a minimum of 12 traditional credit hours at Washington Adventist University each semester to be eligible for most institutional financial aid. Remedial courses may count toward the 12-hour requirement; audit courses may not.
2. Washington Adventist University requires all WAU Scholarship recipients to have a minimum cumulative grade-point average of 2.0.
3. Students' cumulative GPAs are reviewed at the end of the first semester of the prior academic year for those scholarships which require a certain cumulative GPA for the following academic year's eligibility.
4. Students who are enrolled in the Dual Degree Program or who are graduating seniors needing less than 12 traditional credit hours may receive prorated scholarships if they are enrolled for at least six traditional credit hours.
5. Employees of WAU who receive employee benefits are not eligible for any institutional scholarships.
6. Children of WAU employees who receive 100 percent employee benefits are not eligible for institutional scholarships.
7. The sum of federal, state and institutional scholarships may not exceed total tuition. Some academic scholarships may be exempt. Please contact the Student Financial Services office for additional information.
8. The following scholarships may be awarded in addition to the 100 percent tuition cap: Three-Way Scholarship, Literature Evangelist Scholarship, Youth Camp/Summer Ministries Scholarship, Student Missionary/Taskforce Scholarship and Canadian Rebate.

9. Scholarships that are based on a percentage of tuition will be based on the block rate of tuition.

10. Washington Adventist University institutional scholarships apply to fall and spring semesters only and are not available for summer session. This also applies to National Merit Scholarships and other full-tuition scholarships.

### WAU Academic Scholarships and Awards

All first-year students who have applied and been accepted to Washington Adventist University for the academic year are automatically considered for the following guaranteed minimum academic scholarships and awards based on official high school transcripts and test scores.

In addition to these scholarships, other institutional aid may be awarded based on financial need for students who submit a FAFSA.

Presidential Scholarship.....$8,000 per year*
Trustee Scholarship .....$6,000 per year
Gateway Award .....$4,000 per year

**$10,000 for students who attended a Seventh-day Adventist academy in the Columbia Union.*

To be eligible, students must have graduated from high school, completed less than 12 college credits and attend Washington Adventist University full time (12 or more credit hours).

### Other Institutional Grants

Transfer and returning students are eligible for a range of awards based on merit and need. *Please contact the Student Financial Services office for an assessment of your eligibility for institutional grants.*

### Financial Aid Refund Policy

When students reduce their class load below 12 hours (full time) or withdraw from all classes, any awarded institutional and federal financial aid may be affected.

## Federal Aid Refund

**Partial Withdrawal:** Students who drop below 12 hours (full time) may have their federal aid reduced, depending on the aid received.

A student must enroll for at least six hours per semester to receive a student loan through the Federal Direct Loan Program (subsidized Direct Loan, unsubsidized Direct Loan and PLUS Loan).

Students who drop below six hours may be required to begin paying back their student loans.

**Withdrawal from All Classes:** Students who withdraw from all classes before the aid is posted to their account may lose all eligibility for federal aid.

Washington Adventist University is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Student Financial Services office recalculates eligibility for Title IV funds.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term.

(Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = 100 percent of the aid that could be disbursed minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Loans (other than PLUS Loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Federal Parent PLUS Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other assistance under Title IV for which a return of funds is required (e.g., LEAP).

Students wanting to withdraw from Washington Adventist University need to complete a Withdrawal Form and submit it to the Office of the Registrar for processing. The form will then be forwarded to the Student Financial Services office for Title IV refund calculations.

## Institutional Aid Refund

**Partial Withdrawal:** Students who drop below 12 hours (full time) may lose their institutional aid for that semester, even if the aid is already posted to their account. Contact the Student Financial Services office for more information.

**Withdrawal from All Classes:** Students who withdraw from all classes will have their scholarships/grants reduced according to the tuition refund policy.

## Financing the Rest of Your Bill

If your financial aid package does not completely cover your expenses for this academic year, the university offers you and your family an affordable tuition payment plan through Sallie Mae Tuition Pay Plan. The plan offers a 10-month payment plan beginning July 1.

*Please contact the Student Financial Services office for more information or visit* www.salliemae.com/TuitionPay

In addition, your parents may also apply for a Parent PLUS Loan. Please contact your financial adviser for assistance regarding these programs.

Students with a previous balance must pay the existing balance by June 30.

Payment plans for 2014-2015 begin July 1.

Payment plans for students who enroll for the spring semester begin December 1.

Students who sign up for the payment plan after the July 1 or December 1 start date will be responsible for previous payments due.

# Graduation Requirements


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# Graduation Requirements

In order to graduate, undergraduate students must complete all of the following requirements:

- General education requirements
- A major
- A minor or concentration (for all Bachelor of Arts degrees and some Bachelor of Science degrees)
- A minimum of 128 credits (traditional program) or 120 credits (School of Graduate and Professional Studies programs), except as otherwise specified

Please check the appropriate section of the *Academic Bulletin* for more information about each of the requirements listed above.

# Selection of *Academic Bulletin* for Graduation

Students are normally expected to meet the requirements as published in the *Academic Bulletin* for the school year in which they originally matriculated. However, a subsequent *Bulletin* may be chosen during the student's enrollment if the new requirements benefit the student's overall academic program. Students are expected to follow the requirements of a single *Bulletin* in its entirety to qualify for graduation. Students may be required to follow a current or newer *Bulletin* under the following circumstances:

1. If students have broken residence by not attending WAU for three consecutive semesters (including the summer semester), they will be expected to follow the *Academic Bulletin* in effect upon reregistration at WAU. Students planning to serve as student missionaries are required to consult their department chair before they leave the campus.
2. Students who change their major field of study will be expected to follow the requirements of the *Academic Bulletin* in effect when they make the change.
3. If a department revises the curriculum in order to meet new accreditation agency guidelines, a continuing student may be required to follow the new requirements. In such cases, the university will make every effort to help the student complete the graduation requirements within the shortest time period.
4. If the student's academic progress is not satisfactory over a four-year period, the Academic Appeals Committee or the student's major department may require the student to follow the newer *Academic Bulletin*.

# Student Responsibility

The responsibility for meeting graduation requirements rests primarily upon the student. Therefore, students should become acquainted with the requirements as set forth in their *Bulletin* and consult carefully with their adviser to plan a sequence of courses each semester that fulfills these requirements. To assist students in meeting the requirements, graduation checklists are available on myWAU (my.wau.edu) at any time.

## Upper-division Eligibility and Requirements

Courses numbered 300 and above are upper-division courses designed for the junior and senior years. A student who has satisfactorily completed ENGL101, ENGL102 and COMM105 with a minimum grade of "C" or better will be allowed to take upper-division courses upon completion of 40 hours with a cumulative grade-point average of 2.0 or 24 hours with a cumulative grade-point average of 2.75.

A minimum of 36 upper-division hours is required for graduation. Unless otherwise specified, approximately one-half of the hours required for the major should be upper-division courses. Three to six hours of upper-division courses are required for the minor.

If credit is earned in courses that are considered advanced or intermediate, the elementary course in the sequence may not be taken subsequently for credit.

## Credit and Grade-point Average Requirements

The grade-point averages required for graduation are computed by dividing the total number of points earned by the hours attempted. Total credits and grade-point average (GPA) requirements are summarized below. A grade of "C" (2.0) or above is required for all courses in the major and minor fields, all courses in the field of specialty or concentration and on all cognate courses required for the major.

| | **Cumulative** | | **Earned at WAU** | |
|---|---|---|---|---|
| **Four-year Degree** | *Hours* | *GPA* | *Hours* | *GPA* |
| Cumulative* | 128 | 2.0 | 30 | 2.0 |
| Upper division | 36 | — | 15 | — |
| Major | ** | 2.50 | 9 | 2.50 |
| Major, upper division | ** | — | 9 | — |
| Minor (18 or more) | ** | 2.0 | 3 | 2.0 |
| Minor, upper division | ** | — | 3 | 2.0 |
| Minor for secondary education certification *(No grade below "C")* | ** | 2.50 | 3 | 2.50 |
| **Two-year Degree** | *Hours* | *GPA* | *Hours* | *GPA* |
| Cumulative | 64 | 2.0 | 15 | 2.0 |
| Major | ** | 2.50 | 9 | 2.50 |

** Some nontraditional majors may require a minimum of 120 hours. Professional majors may require more than 128 hours.*

*** Semester hours as specified under the major or minor.*

## Residence Requirement

Transfer credit is accepted when earned from approved institutions. However, a state-mandated minimum of courses must be taken in residence at the institution that awards the degree. These minimums are:

For a baccalaureate degree.....30 semester hours (15 upper division)
For an associate degree.....15 semester hours

Credit earned by examination (CLEP, AP, challenge tests, experiential learning, etc.) cannot be used to meet residency requirements.

It is further expected that the last 30 hours (15 for associate degrees) will be taken in residence. Exceptions may be made upon appeal to the Academic Appeals Committee.

The minimum residence requirement for a second degree is also 30 semester hours. If the second degree is an AA degree, the minimum residence requirement is 15 semester hours. This requirement may be waived if the student completes the second degree within a year of completing the first degree.

Simultaneous registration at WAU and at another college or university is not permitted except as approved by the Petitions Committee. If a course is scheduled to be offered at Washington Adventist University, permission will not be granted to take that course at another college or university or by correspondence. Credits earned without permission at another college or university while simultaneously enrolled at WAU may not be recorded or applied toward graduation requirements.

To earn a baccalaureate degree, a student entering with transfer credit must take at least nine hours of upper-division work at WAU in the major and at least three hours of upper-division work in the minor.

An associate degree requires a concentration of at least 24 semester hours, of which at least six hours must be taken in residence at Washington Adventist University. The concentration requires at least a 2.5 GPA, with no grade below a "C."

A student who re-enrolls after an absence of 12 months must reapply and meet the requirements of the current *Bulletin*. Exceptions may be made for a year of study abroad when arrangements are made in advance, for student missionary work and for absence necessitated by service in the armed forces.

Also, students who do not re-enroll at WAU within seven academic years since their last enrollment may be required by the department to repeat or validate by examination some courses to update the knowledge or skills in the areas specified by the department.

Credits earned by examination and audited courses may not be used to meet residence requirements.

## Graduation with Honors

To qualify for honors, the GPAs designated below must be earned on all credits attempted at WAU and on all transfer course work accepted by WAU and by the beginning of the final term in which the degree is expected:

| Honor | Minimum GPA |
|---|---|
| Cum laude | 3.50 |
| Magna cum laude | 3.75 |
| Summa cum laude | 3.90 |

Students who graduate cum laude, magna cum laude or summa cum laude will have that status indicated on their transcripts and diplomas and noted in the graduation program.

## Departmental Distinction

Students not eligible to graduate cum laude, magna cum laude or summa cum laude may be eligible to graduate with Departmental Distinction. To qualify, in addition to meeting all other requirements for graduation, students must have attained a grade-point average of 3.9 in all courses used to meet the requirements of the major(s).

Students who graduate with Departmental Distinction will have that status indicated on their transcripts and diplomas and noted in the graduation program.

## Graduation Ceremony

Formal application for graduation must be submitted by the deadline printed in the Academic Calendar for the semester the degree is expected. All eligible candidates are members of the senior class and are required to pay class dues levied by the class.

Commencement exercises are held only at the end of the second semester. However, diplomas are issued at the end of any term during which degree requirements are completed. Degree candidates must participate in the commencement exercises unless granted permission to graduate in absentia.

All GPA requirements must be met at least one semester prior to the expected date of graduation. Prospective graduates who are seeking experiential learning credit must submit their portfolios for evaluation at least eight weeks prior to the expected date of graduation. Final official transcripts of all correspondence work, transfer credits, examination scores and final grades for courses in progress from previous semesters must be filed in the Office of the Registrar by the Academic Calendar deadline.

In addition to successful completion of all academic requirements, graduating students must fulfill certain financial obligations.

*See* Page 74 in Financial Policies.

The student's account must be paid in full before he or she will be permitted to graduate (march, have name in program, receive diploma). Students must pay balance plus estimated charges for the remainder of the term two weeks before graduation. *Please contact the Student Accounts office for this information.*

# Operational Guidelines


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## Nondiscrimination Policy

Washington Adventist University admits students of any race, gender, age, disability, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, sex, gender, age, disability, color, national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs and athletic and other school-administered programs.

Washington Adventist University welcomes applications from all students whose principles and interests are in harmony with the policies and principles expressed in this *Academic Bulletin*.

The university administration, working in conjunction with faculty, students and staff, assumes responsibility for interpreting these policies and principles in light of the Seventh-day Adventist Church's religious and moral heritage.

In compliance with Title IX regulations, the university has developed local enforcement procedures for the prompt and equitable resolution of both student and employee complaints.

## Students with Disabilities

Washington Adventist University is committed to providing access to learning opportunities for students with disabilities who meet the standard criteria for admission.

It is the responsibility of the student to provide current documentation (no more than three years old) from a licensed professional. The documentation must include the nature of the disability the need for services and clearly describe the kinds of accommodations recommended by the licensed professional.

The student must complete and submit the Request for Disability Accommodation form four weeks prior to the start of the semester. *Please contact the Betty Howard Center for Student Success for additional information or to request the form*.

## College Standards and Student Conduct

As set forth in the university's Statement of Mission, Washington Adventist University aims to develop the talent of its students and to instill in them the value of Christian service and excellence and to help them become "moral leaders in communities throughout the world."

An environment hospitable to these goals requires students at the university to embrace certain moral standards and abide by certain rules of conduct. The WAU *Student Handbook* describes student life and services in detail and sets forth the policies and standards students are expected to honor. All students are asked to become familiar with the contents of the handbook before enrolling.

Because admission to WAU is a privilege, not a right, students must choose before enrolling whether they wish to accept the principles and standards of

the university. By enrolling at WAU, students indicate their commitment to honor and abide by the university policies and regulations as long as they are students of the university.

After enrollment, students who are out of harmony with the mission, governance and standards of the university and who are not willing to comply voluntarily with these standards can expect dismissal from the university.

## Freedom from Harassment

Sexual harassment at WAU will not be tolerated. WAU adheres to the Guidelines for Title VII of the Civil Rights Act (1964) administered by the U.S. Equal Employment Opportunity Commission (EEOC) regarding sexual harassment. Definition of the guidelines, as well as the specific policy and procedures for reporting implicit or explicit sexual harassment, are outlined in detail in the *Student Handbook*.

## Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides that the university will maintain the confidentiality of student records. WAU accords the rights under the law to students who are declared independent.

Directory information may be given to a third party without the written consent of the student. The university considers the following to be directory information:

- Student name
- Address
- Telephone number
- Email address
- Marital status
- Fields of study
- Month and day of birth
- Dates of attendance
- Degrees and awards received
- Previous educational institution attended
- Participation in officially recognized activities and sports

Personally identifiable information, including grade reports, will not be released to parents/guardians of dependent students unless a student specifically requests in writing that this be done. Forms are available in the Office of the Registrar. Federal guidelines do allow the university to share academic information with university personnel and other institutions that may have legitimate educational interest in this information.

Students have the right to inspect and review their records kept by any office of the university. Students wishing to review their records must submit written requests to the administrator responsible for the record.

Students may obtain from the Office of the Registrar more detailed information about the privacy act and university policies concerning it.

# Rights of Petition

Students who believe they have valid reasons for requesting an exemption from, or an exception to, an academic, social, financial or housing policy may submit a written petition to the appropriate committee.

This petition must clearly state the request and must give supporting reasons. A petition must have the signature of the student's respective department chair or sponsor, indicating that the student has consulted with him or her concerning the matter and has that person's endorsement or recommendation.

The chair of the committee will notify the student of the committee's decision. *Committees do not approve student requests retroactively.*

Information concerning petitions may be obtained as follows:

| Subject | Committee | Office |
|---|---|---|
| Academic integrity | Academic Integrity Council | Academic Administration |
| Academic policies | Academic Petitions | Academic Administration |
| Disciplinary matters | Conduct and Guidance | Student Life and Retention |
| Financial matters | Student Finance | Financial Administration |
| Housing matters | Deans' Council | Student Life and Retention |
| Social/extracurricular | Campus Life | Student Life and Retention |

# Interdisciplinary Academic Programs


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- Preprofessional Programs | 118


## Information

### General Studies

**Fitzroy Thomas** | Chair
301-891-4115
fthomas@wau.edu

### Honors Program

**Bradford Haas** | Director
301-891-4106
honors@wau.edu

### Liberal Studies

**Joan Francis** | Chair
301-576-0110
jfrancis@wau.edu

### Preprofessional Programs

Program coordinators
listed on Pages 118-121

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# General Studies

## Degrees Offered

**Associate of Arts** | General Studies

**Associate of Science** | General Studies

**Bachelor of Arts** | General Studies

**Bachelor of Science** | General Studies

## Description of the Program

The General Studies programs allow students creative options for individualized academic programming. The numerous resources available to WAU students may be utilized to suit individual goals in one or more of the following forms:

1. Interdisciplinary studies with adequate concentrations in two or more academic fields.
2. Student-designed majors as approved by appropriate committees.

In order to carefully examine and meet the student's career and educational goals, the General Studies program must be planned only upon consultation with the General Studies coordinator.

A bachelor's degree requires two concentrations that must equal at least 48 hours, with not less than 21 hours in one concentration. At least nine upper-division hours are required between the two concentrations in residence; at least a 2.5 GPA in the two concentrations; no grade less than a "C" in any course counting toward the concentrations.

An associate degree requires a concentration of at least 24 semester hours, of which at least six hours must be taken in residence at Washington Adventist University. The concentration requires at least a 2.5 GPA with no grade below a "C." *Please* contact the program coordinator *for more information.*

# Honors Program

## Introduction

The Honors Program at Washington Adventist University strives to provide academically talented students with the opportunity to engage in and explore subject material in greater depth and breadth, inspiring them to excel as independent learners and investigators within a collaborative learning community. The program also focuses on service learning by encouraging and requiring students to lead and participate in activities that serve communities at university, local, national and international levels.

The Honors curriculum is designed to work with any major. Honors courses differ in design, as they often explore topics from interdisciplinary perspec-

tives and often employ learning strategies designed specifically for the Honors learning community.

## Being an Honors Student Means:

- Taking Honors-designated interdisciplinary courses that fulfill your General Education requirements and are designed to be interesting, provocative and stimulating
- Having access and exposure to many of WAU's most innovative professors
- Participating in smaller classes — Honors courses will normally consist of 15 or fewer people, allowing the opportunity for more in-depth discussions and making social connections with fellow Honors students
- Learning through activities such as study tours, concerts, plays and exhibits while fulfilling General Education requirements
- Conducting research and attending presentations at national institutions within the Washington, D.C., area
- Engaging in a learning environment composed of motivated and thoughtful students
- Having the opportunity to develop an Honors project or thesis, thus enhancing professional opportunities or the likelihood of admission to graduate or professional schools
- Challenging yourself to grow as a person through leadership and service

### Honors Program Staff

**Bradford Haas** | Director
Honors Program
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796
bhaas@wau.edu

**Student Executive**
**Adam Buttrick** | President
**Kerstin Smith** | Communications Director
wauhonors@gmail.com

## Application Procedures

Students who meet the eligibility criteria and have been accepted for regular admission to Washington Adventist University are encouraged to submit an application to enter the Honors Program.

An application will be processed only after a completed application is received by the Honors director. Applications will be reviewed by the Honors Admissions Committee to determine if membership is granted. Early application is

highly recommended, because membership in the Honors Program is competitive and limited.

*For an application or for more information regarding the program, please email* wauhonors@gmail.com.

**Information** | www.wauhonorsprogram.org

## Selection Criteria

Admission to the Honors Program is competitive and based on a limited number of openings each year. The criteria for eligibility is established and reviewed by the Honors Council.

Following are the current criteria:

**FIRST-YEAR STUDENTS** – Most successful applicants will have the following:

- A minimum composite ACT score of 24 or SAT composite score of 1680
- A cumulative high school GPA of 3.5 or higher
- Superior writing skills, as demonstrated in the letter of intent portion of the application process

Students who do not meet the minimum selection criteria may still be considered on an individual basis. An academic writing sample may be requested.

**TRANSFER AND CONTINUING STUDENTS** – Most successful applicants will have the following:

- A cumulative college GPA of 3.4 or higher
- Superior writing skills
- A letter of recommendation from a college or university faculty member

An academic writing sample may be requested.

## Curriculum

Students entering the program will normally complete six interdisciplinary Honors courses by the end of their senior year (not including the zero-credit Honors Seminar or Leadership and Service courses). Freshmen in the program take ENGL 101H Honors Rhetoric (see below). All members of the Honors Program take four or more Honors electives (courses in specific disciplines numbered 294H or 494H; for example, an Honors course in History would be designated HIST 294H). These electives will fulfill Honors requirements, while also satisfying General Education requirements.

Honors offers electives in the following areas:

- Religion
- Social Sciences
- Humanities
- Physical/Natural Sciences

To complete the requirements for an Honors diploma, students must also register for six semesters of HNRS 115 Honors Seminar and complete the 200- and 400-level Leadership and Service courses. The Leadership and Service component provides the framework for students to discover more about themselves while contributing to the community in which they reside. Each student will choose to participate in activities both on and off campus that will help define his or her goals while contributing to the betterment of the community. For example, a student may choose to perform volunteer work, attend a lecture, serve on a committee, attend a professional conference or be an officer in order to fulfill this component. Leadership and service activities will be documented in portfolios created in HNRS 210 and HNRS 410. *See course details below.*

## Completing the Program

There are two tracks for completing the Honors Program: the Honors Project Track and the Honors Course Track.

For the Project Track, students must apply by the end of their penultimate year and be accepted in order to attempt an Honors Project. Students on the Project Track will work on their project for up to a calendar year and sign up for the three-credit HNRS 499 Honors Project course as arranged with the Honors director.

For the Course Track, students must take an additional Honors elective course in lieu of doing an Honors Project.

## Participation Requirements

Honors is an active academic and social community. To remain a member of the Honors Program in good standing, it is expected that members attend at least 80 percent of all scheduled Honors events. In this 80 percent are mandatory major events such as the President's Dinner, the Honors Retreat and the Honors Brunch.

#### ENGL 101H Honors Rhetoric

This course examines the processes of writing and oral communication. Honors freshmen are expected to register for this class in their first semester. (This course is not required for students entering the Honors Program after the freshman year. Students successfully completing this course, however, are automatically eligible to take 200-level Honors electives.)

#### HNRS 115 Honors Seminar

Honors Seminar is an ongoing course designed to address issues pertinent to the agenda of the Honors Program, namely the development of academic excellence and opportunities for leadership and service. Topics will vary. The course will meet twice per month. Honors Program members are required to take six semesters of Honors Seminar.

**HNRS 210 Leadership and Service**

This zero (0) credit course is required for members of the Honors Program at the end of their sophomore year. Students produce a portfolio detailing their required leadership and service activities for the first half of their university careers. The course will be graded on a pass/fail basis.

**HNRS 410 Leadership and Service**

This zero-credit course is required for members of the Honors Program at the end of their final degree year. Students produce a portfolio detailing their required leadership and service activities for the second half of their university careers. The course will be graded on a pass/fail basis.

**HNRS 499 Honors Project**

This is an opportunity for students to complete an individualized research project or creative accomplishment, produce a documentary, organize a community project or complete a thesis. Students must submit a proposal for the Honors Project during their junior year. After submitting the project proposal to the Honors director, the student will then proceed to complete the project during his or her senior year. A student will normally sign up for the three-credit Honors Project course in his or her final semester.

## Graduation Recognition

Students fulfilling all of the Honors Program requirements will:

- Wear a medallion
- Receive an Honors certificate
- Be given other recognition during the graduation ceremonies
- Have Honors Program reflected on transcript

# Liberal Studies | Bachelor of Arts

## Introduction

The Bachelor of Arts in Liberal Studies seeks the intellectual development of students through an interdisciplinary study of issues and values in three areas:

- **Cultural studies:** Courses in communication, ethics, literature, music and philosophy seek to address issues such as our response as caring Christians to the skills and arts of civilization.
- **Scientific studies:** Courses assist the student in forming a critical awareness of the complexity of issues in science, mathematics, astronomy, biology and chemistry.
- **Societal studies:** Courses in anthropology, economics, geography, history, political science, psychology, religion and sociology examine historical and current issues in society.

## Career Opportunities

The liberal studies major serves as a sound undergraduate education and as preparation for entry into professional schools in fields such as law and health sciences.

The major also serves as the interdisciplinary content emphasis approved by the state of Maryland for those desiring early childhood, elementary and secondary teaching credentials.

*For detailed information about pursuing a liberal studies major leading to specific career options, students should consult the appropriate area adviser for approved program guidelines.*

## Admission

Those applying for admission must have completed ENGL 102 with a grade of "C" or above, or the equivalent and submit an adviser-approved program to the Liberal Studies Council no later than five semesters prior to graduation.

## Liberal Studies Council

The Liberal Studies Council consists of:

- Liberal Studies department chair
- Member from Applied Science:
  *Physical Education, Nursing, Respiratory Care*
- Member from Humanities: *English, Music*
- Member from Math/Science:
  *Biology/Chemistry, Computer Science/Physics/Math*
- Member from Practical and Applied Arts | *Business, Communication*
- Member from Social Science/Religion | *History, Psychology, Religion*
- Member from Education

## Degree Requirements

A major in liberals studies consists of a minimum of 40 hours with two components. *Note: Some courses may simultaneously satisfy both components.*

1. A minimum of 26 hours chosen from the three theme areas: cultural studies (nine hours), scientific studies (eight hours) and societal studies (nine hours)
2. A unified theme consisting of a minimum of 20 hours (12 upper division). For elementary education majors, the Professional Studies program satisfies this requirement.
3. A minor or second major is required for this degree. Elementary education majors are not required to have a minor or second major.
4. For the Liberal Studies for Elementary Education degree requirements, see the Department of Education, Page 141.

## Bachelor of Arts in Liberal Studies

1. A liberal studies program is designed by the student in consultation with an adviser and is subject to approval by the Liberal Studies Council. The student must apply for program admission no later than the end of the first semester after attaining junior status.
2. A minimum of nine hours in cultural studies, eight hours in scientific studies and nine hours in societal studies (excluding courses used to satisfy the General Education requirements) is required.
   - **Cultural studies:** Intercultural communication (media literacy), ethics, linguistics, literature, music, religion and theology, philosophy and humanities. Also see Department of Education, Page 141.
   - **Scientific studies:** Biology, chemistry, computer science, mathematics and physics.
   - **Societal studies:** Anthropology, economics, geography, history, political science, psychology, religion and theology and sociology. An approved list of courses within each area may be obtained from the chair of the liberal studies program.
3. The unified theme is an emphasis in a field of knowledge consisting of a minimum of 20 hours (12 upper division) chosen from the theme studies areas listed above. The selection of these unified themes is made in consultation with an area adviser and approved by the Liberal Studies Council. The unified theme must either:
   - Relate to one area;
   - Cross areas, demonstrating a unified theme; or
   - Meet the liberal studies component of a professional track such as education, premedicine or prelaw.

   Education majors' professional education will satisfy this requirement. See Department of Education, Page 141.

4. A senior seminar (two hours) in liberal studies is required of all senior liberal studies majors. The purpose of the seminar is to synthesize courses the student has taken into a final reflection on the chosen unified theme. For education majors, the Senior Student Teaching Seminar and portfolio presentation will satisfy this requirement.

**Liberal Studies Major** **40 hours**

*Courses used to satisfy the General Education requirement are excluded from meeting the requirements for the Cultural, Scientific and Societal studies.*

| | |
|---|---|
| Cultural Studies — *See above for areas* | 9 |
| Scientific Studies — *See above for areas* | 8 |
| Societal Studies — *See above for areas* | 9 |
| Unified Theme (20 hours, 12 in the upper division; see No. 3, above) | 12 |
| INTD 499 Senior Seminar | 2 |

**General Education Requirements** **48 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| PSYC 105 | Introduction to Psychology | 3 |
| PEAC | Physical Education Activity elective | 1 |
| HIST | History elective | 3 |
| LITR | Literature elective | 3 |
| MATH | Mathematics elective | 4 |
| RELB/RELT | Religion electives | 12 |
| HLSC | Health elective | 2 |
| HMNT | Humanities elective | 3 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| SOSC | Social Science elective | 3 |

*A foreign language is recommended.*

**Electives** **40 hours**

*Upper-division courses must total at least 36 hours.*
*A minor or second major is required.*

**TOTAL** **128 hours**

# Preprofessional Programs

## Introduction

Washington Adventist University has arranged its course offerings so that students planning to enter certain professional careers may meet specific entrance requirements of graduate and professional schools.

Students should choose their majors based on their principal abilities and interests, because most professional schools accept individuals on the basis of merit rather than on their choice of major. Those who plan to enter professional schools should consult with their academic adviser in addition to the appropriate preprofessional program coordinator, listed below.

An overall GPA of at least 3.0 is required for admission to most professional programs, although some require a GPA significantly above 3.0.

Students should work closely with their preprofessional coordinator to ensure that they are meeting all of the requirements and recommendations within their chosen field. It is the responsibility of students to communicate with the professional schools they wish to attend and consult their bulletins for information concerning specific courses and tests required for admission. Credit earned by Advanced Placement or CLEP may not be accepted.

Listed below are program coordinators for preprofessional programs most frequently chosen by students at WAU.

## School of Arts and Social Sciences

## Pre-Law Curriculum

**Program Coordinators** Joan Francis, Ph.D. ..... jfrancis@wau.edu
Deborah Brown, M.A. ..... dbrown@wau.edu

The prelaw program is open to students in all majors.
Courses for the prelaw emphasis are:

| | | |
|---|---|---|
| COMM 320 | Persuasion and Propaganda | 3 |
| ENWR 230* | Expository Writing | 3 |
| ENWR 330* | Advanced Expository Writing/Pre-Law | 3 |
| PHIL 150 | Introduction to Philosophy | 3 |
| PHIL 250 | Introduction to Logic | 3 |
| PLST 250 | American Government | 3 |

**Choose one of the following courses:** ..... 3

| | |
|---|---|
| BUAD 375 | Business Law I (3) |
| BUAD 376 | Business Law II (3) |
| COMM 325 | Communication Law (3) |
| PLST 275 | American Judicial System (3) |
| PSYC 320 | Forensic Psychology (3) |
| RELB 385 | Christian Ethics in Modern Society (3) |

**ENWR 230 and ENWR 330 are taught on an alternating basis.*

# Pre-Dental Hygiene Curriculum

**Program Coordinator** Glen Bennett, Ph.D. ..... gbennett@wau.edu

The following math and science courses are normally required for admission to dental school and require a grade of "C" or better in all sciences.

| | | |
|---|---|---|
| CHEM 105 | Introduction to Chemistry | 4 |
| CHEM 110 | Principles of Organic and Biochemistry | 4 |
| BIOL 111; 112 | Human Anatomy and Physiology (4; 4) | 8 |
| BIOL 150 | Microbiology | 4 |
| MATH | College-level math | 4 |

There are additional nonscience requirements. It is recommended that students seek further information from the school they plan to attend regarding specific requirements. Students are also encouraged to consult with their WAU pre-dental hygiene adviser on a regular basis.

# Pre-Dentistry Curriculum

**Program Coordinators** Glen Bennett, Ph.D. ..... gbennett@wau.edu
Melinda Ekkens-Villanueva, Ph.D. .... mvillanu@wau.edu

It is recommended that students obtain information from the dental school they plan to attend for information regarding specific requirements for admission. In addition, pre-dentistry students are encouraged to consult on a regular basis with WAU's pre-dentistry program coordinators.

The following courses are normally required for admission to dental school. In order to be competitive, a science GPA of 3.3 or higher is recommended.

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| BIOL 161; 162 | College Biology (4; 4) | 8 |
| CHEM 151; 152 | College Chemistry (4; 4) | 8 |
| CHEM 221; 222 | Organic Chemistry (4; 4) | 8 |
| CHEM 461 | Biochemistry | 3 |
| PHYS 271; 272 | College Physics (4; 4) | |
| – or – | | |
| PHYS 281; 282 | Physics for Scientists and Engineers (4; 4) | 8 |

**Recommended:**

| | | |
|---|---|---|
| ACCT 211 | Principles of Accounting | 3 |
| MGMT 201 | Introduction to Management | 3 |
| NUTR 260 | Nutrition | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| BIOL 150 | Microbiology | 4 |
| BIOL 305 | Genetics | 4 |
| BIOL 315 | Histology | 4 |
| BIOL 405 | Cell and Molecular Biology | 4 |
| BIOL 410 | Developmental Biology | 4 |

| | | |
|---|---|---|
| BIOL 415/416 | Immunology (3; 1) | 4 |
| CHEM 462; 463; 464 | Biochemistry (3; 1; 1) | 5 |
| MATH 110 | Probability and Statistics | 4 |

In order to strengthen their applications, students must observe or shadow working professionals and otherwise obtain experience in a medical-related area. A minimum of 50 hours of dental practice observation or shadowing is required.

Typically, dental schools require that prerequisite courses be taken in the United States and science sequences must be completed within five years of admission to dental school.

## Pre-Medicine and Pre-Osteopathy Curriculum

**Program Coordinators** Glen Bennett, Ph.D. ..... gbennett@wau.edu
Melinda Ekkens-Villanueva, Ph.D. .... mvillanu@wau.edu

It is recommended that students obtain information from the medical school they plan to attend for information regarding specific requirements for admission.

Further resources regarding entrance requirements are available at the websites of the Association of American Medical Colleges | www.aamc.org and the American Association of Colleges of Osteopathic Medicine | www.aacom.org.

In addition, premedical students are encouraged to consult on a regular basis with WAU's premedicine program coordinators. In order to be competitive, a student's science, as well as overall, GPA should be 3.5 or higher.

The minimum courses normally required for admission to medical school include the following:

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| SOCI | Social Science elective | 3 |
| BIOL 161; 162 | College Biology (4; 4) | 8 |
| CHEM 151; 152 | College Chemistry (4; 4) | 8 |
| CHEM 221; 222 | Organic Chemistry (4; 4) | 8 |
| PHYS 271; 272 | College Physics (4; 4) | |
| – or – | | |
| PHYS 281; 282 | Physics for Scientists and Engineers (4; 4) | 8 |

Students who are planning to attend medical or osteopathy school, regardless of their major, should plan to take all of the courses listed below.

| | | |
|---|---|---|
| BIOL 305 | Genetics | 4 |
| BIOL 315 | Histology | 4 |
| BIOL 330 | Animal Physiology | 4 |
| BIOL 405 | Cell and Molecular Biology | 4 |
| CHEM 461; 462 | Biochemistry (3; 3) | 6 |

Some medical schools strongly recommend that their applicants complete MATH 151 (Contemporary Calculus I) in addition to these courses. It is likely

that omission of any of these courses will potentially place the student at a serious disadvantage in both successfully competing for the highest score on the MCAT and facilitating the best possible performance in medical school.

In order to strengthen their applications, students need to observe or shadow working professionals and otherwise obtain experience in a medical-related area.

## Pre-Physician Assistant Curriculum

**Program Coordinator** Melvin Roberts, Ph.D. ..... mroberts@wau.edu

It is recommended that students obtain information from professional programs for their specific admission requirements, as large variation exists in physician assistant's preprofessional requirements.

Most physician assistant programs require a bachelor's degree along with specific courses. Therefore, pre-physician assistant students are encouraged to consult on a regular basis with WAU's pre-physician assistant coordinator. Acceptance into physician assistant programs is highly competitive. Pre-physician assistant students are highly encouraged to obtain a job in the health care field while completing their pre-professional requirements to improve their ability to matriculate.

## Pre-Physical Therapy Curriculum

**Program Coordinators** Melvin Roberts, Ph.D. ..... mroberts@wau.edu
Bruce Peifer, M.S. ..... bpeifer@wau.edu

It is recommended that students obtain information from professional programs for their specific admission requirements. Small variations exist in the prerequisites of physical therapy schools. Many schools require a bachelor's degree in addition to specific courses.

Pre-physical therapy students are encouraged to consult on a regular basis with WAU's pre-physical therapy coordinators.

The following courses are partial requirements for admission to most physical therapy schools and require a grade of "B" to be competitive.

| | | |
|---|---|---|
| BIOL 111; 112 | Human Anatomy and Physiology (4; 4) | 8 |
| MATH 110 | Probability and Statistics | 4 |
| PHYS 271; 272 | College Physics (4; 4) | 8 |
| CHEM 151; 152 | College Chemistry (4; 4) | 8 |

## Other Preprofessional Programs and Coordinators

- **Pre-Occupational Therapy** Melvin Roberts, Ph.D. ..... mroberts@wau.edu
- **Pre-Optometry** Melvin Roberts, Ph.D. ..... mroberts@wau.edu
- **Pre-Pharmacy** Nellie McKenzie, Pharm.D. ..... nmckenzie@wau.edu
- **Pre-Public Health** Glen Bennett, Ph.D. ..... gbennett@wau.edu
- **Pre-Veterinary Medicine** Glen Bennett, Ph.D. ..... gbennett@wau.edu

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wau.edu

School of Arts and Social Sciences

# Department of Business

## PROGRAMS OFFERED

- **Bachelor of Science** | Business Administration
  *Emphases:* Finance, Management or Marketing
- **Bachelor of Science** | Accounting
- **Associate of Applied Science** | Accounting
- **Bachelor of Science** | Business Studies
  *Newbold College of Higher Education*
- **Bachelor of Science** | Business Administration
  See School of Graduate and Professional Studies, Page 303.
- **Bachelor of Science** | Management Information Systems
  See School of Graduate and Professional Studies, Page 307.
- **Bachelor of Science** | Organizational Management
  See School of Graduate and Professional Studies, Page 310.

### Minors

■ Accounting ■ Management ■ Marketing

### Graduate program

See School of Graduate and Professional Studies. Page 287

- **Master of Business Administration**
- **Master of Arts** | Public Administration

## Information about the programs

**Kimberly S. Pichot, M.B.A.** | Acting Chair
Department of Business
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Phone: 301-891-4070 | Fax: 301-891-4067

## Faculty

Jude Edwards, D.B.A.
Kimberly S. Pichot, M.B.A.
Denver O. Swaby, M.B.A.
Patrick Williams, Ph.D.

**Faculty at Newbold College of Higher Education**
John Crissey, M.B.A.
Marinko Marketk, M.A.

## Mission Statement

*The mission of the Department of Business is to provide quality business educational programs that foster the development of students to become technically competent in the fields of business while nurturing spiritual, ethical and moral values within the framework of our faith.*

# Introduction

The Department of Business stands for quality, leadership, service and a commitment to excellence in education. The department's goal is to graduate students who combine a high degree of technical competence and preparedness to assume positions of interest and responsibility with a well-rounded and ethical approach to people, work and life.

# Programs for Adult Students

The Department of Business offers special programs in business administration (both a Bachelor of Science and a minor) for working adult students through the School of Graduate and Professional Studies. The programs are available on campus and via distance learning. *Please refer to the* School of Graduate and Professional Studies, Page 275*, for requirements.*

# Objectives/Core Competencies

Across the curriculum the Department of Business seeks to instill fundamental knowledge, skills and abilities known as core competencies. These core competencies will allow graduates of the program to perform in a variety of business and personal settings at a level befitting a leader. The Department of Business graduates will have:

## Business Analytical Skills

- Be able to demonstrate comprehension of the basic foundational principles of business administration.
- Demonstrate thorough knowledge of their chosen area of emphasis.
- Demonstrate business decision-making through the analysis of available data sets.
- Demonstrate strategic thinking, policy development and implementation in a business environment.

## Ethical Skills

- Be able to recognize and analyze ethical problems and choose and defend resolutions for practical situations.

## Interpersonal Skills

- Understand the principles of today's leadership, teamwork and changing business environment.

## Communication Skills

- Through the General Education curriculum and reinforcement in the Business curriculum, demonstrate effective communication skills through reading, writing, speaking and listening and mastery in business presentations.

# Admission Requirements

## First-year and Transfer Admission

First-year and transfer (either from another school or from another major at WAU) Accounting and Business majors are admitted to WAU according to general university policy and are admitted into the Accounting/Business program after successful completion of the requirements listed below under "Admission to the Accounting/Business Program."

Declared Accounting/Business majors who have not yet been admitted to the Accounting/Business program will be advised by the Business department, or by the Center for Learning Resources if their academic qualifications so warrant.

## Admission to the Accounting/Business Program

Admission to the Accounting/Business program requires:

- An Accounting/Business program application submitted to the department chair by March 15 each year. Those who apply after March 15 and are eligible, will be accepted if space is available.
- Recommendation by a Business department faculty member following interview of the candidate.
- A cumulative college GPA of 2.75 or above on all courses attempted, as well as a composite GPA of 2.75 or above on all prerequisites (see below). Preference will be given to those with GPAs above 2.75 and to those who have completed course work at WAU.
- Minimum test score requirements:

| | | |
|---|---|---|
| **SAT** | Verbal ..... 510 – | *Equivalent to 50 percentile* |
| | Math..... 520 – | *Equivalent to 50 percentile* |
| **ACT** | English..... 25 – | *Equivalent to midrange scores 16-32* |
| | Reading..... 25 | |
| | Math..... 25 | |

If these minimum English and reading scores are not achieved, the applicant may demonstrate English and reading ability by taking the Nelson-Denny Reading test and achieving vocabulary and comprehension scores at or above the 13th grade equivalency level. This test can be repeated only once, after six months.

If these minimum math scores are not achieved, the applicant can demonstrate math ability by taking the WAU Math department placement exam and placing in at least MATH 110. This test can be repeated only once.

- Successful completion of the following prerequisite courses with a grade of "C" or higher.

  Only two of these courses may be repeated once and no one course can be repeated more than once to be eligible for admission.

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| MATH 110 | Probability and Statistics | 4 |
| ACCT 211 | Principles of Accounting I | 3 |
| ACCT 212 | Principles of Accounting II | 3 |
| ECON 265 | Principles of Economics I – Macro | 3 |
| ECON 266 | Principles of Economics II – Micro | 3 |

# Special Departmental Requirements

## Statement of Student Policies

All Accounting/Business students and all students taking Accounting/Business classes, are required to show awareness of and respect for the policies and procedures as set forth in all Department of Business syllabi and the current *Department of Business Student Handbook*.

## Eligibility to Remain in the Program

The Department of Business reserves the right to administratively withdraw a student if, for any reason, the student's scholastic achievement, mental health, physical health, ability to work with people or academic integrity proves unsatisfactory.

## Progression Requirements

- All Accounting/Business Program students are required to maintain a cumulative college GPA of 2.50 or higher at all times.
- Accounting/Business Program students may not remain in the Accounting/Business Program when a final Accounting/Business major GPA of 2.50 is mathematically unattainable.
- All Accounting/Business Program students must achieve a "C" or above in all Accounting, Business and cognate courses.
- A student cannot repeat an Accounting/Business course more than once and may not repeat more than one Accounting/Business course in the Accounting/Business Program.

Immediate dismissal will result if a student receives:

- A grade of "D" in any Accounting/Business Program course or cognate course that is repeated.
- A grade of "D" in any two Accounting/Business Program courses (cumulative throughout the program).
- A grade of "F" in any repeated course in the Accounting/Business Program or cognate area.

## CLEP Credit

No College Level Examination Program (CLEP) credits will be accepted by the Department of Business for any course with a business prefix.

## Cooperative Education Requirement

All students majoring in Accounting/Business are required to complete two full semesters or the equivalent of relevant work experience (800 hours for students who have fewer than 60 semester-hour credits when they first attend WAU, 400 hours for students who have 60 or more semester-hour credits when they first attend WAU) under the direction of the Cooperative Education Program and the Department of Business.

Some emphasis areas have unique Cooperative Education requirements. Check each emphasis area section for any such requirements.

## Community Service Requirement

All programs offered in the Department of Business require the students to serve, under supervision, a total of 100 clock hours in community-oriented service programs. This requirement will be prorated for transfer students and associate degree students at the rate of 25 clock hours per academic year in residence at WAU. Supervision for this program is provided jointly by the department chair and the chaplain's office.

## Graduation Requirements

Receipt of a Bachelor of Science degree in accounting or business requires the student to:

- Meet all graduation requirements as stated in the *Academic Bulletin*.
- Achieve an Accounting or Business major GPA at or above 2.50.
- Achieve a passing score on the Educational Testing Service (ETS) exam of business knowledge. Note that some emphasis areas, within the Business Administration degree, may require passage of emphasis area specific knowledge tests.

## Repetition of Business Courses

Business majors may repeat a business course once to obtain a higher or passing grade. If a student wishes to repeat a course more than once, he/she must petition the business faculty. Permission to repeat a business course more than once is solely at the discretion of the business faculty.

## Enactus

Enactus is an international nonprofit organization that brings together student, academic and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need. Guided by academic advisers and business experts, the student leaders of Enactus create and implement community empowerment projects around the globe. The experience not only transforms lives, it helps students

develop the kind of talent and perspective that are essential to leadership in an evermore complicated and challenging world. The WAU chapter is open to any major across campus and requires a minimum of 10 hours of service each year to be an active member.

## Bachelor of Science in Business Administration

This four-year program is designed for students who plan to run their own businesses or work in public or private business settings. It also prepares students to pursue Master of Business Administration (M.B.A.) degrees.

The student must choose one of the following three emphases to fulfill graduation requirements:

- Finance
- Marketing
- Management

| **Required Core Courses** | | **42 hours** |
|---|---|---|
| ACCT 211 | Principles of Accounting I | 3 |
| ACCT 212 | Principles of Accounting II | 3 |
| BUAD 315 | Quantitative Methods | 3 |
| BUAD 360 | Ethics and Professionalism in Business | 3 |
| BUAD 375 | Business Law I | 3 |
| BUAD 415 | International Business Environment | 3 |
| ECON 265 | Principles of Economics I - Macro | 3 |
| ECON 266 | Principles of Economics II - Micro | 3 |
| COMM 315 | Small Group Communication | 3 |
| FNCE 290 | Business Finance | 3 |
| MGMT 201 | Introduction to Management I | 3 |
| MGMT 338 | Advanced Human Resources | 3 |
| MGMT 485 | Business Strategy and Policy | 3 |
| MKTG 310 | Principles of Marketing | 3 |

| **Required Cognates** | | **16 hours** |
|---|---|---|
| MATH 110 | Probability and Statistics | 4 |
| MATH 120 | College Algebra and Trigonometry | 4 |
| | *MATH 126 Precalculus or MATH 151 Contemporary Calculus I may substitute for MATH 120.* | |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| — and/or — | | |
| COOP 360 | Alternating Work Experience (0) | 0 |
| | *Please consult the* Cooperative Education Program, Page 63*, for more details.* | |
| CSYS 215 | Spreadsheets and Presentations | 2 |
| CSYS 220 | Database and Word Processing | 2 |
| ENWR 235 | Technical Writing | 3 |
| INTD 100 | Community Service | 0 |

**Recommended Cognates**

| | | |
|---|---|---|
| CPTR 105 | Introduction to Computers | 3 |
| MATH 151 | Contemporary Calculus | 4 |

**General Education Courses** **41 hours**

*See details of* General Education Requirements, Page 33.

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| PSYC 105 | Introduction to Psychology | |
| – or – | | |
| SOCI 105 | General Sociology | 3 |
| RELB/RELT | Religion electives | 12 |
| HIST | History elective | 3 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education Activity elective | 1 |
| HLSC | Health elective | 2 |

**Business Administration Emphasis** **21-24 hours**

*Choose one of the three emphases described below: Finance, Marketing or Management*

**Electives** **3-6 hours**

*Note: Pre-law emphasis requires 12 hours of upper-division electives.*

**TOTAL** **128 HOURS**

## Finance Emphasis

The finance emphasis is intended for students interested in commercial and investment banking, brokerage and investment counseling, corporate financial analysis and consulting and for students interested in owning or managing their own or someone else's business.

**Finance Emphasis** **21 hours**

| | | |
|---|---|---|
| ACCT 322 | Income Tax II | 3 |
| ECON 305 | Money and Banking | 3 |
| FNCE 340 | Investments | 3 |
| FNCE 430 | Insurance and Risk Management | 3 |
| FNCE 455 | International Finance | 3 |
| FNCE 474 | Financial Statement Analysis | 3 |
| FNCE 475 | Advanced Corporate Finance | 3 |

## Marketing Emphasis

The marketing emphasis is intended for students interested in careers as market managers, marketing researchers, advertising specialists, or direct-mailing and telemarketing specialists.

| Marketing Emphasis | | 21 hours |
|---|---|---|
| MKTG 400 | Marketing Research Methods | 3 |
| COMM 370 | Advertising | 3 |
| MKTG 320 | Consumer Behavior | 3 |
| MKTG 480 | Marketing Strategy | 3 |
| PREL 210 | Essentials of Public Relations | 3 |
| MKTG 340 | Entrepreneurial Marketing | 3 |
| MKTG 455 | Retailing Management | 3 |

## Management Emphasis

| Management Emphasis | | 21 hours |
|---|---|---|
| ACCT 309 | Managerial Accounting | 3 |
| MGMT 355 | Negotiation Strategies for Business | 3 |
| BUAD 376 | Business Law II | 3 |
| BUAD 460 | Logistics and Operations Management | 3 |
| MGMT 482 | Small Business Development | 3 |
| MGMT 450 | Advanced Management | 3 |
| MGMT 315 | Organization and Work | 3 |

# Bachelor of Science in Accounting

The accounting major is designed to meet the needs of students preparing for accounting careers in business, government, not-for-profit organizations or public accounting. Included are students who desire to obtain, through state certification, the status of Certified Public Accountant (CPA) or Certified Management Accountant (CMA).

| Business Core Courses | | 42 hours |
|---|---|---|
| ACCT 211 | Principles of Accounting I | 3 |
| ACCT 212 | Principles of Accounting II | 3 |
| BUAD 315 | Quantitative Methods | 3 |
| BUAD 360 | Ethics and Professionalism in Business | 3 |
| BUAD 375 | Business Law I | 3 |
| BUAD 415 | International Business Environment | 3 |
| ECON 265 | Principles of Economics I – Macro | 3 |
| ECON 266 | Principles of Economics II – Micro | 3 |
| COMM 315 | Small Group Communication | 3 |
| FNCE 290 | Business Finance | 3 |
| MGMT 201 | Introduction to Management I | 3 |
| MGMT 338 | Advanced Human Resources | 3 |
| MGMT 485 | Business Strategy and Policy | 3 |
| MKTG 310 | Principles of Marketing | 3 |

| Additional Required Accounting Courses | | 27 hours |
|---|---|---|
| ACCT 301 | Intermediate Accounting I | 3 |
| ACCT 302 | Intermediate Accounting II | 3 |

| | | |
|---|---|---|
| ACCT 309 | Managerial Accounting | 3 |
| ACCT 321 | Income Tax I | 3 |
| ACCT 322 | Income Tax II | 3 |
| ACCT 325 | Accounting Information Systems | 3 |
| ACCT 327 | Government and Fund Accounting | 3 |
| ACCT 405 | Auditing | 3 |
| ACCT 421 | Advanced Accounting | 3 |

**Required Cognates** **16 hours**

| | | |
|---|---|---|
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| — and/or — | | |
| COOP 360 | Alternating Work Experience (0) | 0 |

*See details of* Cooperative Education Program, Page 63.

| | | |
|---|---|---|
| INTD 100 | Community Service | 0 |
| CSYS 215 | Spreadsheets and Presentations | 2 |
| CSYS 220 | Database and Word Processing | 2 |
| ENWR 235 | Technical Writing | 3 |
| MATH 110 | Probability and Statistics | 4 |
| MATH 120 | College Algebra and Trigonometry | 4 |

**Recommended Cognates**

| | | |
|---|---|---|
| CPTR 105 | Introduction to Computers | 3 |
| MATH 151 | Contemporary Calculus I | 4 |

**General Education Courses** **41 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELB/RELT | Religion electives | 12 |
| HIST | History elective | 3 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education Activity elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **2 hours**

**TOTAL** **128 HOURS**

## CPA Exam Requirement

For accounting majors who wish to sit for the Certified Public Accountant (CPA) examination in Maryland or any other state that requires 150 semester hours to sit for the examination, the following courses are recommended in addition to the 128 hours for the Bachelor of Science in Accounting degree. (Choose 22 hours that are not included in the 128 hours above):

| **Additional Business Courses for CPA Exam** | | **27 hours** |
|---|---|---|
| ACCT 410 | Auditing Problems and Case Studies | 3 |
| ACCT 449 | CPA Problems I | 3 |
| ACCT 450 | CPA Problems II | 3 |
| BUAD 376 | Business Law II | 3 |
| ECON 494 | Selected Topics in Economics | 3 |
| FNCE 185 | Personal Finance | 3 |
| FNCE 474 | Financial Statement Analysis | 3 |
| FNCE 475 | Advanced Corporate Finance | 3 |
| MGMT 482 | Small Business Development | 3 |

# Associate of Applied Science in Accounting

The AAS degree in accounting is a two-year program designed for students who desire a career in accounting but are unable to complete a four-year program. Students completing this program can change to the four-year program with no loss of credit.

| **Accounting** | | **39 hours** |
|---|---|---|
| ACCT 211 | Principles of Accounting I | 3 |
| ACCT 212 | Principles of Accounting II | 3 |
| ACCT 301 | Intermediate Accounting I | 3 |
| ACCT 302 | Intermediate Accounting II | 3 |
| ACCT 321 | Income Tax I | 3 |
| ACCT 325 | Accounting Information Systems | 3 |
| ACCT 405 | Auditing | 3 |
| BUAD 375 | Business Law I | 3 |
| ECON 265 | Principles of Economics I – Macro | 3 |
| ACCT | Upper division elective approved by adviser | 3 |
| ACCT/BUAD | Electives approved by adviser | 9 |
| INTD 100 | Community Service | 0 |

| **General Education** | | **25 hours** |
|---|---|---|
| *See details of* General Education Requirements, Page 33. | | |
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |

| | | |
|---|---|---|
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| MATH | Mathematics | 4 |
| RELB/RELT | Religion electives | 6 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| PEAC | Physical Education Activity elective.. | 1 |
| **TOTAL** | | **64 HOURS** |

## Accounting Minor

The minor in accounting enables the student to develop considerable expertise in accounting without all of the requirements of a major. This minor is open to students majoring in business administration with the addition of six hours beyond the total required for the minor.

| **ACCOUNTING MINOR** | | **18 HOURS** |
|---|---|---|
| ACCT 211 | Principles of Accounting I | 3 |
| ACCT 212 | Principles of Accounting II | 3 |
| | *Note: If an accounting minor is taken in conjunction with a business administration degree, 6 additional hours of accounting electives approved by the adviser must be chosen in place of ACCT 211; 212.* | |
| ACCT 301 | Intermediate Accounting I | 3 |
| ACCT 302 | Intermediate Accounting II | 3 |
| ACCT 321 | Income Tax I | 3 |
| ACCT | Upper-division accounting electives approved by adviser | 3 |

## Management Minor

This minor is designed for students who think they are likely to practice or use their major in a business setting as a manager, but not as an owner. This minor will provide them with the basic skills they will need as a manager. However, students who feel they are headed for a career in management should consider a second major in business.

| **MANAGEMENT MINOR** | | **18 HOURS** |
|---|---|---|
| ACCT 211 | Principles of Accounting I | 3 |
| BUAD 415 | International Business Environment | 3 |
| BUAD 375 | Business Law I | 3 |
| ECON 265 | Principles of Economics I | 3 |
| MGMT 355 | Negotiation Strategies | 3 |
| MKTG 310 | Principles of Marketing | 3 |

# Marketing Minor

The minor in marketing is intended for students who seek a solid background in marketing in combination with either their business or non-business major fields of study. The marketing minor is not open to business administration majors emphasizing marketing.

| MARKETING MINOR | | 18 HOURS |
|---|---|---|
| MKTG 400 | Marketing Research Methods | 3 |
| COMM 370 | Advertising | 3 |
| MGMT 355 | Negotiation Strategies for Business | 3 |
| MKTG 310 | Principles of Marketing | 3 |
| | *Note: If a marketing minor is taken in conjunction with a business administration degree, a second marketing elective approved by the adviser must be chosen in place of MKTG 310.* | |
| MKTG 320 | Consumer Behavior | 3 |
| MKTG | Elective approved by adviser | 3 |
| | *Note: Elective possibilities include retailing, international marketing, public relations, layout and design, or other course work in a particular area of marketing in which the student would like to specialize.* | |

# Bachelor of Science in Business Studies

## Newbold College of Higher Education — United Kingdom

The dynamic business environment of the future will require business graduates with a strong foundation in management and related areas. A Bachelor of Science degree in business studies can help students develop the skills to be the capable, confident and inspired employees that employers need to lead their organization through challenges and to build for the future.

For admission to the Bachelor of Science in Business Studies program at Newbold College of Higher Education in the United Kingdom, please see that college's admissions criteria.

| Business Core Courses | | 79 hours |
|---|---|---|
| ACCT 211, 212 | Principles of Accounting I, II | 3, 3 |
| ACCT 309 | Managerial Accounting | 3 |
| BUAD 110N | Business Basics | 3 |
| BUAD 246 | Business Research Methods | 3 |
| BUAD 360 | Business Ethics | 3 |
| BUAD 375 | Business Law | 3 |
| BUAD 460 | Operations Management | 3 |
| BUAD 210N | Business Skills | 3 |
| BAUD 305N | Advanced Business Skills | 0 |
| BUAD 395 | Independent Study in Business | 1 |

| | | |
|---|---|---|
| CPTR 200 | Microcomputer Applications | 3 |
| ECON 265 | Economics for Business | 3 |
| FNCE 305N | Business Finance | 3 |
| FNCE 480 | Financial Statement Analysis | 3 |
| MGMT 301N | Principles of Management | 3 |
| MGMT 305 | Management Information Systems | 3 |
| MGMT 310 | Organizational Behavior | 3 |
| MGMT 338 | Human Resource Management | 3 |
| MGMT 476, 477 | Management Project I, II | 6, 6 |
| MGMT 485 | Business Strategy and Policy | 3 |
| MGMT 405N | International Management | 3 |
| MKTG 310 | Principles of Marketing | 3 |
| MKTG 320 | Consumer Behavior | 3 |
| MKTG 425 | International Marketing | 3 |

**Cognates** **9 hours**

| | | |
|---|---|---|
| MATH 165 | College Algebra | 3 |
| MATH 182 | Calculus with Applications | 3 |
| STAT 285 | Elementary Statistics | 3 |

**General Education Requirements** **40 hours**

| | | |
|---|---|---|
| ENGL 115, 215 | English Composition I, II | 3, 3 |
| COMM 104 | Communication Skills | 3 |
| Literature module | | 3 |
| Fine Arts module | | 3 |
| Natural Science module | | 3 |
| ANTH 200 | Cultural Anthropology | 3 |
| History Module | | 3 |
| Four Religion modules | | 3, 3, 3, 3 |
| HLED 110 | Health Principles | 3 |

**TOTAL** **128 HOURS**

# Department of Communication and Journalism



## PROGRAMS OFFERED

- **Bachelor of Arts** | Public Communication

  *Concentrations:*
  Intercultural Communication
  Public Relations

- **Bachelor of Arts** | Journalism

  *Concentrations:*
  Broadcast Journalism
  Print Journalism

### Minors

- Broadcast Journalism
- Intercultural Communication
- Print Journalism

## Information:

*Vacancy* | Chair
Department of Communication and Journalism
Wilkinson Hall, Room 11

Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

301-891-4589

## Faculty

Jarilyn Conner, M.A.

## Mission Statement

*The Department of Communication and Journalism believes in and seeks to develop communicators that are ethical in their practices, demonstrate competency within their professions and understand the value their professions play within the diverse communities they serve.*

# Introduction

With the rationale that the ability to communicate adequately and effectively is of prime importance to each individual's personal development, social growth, Christian witness and professional success, the programs are designed for students who:

1. Plan to pursue careers in one or more of the fields of communication: broadcast media, intercultural communication, journalism and public relations;
2. Have career plans and other majors that may be aided by study in areas of communication;
3. Plan to do graduate work.

Practical experience may be obtained in the following ways:

1. The department provides experience in broadcast operation and production through the use of a television studio, an audio production suite and two nonlinear Avid editing suites for postproduction work.
2. Students may intern and work at network affiliates, postproduction houses and local, national and international media organizations to complete their professional development. WGTS-FM, located on the campus of Washington Adventist University, also provides a professional on-air experience, broadcasting to the Washington metropolitan area.
3. Students gain experience in writing, editing, graphic design and Internet research in the department's journalism lab. Additional experience can be obtained through campus publications and internships with business, government and denominational institutions, along with television and radio stations, newspapers and public relations agencies.
4. A darkroom gives students experience in developing their own photographs and digital workstations introduce them to techniques of photography.
5. Through the department, students have access to professionals and experts in all fields of communications. Guest lecturers, adjunct teachers and speakers at departmental functions provide a rare opportunity for insight into the media and invaluable contacts for internships and jobs.
6. Students are required to complete internships to develop a portfolio as evidence of their professional growth. The department is committed to education that moves easily between the classroom and the workplace. As some have put it, "Experiential education seeks to make 'knowledge' into 'know-how.' " [1]

[1] Catula, Richard A. and Threnhauser, E., (1999) *Experiential education in the undergraduate curriculum, Communication Education*, 48, 239-255.

## Career Opportunities

Today's society consists of a vast network of interrelated mass communication services and industries that offers numerous career opportunities. In the print media, there are positions in the newspaper, magazine and book publishing fields for reporters, editors and copy editors, as well as in sales and media management.

In the broadcasting industry, there are positions in radio, television and telecommunications. Job opportunities include television and radio producer/director, videotape editor and broadcast journalist. For businesses, institutions and industries, there are positions in public relations, advertising and sales as well as numerous other communication services.

Globally, there are intercultural challenges faced by employees of governmental and nongovernmental organizations, the military, diplomats and people in multi-national businesses, international students, international research teams, Peace Corps volunteers, immigrants and missionaries.

Domestically, there are opportunities in managing diversity in the workplace, interethnic and interracial relations, community organizing, political campaigns and the management, production and research of media.

# Bachelor of Arts in Public Communication

The concentration in intercultural communication and the concentration in public relations require the applicable core curriculum, required cognates, the General Education block and the concentration requirements. A minor, second major, or double concentration is required.

## Intercultural Communication Concentration

| **Public Communication Core** | | **13 hours** |
|---|---|---|
| COMM 150 | Survey of Mass Media | 3 |
| COMM 220 | Introduction to Intercultural Communication | 3 |
| COMM 270 | Communication Theory and Research | 3 |
| COMM 405 | Media Ethics | 3 |
| COMM 465 | Perspectives in Communication | 1 |

| **Intercultural Communication Concentration** | | **30 hours** |
|---|---|---|
| COMM 204 | Interpersonal Communication | 3 |
| COMM 235 | Understanding the Intercultural Assignment | 1 |
| COMM 315 | Small Group Communication | 3 |
| COMM 320 | Persuasion and Propaganda | 3 |
| COMM 330 | Effective Presentations | 2 |
| COMM 395 | The Intercultural Communication Experience | 3 |
| COMM 397 | Cultural Conceptions of Gender, Race and Class | 3 |
| COMM 460 | Problems and Issues of Intercultural Communication | 3 |

| | | |
|---|---|---|
| JOUR 260 | News Writing (3) | |
| – or – | | |
| PREL 355 | Public Relations Writing (3) | 3 |
| **Choose two of the following courses:** | | 6 |
| COMM 325 | Communication Law (3) | |
| COMM 494 | Topics in Communication (3) | |
| PLST 260 | International Relations (3) | |
| PLST 335 | International Human Rights (3) | |

**Required Cognates** **7 hours**

| | | |
|---|---|---|
| ANTH 275 | Cultural Anthropology | 3 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |
| | *See details of* Cooperative Education Program, Page 63. | |
| RELT 280 | Moral Issues in World Religions | 3 |

**General Education Courses** **48 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 10 | Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 9 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| MATH | Math elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education Activity elective | 1 |
| HLSC | Health elective | 2 |
| | Intermediate Foreign Language | 6 |

*If elementary proficiency is not met, add six more hours.*

**Electives** **30 hours**

*Upper-division courses must total at least 36 hours.*
*Note: A minor or a second major is required.*

**TOTAL** **128 HOURS**

# Public Relations Concentration

**Public Communication Core** — **13 hours**

| | | |
|---|---|---|
| COMM 150 | Survey of Mass Media | 3 |
| COMM 220 | Introduction to Intercultural Communication | 3 |
| COMM 270 | Communication Theory and Research | 3 |
| COMM 405 | Media Ethics | 3 |
| COMM 465 | Perspectives in Communication | 1 |

**Public Relations Concentration** — **26 hours**

| | | |
|---|---|---|
| COMM 315 | Small Group Communication | 3 |
| COMM 320 | Persuasion and Propaganda | 3 |
| COMM 330 | Effective Presentations | 2 |
| COMM 370 | Advertising | 3 |
| JOUR 125 | Media Writing | 3 |
| PREL 210 | Essentials of Public Relations | 3 |
| PREL 355 | Public Relations Writing | 3 |
| PREL 400 | Public Relations Management | 3 |
| PREL 420 | Public Relations Campaigns | 3 |

**Required Cognates** — **13 hours**

| | | |
|---|---|---|
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |
| | *See details of* Cooperative Education Program, Page 63. | |
| GART 120 | Introduction to Digital Photography | 2 |
| GART 220 | Designing for the Media | 3 |
| GART 330 | Multimedia Web Production | 3 |
| MATH 110 | Probability and Statistics | 4 |

**General Education Courses** — **50 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELB/RELT | Religion electives | 12 |
| HIST | History elective | 3 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education Activity elective | 1 |
| HLSC | Health elective | 2 |
| | Intermediate Foreign Language | 6 |

*If elementary proficiency is not met, add six more hours.*

| Electives | 26 hours |
|---|---|

*Upper-division courses must total at least 36 hours.*
*Note: A minor or a second major or a double concentration is required.*

| TOTAL | 128 HOURS |
|---|---|

# Bachelor of Arts in Journalism

A concentration in broadcast journalism or print journalism requires the applicable core curriculum, required cognates, the General Education block and the concentration requirements. A minor, second major or double concentration is required. Students may not take a double concentration in broadcast journalism and print journalism.

## Broadcast Journalism Concentration | Bachelor of Arts

| Journalism Core | | 12 hours |
|---|---|---|
| COMM 150 | Survey of Mass Media | 3 |
| COMM 325 | Communication Law | 3 |
| COMM 405 | Media Ethics | 3 |
| JOUR 260 | News Writing | 3 |

| Broadcast Journalism Concentration | | 27 hours |
|---|---|---|

Broadcast students will be required to complete BRMD 101 Audio and Video Basics (4) by the start of their sophomore year as a prerequisite to JOUR 280 Broadcast Journalism. Students with specific experience, as evidenced by a résumé and portfolio, may seek the instructor's approval to waive the course.

| | | |
|---|---|---|
| BRMD 345 | Multicamera Production and Direction | 3 |
| BRMD 455 | Documentary Heritage | 3 |
| COMM 365 | Media Management | 3 |
| JOUR 125 | Media Writing | 3 |
| JOUR 280 | Broadcast Journalism | 3 |
| JOUR 300 | Electronic News Gathering | 3 |
| JOUR 330 | Computer-assisted Reporting and Research | 3 |
| JOUR 470 | News Media History | 3 |
| **Choose one of the following courses:** | | 3 |
| BRMD 265 | Nonlinear Editing (3) | |
| BRMD 456 | Documentary Production (3) | |
| COMM 305 | Film Criticism (3) | |
| COMM 350 | International Electronic Media (3) | |
| JOUR 270 | Feature Writing (3) | |
| JOUR 460 | The Literature of Journalism (3) | |

# Print Journalism Concentration | Bachelor of Arts

**Journalism Core** — **12 hours**

| | | |
|---|---|---|
| COMM 150 | Survey of Mass Media | 3 |
| COMM 325 | Communication Law | 3 |
| COMM 405 | Media Ethics | 3 |
| JOUR 260 | News Writing | 3 |

**Print Journalism Concentration** — **24 hours**

| | | |
|---|---|---|
| COMM 365 | Media Management | 3 |
| JOUR 125 | Media Writing | 3 |
| JOUR 270 | Feature Writing | 3 |
| JOUR 330 | Computer-assisted Reporting and Research | 3 |
| JOUR 365 | Editorial Techniques | 3 |
| JOUR 450 | Photojournalism | 3 |
| JOUR 460 | Literary Journalism | 3 |
| JOUR 470 | News Media History | 3 |

**Required Cognates** — **19 hours**

| | | |
|---|---|---|
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |
| | *See details of* Cooperative Education Program, Page 63. | |
| GART 120 | Introduction to Digital Photography | 2 |
| GART 220 | Designing for the Media | 3 |
| HIST | Upper-Division Elective | 3 |
| MATH 110 | Probability and Statistics | 4 |
| PLST/HIST | Political or History elective | 3 |
| PLST 250 | American Government | 3 |

**General Education Courses** — **44 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELB/RELT | Religion electives | 12 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education Activity elective | 1 |
| HLSC | Health elective | 2 |
| | Intermediate Foreign Language | 6 |

*If elementary proficiency is not met, add six more hours.*

| Electives | 29 hours |
|---|---|

*Upper-division courses must total at least 36 hours.*
*A minor or a second major or a double concentration is required.*

| TOTAL | 128 HOURS |
|---|---|

# Communication and Journalism Minors

The communication minors require 18-21 hours with five possible areas, or an individually designed eclectic minor with departmental approval, (designated as a Communication Minor.)

| BROADCAST JOURNALISM MINOR | | 21 hours |
|---|---|---|
| BRMD 345 | Multi-camera Production and Direction | 3 |
| COMM 405 | Media Ethics | 3 |
| JOUR 260 | News Writing | 3 |
| JOUR 280 | Broadcast Journalism | 3 |
| JOUR 460 | The Literature of Journalism | |
| – or – | | |
| JOUR 470 | News Media History | 3 |
| **Choose six hours from the following courses:** | | 6 |
| BRMD 265 | Nonlinear Editing (3) | |
| BRMD 360 | Broadcast Program Criticism (3) | |
| BRMD 455 | Documentary Heritage (3) | |
| BRMD 456 | Documentary Production (3) | |
| COMM 150 | Survey of Mass Media (3) | |
| COMM 305 | Film Criticism (3) | |
| COMM 494 | Topics in Communication (1-3) | |
| JOUR 300 | Electronic News Gathering (3) | |

| PRINT JOURNALISM MINOR | | 21 hours |
|---|---|---|
| COMM 325 | Communication Law | 3 |
| JOUR 125 | Media Writing | 3 |
| JOUR 260 | News Writing | 3 |
| JOUR 270 | Feature Writing | 3 |
| JOUR 330 | Computer-assisted Reporting and Research | 3 |
| JOUR 365 | Editorial Techniques | 3 |
| JOUR 470 | News Media History | 3 |

**INTERCULTURAL COMMUNICATION MINOR** **21 hours**

| | | |
|---|---|---|
| COMM 204 | Interpersonal Communication (3) | |
| – or – | | |
| COMM 315 | Small Group Communication (3) | 3 |
| COMM 220 | Introduction to Intercultural Communication | 3 |
| COMM 397 | Cultural Conceptions of Gender, Race and Class | 3 |
| COMM 405 | Media Ethics | 3 |
| COMM 460 | Problems and Issues in Intercultural Communication | 3 |

**Choose six hours from the following courses**: 6

| | |
|---|---|
| ANTH 275 | Cultural Anthropology (3) |
| COMM 235 | Understanding the Intercultural Assignment (1) |
| COMM 255 | Media Literacy and Criticism (3) |
| COMM 320 | Persuasion and Propaganda (3) |
| COMM 395 | The Intercultural Communication Experience (3) |
| COMM 494 | Topics in Communication (1-3) |

**PUBLIC RELATIONS MINOR** **21 hours**

| | | |
|---|---|---|
| COMM 270 | Communication Theory and Research | 3 |
| COMM 315 | Small Group Communication | 3 |
| COMM 405 | Media Ethics | 3 |
| PREL 210 | Essentials of Public Relations | 3 |
| PREL 355 | Public Relations Writing | 3 |

**Choose two of the following courses:** 6

| | |
|---|---|
| COMM 320 | Persuasion and Propaganda (3) |
| COMM 370 | Advertising (3) |
| PREL 400 | Public Relations Management (3) |

School of Arts and Social Sciences

# Department of Education

## PROGRAMS OFFERED

### Certification

- **Bachelor of Arts** | Liberal Studies: Early Childhood Education Pre-K to 3 – Early Childhood Special Education Birth-Grade 3
- **Bachelor of Arts** | Liberal Studies: Elementary Education 1 to 6 – Special Education 1-8
- **Bachelor of Arts** | English Education 7 to 12 (See Page 161)
- **Bachelor of Music** | Music Education Pre-K to 12 (See Page 185)
- **Bachelor of Science** | Physical Education Pre-K to 12 (See Page 243)

### Non-Certification

Early Childhood Education Birth to Age 8

### Minor

- Secondary Education

*Except where designated, all programs lead to teacher certification approved by the Maryland State Department of Education and the Office of Education, North American Division of Seventh-day Adventists.*

## Information

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## Faculty

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Annie Raney, M.A. | Director of Internships and Field Experiences

## Mission Statement

*The Department of Education seeks to prepare caring educators who are committed to Christian service through the art of reflective teaching.*

# Introduction

The professional education sequence is planned to provide experiences that prepare educators for elementary and secondary schools. The program provides a broad-based liberal arts foundation and practical applications that foster the holistic development of students who are liberally educated and professionally prepared.

# Goals

The goals and objectives include Maryland State Department of Education and North American Division of Seventh-day Adventist standards. Four primary goals reflect the mission and provide a conceptual framework for preparing educators who:

- Demonstrate that they have acquired foundation knowledge that provides an adequate background for an awareness and appreciation for various areas of knowledge important to content, technology and skills for effective teaching.
- Demonstrate pedagogical skills that enhance learning opportunities in meeting the diverse needs of students.
- Demonstrate interpersonal skills that support the socially interactive processes of teaching and learning in classrooms, collaboration with colleagues and reflect a caring attitude and commitment to professional service based on Christian values.
- Demonstrate reflective thinking as they engage in active evaluation of their educational goals, classroom environment and professional abilities.

# Objectives

The objectives explain the goals as follows:

## Foundation Knowledge

- Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.
- Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, social and cultural development is the basis of effective teaching.
- Demonstrate an understanding that a balance in spiritual, mental, physical, social and professional development is basic to effective service as a professional educator (WAU 1).

## Pedagogy Skills

- Incorporate a multicultural perspective that integrates culturally diverse resources, including those from the learner's family and community.
- Demonstrate knowledge of strategies for integrating students with special needs into the regular classroom.

- Use valid assessment approaches, both formal and informal, which are age appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes and school goals.
- Organize and manage a classroom using approaches supported by student learning needs, research, best practice and expert opinion.
- Use computer and computer-related technology to meet student and professional needs.
- Demonstrate interpersonal skills.
- Demonstrate an understanding that classrooms and schools are sites of ethical, social and civic activity.
- Collaborate with the broad educational community, including parents businesses and social service agencies.
- Demonstrate a caring attitude toward others (WAU 2).
- Demonstrate a commitment to professional service that reflects Christian values (WAU 3.)
- Demonstrate reflective thinking ability.
- Engage in careful analysis, problem-solving and reflection in all aspects of teaching.
- Develop a personal philosophy of teaching.

## Accreditation of Programs

Program approval for teacher certification by the Maryland State Department of Education and the North American Division of Seventh-day Adventists includes Liberal Studies majors in Early Childhood and Elementary/ Special Education as well as English, Music and Physical Education.

All baccalaureate programs leading toward careers in education are approved by the North American Division Office of Education of Seventh-day Adventists, as well as by the Maryland State Department of Education.

Teacher Education program completers in all programs take Praxis tests published by the Educational Testing Service (ETS). The aggregate and summary institution-level pass rate data published by ETS is at the end of the Education section in this *Academic Bulletin*.

Washington Adventist University's Teacher Education program has a pass rate of 100 percent. However, the institutional pass rate is shown in the published report only for those years in which there are 10 or more graduates.

## Career Opportunities

Programs in education are designed to prepare students for teaching careers in early childhood, elementary and secondary education, as well as for educational work in trades and industries. With appropriate training and/or licensing, students may also prepare to enter teaching careers at the collegiate level or find positions in curriculum development, pupil personnel (such as residence hall deans), evaluation and research and educational administration.

Some openings also exist for education graduates to serve as church educators directing religious education programs and Bible instruction in local church settings.

Classes leading to teacher certification include Liberal Studies: Early Childhood Education/Special Education and Liberal Studies: Elementary Education/Special Education. Also offered is a minor in Secondary Education for specific subject areas. *Check the subject area in the Bulletin for details.*

Washington Adventist University also offers a Bachelor of Arts degree not leading to teacher certification for those who have an interest in working in child care settings, preschools, before- and after-care programs or youth centers: Liberal Studies: Early Childhood Care and Education. *For further information, see* Page 289.

## Admission to the Professional Education Program

Prior to taking upper-division courses, the student must be admitted to the professional education program. Admission requires:

1. An application submitted to the department chair at the end of the sophomore year for review and approval by the Teacher Education Committee (by December 1 for spring admission and by April 1 for fall admission).
2. A cumulative college GPA of 2.70 or above.
3. A Praxis I composite score of 527, or an SAT score of 1,000 before 1995 or 1,100 after 1995, or an ACT score of 24 for all teacher certification programs.
4. Evidence of fingerprint/background check required of all school personnel in the state of Maryland.
5. Proof of a recent (within two years) tuberculosis test.
6. An interview with the department faculty.
7. Two letters of recommendation (one from a faculty member and one from an employer or residence dean). Obtain department recommendation forms from the Education office.
8. Completion of at least 56 semester hours of college credit that include the following courses:

| | | |
|---|---|---|
| CHEM/BIOL/PHYS | Science elective | 4 |
| EDUC 120 | Educational Philosophy and Trends | 3 |
| *EDUC 130 | Professional Skills Development | 1 |
| EDUC 242 | Human Learning | 3 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| MATH 110 | Probability and Statistics | 4 |
| MATH 115 | Fundamentals of Mathematics I | 4 |
| PSYC 210 | Developmental Psychology | 3 |
| RELT 250 | Principles of Christian Faith | 3 |

**Choose one of the following courses:** ..... 3

| | |
|---|---|
| HIST 125 | World Civilization I (3) |
| HIST 126 | World Civilization II (3) |
| HIST 275 | United States History I (3) |
| HIST 276 | United States History II (3) |

**Waived if meeting Praxis I, ACT or SAT passing requirement*

## Admission to Teaching Internship

1. Meeting all requirements for admission to the professional teacher education program.
2. An application submitted to the Director of Teaching Internships for review. Applications are due on or before February 1 during the junior year. The application must be approved by the Teacher Education Committee.
3. A cumulative GPA of 2.70 or above.
4. Evidence of fingerprint/background check required of all school personnel in the state of Maryland.
5. Proof of a recent (within two years) tuberculosis test.
6. Two letters of recommendation, one from a faculty member in the Department of Education and one from your major area adviser.
7. Eighty hours of team teaching in a classroom setting just prior to the semester of teaching internship, as well as a multigrade teaching experience.
8. At least 80 semester hours of college credit that include professional education methods courses.

Transfer students who wish to complete a student teaching internship must meet requirements for admission to the student teaching internship that include completion of at least 80 semester hours. At least 12 of these hours must be completed at Washington Adventist University in upper-division professional education courses.

## Service Requirements for Professional Education Program (PEP) Students

Students admitted to the Professional Education Program will be required to complete 10 hours of instructional service to students who are in a nearby school, for each year they are in the Professional Education Program. The minimum number of hours required will be 20 hours, which may be completed in one year or over a two-year period. However, students may complete as many hours as desired.

## Guest Students Seeking Certification

Guest students seeking certification must meet citizenship and scholarship standards of the department and the university, including prerequisite requirements for all classes. Those who need certain courses to qualify for certification may do so without completing a specific degree program.

## Post-Baccalaureate Courses for Professional Development

The Department of Education offers post-baccalaureate courses for those who wish to complete teacher certification requirements as well as meet the standards for highly qualified teacher provisions of the federal No Child Left Behind requirements.

Enrollment in the post-baccalaureate/certification courses is an option for those who have a: (1) bachelor's degree from an accredited college/university with a subject specialization such as liberal studies or one or more specialized school subjects (i.e., English, mathematics, physical education, social studies, music), or (2) contract for employment or at least one year of teaching experience in a K-12 school system. Courses, identified with the CT designation, may be available in the evening and summer formats.

In addition to teacher certification, post-baccalaureate courses are available for those who have bachelor's degrees from an accredited institution of higher education seeking professional development for educational leadership responsibilities in education institutions and church service positions.

## Bachelor of Arts in Liberal Studies

### Early Childhood Education and Early Childhood Special Education

with Teacher Certification in Early Childhood Education (Pre-K-3rd grade) and Early Childhood Special Education (Birth – Age Eight)

*See* Liberal Studies, Page 115*, for details of degree requirements.*

| I. UNIFIED THEME – PROFESSIONAL EDUCATION | | 54 HOURS |
|---|---|---|
| EDEC 206 | Foundations of Early Childhood Education | 3 |
| EDEC 320 | Positive Behavior Support Strategies in Early Childhood | 2 |
| EDEC 424 | Observation and Assessment in Early Childhood Education | 3 |
| EDEC 315 | Inclusive Practices in Early Childhood Education | 3 |
| EDEC 317 | Integrated Arts in Early Childhood Education | 3 |
| EDEC 308 | Social Studies Methods | 2 |
| EDEC 309 | Material and Methods for Teaching Math/Science | 3 |
| EDEC 352 | Methods of Instruction in Reading | 3 |
| EDEC 353 | Material for Teaching Reading | 3 |
| EDEC 354 | Methods for Assessment of Reading | 3 |
| EDEC 390 | Working with Young Children, Families and Community | 3 |
| EDUC 311 | Religion Methods | 1 |
| EDUC 130* | Professional Skills Development | 1 |

| | | |
|---|---|---|
| EDUC 309 | Integrated Instruction | 1 |
| EDUC 321 | Techniques for Integrating Educ. Technology in Classroom | 3 |
| EDUC 341 | Processes and Acquisition of Reading | 3 |
| EDUC 449 | Multigrade Teaching Experiences | 2 |
| EDEC 450 | Teaching Internship | 2-12 |
| EDSP 450 | Teaching Internship | 2-12 |
| EDUC 499 | Senior Internship Seminar | 1-2 |

**Waived if meeting Praxis I, ACT or SAT passing requirement*

*Note: Courses may overlap between the Unified Theme and Cultural, Scientific and Societal studies. Courses between General Education requirements and the major requirements may not overlap.*

## II. LIBERAL STUDIES THEMES — 39 HOURS

### Cultural Studies — 9 hours

| | | |
|---|---|---|
| EDUC 120 | Educational Philosophy Trends | 3 |
| EDUC 301 | Issues in Multicultural Education | 3 |
| EDUC 418 | Education of Exceptional Children and Youth | 3 |

### Scientific Studies — 12 hours

| | | |
|---|---|---|
| MATH 120 | College Algebra and Trigonometry | 4 |
| MATH 115 | Survey of Mathematics | 4 |
| BIOL 140 | Human Body in Health and Disease | 4 |

### Societal Studies — 9 hours

| | | |
|---|---|---|
| PSYC 210 | Developmental Psychology | 3 |
| HIST 125/126 | World History | 3 |
| EDUC 242 | Human Learning | 3 |

### Required Cognates — 9 hours

| | | |
|---|---|---|
| HIST 275/276 | United States History I or II | 3 |
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |

## III. GENERAL EDUCATION COURSES — 38 HOURS

*NOT to be repeated in major. See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 6 |
| CHEM/PHYS | Science elective | 4 |
| CPTR 105 | Introduction to Computers | 3 |
| LITR 235/236 | World Literature and Fine Arts | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| GEOG 270 | World Geography | 3 |
| PEAC | Physical Education Activity Elective | 1 |

| | | |
|---|---|---|
| HLSC/NUTR | Health elective | 2 |
| | Humanities elective | 3 |

*Upper-division courses must total at least 36 hours.*

**TOTAL** **132 HOURS**

# Bachelor of Arts in Liberal Studies

## Elementary Education/Special Education

*See* Liberal Studies, Page 115*, for details of degree requirements.*

### I. UNIFIED THEME — PROFESSIONAL EDUCATION — 50 HOURS

| | | |
|---|---|---|
| EDSP 425 | Applied Measurement and Assessment for Exceptional Students | 2 |
| EDSP 440 | Instructional Methods for Students with Disabilities | 3 |
| EDSP 450 | Teaching Internship – Special Education | 2-6 |
| EDUC 311 | Religion Methods | 1 |
| EDUC 130 | Professional Skills Development | 1 |
| EDUC 305 | Health/Science Methods | 3 |
| EDUC 308 | Social Studies Methods | 2 |
| EDUC 319 | Mathematics Methods | 3 |
| EDUC 320 | Classroom Management | 3 |
| EDUC 321 | Techniques for Integrating Educational Technology in the Classroom | 3 |
| EDUC 341 | Processes and Acquisition of Reading | 3 |
| EDUC 352 | Methods of Instruction in Reading | 3 |
| EDUC 353 | Material for Teaching Reading | 3 |
| EDUC 354 | Methods for Assessment of Reading | 3 |
| EDUC 424 | Educational Assessment | 3 |
| EDUC 450 | Teaching Internship | 2-12 |
| EDUC 499 | Senior Internship Seminar | 1-2 |

*Note: Courses may overlap between the Unified Theme and Cultural, Scientific and Societal studies. Courses between General Education requirements and the major requirements may not overlap.*

### II. LIBERAL STUDIES THEMES — 39 HOURS

#### Cultural Studies — 9 hours

| | | |
|---|---|---|
| EDUC 120 | Educational Philosophy and Trends | 3 |
| EDUC 301 | Issues in Multicultural Education | 3 |
| EDUC 418 | Education of Exceptional Children and Youth | 3 |

#### Scientific Studies — 12 hours

| | | |
|---|---|---|
| BIOL 140 | Human Body in Health and Disease | 4 |
| MATH 110 | Probability and Statistics | 4 |
| MATH 115 | Survey of Mathematics | 4 |

| Societal Studies | | 9 hours |
|---|---|---|
| PSYC 210 | Developmental Psychology | 3 |
| HIST 125/126 | History of World Civilizations I or II | 3 |
| EDUC 242 | Human Learning | 3 |

| Required Cognates | | 9 hours |
|---|---|---|
| HIST 275/276 | United States History I or II | 3 |
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |

**III. GENERAL EDUCATION COURSES** **42 HOURS**

*NOT to be repeated in major. See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 6 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| MATH 120 | College Algebra and Trigonometry | 4 |
| CPTR 105 | Introduction to Computers | 3 |
| LITR 235/236 | World Literature and Fine Arts | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| GEOG 270 | World Geography | 3 |
| PEAC | Physical Education Activity elective | 1 |
| HLSC/NUTR | Health elective | 2 |
| | Humanities elective | 3 |

*Upper-division courses must total at least 36 hours*.

**TOTAL** **131 HOURS**

# Bachelor of Arts in Liberal Studies

## Early Childhood Care and Education | Birth-Age 8 | Non-Certification

*See* Liberal Studies, Page 115, *for details of degree requirements.*

**I. UNIFIED THEME — PROFESSIONAL EDUCATION** **51 HOURS**

| | | |
|---|---|---|
| EDEC 206 | Foundations of Early Childhood Education | 3 |
| EDEC 220 | Collaboration and Communication in Early Childhood | 2 |
| EDEC 245 | Early Childhood Health, Nutrition and Safety | 3 |
| EDEC 302 | Administration of Early Childhood Programs | 2 |
| EDEC 305 | Promoting Literacy and Language in Young Children | 2 |
| EDEC 309 | Material and Methods for Teaching Math/Science | 3 |
| EDEC 310 | Teaching Experiences | 2-6 |
| EDEC 311 | Programming and Planning for Primary Aged Children | 3 |
| EDEC 312 | Programming and Planning for Preschoolers | 3 |

| | | |
|---|---|---|
| EDEC 313 | Programming and Planning for Infants and Toddlers | 3 |
| EDEC 315 | Inclusive Practices in Early Childhood Education | 3 |
| EDEC 317 | Integrated Arts in Early Childhood Education | 3 |
| EDEC 320 | Positive Behavior Support Strategies in Early Childhood | 2 |
| EDEC 390 | Working with Young Children, Families and Community | 3 |
| EDEC 424 | Observation/Assessment in Early Childhood Education | 3 |
| EDUC 130 | Professional Skills Development | 1 |
| EDUC 311 | Religion Methods | 1 |
| EDUC 321 | Techniques for Integrating Educational Technology in the Elementary and Secondary Classroom | 3 |

*Note: Courses may overlap between the Unified Theme and Cultural, Scientific and Societal studies. Courses between General Education requirements and the major requirements may not overlap.*

## II. LIBERAL STUDIES THEMES — 39 HOURS

### Cultural Studies — 9 hours

| | | |
|---|---|---|
| EDUC 120 | Educational Philosophy Trends | 3 |
| EDUC 301 | Issues in Multicultural Education | 3 |
| EDUC 418 | Education of Exceptional Children and Youth | 3 |

### Scientific Studies — 12 hours

| | | |
|---|---|---|
| MATH 120 | College Algebra and Trigonometry | 4 |
| MATH 115 | Survey of Mathematics | 4 |
| BIOL 140 | Human Body in Health and Disease | 4 |

### Societal Studies — 9 hours

| | | |
|---|---|---|
| PSYC 210 | Developmental Psychology | 3 |
| HIST 125/126 | World History | 3 |
| EDUC 242 | Human Learning | 3 |

### Required Cognates — 9 hours

| | | |
|---|---|---|
| HIST 275/276 | United States History I or II | 3 |
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |

## III. GENERAL EDUCATION COURSES — 38 HOURS

*NOT to be repeated in major. See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 6 |
| CHEM/PHYS | Science elective | 4 |
| CPTR 105 | Introduction to Computers | 3 |
| LITR 235/236 | World Literature and Fine Arts | 3 |
| PSYC 105 | Introduction to Psychology | 3 |

| | | |
|---|---|---|
| GEOG 270 | World Geography | 3 |
| PEAC | Physical Education Activity Elective | 1 |
| HLSC/NUTR | Health elective | 2 |
| | Humanities elective | 3 |

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# Secondary Education Minor

**Professional Education** **38 hours**

| | | |
|---|---|---|
| PSYC 210 | Developmental Psychology | 3 |
| EDUC 120 | Educational Philosophy and Trends | 3 |
| *EDUC 130 | Professional Skills Development | 1 |
| EDUC 320 | Classroom Management | 3 |
| EDUC 242 | Human Learning | 3 |
| EDUC 345 | Secondary School Methods (in specialization area) | 3 |
| EDUC 365 | Methods of Teaching Reading in the Secondary Content Area I | 3 |
| EDUC 366 | Methods of Teaching Reading in the Secondary Content Area II | 3 |
| EDUC 418 | Introduction to Special Education | 3 |
| EDUC 424 | Educational Assessment | 3 |
| EDUC 450E/S | Teaching Internship | 2-12 |
| EDUC 450E** | Teaching Internship (fall) | 1-6 |
| EDUC 450S** | Teaching Internship (spring) | 1-6 |
| EDUC 499 | Senior Internship Seminar | 1-2 |

** Waived if meeting Praxis I, ACT or SAT passing requirement*
*** Physical Education and Music Education majors ONLY*

*See* Health, Wellness and Physical Education program, Page 237, *for specialized substitutions for these courses*

**General Education** **16 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| BIOL 140 | Human Body in Health and Disease | 4 |
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |
| RELB/RELT | Religion electives | 6 |

School of Arts and Social Sciences

# Department of English and Modern Languages

## PROGRAMS OFFERED

- **Bachelor of Arts** | English
- **Bachelor of Arts** | English Education

### Minors

- English
- Writing
- Arabic
- French
- German
- Italian
- Portuguese
- Spanish

## Information

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## Faculty

Bradford Haas, M.A. | Interim Chair, Director of Honors Program
Sandra Esteves, Ph.D. | Adventist Colleges Abroad Coordinator
Deborah Brown, M.A.
Richard Grant, M.A.

## Mission Statement

*Through the study of literature and theory, students will become lifelong learners who are skilled in critical thinking and writing.*

*They will be able to apply these skills in a number of settings, whether personal or professional.*

# English

## Aims and Ideals

The following are the aims and ideals of the Department of English and Modern Languages:

1. To enable students to apply academic skills in the negotiation and understanding of social, cultural, business and personal events;
2. To engender an understanding and experience of the power of language, with students increasing their curiosity and enthusiasm about ideas, writing and reading;
3. To enable students to understand the power of language to change systems and to use this power in a practical way in their personal and/or professional lives.

## Learning Outcomes:

A student who graduates with a Bachelor of Arts in English will be able to:

1. Analyze and critique texts from various theoretical perspectives;
2. Write ideas clearly, fairly and effectively;
3. Synthesize original thought with scholarly research;
4. Present written works verbally;
5. Demonstrate knowledge of genres and periods in British and American literature and show awareness of world literature and culture;
6. Articulate a philosophy of aesthetic appreciation.

## Career Opportunities

In addition to teaching, graduates with English majors are successfully entering such diverse fields as law, advertising, public relations, library science, medicine, media, social services and ministry.

Because the English major requires only 35 hours, it is a popular second major for many students who have chosen careers in business, communications, history, science, religion, psychology and other areas. Focusing on analysis, critical thinking and communication skills, English courses provide excellent preparation for success in graduate education and professional pursuits.

Students interested in teaching English on the secondary level may major in English and minor in secondary education. Each English major who fulfills the secondary education minor requirements and receives a passing score on the Praxis I and II examinations receives Maryland secondary teacher certification, as well as Seventh-day Adventist certification, which qualifies students to teach English in private or public schools in either middle or high schools.

## Honor Society and Memberships

Washington Adventist University has an active chapter of Sigma Tau Delta, the national English honor society. The purpose of the honor society is to recognize undergraduates, graduates and scholars who have realized accomplishments in either linguistics or the literature of the English language. The society is open to all English majors and minors who have earned an overall grade-point average of 3.25 or above and have successfully completed two literature courses with an English grade-point average of 3.00 or above. The motto of the organization, "Sincerity, Truth, Design," evidences the society's commitment to excellence, a commitment consistent with the goals of the Department of English and the university. The department is also home to the university-wide Pre-Law Club, which is open to all students on campus.

The Department of English, which functions as one of the advisory departments for pre-law students, is a member of the Northeast Association of Pre-Law Advisors, Inc.

## Student Placement for Writing Instruction

First-year students with scores above the 50th percentile for the verbal section of the SAT or ACT exam will be placed in First-Year Composition (ENGL 101). All other students, including transfer students with 24 or fewer credits who do not have recent SAT or ACT scores, are required to take the English placement test. Based on their test results, students may be placed in English as a Second Language, Basic English (ENGL 050) or First-Year Composition (ENGL 101). Depending on a student's written language proficiency in English, ENGL 101A may be required for as long as the Department of English and Modern Languages deems necessary. Exceptions must be petitioned to and approved by both the director of first-year composition and the Academic Appeals Committee.

Students whose level of English proficiency does not qualify them for ENGL 050, ENGL 101A or ENGL 101 will need to receive further instruction in English elsewhere until they are capable of satisfying the requirements for any of these three classes.

## English as a Second Language

Students whose native language is other than English, including any students who have not completed four years in an educational institution in which English is the language of instruction, may be placed in recommended ESL courses elsewhere according to examination results of the English placement test in conjunction with the TOEFL or the Michigan Test of English Language Proficiency or IELTS. *See* Admission of ESL Students, Page 50,, *for placement requirements.*

# Bachelor of Arts in English

**English Major Core** — **34 hours**

| | | |
|---|---|---|
| ENGL 245 | Critical Approaches to Literature | 3 |
| ENGL 314 | Linguistic Study and Development of English Language | 3 |
| ENGL 491 | Seminar in Literary Theory | 3 |
| ENGL 499 | Thesis Research | 1 |
| LITR 231 | Anglo-Saxon Literature to Renaissance Literature | 3 |
| LITR 232 | The 17th Century to the Romantics | 3 |
| LITR 233 | From the Victorians to the Digital Age | 3 |
| LITR | Upper-division literature elective | 3 |
| **Choose one of these British literature courses:** | | 3 |
| LITR 340 | Medieval and Renaissance Literature (3) | |
| LITR 370 | 17th and 18th Century Literature (3) | |
| **Choose one of these British and American literature courses:** | | 3 |
| LITR 450 | 19th Century British and American Literature (3) | |
| LITR 460 | 20th Century British and American Literature (3) | |
| **Choose one of these world literature courses:** | | 3 |
| LITR 235 | World Literature and Fine Arts I (3) | |
| LITR 236 | World Literature and Fine Arts II (3) | |
| LITR 335 | Great Books (3) | |
| **Choose one of these writing courses:** | | 3 |
| ENWR 230 | Expository Writing (3) | |
| ENWR 240 | Introduction to Creative Writing (3) | |

**Required Cognates** — **3 hours**

| | | |
|---|---|---|
| PHIL 150 | Introduction to Philosophy | 3 |

**General Education Courses** — **48 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 12 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| MATH | Math elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |
| | Intermediate Foreign Language | 6 |

*If elementary proficiency is not met, add six more hours.*

**Electives** **43 hours**

*Upper-division courses must total at least 36 hours.*
*Note: A minor or a second major is required; the second major is strongly recommended.*

**TOTAL** **128 HOURS**

# Bachelor of Arts in English Education

English education majors are strongly advised to complete at least 24 hours in a second teaching field.

**English Major Core** **34 hours**

**English Education Major | Professional Requirements** **37 hours**

*Please see* Department of Education, Page 150*, or information about admission to student teaching. Students must be approved by the Teacher Education Admissions Committee before enrolling in EDUC 345 or EDUC 450.*

| | | |
|---|---|---|
| EDUC 120 | Philosophy and Trends in Education | 2 |
| EDUC 130 | Professional Skills Development | 1 |
| EDUC 242 | Human Learning | 3 |
| EDUC 345C | Secondary School Methods – English | 3 |
| EDUC 365 | Methods of Teaching Reading in Second. Content Area I | 3 |
| EDUC 366 | Methods of Teaching Reading in Second. Content Area II | 3 |
| EDUC 418 | Introduction to Special Education | 3 |
| EDUC 424 | Educational Measurement | 3 |
| EDUC 450 | Student Teaching | 12 |
| EDUC 491 | Internship Seminar | 1 |
| PSYC 210 | Developmental Psychology | 3 |

**Recommended Cognates** **[ 9 hours ]**

| | | |
|---|---|---|
| LITR 223 | Young Adult Literature for Educators | 3 |
| HIST 126 | History of World Civilization | 3 |
| HIST 275 | United States History I (3) | |
| – or – | | |
| HIST 276 | United States History II (3) | 33 |

**General Education and Certification Requirements** **45 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 6 |
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 270 | Adventist Heritage | 3 |
| CHEM/BIOL/PHYS | Science elective | 4 |

| | | |
|---|---|---|
| MATH | Mathematics elective | 4 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| HMNT | Humanities elective | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |
| | Intermediate Foreign Language | 6 |

*If elementary proficiency is not met, add six more hours.*

**Electives** **12 hours**

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# English Minor

A minor in English requires a total of 18 hours beyond ENGL 101, 102.

**ENGLISH MINOR** **18 hours**

| | | |
|---|---|---|
| ENGL 245 | Critical Approaches to Literature | 3 |
| ENGL 314 | Linguistic Study and Development of English Language (3) | |
| – or – | | |
| ENGL 310 | Language Study and Grammar (3) | 3 |
| ENWR | Writing elective | 3 |
| LITR | Upper-division Literature elective | 3 |
| LITR | Other Literature electives | 6 |

# Writing Minor

**WRITING MINOR** **21 hours**

| | | |
|---|---|---|
| ENWR 230 | Expository Writing | 3 |
| ENWR 235 | Technical Writing | 3 |
| ENWR 240 | Introduction to Creative Writing | 3 |
| ENGL 310 | Language Study/Grammar | 3 |
| JOUR 260 | News Writing | 3 |
| JOUR 270 | Feature Writing | 3 |
| **Choose one of these writing electives:** | | 3 |
| ENWR 330 | Advanced Expository Writing (3) | |
| JOUR 460 | Literary Journalism (3) | |

# Modern Languages

## Minors

- Arabic
- French
- German
- Italian
- Portuguese
- Spanish

## Information

**Sandra Esteves, Ph.D.** | Adventist Colleges Abroad Coordinator
Foreign Languages
Wilkinson Hall, Room 22

Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

301-891-4015 | sesteves@wau.edu

## Introduction

Washington Adventist University offers minors in Arabic, French, German, Italian, Portuguese and Spanish that give the capable, committed student the assurance of fluency in these languages, as well as understanding of the cultures they represent.

These minors require residency at overseas campuses (Argentina, Brazil, France, Germany, Lebanon or Spain) and are made available to interested students through the Adventist Colleges Abroad program.

Minors in Arabic, German, Italian, Portuguese and Spanish require residency at an overseas campus during a full academic year.

The minor in French can be completed without residing in France during a full academic year. It can be completed by combining the courses offered at Washington Adventist University with one semester spent at the overseas campus. In this case, students desiring to minor in French must take the beginning- and intermediate-level courses offered at Washington Adventist University before taking one semester of upper-division level courses at the overseas campus.

ALL students wishing to obtain a French or a Spanish minor are strongly advised to take all the French and Spanish courses offered at Washington Adventist University before going to the overseas campuses.

The overseas campuses in Spain and Argentina do not offer beginning-level Spanish courses.

To students not interested in obtaining a minor in French or Spanish, the university offers introductory and intermediate language courses on its campus that fulfill the foreign language requirement of certain of the university's Bachelor of Arts programs.

## Adventist Colleges Abroad

In cooperation with Adventist Colleges Abroad (ACA), a consortium of Seventh-day Adventist colleges and universities in North America, the department offers to both the students minoring in language and to general university students the privilege of studying overseas without losing credits or lengthening their course of study.

Students who carefully plan their program with the department may earn full university credit for study at any of the overseas schools listed in the ACA catalog. Students enter this program for one or three quarters (three or nine months) beginning in September. A summer program is also available. To be eligible, the student must be admitted to WAU and have endorsement of the department.

Although enrolled overseas, students are registered at WAU and are considered in residence at this university, thus they are eligible for scholarships, loans and grants offered by WAU. Credit earned overseas is recorded each semester in WAU's Office of the Registrar.

## Arabic Minor

The Arabic minor is designed to provide interested students with advanced ability in listening, speaking and writing Arabic. It requires a minimum of 18 hours beyond the Elementary Arabic level.

At least nine hours must be at the upper-division level. All courses for the minor in Arabic must be taken through ACA at Middle East University, Lebanon.

Within these parameters, students minoring in Arabic are allowed the flexibility of choosing their program of study from the various courses listed in the *ACA Bulletin.* Please see the program director in the Department of English and Modern Languages for a copy of the *ACA Bulletin.*

**ARABIC MINOR** **18 HOURS**

At least nine hours must be upper division. All hours must be taken through ACA.
*Note: Upon arrival at the overseas campus, students will take a placement test. Students receiving low placement test scores may be required to take beginning courses below the ARAB 210 level. These would not count toward the minor.*

## French Minor

The minor in French is designed to provide interested students with advanced ability in listening, speaking and writing French. It requires a total of 18 hours beyond French 102, nine of which must be chosen from upper-division level courses.

At least 12 of the required 18 hours must be taken through ACA at the Campus Adventiste duSalève, France.

Within these parameters, students minoring in French are allowed the flexibility of choosing their program of study from the various courses listed in the *ACA Bulletin*. Please see the program director in the Department of English and Modern Languages for a copy of the *ACA Bulletin*.

**FRENCH MINOR** **18 HOURS**

Nine hours must be upper division. Twelve hours must be taken through ACA.

*Note: ALL students wishing to obtain a French minor are strongly advised to complete FREN 201 and FREN 202 at WAU before going to France. Students wishing to obtain a French minor who reside at the overseas campus only during three months must complete FREN 201 and FREN 202 at WAU before going to France and must have permission from the program director.*

*Upon arrival at the overseas campus, students will take a placement test. Students receiving low placement test scores may be required to take beginning and/or intermediate-level courses other than FREN 201 and FREN 202. Thus, the total number of hours taken at the overseas campus may be larger than indicated above.*

## German Minor

The German minor is designed to provide interested students with advanced ability in listening, speaking and writing German. It requires a minimum of 18 hours beyond the Elementary German level.

At least nine hours must be at the upper-division level. ALL courses for the minor in German must be taken through ACA at Friedensau Adventist University, Sachsen-Anhalt, Germany.

Within these parameters, students minoring in German are allowed the flexibility of choosing their program of study from the various courses listed in the *ACA Bulletin*. Please see the program director in the Department of English and Modern Languages for a copy of the *ACA Bulletin*.

**GERMAN MINOR** **18 HOURS**

At least nine hours must be upper division. All hours must be taken through ACA.

*Note: Upon arrival at the overseas campus, students will take a placement test. Students receiving low placement test scores may be required to take beginning courses below the GRMN 201 level. These would not count toward the minor.*

## Italian Minor

The Italian minor is designed to provide interested students with advanced ability in listening, speaking and writing Italian. It requires a minimum of 18 hours beyond the Elementary Italian level.

At least nine hours must be at the upper-division level. ALL courses for the minor in Italian must be taken through ACA at Istituto Avventista Villa Aurora, Italy.

Within these parameters, students minoring in Italian are allowed the flexibility of choosing their program of study from the various courses listed in the *ACA Bulletin.* Please see the program director in the Department of English and Modern Languages for a copy of the *ACA Bulletin.*

**ITALIAN MINOR** **18 HOURS**

At least nine hours must be upper-division. All hours must be taken through ACA.

*Note: Upon arrival at the overseas campus, students will take a placement test. Students receiving low placement test scores may be required to take beginning courses below the ITLN 212 level. These would not count toward the minor.*

## Portuguese Minor

The Portuguese minor is designed to provide interested students with advanced ability in listening, speaking and writing Portuguese. It requires a minimum of 18 hours beyond the Elementary Portuguese level.

At least nine hours must be at the upper-division level. ALL courses for the minor in Portuguese must be taken through ACA at Centro Universitario Adventista de São Paulo, Brazil.

Within these parameters, students minoring in Portuguese are allowed the flexibility of choosing their program of study from the various courses listed in the *ACA Bulletin*. Please see the program director in the Department of English and Modern Languages for a copy of the *ACA Bulletin.*

**PORTUGUESE MINOR** **18 HOURS**

At least nine hours must be upper-division. All hours must be taken through ACA.

*Note: Upon arrival at the overseas campus, students will take a placement test. Students receiving low placement test scores may be required to take beginning courses below the PORT 251 level. These would not count toward the minor.*

## Spanish Minor

The Spanish minor is designed to provide interested students with advanced ability in listening, speaking and writing Spanish. It requires a total of 18 hours beyond SPAN 102, nine of which must be chosen from upper-division courses.

At least 12 of the required 18 hours for the minor in Spanish must be taken through ACA at Colegio Adventista de Sagunto, Sagunto, Spain, or Universidad Adventista del Plata, Entre Rios, Argentina.

Within these parameters, students minoring in Spanish are allowed the flexibility of choosing their program of study from the various courses listed in the *ACA Bulletin*. Please see the program director in the Department of English and Modern Languages for a copy of the *ACA Bulletin.*

**SPANISH MINOR** **18 HOURS**

Nine hours must be upper-division. Twelve hours must be taken through ACA.

*Note: ALL students wishing to obtain a Spanish minor must complete SPAN 201 and 202 at WAU before going to Spain or Argentina. These overseas campuses do not offer beginning-level Spanish courses.*

*Upon arrival at the overseas campus, students will take a placement test.*

School of Arts and Social Sciences

# Department of History and Political Studies

## PROGRAMS OFFERED

- **Bachelor of Arts** | History
- **Bachelor of Arts** | History
  Pre-Law Emphasis
- **History Education Track**
- **Bachelor of Arts** | Political Studies
- **Bachelor of Arts** | Political Studies
  Pre-Law Emphasis

### Minors

- American Religious History
- American Studies
- History
- International Studies
- Political Studies

Center for Law and Public Policy

### Pre-Law Emphasis

## Information

**Joan A. Francis, D.A.** | Chair
Department of History and Political Studies
Richards Hall, Room 201B

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## Faculty

**Joan A. Francis, D.A.** | Chair
William Ellis, Ph.D.
Douglas Morgan, Ph.D.

**Herma Percy, Ph.D.** | Director of Homeland Security Program

## Adjunct Faculty

Gladstone P. Gurubatham, Ph.D.
Fitzroy Thomas

# Introduction

Washington Adventist University provides excellent opportunities for students interested in history, law, government and politics. The nation's capital is home to unparalleled resources, including the Library of Congress, the National Archives, the Smithsonian Institution, the Holocaust Memorial Museum, Capitol Hill, advocacy organizations, think tanks, the General Conference Archives and the Ellen G. White Estate.

The University's affiliation with the Center for Law and Public Policy, in particular, enhances access to the resources of Washington, D.C., through internships, conferences, legislative advocacy and intercollegiate moot court competition. Students who demontrate scholarly excellence in the study of history may earn membership in WAU's chapter of Phi Alpha Theta, the national history honor society. The Washington Adventist University chapter is Kappa Epsilon.

# Mission

In keeping with the mission of Washington Adventist University, the Department of History and Political Studies plays a two-fold role in producing "graduates who bring competence and moral leadership to their communities."

First, the department seeks to foster excellent educational experiences in support of the university's General Education goals, particularly to "explore fundamental concepts of the humanities and social sciences," "enhance the academic processes of listening, reading, speaking, writing and studying," and "acquiring knowledge of belief systems, values and ethics."

Second, through disciplined, energetic pursuit of historical understanding, the department seeks to nurture majors who are dedicated to excellence, who "embrace the adventure of truth," who find "pleasure and joy" in learning and who link with their scholarship involvement for the common good.

For history majors, political studies majors and general students, the department seizes "the challenge and opportunity of the nation's capital" by placing particular emphasis on utilizing the unique resources in Washington, D.C., for the study of history, government, law and politics.

# Goals

The goals of the Department of History and Political Studies are to equip students to:

1. See themselves and their society from the vantage point of different times and places, displaying a sense of informed perspective and a mature view of human nature.
2. Read and think critically, write and speak clearly and persuasively and conduct research effectively.

3. Gain admission to graduate and professional schools and/or find employment in which they can apply the skills and competencies developed in college.
4. Participate in the affairs of the world around them on the basis of personal faith and values informed by historical perspective.
5. Excel in careers and activities after graduation that contribute to social justice, peace and human rights.

## Objectives

Students completing the history or political studies major will:

1. Compare favorably in historical and political understanding with students completing a similar program nationally.
2. Demonstrate competence in analyzing evidence: be able to gather evidence systematically from primary and secondary sources and interpret the evidence in a coherent, creative, responsible manner in writing or speaking.
3. Demonstrate competence in the skills of a historian or political analyst by producing a research paper of at least 3,000 words, based on primary sources, that is clearly written, demonstrates individual thought and advances understanding of the topic.
4. Exhibit sensitivities to human values in their own and other cultural traditions and in turn establish values of their own.

## Career Opportunities

A major in history or political studies equips the graduate with skills in how to think critically, communicate effectively and participate knowledgeably in society. These transferable skills constitute a strong foundation for success in a vast variety of careers in a rapidly changing employment market. Graduates are thus positioned to enter many different professions, including, law, teaching, politics, archival and museum work, government service, international service, business, medicine and ministry.

## Honor Society

Washington Adventist University has been a member of Phi Alpha Theta, the national history honor society, since 1965. The purpose of Phi Alpha Theta y is to promote the study of history and to bring students and faculty together for intellectual and social exchanges. The university's chapter, Kappa Epsilon, is open to all undergraduates students who have completed 12 semester hours in history with a GPA of at least 3.1 in history and have an overall GPA of 3.0 or better. Membership is not limited to history majors.

# Bachelor of Arts in History

Students planning graduate work in history are advised that a reading knowledge of a modern language is required for advanced degrees.

| History Major Core | | 36 hours |
|---|---|---|
| HIST 115 | History Colloquium (1 credit x 3) | 3 |
| | *Course must be repeated for a total of 3 credits* | |
| HIST 125 | History of World Civilizations I | 3 |
| HIST 126 | History of World Civilizations II | 3 |
| HIST 275 | U.S. History I: Founding to Reconstruction | 3 |
| HIST 276 | U.S. History II: Gilded Age to Globalization | 3 |
| HIST 291 | History: Method and Theory | 3 |
| HIST 491 | Research Seminar | 3 |
| HIST | History electives | 15 |
| | *At least nine hours must be upper-division* | |

| General Education | | 48 hours |
|---|---|---|
| | *See details of* General Education Requirements, Page 33. *Computer proficiency is required.* | |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| MATH | Mathematics elective | 4 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| RELB/RELT | Religion electives | 12 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities electives | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |
| | Foreign Language (intermediate level) | 6 |
| | *If elementary language proficiency is not met, add six more hours.* | |

| Electives | 44 hours |
|---|---|
| *Upper-division courses must total at least 36 hours.* | |
| *Note: A minor or a second major is required.* | |

| TOTAL | 128 HOURS |
|---|---|

# History Education Track

Students wishing to enter a teaching career in history at the secondary school level and receive North American Division certification should complete a major in history and a minor in secondary education. Also, earning qualification in a second teaching field is strongly advised.

*Please refer to and consult with the Department of Education for information about admission to Student Teaching.* Students must pass Praxis1 (PPST) before being accepted into the teacher education program. Students must be approved by the Teacher Education Admissions Committee before enrolling in EDUC 345 and EDUC 450.

**History Major Core** **36 hours**

**History Education Requirements** **29 hours**

| | | |
|---|---|---|
| EDUC 120 | Philosophy and Trends in Education | 2 |
| EDUC 242 | Human Learning | 3 |
| EDUC 340 | Materials and Methods of Secondary Teaching | 3 |
| EDUC 345 | Secondary School Methods in History | 2 |
| EDUC 418 | Introduction to Special Education | 3 |
| EDUC 424 | Educational Assessment | 3 |
| EDUC 450 | Student Training | 10 |
| PSYC 210 | Developmental Psychology | 3 |

**General Education** **48 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| MATH | Mathematics elective | 4 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| RELB/RELT | Religion electives | 12 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| LITR | Literature elective | 3 |
| | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| | Health elective | 2 |
| | Foreign Language (intermediate level) | 6 |

*If elementary language proficiency is not met, add six more hours.*

**Electives** **14 hours**

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# History Minor

| HISTORY MINOR | | 18 HOURS |
|---|---|---|
| HIST 125 | History of World Civilizations I (3) | |
| – or – | | |
| HIST 126 | History of World Civilizations II (3) | 3 |
| HIST 291 | History: Method and Theory | 3 |
| HIST | Electives – *At least six hours upper-division* | 12 |

# American Religious History Minor

| AMERICAN RELIGIOUS HISTORY MINOR | | 18 HOURS |
|---|---|---|
| HIST 275 | U.S. History I: Founding to Reconstruction | 3 |
| HIST 276 | U.S. History II: Gilded Age to Globalization | 3 |
| HIST 291 | History: Theory and Method | 3 |
| HIST 320 | Religion and American Culture | 3 |
| **Choose two of the following courses:** | | 6 |
| RELT 270 | Adventist Heritage and Mission (3) | |
| RELT 280 | Moral Issues in World Religions (3) | |
| HIST 360 | American Social Movements (3) | |

# Bachelor of Arts in Political Studies

| Political Studies Core | | 27 hours |
|---|---|---|
| PLST 115 | Political Studies Colloquium (1 credit x 3) | 3 |
| | *Course must be repeated for a total of three credits.* | |
| PLST 291 | Political Studies: Methods and Theory | 3 |
| PLST 150 | Introduction to Political Studies | 3 |
| PLST 250 | American Government | 3 |
| PLST 260 | International Relations | 3 |
| PLST 350 | Social and Political Philosophy | 3 |
| PLST 352 | Comparative Political Systems | 3 |
| PLST 395 | Washington Experience Internship | 3 |
| PLST 491 | Political Studies Seminar | 3 |

| Electives | 6 hours |
|---|---|

| General Education | 51 hours |
|---|---|

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| MATH | Mathematics elective | 4 |

| | | |
|---|---|---|
| CHEM/BIOL/PHYS | Science elective | 4 |
| RELB/RELT | Religion electives | 12 |
| HIST | History elective | 3 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| LITR | Literature electives | 3 |
| | Humanities electives (PHIL 150 suggested) | 3 |
| PEAC | Physical Education activity eective | 1 |
| | Health eective | 2 |
| | Foreign Language (intermediate level) | 6 |

*If elementary language proficiency is not met, add six more hours.*

**Electives** **44 hours**

*Upper-division electives must total at least 36 hours.*
*A minor or a second major is required.*

**TOTAL** **128 HOURS**

# American Studies Minor

The American studies minor offers students an opportunity to study American culture from a variety of academic perspectives. It enables students interested in the study of American society to utilize the unique resources of the center of American political culture: Washington, D.C.

**AMERICAN STUDIES MINOR** **21 HOURS**

| | | |
|---|---|---|
| HIST 275 | U.S. History I (3) | |
| – or – | | |
| HIST 276 | U.S. History II (3) | 3 |
| LITR 225 | American Literature I (3) | |
| – or – | | |
| LITR 226 | American Literature II (3) | 3 |
| PLST 395 | Washington Experience Internship | 3 |
| **Choose four of the following courses:** | | 12 |
| COMM 150 | Survey of Mass Media (3) | |
| COMM 305 | Film Criticism (3) | |
| HIST 257 | African-American History (3) | |
| HIST 320 | Religion and American Culture (3) | |
| HIST 387 | The Urban American Experience (3) | |
| HIST 360 | American Social Movements (3) | |
| HIST 375 | Road to American Freedom: Jamestown to the Constitutional Convention (3) | |
| HIST 380 | Civil War, Reconstruction and American Culture (3) | |
| HIST 383 | The U.S. as a World Power, 1898 to present (3) | |
| HMNT 270 | Music in 20th Century America (3) | |

| | |
|---|---|
| LITR 227 | African-American Literature (3) |
| LITR 228 | Literature in Washington, D.C. (3) |
| PLST 250 | American Government (3) |
| RELT 385 | Christian Ethics and Modern Society (3) |

## International Studies Minor

The International Studies minor focuses on development of global understanding through the perspectives of diverse academic disciplines, combined with practical experience gained from an internship in the world's most important center of international relations: Washington, D.C.

| INTERNATIONAL STUDIES MINOR | | 24 HOURS |
|---|---|---|
| GEOG 270 | World Geography | 3 |
| HIST 126 | History of World Civilizations II | 3 |
| HIST 355 | Latin America and the Caribbean | 3 |
| PLST 260 | International Relations | 3 |
| PLST 335 | International Human Rights | 3 |
| PLST 352 | Comparative Political Systems | 3 |
| – or – | | |
| PLST 337 | Revolution in the Modern World | 3 |
| – or – | | |
| PLST 350 | Social and Political Philosophy | 3 |
| PLST 395 | Washington Experience Internship | 3 |

## Political Studies Minor

| POLITICAL STUDIES MINOR | | 21 HOURS |
|---|---|---|
| PLST 150 | Introduction to Political Studies | 3 |
| PLST 250 | American Government | 3 |
| PLST 260 | International Relations | 3 |
| PLST 291 | Political Studies: Methods and Theories | 3 |
| PLST 352 | Comparative Political Systems | 3 |
| PLST 395 | Washington Experience Internship | 3 |
| PLST | Political Studies electives | 6 |

# Center for Law and Public Policy

The Center for Law and Public Policy provides students interested in law and politics access to the resources of the nation's capital through internships, mentoring and conferences. With offices on the WAU campus, the purposes of the Center are to:

- Train young Adventists — aspiring lawyers, policymakers and church leaders — in the theory and methods of public policy education and advocacy.
- Educate American decision-makers about religious perspectives on health-related social issues, particularly as they bear on the highly vulnerable.
- Inform the wider Adventist community as to why Adventists should be involved and influence public affairs.

### Information

**Joan A. Francis, D.A.** | Director
Center for Law and Public Policy
Richards Hall, Room 204/5

301-891-4572 | prelaw@wau.edu

## Pre-Law Emphasis

The pre-law emphasis focuses on the development of skill in analytical thinking and persuasive discourse, along with introductory study of the American legal system and government.

The pre-law program is open to students in all majors.

Courses for the pre-law emphasis are:

| | | |
|---|---|---|
| COMM 320 | Persuasion and Propaganda | 3 |
| ENWR 230* | Expository Writing | 3 |
| ENWR 330* | Advanced Expository Writing/Pre-Law | 3 |
| PHIL 150 | Introduction to Philosophy | 3 |
| PHIL 250 | Introduction to Logic | 3 |
| PLST 250 | American Government | 3 |
| **Choose one of the following courses:** | | 3 |
| BUAD 375 | Business Law I (3) | |
| BUAD 376 | Business Law II (3) | |
| COMM 325 | Communication Law (3) | |
| PLST 275 | American Judicial System (3) | |
| PSYC 320 | Forensic Psychology (3) | |
| RELB 385 | Christian Ethics in Modern Society (3) | |

**ENWR 230 and ENWR 330 are taught on an alternating basis.*

Students may combine their major with pre-law emphasis in the following manner:

**BACHELOR OF ARTS IN HISTORY WITH PRE-LAW EMPHASIS**

The pre-law emphasis focuses on the development of skill in analytical thinking and persuasive discourse, along with introductory study of the American legal system and government.

| | |
|---|---|
| History Major Core | 36 hours |
| Pre-Law Emphasis | 21 hours |
| General Education | 51 hours |
| Electives | 21 hours |
| **TOTAL** | **128 HOURS** |

**BACHELOR OF ARTS IN POLITICAL STUDIES WITH PRE-LAW EMPHASIS**

The pre-law emphasis focuses on the development of skill in analytical thinking an persuasive discourse, along with introductory study of the American legal system and government.

| | |
|---|---|
| Political Studies Core | 33 hours |
| Pre-Law Emphasis | 21 hours |
| General Education | 51 hours |
| Electives | 23 hours |
| **TOTAL** | **128 HOURS** |

School of Arts and Social Sciences

# Department of Music

## PROGRAMS OFFERED

- **Bachelor of Arts** | Music
- **Bachelor of Music** | Music Performance
- **Bachelor of Music** | Music Education

## Minor

- Music

## Information

**James Bingham, Ph.D.** | Chair
Department of Music
136 Morrison Hall

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## Faculty

James Bingham, Ph.D. | **Chair**
Mark DiPinto, D.M.A
Preston Hawes, M.M.
Daniel Lau, D.M.A.
Ronald Warren, D.M.A.

## Adjunct Faculty

Brandon Almagro, M.M.
Alison Bazala, D.M.A.
Janusz Bilinski, M.M.
William Feasley, M.M.
Susan Vought Findley, B.M.
Ronn Hall, M.M.
Amy Horn, D.M.A.
David Jones, B.M.
Steve Jones, B.A.
Vanita Jones, B.M.
Pricilla Ko, D.M.A.
Laurien Laufman, M.M.
Brian Liu, D.M.A.
Aaron Lovely, M.M.
John McGinness, M.M.
Geri Mueller, M.A.
John Spirtas, M.M.
Jozef Surowiec, M.M.
Deborah Thurlow, D.M.A.
Keri Vandeman Tomenko, M.M.
Mark Willey, M.M.
Victor Yuzefovich, Ph.D.

## Mission Statement

*It is the purpose of the Department of Music to provide professional training, reinforced by a sound general education, in an environment where music is presented as a medium for spiritual, intellectual, emotional and cultural development.*

# Introduction

It is the purpose of the Department of Music to provide professional musical training, reinforced by a sound general education viewed from a Seventh-day Adventist Christian perspective. Its programs are designed to provide students with a superior musical experience, preparing them to be successful communicators, performers and educators.

It is the desire of the faculty to present the art of music as a discipline that can ennoble the spiritual, intellectual and emotional lives of students so that music becomes a vehicle for service and outreach to the greater community.

# Goals

All graduates of the music program will have developed practical skills enabling the pursuit of a career in performance, private studio teaching, music education or related fields of endeavor. They will have sufficiently mastered theoretical and historical information to enable the pursuit of further study and the communication of such information through performance and analysis. Further, graduates will compare favorably in their musical abilities and knowledge with those students completing a similar program nationally and will be qualified to advance and enrich the musical culture of their church and community.

# Objectives

## Bachelor of Arts in Music

### Program Objectives

Students completing the Bachelor of Arts in Music will be able to:

- Demonstrate musicianship and understanding in solo and ensemble performances, of a variety of repertoire, in a variety of venues.
- Demonstrate in written and oral form the ability to express concepts and ideas in music theory and analysis, music history and ethnomusicology.
- Apply an understanding of the basic spirituality that is central to the university's mission by performing sacred music and appropriate abstract music in various worship and public settings.
- Examine the value of the fine and performing arts by attending a variety of public musical performances and associated events.

## Bachelor of Music in Music Performance

### Program Objectives

Students completing the Bachelor of Music in Music Performance will be able to:

- Demonstrate musicianship and understanding in solo and ensemble performances, of a variety of repertoire, in a variety of venues.

- Demonstrate in written and oral form the ability to express concepts and ideas in music theory and analysis, music history and ethnomusicology.
- Apply an understanding of the basic spirituality that is central to the university's mission by performing sacred music and appropriate abstract music in various worship and public settings.
- Examine the value of the fine and performing arts by attending a variety of public musical performances and associated events.
- Appraise pedagogical methods and literature specific to the applied specification, and synthesize knowledge gained in public performance.
- Identify and apply basic concepts of music technology.

### Bachelor of Music in Music Education

**Program Objectives**

Students completing the Bachelor of Music in Music Education will be able to:

- Demonstrate musicianship and understanding in solo and ensemble performances, of a variety of repertoire, in a variety of venues.
- Demonstrate in written and oral form the ability to express concepts and ideas in music theory and analysis, music history and ethnomusicology.
- Apply an understanding of the basic spirituality that is central to the university's mission by performing sacred music and appropriate abstract music in various worship and public settings.
- Examine the value of the fine and performing arts by attending a variety of public musical performances and associated events.
- Demonstrate an ability to write lesson plans and implement them in classroom and ensemble settings, using a variety of pedagogical techniques for music instruction at the elementary and secondary level.
- Identify and apply basic concepts of music technology.

## Career Opportunities

The bachelor degrees in music are for students seeking professional careers in music industry, in performance, in music education or in church music. Careers in music industry are numerous and study in combined fields as presented in the Bachelor of Arts in Music will provide students with enough flexibility to pursue employment in several areas.

## Admission Requirements to the Program

**ENTRANCE REQUIREMENTS:** Acceptance into one of the degree programs in this department is contingent upon a successful audition. This audition must demonstrate aptitude and skill, in a chosen field of performance, sufficient to successfully pursue the curriculum. Students interested in auditioning should contact the Department of Music to request an audition date: music@wau.edu. Special arrangements can be made for international students and those who may not be able to appear for an audition in person.

**ADVANCED STANDING:** Students who are able to pass examinations in music subjects showing they have completed work beyond that of the entrance requirements may receive advanced standing in the subject or subjects, provided such study is confirmed by advanced study in residence in the same field.

Students may be admitted to advanced standing in an applied music area only after they have successfully passed a qualifying examination given by the music faculty.

## Graduation Requirements

Music majors are required to study their applied music area each year of residence. Students enrolled in a performance or music education degree will be required to perform a junior and senior recital, part or all of which must be memorized, as part of the graduation requirements. They must pass an examination demonstrating that they have achieved a functional knowledge of piano and sight singing, enabling them to read musical scores and to play hymns and simple accompaniment.

Participation in the musical organization of a student's performance concentration is required during each semester in residence, with the exception that the Bachelor of Music in Music Education requires two years in a choral organization.

Music ajors must register for the organization of their choice for either credit or pass/fail non-credit. Organization credit is limited to MUPF 120 Band (Washington Concert Winds), MUPF 227 Orchestra (New England Youth Ensemble), MUPF 235 Columbia Collegiate Chorale and MUPF 250 Pro Musica.

## Departmental Requirements

All music majors are expected to attend all departmental meetings as scheduled and to actively participate in the music performance activities sponsored by the department.

## Statement of Student Policies

All music students are required to show awareness of and respect for the policies and procedures set by the Department of Music in the *Music Major Handbook*, as well as those found in the WAU *Academic Bulletin* and the WAU *Student Handbook*.

## Eligibility to Remain in the Program

The Department of Music reserves the right to administratively withdraw a student if, for any reason, the student's scholastic achievement, musical performance, academic integrity and/or ability to work with people proves unsatisfactory.

## Progression Requirements

A. All music majors must maintain a minimum cumulative college GPA of 2.50 at all times.

B. All music majors must achieve at least a "C" grade in all music courses.

C. Recipients of departmental performance scholarships, whether music major or non-music major, must maintain "B" level work or higher in their major applied music and ensemble courses if the scholarship is to be retained.

D. Music majors may not repeat a music course more than once, nor may they repeat more than two courses in the program. In the event of dismissal from the program, a person may reapply to WAU as a music major only after receiving written permission from the Department of Music.

## Bachelor of Arts in Music

This program is designed to develop individual musicianship and proficiency on a professional level of artistic accomplishment. Students are given instruction in practical as well as analytical theory, history and literature of music. They must also enroll in a second major or minor.

Suggested combination of majors might include: music/management, music/ accounting, music/broadcast media, music/journalism, music/computer science, etc. Detailed schedules and information about such programs are available.

This program is also designed for those wishing to make music an avocation, who are entering preprofessional programs such as pre-medicine, pre-dental, pre-law, but desire a major in music. It is important to note that the Bachelor of Arts in Music major is primarily an academic degree, not a performance degree.

Students wishing to pursue a degree emphasizing musical performance should seek the Bachelor of Music in Music Performance degree.

| **Music Major** | | **43 hours** |
|---|---|---|
| MUHL 171; 172 | Musicianship I, II (1; 1) | 2 |
| MUHL 271; 272 | Musicianship III, IV (1; 1) | 2 |
| MUHL 251 | Theory I | 3 |
| MUHL 252 | Theory II | 3 |
| MUHL 351 | Theory III | 3 |
| MUHL 352 | Theory IV | 3 |
| MUHL 361 | Music History I | 2 |
| MUHL 362 | Music History II | 3 |
| MUHL 363 | Music History III | 2 |
| MUHL 464 | Music History Topics | 2 |
| MUPF 105 | Concert Attendance — *Must register each semester* | 0 |
| MUPF 359 | Conducting I | 2 |

**Choose one of the following courses:** ..... 2

| | |
|---|---|
| MUHL 325 | Orchestration (2) |
| MUHL 455 | Counterpoint (2) |
| MUHL 460 | Composition (2) |

**Applied Music: private instruction/organizations**

| | | |
|---|---|---|
| MUPI 144 | Applied Music | 2 |
| MUPI 274 | Applied Music | 2 |
| MUPI 344 | Applied Music | 2 |
| MUPI 474 | Applied Music | 2 |
| MUPF | Music Organization | 2 |

*Participate in a musical organization each semester of residence*

**Other Departmental Requirements**

- Participate in a musical organization each semester for credit or noncredit
- Pass Junior Recital requirement
- Pass Senior Project requirement
- Pass piano proficiency requirement — May require piano lessons.
- Register for MUPF 105 Concert Attendance each semester

**Recommended Cognates**

| | | |
|---|---|---|
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |

*See details of* Cooperative Education Program, Page 63.

**Senior Project** **4 hours**

*Note: Students may elect to fulfill the senior project through presentation of a recital, thesis or substantial creative work. The student will use these hours toward the successful completion of this project.*

**Recital:** Student must take four additional credit hours in the applied area.

**Thesis:** Student must enroll in the following courses:

| | | |
|---|---|---|
| MUHL 491 | Research Methods in Music | 2 |
| MUHL 499 | Senior Thesis | 2 |

**Creative Project:** Student may elect other appropriate courses totaling four hours, upon the recommendation of adviser and permission of the music faulty.

**Composition**: Student must take four additional credit hours in MUHL 481 and 482 Advanced Composition I and II, culminating in a performance of a major-length work. The prerequisite hours to reach advanced level must be taken from general elective credit.

**General Education Courses** **45 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |

| | | |
|---|---|---|
| MATH | Mathematics elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELB/RELT | Religion electives | 12 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| LITR | Literature elective | 3 |
| PEAC | Physical Education activity eective | 1 |
| HLSC | Health elective | 2 |

**Electives** **40 hours**

*Upper-division courses must total at least 36 hours.*
*Note: A minor or a second major is required.*

**TOTAL** **128 HOURS**

# Bachelor of Music in Music Performance

The Bachelor of Music in Music Performance degree is for individuals planning a career in music. Such students must have well-developed performance skills before entering college and have career goals for private studio teaching, teaching at the university level or entering the performance field.

**Music Performance Major** **83 hours**

| | | |
|---|---|---|
| MUHL 171; 172 | Musicianship I, II (1; 1) | 2 |
| MUHL 271; 272 | Musicianship III, IV (1; 1) | 2 |
| MUHL 251 | Theory I | 3 |
| MUHL 252 | Theory II | 3 |
| MUHL 325 | Orchestration | 2 |
| MUHL 351 | Theory III | 3 |
| MUHL 352 | Theory IV | 3 |
| MUHL 361 | Music History I | 2 |
| MUHL 362 | Music History II | 3 |
| MUHL 363 | Music History III | 2 |
| MUHL 380 | Music Literature | 4 |
| MUHL 455 | Counterpoint | 2 |
| MUHL 460 | Composition | 2 |
| MUHL 464 | Music History Topics | 2 |
| MUHL 465 | Form and Analysis | 2 |
| MUHL 470; 471 | Pedagogy, Practicum | 1; 1 |
| MUPF 105 | Concert Attendance — *Must register each semester* | 0 |
| MUPF 359 | Conducting I | 2 |
| MUPF 360 | Conducting II | 2 |
| **Four hours from the following, according to major performance area** | | 4 |
| MUHL 430 | Singers' English and Italian Diction (2) | |
| MUHL 431 | Singers' German and French Diction (2) | |

| | | |
|---|---|---|
| MUPF 228 | Ensemble (1;1 or 1; 1; 1; 1) | |
| MUPF 327 | Accompaniment (1; 1) | |

**Four hours from the following, according to major performance area** .... 4

| | | |
|---|---|---|
| MUHL 340 | Introduction to Music Technology (3) | |
| MUPF 427 | Orchestral Excerpts (1) | |
| MUPF 475 | Performance Techniques for Singers (1) | |
| | Music Elective (1) | |

**Applied Music: Private instruction/organizations**

| | | |
|---|---|---|
| MUPI 144 | Applied Music | 6 |
| MUPI 274 | Applied Music | 6 |
| MUPI 344 | Applied Music | 6 |
| MUPI 474 | Applied Music | 6 |
| MUPF | Music Organization | 8 |

**Other Departmental Requirements**

- Participate in a musical organization each semester for credit or noncredit
- Pass Junior Recital requirement
- Pass Senior Recital requirement
- Pass piano proficiency requirement — May require piano lessons
- Register for MUPF 105 Concert Attendance each semester

**General Education Courses** **45 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| MATH | Mathematics elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELB/RELT | Religion electives | 6 or 9 |
| MUHL 385 | Sacred Music through the Eyes of Faith | 3 |
| – or – | | |
| RELP 260 | Christian Worship and Church Music | 3 |
| RELT 320 | Religion and American Culture (for Voice Majors) | 3 |
| HIST | History elective | 3 |
| | Fulfilled by RELT 320/HIST 320 for Voice majors | |
| SOSC | Social Science Elective | 3 |
| | Fulfilled by MUHL 362 for Voice majors | |
| CHEM/BIOL/PHYS | Science elective | 4 |
| ___ | Foreign Language Elective (for Voice majors) | 6 |
| LITR | Literature elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# Bachelor of Music in Music Education

The WAU Department of Music's approach to training music educators is predicated on the conviction that in order to teach music well, one must be an excellent musician. To make effective use of a student's musicianship, the teacher must understand children and how they learn.

To serve these objectives best, the Bachelor of Music in Music Education provides — through observation, experimentation, investigation and supervised teaching — insights into the following areas:

- Criteria and new directions in music education
- Child behavior and learning
- The biological, psychological and social determinants of educability
- General practices in American education

This program is available in the general music/choral track or in the instrumental/choral music education K-12. Graduates will have teacher certification through the Maryland State Department of Education and through the North American Division of Seventh-day Adventists.

Of the 16 hours required in MUPI private instruction applied music courses, students in the vocal concentration may take four hours in a second area of specialization, while those with an instrumental concentration are required to take four hours of voice. Participation in a choral organization is required of all music education majors for at least four semesters.

The senior recital requirement may not be met during the semester in which the student is engaged in student teaching. The student wishing to enroll in EDUC 450, Student Teaching, must have prior approval from the Department of Education.

| **Music Education Core** | | **51 hours** |
|---|---|---|
| MUHL 171; 172 | Musicianship I, II (1; 1) | 2 |
| MUHL 271; 272 | Musicianship III, IV (1; 1) | 2 |
| MUHL 251 | Theory I | 3 |
| MUHL 252 | Theory II | 3 |
| MUHL 325 | Orchestration | 2 |
| MUHL 351 | Theory III | 3 |
| MUHL 352 | Theory IV | 3 |
| MUHL 361 | Music History I | 2 |
| MUHL 362 | Music History II | 3 |
| MUHL 363 | Music History III | 2 |
| MUHL 464 | Music History Topics | 2 |
| MUPF 105 | Concert Attendance — *Must register each semester* | 0 |
| MUPF 359 | Conducting I | 2 |
| MUPF 360 | Conducting II | 2 |
| MUHL 460 | Composition | 2 |
| **Applied Music: Private Instruction** | | |
| MUPI 144 | Applied Music area of specialization | 4 |
| MUPI 274 | Applied Music area of specialization | 4 |

| | | |
|---|---|---|
| MUPI 344 | Applied Music area of specialization | 4 |
| MUPI 474 | Applied Music area of specialization | 4 |
| MUPF | Music Organization | 6 |
| **Choose three hours from the following courses** | | 3 |
| MUPI 134R | Guitar (1-3) | |
| MUPI 134X | Recorder (1-3) | |

**Other Departmental Requirements**

- Participate in a musical organization each semester for credit or noncredit
- Pass Junior Recital requirement
- Pass Senior Recital requirement
- Pass piano proficiency requirement — May require piano lessons
- Register for MUPF 105 Concert Attendance each semester

**Music Education Professional Requirements** **38 hours**

| | | |
|---|---|---|
| MUED 333 | Music for the Elementary School Specialist | 3 |
| MUED 355 | Music in the Secondary School | 3 |
| EDUC 120 | Philosophy and Trends in Education | 2 |
| EDUC 242 | Human Learning | 3 |
| EDUC 365 | Methods of Teaching Reading in the Secondary Content Area I | 3 |
| EDUC 366 | Methods of Teaching Reading in the Secondary Content Area II | 3 |
| EDUC 418 | Introduction to Special Education | 3 |
| EDUC 424 | Educational Assessment | 3 |
| EDUC 450 | Student Teaching* | 8 |
| EDUC 491S | Secondary Internship Seminar | 1 |
| INTD 499 | Elementary Internship Seminar | 1 |
| EDUC 345 | Secondary School Methods | 5 |
| 345A | Secondary School Brass Methods (1) | |
| 345K | Secondary School String Methods (1) | |
| 345M | Secondary School Vocal and Choral Methods (1) | |
| 345N | Secondary School Woodwind Methods (1) | |
| 345P | Secondary School Percussion Methods (1) | |

**Please refer to the Department of Education, Page 150, for information about admission to student teaching. Students must be approved by the Department of Education before enrolling in EDUC 450.*

**General Education / Certification Requirements** **42 hours**

*At least a "C" grade is required in these courses. Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| MATH | Mathematics elective | 4 |
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Developmental Psychology | 3 |

| | | |
|---|---|---|
| RELB/RELT | Religion electives (Suggested courses below ) | 6 |
| MUHL 385 | Sacred Music through the Eyes of Faith (3) | |
| – or – | | |
| RELP 260 | Christian Worship and Church Music (3) | |
| RELT 250 | Principles of the Christian Faith | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |
| HIST | History elective | 3 |
| | *Fulfilled by MUHL 362* | |
| CHEM/BIOL/PHYS | Science elective | 4 |
| LITR | Literature elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC 110 | Healthier Living | 2 |

*Upper-division courses must total at least 36 hours.*

**TOTAL** **138 HOURS**

# Music Minor

Acceptance into the Music Minor Program is contingent upon a successful audition in the applied area of concentration.

| **MUSIC MINOR** | | **18 HOURS** |
|---|---|---|
| MUHL 251 | Theory I | 3 |
| MUHL 252 | Theory II | 3 |
| MUHL 270 | Music in 20th Century America (3) | |
| – or – | | |
| MUHL 362 | Music History II (3) | 3 |
| MUPI 144 | Applied Music | 3 |
| MUPI 274 | Applied Music | 3 |
| MUHL | Upper-division electives | 3 |

School of Arts and Social Sciences

# Department of Psychology

## PROGRAMS OFFERED

- **Bachelor of Arts** | Psychology
- **Bachelor of Science** | Counseling Psychology

### Minors

- Behavioral Science
- Forensic Psychology
- Psychology

### Graduate Programs

See School of Graduate and Professional Studies, Page 287.

- **Master of Arts** | Counseling Psychology
- **Master of Arts** | Professional Counseling Psychology

## Information

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## Faculty

Grant Leitma, Ph.D. | **Chair**
Grethel Bradford, Ed.D.
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## Adjunct Faculty

Marvin Adams, M.A.
Becky Lee Barker, M.S.
Dawn Donaldson, J.D.
John Gavin, M.S.W.
Carol Hammond, Ph.D.
Madge Quesenberry, M.A.
Nancy Kluge, Ph.D.
Terry Leitma, M.A.
Denise Parsons, Ph.D.
Ed Rudow, Ph.D.
Philip Singh, M.A.
Judith Upshaw, M.A.
Jahmela Williams, M.Ed.

## Mission Statement

*The department's mission is to assist the student in mental, emotional and spiritual development through the application of Christian principles of psychology.*

# Introduction

The Department of Psychology offers two Master of Arts degree programs. One master's degree is offered in Professional Counseling Psychology and the other is offered in Counseling Psychology. Both degree programs are offered through the School of Graduate and Professional Studies at WAU.

The department also offers two four-year curricula leading to the Bachelor of Arts in General Psychology and the Bachelor of Science in Counseling Psychology.

Each course is built on the basic philosophy that the "true principles of psychology are found in the Holy Scriptures (1MCP 10.1)."

# Goals

The department's goals are to assist students in mental and spiritual development through the application of these principles, and to enable them to evaluate emotional and spiritual phenomena through an understanding of Christian principles of mental health.

The Department of Psychology serves four separate but related purposes:

1. For the liberal arts major, it provides an opportunity for increased self-understanding and insight into the behavior of others and an adequate foundation for a large number of occupations requiring a baccalaureate degree.
2. For students preparing for other fields dealing with individuals — such as medicine, nursing, religion, law, education, business, social work and personnel work — it provides important basic knowledge designed to increase competence in these fields.
3. For those planning on graduate study in psychology, it provides an opportunity for a sound foundation for advanced training in industrial, clinical, experimental, educational or social psychology, or research and teaching.
4. For those desiring to teach psychology on the secondary level, it provides an opportunity to earn a major in psychology and a minor in secondary education.

# Objectives

A graduating senior with a major in psychology will be able to demonstrate mastery of the following objectives:

1. Develop a conceptual framework that embraces the relevant facts and concepts of human behavior as well as understanding of the history of the discipline.
2. Explain major psychological theories, principles and constructs, including interpreting data and psychological phenomena.
3. Understand the process of planning and conducting a scientific investigation of a psychological problem in accordance with ethical principles of psychology.

4. Critically analyze, evaluate and summarize arguments presented in research articles.
5. Develop and present a data-based written argument in a clear manner using appropriate grammar and spelling to produce a journal-style report that conforms to APA style.
6. Make an effective oral presentation on some aspect of psychology.
7. Use computer technology skills to summarize, analyze and graphically present data.
8. Demonstrate an active involvement in the field of psychology through an application of psychological knowledge with relevant experiences in the discipline by participating in the following: practicum, group activity and research.
9. Utilize library and information research skills and various online services to locate and access relevant psychological information.

## Career Opportunities

The bachelor's degree in psychology provides adequate preparation for graduate school. For professional practice in the field, additional psychology courses in graduate school may be required. Recent developments indicate that an undergraduate degree in psychology also makes a sound basis for paraprofessional, community and public affairs programs. The psychology student is advised to become a student member of American Psychological Association and to study *The Psychology Major and Career Opportunities for Psychologists* published by that organization.

## Bachelor of Arts in Psychology

| **Psychology Major** | | **34 hours** |
|---|---|---|
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Developmental Psychology | 3 |
| PSYC 260 | Systems and History of Psychology | 3 |
| PSYC 305 | Social Psychology | 4 |
| PSYC 315 | Organization and Work | 3 |
| PSYC 355 | Learning and Motivation | 3 |
| PSYC 360 | Abnormal Psychology | 3 |
| PSYC 435 | Dynamics in Individual Counseling (3) | |
| – or – | | |
| PSYC 440 | Dynamics in Group Counseling (3) | 3 |
| PSYC 465 | Theories of Personality | 3 |
| PSYC 471 | Experimental Psychology | 4 |
| PSYC 491 | Seminar in Psychology | 2 |
| **Required Cognates** | | **7 hours** |
| MATH 110 | Probability and Statistics | 4 |
| CPTR 105 | Introduction to Computers | 3 |

**General Education** **44 hours**

*See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion electives | 12 |
| HIST | History elective | 3 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |
| | Computer or Foreign Language | 6 |

**Electives** **45 hours**

*Upper-division courses must total at least 36 hours.*
*Note: A minor is required or a second major is recommended.*

**TOTAL** **128 HOURS**

# Bachelor of Science in Counseling Psychology

The Bachelor of Science degree in counseling psychology provides the kind of preparation needed by deans, guidance counselors and high school psychology teachers when combined with appropriate education courses. A practicum is required. At least one semester before taking the practicum, the student is required to contact the program coordinator to arrange for the practicum. A minor or second major is strongly recommended.

**Counseling Psychology Major** **37 hours**

| | | |
|---|---|---|
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Developmental Psychology | 3 |
| PSYC 285 | Adolescent Psychology | 3 |
| PSYC 355 | Learning and Motivation | 3 |
| PSYC 360 | Abnormal Psychology | 3 |
| PSYC 385 | Psychological Testing | 3 |
| PSYC 435 | Dynamics of Individual Counseling | 3 |
| PSYC 440 | Dynamics of Group Counseling | 3 |
| PSYC 465 | Theories of Personality | 3 |
| PSYC 491 | Seminar in Psychology | 2 |
| PSYC 496 | Practicum in Psychology | 3 |
| PSYC | Psychology electives | 5 |

**Required Cognates** **7 hours**

| | | |
|---|---|---|
| CPTR 105 | Introduction to Computers | 3 |
| MATH 110 | Probability and Statistics | 4 |

| General Education | | 38 hours |
|---|---|---|
| *See details of* General Education Requirements, Page 33.. | | |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Composition | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion electives | 12 |
| HIST | History elective | 3 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity eElective | 1 |
| HLSC | Health elective | 2 |

| Electives | 46 hours |
|---|---|
| *Upper-division courses must total at least 36 hours.*<br>*Note: A minor or a second major in an area not listed in the Psychology Department is strongly recommended.* | |

| TOTAL | 128 HOURS |
|---|---|

# Behavioral Science Minor

| Behavioral Science Minor | | 22 hours |
|---|---|---|
| ANTH 275 | Cultural Anthropology | 3 |
| SOCI 105 | General Sociology | 3 |
| SOCI 180 | Introduction to Marriage and Family Life | 3 |
| SOCI 425 | Sociological Theory | 3 |
| SOCI 230 | Urban Social Problems | 3 |
| PSYC 305 | Social Psychology | 4 |
| PSYC | Upper-division Psychology elective | 3 |

| Required Cognates | | 4 hours |
|---|---|---|
| MATH 110 | Probability and Statistics | 4 |

| TOTAL | 26 HOURS |
|---|---|

# Forensic Psychology Minor

Forensic psychology is the study of how psychological principles are applied to the law. The forensic psychology minor would help to prepare students for graduate study into forensic science, criminology, law and social work. PSYC 105, Introduction to Psychology, is a prerequisite to the forensic psychology minor.

| **Forensic Psychology Minor** | | **25 hours** |
|---|---|---|
| SOCI 230 | Urban Social Problems | 3 |
| PSYC 305 | Social Psychology | 4 |
| PSYC 320 | Forensic Psychology | 3 |
| PSYC 360 | Abnormal Psychology | 3 |
| PSYC 330 | Psychology and the Law | 3 |
| PSYC 380 | Correctional Psychology | 3 |
| PSYC 450 | Forensic Anthropology | 3 |
| PSYC 425 | Psychology of Criminal Behavior | 3 |
| **TOTAL** | | **25 HOURS** |

# Psychology Minor

| **Psychology Minor** | | **25 hours** |
|---|---|---|
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Developmental Psychology | 3 |
| PSYC 465 | Theories of Personality | 3 |
| PSYC | Upper-division psychology elective | 3 |
| PSYC | Other Psychology electives | 6 |
| MATH 110 | Probability and Statistics | 4 |
| SOCI 230 | Urban Social Problems | 3 |
| **TOTAL** | | **25 HOURS** |

School of Arts and Social Sciences

# Department of Religion

## PROGRAMS OFFERED

- **Bachelor of Arts** | Theology
  *Concentrations:*
  Pastoral Ministry
  Metropolitan Ministry
- **Bachelor of Arts** | Religion
  *Concentration:*
  Metropolitan Ministry
- **Bachelor of Arts** | Philosophy and Religion

### Minors

- Religion
- Metropolitan Ministry
- Philosophy

### Pre-Law Emphasis

### Graduate Program

See School of Graduate and Professional Studies, Page 287.

- **Master of Arts in Religion**

## Information

**Gaspar F. Colón, Ph.D., M.P.H.** | Chair
Department of Religion
Richards Hall, Room 102D
Washington Adventist University
7600 Flower Avenue
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## Faculty

**Gaspar Colón, Ph.D. , M.P.H.** | Chair
Olive Hemmings, Ph.D.
Michael M. Kulakov, Ph.D.
Zdravko Plantak, Ph.D.
Bogdan Scur, M.A.

## Adjunct Faculty

Dr. Ganoune Diop
Marcus Harris
David Kim
Jerry Lutz
Anthony Medley
Douglas Morgan
Ekkerhard Mueller
David Newman
Nikolaus Satelmajer
Charles Tapp
Henry Wright
James Zackrison

## Mission Statement

*Through example and through rigorous preparation that is biblically based, theologically informed, historically and culturally mindful, morally astute and practically adept, we seek to form women and men who know and supremely delight in God and competently declare God's glory in Seventh-day Adventist congregations and the world.*

## Vision Statement

Based on our heritage and convictions, the Department of Religion at Washington Adventist University exists in order to:

- Acquaint students with the beliefs of the Seventh-day Adventist Church.
- Assist students in the development of their faith.
- Challenge students to develop a commitment to the Gospel of Christ that is expressed in action and service.
- Train pastors and Bible teachers for ministry in the Seventh-day Adventist Church.

## Introduction

The Department of Religion at Washington Adventist University continues the rich heritage of this institution by training its students for Christian mission and ministry.

As the Seventh-day Adventist Church considers the opportunities and challenges of the 21st century, our department provides an Adventist community of learning and preparation where people discover and embrace anew the biblical witness of both the Old and New Testaments. Scripture is central, as students follow Israel's hope and fulfillment in the redeeming and reconciling life, death and resurrection of Jesus Christ.

In response to Christ's call for the unity of the church and the commission to share the Gospel with the world, our department welcomes men and women from all cultures, nations and races. We celebrate our differences and use our diversity to promote better learning and understanding as we attempt to reach the world with the Gospel message. In the tradition of the earliest Seventh-day Adventists, we integrate faith and learning with ministry and mission in our local neighborhoods, throughout the Eastern Seaboard and the world.

The Department of Religion has an enduring commitment to foster the knowledge and love of God through thoughtful engagement with the best of Christian scholarship in the context of the contemporary needs of the world. Our department provides resources and training for churches that encourages continued reflection on ministry and mission, given the changing social and cultural realities of the world in which we live and serve.

For these reasons, our department enthusiastically embraces WAU's identity as the "Gateway to Service."

In gratitude for the possibilities of ministry and mission in our strategic location within the Washington, D.C., metropolitan area, our department provides an unparalleled program for students training for ministry in suburban and metropolitan settings. Our curriculum offers degrees in religion, theology and philosophy with various concentrations (pastoral ministry, metro ministry and lay ministry) that seek to train students as pastors, teachers and/or lay leaders in their local worshiping communities.

We believe that all students at WAU should have the opportunity to reflect on ways their career training and faith are integrated, both now and for the rest of their lives. In addition to providing training for majors and minors, the Department of Religion works with the General Education curriculum of our university to provide interesting and challenging courses that integrate faith and learning. Every student is required to complete 12 hours of religion courses. *See the* General Education Requirements, Page 33*., for details.*

Full-time and adjunct faculty in our department bring their expertise and proven leadership in denominational work to the classrooms. Even more important, they bring a dedication to Jesus Christ. They believe that WAU is located in a critical place and time for the Christian Gospel and the Seventh-day Adventist hope.

The Department of Religion unashamedly affirms the sovereignty of the triune God over all creation. We believe in the gospel of Jesus Christ as God's saving word for all nations, in the renewing power of the word and spirit in life, and in the unity of Christ's servant church as a redeemed community throughout the world.

## Goals and Objectives

The following goals and objectives are based on our department's history and mission. Each General Education student will be expected to exhibit:

- The ability to reflect on issues of faith in the context of a Seventh-day Adventist Christian community and the world.
- The ability to competently articulate (in both oral and written form) faith and convictions.
- The ability to competently interpret sections of Scripture (Old and New Testaments).
- Knowledge of the principles of the Christian faith.
- Knowledge of the key doctrines of the Seventh-day Adventist Church.
- The proper use of research methods.
- Respect toward diversity.

In addition, each Theology/Religion major and minor will be expected to exhibit:

- The ability to use the principles of biblical interpretation necessary for ministry and/or seminary training.
- The leadership skills necessary for serving Seventh-day Adventist churches and related institutions.
- The spiritual formation essential for following God's call to ministry in our world.
- A commitment to nurturing community life through regular worship and participation in a local church congregation.

## Departmental Requirements

All students majoring in theology and religion are expected to attend the Student Ministerial Association and departmental meetings as scheduled and to participate actively in the Ministerial Field Training program sponsored by the department.

## Statement of Student Policies

All theology and religion students are required to show awareness of and respect for the policies and procedures set forth by the Department of Religion in the *Religion Department Handbook*, as well as those found in the WAU *Academic Bulletin* and WAU *Student Handbook*. Each student will receive a copy of matriculation as a theology or religion student.

## Eligibility to Remain in the Program

The Department of Religion reserves the right to administratively withdraw a student if, for any reason, the student's scholastic achievement, mental health, integrity and/or ability to work with people proves unsatisfactory.

**PROGRESSION REQUIREMENTS**

a. All theology and religion students must maintain a minimum cumulative college GPA of 2.50 at all times.

b. All theology and religion students must achieve at least a "C" grade in all religion and cognate courses.

c. A theology or religion student cannot repeat a religion course more than once, nor repeat more than two courses in the program.

d. All sophomore theology majors must receive "advancement to candidacy" in order to receive placement in a local church and the opportunity to interview with conference presidents during the junior and senior years of the program.

In the event of dismissal from the program, a person may apply to WAU as a theology or religion student only after receiving written permission from the Department of Religion.

## Pre-Law Emphasis

The pre-law emphasis combines philosophical, ethical and theological analysis with other areas of study appropriate for the pre-law student.

# Bachelor of Arts in Theology

The Bachelor of Arts in Theology requires the theology core curriculum, required cognates, the General Education block and the student's choice of concentration. A minor or the pre-law emphasis is highly recommended.

| **Theology Core Curriculum** | | **49 hours** |
|---|---|---|
| RELB 160 | Jesus and the Gospels | 3 |
| RELB 307 | Introduction to the Old Testament | 3 |
| RELB 310 | Hebrew Prophets | 3 |
| RELT 335 | Paul and His Letters | 3 |
| RELB 345 | Introduction to the New Testament | 3 |
| RELB 420 | Daniel | 3 |
| RELB 425 | Revelation | 3 |
| RELB 492 | Biblical Exegesis | 3 |
| RELP 105 | Introduction to Ministry | 1 |
| RELT 190 | Ellen G. White and The Gift of Prophecy | 3 |
| RELT 299 | Research Methods in Theological and Religious Studies | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |
| RELT 350 | Faith Seeking Understanding: Christian Doctrines I | 3 |
| RELT 351 | Faith Seeking Understanding: Christian Doctrines II | 3 |
| RELT 375 | Philosophy of Religion | 3 |
| RELT 385 | Christian Ethics and Modern Society | 3 |
| RELT 491 | Seminar in Contemporary Theology | 3 |

## Pastoral Ministry Concentration | B.A. Theology

| **Concentration Requirements** | | **23 hours** |
|---|---|---|
| RELP 220 | Knowing and Sharing Christ | 3 |
| RELP 226 | Biblical Spirituality for Ministry | 3 |
| RELP 260 | Christian Worship and Church Music | 3 |
| RELP 360 | Pastoral Leadership and Externship | 3 |
| RELP 460 | Cross-cultural Ministry | 3 |
| RELP 490 | Biblical Preaching and Practicum | 3 |
| RELP 491 | Art of Preaching | 2 |
| **Choose one of the following courses:** | | 3 |
| RELP 305 | Ministry in the City (3) | |
| RELP 461 | Metro Ministry Practicum (3) | |

| **Required Cognates** | | **24 hours** |
|---|---|---|
| RELL 201 | Elementary Greek I | 3 |
| RELL 202 | Elementary Greek II | 3 |
| RELL 211 | Elementary Biblical Hebrew I | 3 |
| RELL 212 | Elementary Biblical Hebrew II | 3 |
| RELL 251 | Intermediate Greek I | 3 |
| RELL 252 | Intermediate Greek II | 3 |
| **Choose two of the following courses:** | | 6 |
| HIST 325 | History of Christianity I (3) | |
| HIST 326 | History of Christianity II (3) | |
| RELT 320 | Religion and American Culture (3) | |

**General Education Courses** **30 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| MATH | Mathematics elective | 4 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| PSYC 105 | Introduction to Psychology | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **2 hours**

*Upper-division courses must total at least 36 hours.*
*Note: A minor is recommended.*

**TOTAL** **128 HOURS**

## Metropolitan Ministry Concentration | B.A. Theology

**Concentration Requirements** **25 hours**

| | | |
|---|---|---|
| RELP 220 | Knowing and Sharing Christ (3) | |
| – or – | | |
| RELP 226 | Biblical Spirituality for Ministry (3) | 3 |
| RELP 260 | Christian Worship and Church Music | 3 |
| RELP 305 | Ministry in the City | 3 |
| RELP 360 | Pastoral Leadership and Externship | 3 |
| RELP 391 | Theory and Practice of Urban Ministry | 3 |
| RELP 461 | Metro Ministry Practicum | 2 |
| RELP 490 | Biblical Preaching and Practicum | 3 |
| RELP 491 | Art of Preaching | 2 |

**Required Cognates** **24 hours**

| | | |
|---|---|---|
| RELL 201 | Elementary Greek I | 3 |
| RELL 202 | Elementary Greek II | 3 |
| RELL 211 | Elementary Biblical Hebrew I | 3 |
| RELL 212 | Elementary Biblical Hebrew II | 3 |
| RELL 251 | Intermediate Greek I | 3 |
| RELL 252 | Intermediate Greek II | 3 |
| **Choose two of the following courses:** | | 6 |
| HIST 325 | History of Christianity I (3) | |
| HIST 326 | History of Christianity II (3) | |
| RELT 320 | Religion and American Culture (3) | |

**General Education Courses** **30 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| MATH | Mathematics elective | 4 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| PSYC 105 | Introduction to Psychology | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

*Note: A minor is recommended.*

**TOTAL** **128 HOURS**

# Bachelor of Arts in Religion

The Bachelor of Arts in Religion requires the religion core curriculum, required cognates and the General Education block. A student's choice of concentration is optional. A second major, a minor or the pre-law emphasis is required. See concentrations for details.

**Religion Core Curriculum** **40 hours**

| | | |
|---|---|---|
| RELB 160 | Jesus and the Gospels | 3 |
| RELB 307 | Introduction to the Old Testament (3) | |
| – or – | | |
| RELB 310 | Hebrew Prophets (3) | 3 |
| RELB 420 | Daniel (3) | |
| – or – | | |
| RELB 425 | Revelation (3) | 3 |
| RELB 492 | Biblical Exegesis | 3 |
| RELP 105 | Introduction to Ministry | 1 |
| RELT 190 | Ellen G. White and The Gift of Prophecy | 3 |
| RELT 299 | Research Methods in Theological and Religious Studies | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |
| RELT 280 | Moral Issues in World Religions | 3 |
| RELT 320 | Religion and American Culture | 3 |
| RELT 375 | Philosophy of Religion | 3 |
| RELT 350 | Faith Seeking Understanding: Christian Doctrines I | 3 |
| RELT 385 | Christian Ethics and Modern Society | 3 |

**Choose one of the following courses:** 3

| | |
|---|---|
| RELT 335 | Paul and His Letters (3) |
| RELT 351 | Faith Seeking Understanding: Christian Doctrines II (3) |
| RELT 491 | Seminar in Contemporary Theology (3) |

# Metropolitan Ministry Concentration | B.A. Religion

**Concentration Requirements** **24 hours**

| | | |
|---|---|---|
| RELP 226 | Biblical Spirituality for Ministry | 3 |
| RELP 305 | Ministry in the City | 3 |
| RELP 360 | Pastoral Leadership and Externship | 3 |
| RELP 391 | Theory and Practice of Urban Ministry | 3 |
| RELP 461 | Metro Ministry Practicum | 3 |
| RELP 462 | Metro Ministry Field School | 3 |
| RELP 450 | Christian Mission | 3 |
| HIST 387 | The Urban American Experience | 3 |

**Required Cognates** **6 hours**

| | | |
|---|---|---|
| HIST 325 | History of Christianity I | 3 |
| HIST 326 | History of Christianity II | 3 |

**General Education Courses** **36 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| MATH | Mathematics elective | 4 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| PSYC 105 | Introduction to Psychology | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| | Intermediate Language (Greek or Modern Language) | 6 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health Elective | 2 |

**Electives** **22 hours**

*Upper-division courses must total at least 36 hours.*
*Note: Second major, pre-law emphasis or a minor required.*

**TOTAL** **128 HOURS**

# Bachelor of Arts in Philosophy and Religion

The Bachelor of Arts in Philosophy and Religion requires the philosophy and religion core curriculum, required cognates and the General Education block. A second major or the pre-law emphasis is required.

| **Philosophy Core Curriculum** | | **31 hours** |
|---|---|---|
| PHIL 150 | Introduction to Philosophy | 3 |
| PHIL 250 | Introduction to Logic | 3 |
| PHIL 350 | Social and Political Philosophy | 3 |
| PHIL 294/494 | Topics in Philosophy | 3 |
| PHIL 450 | History of Philosophy | 3 |
| PHIL 455 | Law and Human Nature | 3 |
| RELT 225 | Biblical Spirituality | 3 |
| RELT 375 | Philosophy of Religion | 3 |
| RELT 385 | Christian Ethics and Modern Society | 3 |
| RELT 498 | Thesis in Philosophy of Religion | 4 |

| **Religion Core Curriculum** | | **21 hours** |
|---|---|---|
| RELB 160 | Jesus and the Gospels | 3 |
| RELB 307 | Introduction to the Old Testament (3) | |
| – or – | | |
| RELB 310 | Hebrew Prophets (3) | 3 |
| RELB 420 | Daniel (3) | |
| – or – | | |
| RELB 425 | Revelation (3) | 3 |
| RELB 345 | Introduction to the New Testament (3) | |
| – or – | | |
| RELT 335 | Paul and His Letters (3) | 3 |
| RELT 190 | Ellen G. White and the Gift of Prophecy (3) | |
| – or – | | |
| RELT 270 | Adventist Heritage and Mission (3) | 3 |
| RELT 350 | Faith Seeking Understanding: Christian Doctrines I | 3 |
| **Choose one of the following courses:** | | 3 |
| RELT 280 | Moral Issues in World Religions (3) | |
| RELT 351 | Faith Seeking Understanding: Christian Doctrines II (3) | |
| RELT 491 | Seminar in Contemporary Theology (3) | |

| **Required Cognates** | | **18 hours** |
|---|---|---|
| HIST 320 | Religion and American Culture | 3 |
| HIST 360 | American Social Movements | 3 |
| JOUR 350 | The Critic and the Arts | 3 |
| LITR 235 | World Literature and Fine Arts | 3 |
| LITR 335 | Great Books | 3 |
| PLST 365 | Politics in 20th-Century America | 3 |

**General Education Courses** **30 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| MATH | Mathematics elective | 4 |
| CHEM/BIOL/PHYS | Science elective | 4 |
| PSYC 105 | Introduction to Psychology | 3 |
| PEAC | Physical Education activity eective | 1 |
| | Health elective | 2 |
| | Intermediate language | 6 |

**Electives** **28 hours**

*Upper-division courses must total at least 36 hours.*
*Note: Second major or the pre-law emphasis is required.*

**TOTAL** **128 HOURS**

# Religion Minor

**RELIGION MINOR** **21 HOURS**

| | | |
|---|---|---|
| RELB 160 | Jesus and the Gospels | 3 |
| RELB 420 | Daniel | 3 |
| RELB 425 | Revelation | 3 |
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |
| RELB/RELT | Upper-division elective | 6 |

# Metropolitan Ministry Minor

**METROPOLITAN MINISTRY MINOR** **19 hours**

| | | |
|---|---|---|
| RELP 305 | Ministry in the City | 3 |
| RELP 391 | Theory and Practice of Urban Ministry | 4 |
| RELP 450 | Christian Mission | 3 |
| HIST 387 | The Urban American Experience | 3 |
| RELP 461 | Metro Ministry Practicum | 3 |
| | Religion elective* | 3 |

** For non-theology majors RELP 460 Cross-cultural Ministry is recommended. For theology majors a social science course is recommended.*

# Philosophy Minor

Philosophy teaches us to thoroughly examine all our beliefs, to see how they are grounded and fit together. By studying and discussing how others have applied themselves to the great questions of life — from science to ethics, from politics to religion — we can re-evaluate our own beliefs and rethink our priorities.

Since philosophy uses the tools of "critical thinking" — analysis and synthesis, pulling apart and putting together — the Philosophy minor is particularly recommended for pre-law students. And since philosophy examines the basis of faith and delves deeply into the methods used by great thinkers of the past, it is also highly recommended for students majoring in history, religion and the humanities.

| PHILOSOPHY MINOR | | 18 HOURS |
|---|---|---|
| PHIL 150 | Introduction to Philosophy | 3 |
| PHIL 250 | Introduction to Logic | 3 |
| RELT 375 | Philosophy of Religion | 3 |
| RELT 385 | Christian Ethics and Modern Society | 3 |
| PHIL | Philosophy electives | 6 |

# Graduate Program

*For more information, see School of Professional and Graduate Studies, Page 326.*

**Master of Arts in Religion** | Graduate Studies Program

**Zdravko Plantak, Ph.D.** | Program Coordinator
301-891-4036 | zplantak@wau.edu

School of Arts and Social Sciences

# Department of Social Work

## PROGRAMS OFFERED

- **Bachelor of Social Work**
  Andrews University Off-Campus Program
  at Washington Adventist University
- **Associate of Arts in General Studies**
  Emphasis in Social Science

## Information

**John Gavin, M.S.W.** | Associate Director
Andrews University Off-Campus Program | Social Work

Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796

Phone: 301-891-4153 | Fax: 301-891-4190
jgavin@wau.edu

## Faculty

**John Gavin, M.S.W.** | Associate Director Andrews University Off-Campus Program
**Melissa Henley, M.S.W.** | Associate Director, Field Education

## Mission Statement

*The mission of the social work program is to prepare individuals for excellence during a lifetime of professional service and Christian compassion in action.*

# Introduction

The Bachelor of Social Work (BSW) is a professional degree that allows the graduate to enter the field of social work at the first level of practice or to have the opportunity to be admitted to a Master of Social Work (MSW) program with advanced standing. The Andrews University BSW program is accredited by the Council on Social Work Education, Division of Standards and Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-2457 | 703-519-2044.

The foundation curriculum consists of 10 core competencies that are required in every BSW program:

1. Values and Ethics
2. Professionalism
3. Diversity and Differences
4. Human Rights and Social Economic Justice
5. Human Behavior and the Social Environment
6. Social Welfare Policy and Services
7. Social Work Practice
8. Research
9. Critical Thinking
10. Contextualization

Throughout the curriculum, the program integrates concepts of professional ethics and values, critical thinking and sensitivity to diversity, oppression, social and economic justice and populations at risk. Field education is an integral component of the program.

Although students may declare themselves as social work majors in their freshman or sophomore year, they must apply for acceptance into the social work program. Application is made at the end of the sophomore year for formal acceptance into the program in the fall of the junior year. Applications are available from the undergraduate program directors of both the on-campus and off-campus sites.

# Career Opportunities

A Bachelor of Social Work degree prepares graduates for a career in helping individuals, families, groups and communities to enhance their individual and collective well-being.

Social workers are increasingly in demand in a variety of settings: family service agencies, child welfare agencies, mental health organizations, schools industry and private practice. The services performed are as diverse as the areas in which they are performed.

Inasmuch as many of these careers require further study at the graduate level, the social work program takes a generalist approach, providing a broad foundation and the necessary background for students who choose to enter graduate school.

## Admission Requirements

**FRESHMAN ADMISSION —** Students qualify for entry into the Bachelor of Social Work program when they:

- Earn a minimum GPA of 2.5 overall.
- Receive grades of "C–" or better in all required program prerequisite and cognate courses.
- Complete SWRK 100, SWRK 101, SWRK 220, SOWK 315, SOWK 320, SOWK 325. Maintain a GPA of at least 2.50 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive an acceptance letter from the Undergraduate Program Director.

## Continued Enrollment and Professional Expectations

Continued enrollment is conditional upon the following:

- Acceptable academic performance.
- Ethical conduct in compliance with the National Association of Social Workers (NASW) Code of Ethics.
- Adequate knowledge and practice performance in the practicum setting.
- Appropriate demonstration of professional expectations.

Students in the Social Work program are expected to read, know and integrate the eight professional expectations listed in the Andrews University *Department of Social Work Handbook.* Consequences for violations of these expectations could include verbal or written warnings, denial of admission, suspension, dismissal or expulsion from a course or the program.

Students may obtain copies of the handbook in the Department of Social Work office or at www.Andrews.edu/SOWK.

## Field Education

Students are required to complete a 400-hour field placement in a local human services agency. This internship is normally completed during the student's senior year.

Students are expected to provide their own transportation to and from the agencies used for field education.

The Andrews University *Department of Social Work Field Manual* has been designed as a student aid in understanding the field education requirements, the student's role in a field agency and relevant policies of Andrews University. Students are responsible for the information found in the *Field Manual*.

The *Field Manual* may be downloaded from www.Andrews.edu/SOWK.

# Bachelor of Science in Social Work

Off-Campus Program of Andrews University

| BACHELOR OF SCIENCE IN SOCIAL WORK Core Curriculum | | 40 hours |
|---|---|---|
| SWRK 100 | Introduction to Social Work | 3 |
| SWRK 101 | Orientation to Human Services | 2 |
| SWRK 220 | Critical Thinking | 2 |
| SOWK 315 | Values, Ethics and Diversity | 2 |
| SOWK 320 | Introduction to Counseling Skills | 3 |
| SOWK 325 | Social Welfare Institutions and Services | 3 |
| SOWK 331 | Human Behavior in the Social Environment I | 2 |
| SOWK 332 | Human Behavior in the Social Environment II | 2 |
| SOWK 350 | Social Welfare Policy | 3 |
| SOWK 401 | Foundations of Practice I | 4 |
| SOWK 402 | Foundations of Practice II | 4 |
| SOWK 420 | Social Work Methods Seminar (0.5 x 2) | 1 |
| | *This course is repeated.* | |
| SOWK 435 | Field Instruction | 4 |
| SOWK 461 | Social Work Research I | 2 |
| SOWK 462 | Social Work Research II | 2 |
| SOWK 489 | BSW Professional Seminar (0.5 x 2) | 1 |
| | *This course is repeated.* | |

| Required Cognates | | 32 hours |
|---|---|---|
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 440 | Dynamics of Group Counseling | 3 |
| SOCI 105 | General Sociology | 3 |
| BIOL 140 | Human Body in Health and Disease | 4 |
| PLST 250 | American Government | 3 |
| ECON 265 | Principles of Economics I – Macro | 3 |
| SPAN 101 | Introductory Spanish | 3 |
| MATH 110 | Probability and Statistics | 4 |
| **Choose one of the following courses:** | | 3 |
| SOCI 180 | Introduction to Marriage and Family Life (3) | |
| SOSC 420 | Multicultural Dimensions (3) | |
| SOCI 230 | Urban Social Problems (3) | |

*Note: Students are also required to choose four credits of upper-division social-work electives, in consultation with their advisers.*

| General Education | | 41 hours |
|---|---|---|

*See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion electives | 12 |
| HIST 125 | History of World Civilization I | 3 |
| HIST 126 | History of World Civilization II | 3 |
| LITR 235 | World Literature and Fine Arts | 3 |
| CPTR 105 | Introduction to Computers | 3 |
| | Science General | 4 |
| HSLC 110 | Healthier Living | 2 |
| PEAC | Physical Education activity elective | 1 |

**Electives** **15 hours**

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# Associate of Arts in General Studies

**Social Science Emphasis** **25 hours**

| | | |
|---|---|---|
| ECON 265 | Principles of Economics I — Macro | 3 |
| PLST 250 | American Government | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Developmental Psychology | 3 |
| SOCI 105 | General Sociology | 3 |
| SWRK 100 | Introduction to Social Work | 3 |
| SWRK 255 | Introduction to Community Services | 2 |
| SOWK 315 | Christian Perspectives on Ethics and Diversity | 2 |
| SOWK 325 | Social Welfare Institutions | 3 |

**General Education** **22 hours**

*See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| BIOL 140 | Human Body in Health and Disease | 4 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion* | 6 |
| PEAC | Physical Education activity elective | 1 |
| MATH 120 | College Algebra and Trigonometry | 4 |

**Electives** — *See recommended electives list on next page.* **17 hours**

**TOTAL** **64 HOURS**

*The remaining electives should be chosen from the following list of recommended electives.*

*All courses from the "Recommended Elective List" are required for completion of the four-year Bachelor of Social Work degree granted by Andrews University.*

## RECOMMENDED ELECTIVE LIST

| | | |
|---|---|---|
| SPAN 101 | Introductory Spanish | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 6 |
| HIST 125 | History of World Civilization I | 3 |
| HIST 126 | History of World Civilization II | 3 |
| LITR 235 | World Literature and Fine Arts | 3 |
| LITR | Literature elective (3) | |
| – or – | | |
| PHIL | Philosophy elective (3) | |
| – or – | | |
| MUHL 204 | Music Appreciation (3) | 3 |
| CPTR 105 | Introduction to Computers | 3 |
| CHEM | Chemistry elective (4) | |
| – or – | | |
| PHYS | Physics elective (4) | 4 |
| HLSC 110 | Healthier Living | 2 |

# SHPSW **School of Health Professions, Science and Wellness**


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**Karen Benn Marshall, Ed.D.** | Dean

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## Mission Statement

*The School of Health Professions, Science and Wellness supports the mission of Washington Adventist University by seeking to provide a Christ-centered learning experience that fosters the growth and development of moral leaders prepared for service in science, technology, mathematics, wellness and the health professions*

wau.edu

School of Health Professions, Science and Wellness

# Department of Biology

## PROGRAMS OFFERED

- **Bachelor of Arts** | Biology
- **Bachelor of Science** | Biology

### Minor

- **Biology**
- **Applied Bioinformatics**

### Teacher Certification

## Information

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## Faculty

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**Glen H. Bennett, Ph.D.** | Program Coordinator
Melinda Ekkens-Villanueva, Ph.D.
Nellie McKenzie, M.S.N., R.N., Pharm.D.

## Adjunct Faculty

Anthony G. Futcher, Ph.D.

## Mission Statement

*The Department of Biology supports the mission of the university by seeking to create an environment where students can learn:*

*a. the concepts of biology within a worldview that is biblical;*

*b. to think critically about sources of knowledge and knowledge claims, as well as to constantly try to integrate their knowledge, both within biology and with other disciplines of study;*

*c. to encourage and support a sense of curiosity, and a realization of the excitement and reward that goes with discovery of the beauty and complexity of the living world and to inspire in students a realization of the importance and benefits of lifelong learning;*

*d. to see the importance of using their knowledge and talents in service to others and to encourage them to contribute in significant ways to society and the church as professionals and as citizens.*

# Introduction

Biology, the study of life, constitutes one of the most relevant fields of study in an individual's total education. The study of biology enables students to understand the workings of their bodies in health and disease, makes them aware of their place in a world of living organisms and awakens in them an appreciation of the beauty and complexity in the design of life.

The aim of the Biology Department is to provide a broad background in the biological sciences sufficient to meet the needs of students who intend to enter graduate or professional schools, to teach biology and to pursue various biology-oriented careers.

# Objectives

The Biology Department aims to achieve the following objectives:

1. To assist students in acquiring a broad knowledge of the basic facts and theories of the discipline of biology and to accomplish this objective through outstanding teaching;
2. To promote understanding of the scientific process, including its strengths and limitations;
3. To give students opportunities to learn to communicate their ideas effectively.

# Career Opportunities

A biology major provides excellent preparation for students who wish to enter professional programs in medicine, dentistry, veterinary science or certain paramedical programs. Employment opportunities for biology graduates are available at federal, state and local agencies as biologists, ecologists, naturalists, wildlife managers and, with some additional training, as laboratory technicians or researchers. The Seventh-day Adventist denomination and the public school system provide opportunities for science teachers at the secondary level. Many of these career opportunities, as well as admission into other educational programs, require a minimum GPA of 3.0.

# Admission Information

Students entering the Biology Department are expected to have a strong background in science and mathematics. Secondary school courses in biology I and II, algebra I and II, geometry, chemistry, physics and trigonometry are strongly recommended. A science transfer course must have been completed within the past five years from an accredited college or university.

# Departmental Requirements

**Eligibility to Remain in the Program**

The Department of Biology reserves the right to administratively withdraw a student from the major if, for any reason, the student's scholastic achievement, mental health, integrity and/or ability to work with people proves unsatisfactory.

**Progression Requirements**

a. All biology students must have a cumulative GPA of 2.50 or higher upon attaining junior class standing.

b. All biology students must achieve at least a "C" grade in all required biology and cognate courses. However, the minimum allowable GPA for graduation is 2.50 in the major.

c. Biology students must repeat any required biology or cognate course in which a "WF," "WP" or grade lower than "C" is received. A student may not repeat any required biology or cognate course more than once, nor may he or she repeat more than two required courses within the biology and cognate areas of study.

Students who do not meet the progression requirements will be required to change majors to a degree outside the department.

# Bachelor of Arts in Biology

The Bachelor of Arts program in biology is available for those students seeking a general background suited for teaching biology in secondary schools or preparation for pursuit of the Master of Arts in Teaching degree.

With appropriate selection of cognate courses, the Bachelor of Arts program will meet entrance requirements for professional or graduate school, while providing a broad range of elective credits. Senior students are required to take the Major Field Achievement Test (MFAT) examination in biology.

| **Biology Major** | | **32 hours** |
|---|---|---|
| BIOL 161 | College Biology | 4 |
| BIOL 162 | College Biology | 4 |
| BIOL 265 | Animal Diversity | 4 |
| BIOL 266 | Plant Diversity | 4 |
| BIOL 305 | Genetics | 4 |
| BIOL 425 | Life Origins and Speciation | 2 |
| **Choose one of the following courses:** | | 4 |
| BIOL 315 | Histology (4) | |
| BIOL 330 | Animal Physiology (4) | |
| BIOL 405 | Cell and Molecular Biology (4) | |
| BIOL 410 | Developmental Biology (4) | |
| BIOL 415 | Immunology (3) and BIOL 416 Immunology lab (1) | |
| CHEM 461 | Biochemistry (3) and CHEM 463 Biochemistry Lab (1) | |
| BIOL | Upper-division biology electives | 6 |

**Required Cognates** **26-34 hours**

| | | |
|---|---|---|
| CHEM 151 | College Chemistry | 4 |
| CHEM 152 | College Chemistry | 4 |
| CHEM 110 | Principles of Organic and Biochemistry | |
| – or – | | |
| CHEM 221; 222 | Organic Chemistry (recommended) | 4, 4 |
| FLNG | Foreign Language or Computer Language (intermediate level) | 6 |
| MATH 110 | Probability and Statistics | 4 |
| PHYS 160 | Survey of Physics | |
| – or – | | |
| PHYS 271; 272 | College Physics (recommended) | 4, 4 |
| – or – | | |
| PHYS 281; 282 | Physics for Scientists and Engineers | 4, 4 |

**Recommended Cognates**

| | | |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| ENWR 235 | Technical Writing | 3 |
| MATH 126 | Pre-calculus | 4 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |

**General Education** **43 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| CPTR 105 | Introduction to Computers | 3 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion Electives | 12 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **19-27 hours**

*Upper-division courses must total at least 36 hours.*
*A minor or a second major in an area not listed under the Biology Department is required.*

**TOTAL** **128 HOURS**

# Bachelor of Science in Biology

The Bachelor of Science program in biology is designed for students seeking further education in the biological sciences, either in graduate school or in professional school.

Senior students are required to take the Major Field Achievement Test (MFAT) examination in biology.

| **Biology Major** | | **42 hours** |
|---|---|---|
| BIOL 161 | College Biology | 4 |
| BIOL 162 | College Biology | 4 |
| BIOL 265 | Animal Diversity | 4 |
| BIOL 266 | Plant Diversity | 4 |
| BIOL 305 | Genetics | 4 |
| BIOL 405 | Cell and Molecular Biology | 4 |
| BIOL 425 | Life Origins and Speciation | 2 |
| BIOL 491 | Senior Seminar | 1 |
| BIOL 492 | Senior Seminar | 1 |
| **Choose one of the following courses** | | 4 |
| BIOL 315 | Histology (4) | |
| BIOL 330 | Animal Physiology (4) | |
| BIOL 410 | Developmental Biology (4) | |
| BIOL 415 | Immunology (3) and BIOL 416 Immunology lab (1) | |
| CHEM 461 | Biochemistry (3) and CHEM 463 Biochemistry Lab (1) | |
| BIOL | Biology electives<br>*At least eight hours must be upper division.*<br>*Biochemistry is recommended.* | 10 |

| **Required Cognates** | | **32 hours** |
|---|---|---|
| CHEM 151 | College Chemistry | 4 |
| CHEM 152 | College Chemistry | 4 |
| CHEM 221 | Organic Chemistry | 4 |
| CHEM 222 | Organic Chemistry | 4 |
| MATH 110 | Probability and Statistics | 4 |
| MATH 126 | Pre-calculus | 4 |
| PHYS 271 | College Physics (4) | |
| – or – | | |
| PHYS 281 | Physics for Scientists and Engineers (4) | 4 |
| PHYS 272 | College Physics (4) | |
| – or – | | |
| PHYS 282 | Physics for Scientists and Engineers (4) | 4 |

| **Recommended Cognates** | | |
|---|---|---|
| CHEM 331 | Quantitative Analysis | 4 |
| CHEM 332 | Quantitative Analysis | 4 |

| | | |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 230 | Computer Languages | 2 |
| ENWR 235 | Technical Writing | 3 |
| MATH 151 | Contemporary Calculus I | 4 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |
| FREN/SPAN | A Modern Language | 3 |
| FLNG | Foreign Language — *For students planning to attend graduate school* | |

**General Education** **43 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| CPTR 105 | Introduction to Computers | 3 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion electives | 12 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **11 hours**

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# Biology Minor

**BIOLOGY MINOR** **18 HOURS**

| | | |
|---|---|---|
| BIOL 161 | College Biology | 4 |
| BIOL 162 | College Biology | 4 |
| BIOL 305 | Genetics | 4 |
| BIOL 425 | Life Origins and Speciation | 2 |
| BIOL | Electives | 4 |
| | *BIOL 265 Animal Diversity or BIOL 266 Plant Diversity required for prospective teachers.* | |

# Applied Bioinformatics Minor

The minor in applied bioinformatics is designed for students seeking to add value to their four-year biology, biochemistry and chemistry degrees.

A slightly modified version of the minor is offered for computer science and information systems majors. *Please see* Page 236 *for a description of that program.*

| APPLIED BIOINFORMATICS MINOR | | 18 HOURS |
|---|---|---|
| FOR BIOLOGY, BIOCHEMISTRY and CHEMISTRY MAJORS | | |
| CPTR 150 | Computer Science I | 4 |
| CPTR 230M | Computer Language – Java | 2 |
| BINF 205 | Introduction to Bioinformatics | 4 |
| BINF 420 | Advanced Bioinformatics | 4 |
| BINF 495a | Independent Study in Bioinformatics I | 2 |
| BINF 495b | Independent Study in Bioinformatics II | 2 |
| **TOTAL** | | **18 HOURS** |

# Rosario Beach Marine Biological Field Station

The Rosario Beach Marine Station is a teaching and research facility operated by Walla Walla University. Located seven miles south of Anacortes, Wash., the station occupies 40 acres of beach and timberland on Puget Sound.

A number of field biology courses are taught each summer at the marine station. *See course descriptions beginning on* Page 338 *for specific courses taught.*

Upper-division students attending the summer session at the station must enroll for a minimum of two upper-division courses, one of which must be a marine-oriented course.

All WAU students attending these summer courses register and receive credit from WAU. For additional information concerning the field station program, please contact Dr. Glen Bennett, the WAU affiliation director.

# Teacher Certification

Students interested in obtaining Maryland State or Seventh-day Adventist denominational teacher certification to teach biology in secondary school should major in biology and complete a minor in secondary education.

*See* Department of Education, beginning on Page 146*, for certification requirements and procedures.*

# Department of Chemistry



## PROGRAMS OFFERED

- **Bachelor of Science** | Biochemistry
- **Bachelor of Arts |** Chemistry
- **Bachelor of Science** | Chemistry

### Minor

- **Chemistry**
- **Applied Bioinformatics**

### Teacher Certification

## Information

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## Faculty

Melvin Roberts, Ph.D. | **Chair** | Department of Biology and Chemistry
Dean S. Aalaee, Ph.D.

## Mission Statement

*Our mission is to provide an atmosphere of mentorship for the purpose of educating and producing well-rounded individuals who are socially, spiritually and academically mature.*

# Introduction

Chemistry is one of the fundamental sciences for many areas of study. It provides exciting opportunities to investigate the interface between the real, observable world around us and the abstract realm of ideas. Combining experimental observations with theoretical deductions challenges the chemist to find a new understanding of our universe with a well-defined, ever-growing system of concepts. The order, symmetry and unity of the universe become clearer through the study of chemistry, which correlates scientific discovery with knowledge.

# Objectives

- Demonstrate undergraduate knowledge of the main areas of chemistry.
- Develop critical thinking skills.
- Organize and conduct chemical experiments.
- Communicate chemical information in written and oral formats.
- Access and use chemical literature to stay current with chemical progress.
- Apply chemical theory to the real world around them, preferably with a theistic worldview.

# Career Opportunities

The chemistry major provides excellent preparation for students who wish to prepare for careers as biochemists, chemical engineers, chemists, dentists, medical technologists, pharmacists, physicians and science teachers. Inasmuch as many of these careers require further study at the graduate or professional school level, the chemistry programs are designed to provide a broad and strong background in chemistry.

# Admission Information

Students entering the chemistry department are expected to have a strong background in science and mathematics. Secondary school courses in algebra I and II, trigonometry, chemistry, biology and physics are strongly recommended. At the beginning of each fall semester, the results of the math placement test, along with SAT/ACT scores in mathematics and natural sciences, are used for placement in college-level chemistry courses. *See course descriptions, beginning* Page 344*, for prerequisites for various courses.*

# Departmental Requirements

### Eligibility to Remain in the Program

The Department of Chemistry reserves the right to administratively withdraw a student if, for any reason, the student's scholastic achievement, mental health, integrity and/or ability to work with people proves unsatisfactory.

### Progression Requirements

a. All chemistry and biochemistry students must have a cumulative GPA of 2.50 or higher upon attaining junior class standing.

b. All chemistry and biochemistry students must achieve at least a "C" grade in all required chemistry and cognate courses.
c. Chemistry and biochemistry students must repeat any required chemistry or cognate course in which a "WF," "WP" or grade lower than "C" is received. A student may not repeat any required chemistry or cognate course more than once, nor may he or she repeat more than two courses within the chemistry and cognate areas of study.

## Bachelor of Science in Biochemistry

Biochemists apply principles of chemistry, biology and physics to develop an understanding of complex molecular mechanisms in living systems. The program in biochemistry is designed to prepare students for:

1. Graduate studies in biochemistry
2. A research or teaching career
3. Employment in the biotechnology industry
4. Work in the environmental sciences or
5. Entrance into medical school

| **Biochemistry Major** | | **41 hours** |
|---|---|---|
| CHEM 151 | College Chemistry | 4 |
| CHEM 152 | College Chemistry | 4 |
| CHEM 221 | Organic Chemistry | 4 |
| CHEM 222 | Organic Chemistry | 4 |
| CHEM 331 | Quantitative Analysis | 4 |
| CHEM 332 | Quantitative Analysis | 4 |
| CHEM 421 | Physical Chemistry | 4 |
| CHEM 422 | Physical Chemistry | 4 |
| CHEM 461 | Biochemistry | 3 |
| CHEM 462 | Biochemistry | 3 |
| CHEM 463 | Biochemistry Lab | 1 |
| CHEM 464 | Biochemistry Lab | 1 |
| CHEM 491 | Senior Seminar | 1 |

| **Required Cognates** | | **29 hours** |
|---|---|---|
| BIOL 161 | College Biology | 4 |
| BIOL 162 | College Biology | 4 |
| MATH 126 | Pre-calculus (or equivalent) | 4 |
| MATH 151 | Contemporary Calculus I | 4 |
| MATH 252 | Contemporary Calculus II | 4 |
| PHYS 281; 282 | Physics for Scientists and Engineers (4; 4) | |
| – or – | | |
| PHYS 271; 272 | College Physics (4; 4) | 8 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and / or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |

*See details of* Cooperative Education Program, Page 63.

**Recommended Cognates**

| | | |
|---|---|---|
| BIOL 330 | Animal Physiology | 4 |
| MATH 110 | Probability and Statistics | 4 |

**General Education** **43 hours**

*See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| CPTR 105 | Introduction to Computers | 3 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion Electives | 12 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **15 hours**

*Upper-division electives must total at least 36 hours.*

**TOTAL** **128 HOURS**

# Bachelor of Arts in Chemistry

The Bachelor of Arts program in chemistry allows the student an opportunity to engage in a broad course of studies in the liberal arts. A minor or second major is required.

**Chemistry Major** **35 hours**

| | | |
|---|---|---|
| CHEM 151 | College Chemistry | 4 |
| CHEM 152 | College Chemistry | 4 |
| CHEM 221 | Organic Chemistry | 4 |
| CHEM 222 | Organic Chemistry | 4 |
| CHEM 331 | Quantitative Analysis | 4 |
| CHEM 332 | Quantitative Analysis | 4 |
| CHEM 421 | Physical Chemistry | 4 |
| CHEM 422 | Physical Chemistry | 4 |
| CHEM | Upper-division chemistry elective | 3 |

**Required Cognates** **26 hours**

| | | |
|---|---|---|
| MATH 126 | Pre-calculus (or equivalent) | 4 |
| MATH 151 | Contemporary Calculus I | 4 |
| MATH 252 | Contemporary Calculus II | 4 |
| PHYS 281; 282 | Physics for Scientists and Engineers (4; 4) | |
| – or – | | |
| PHYS 271; 272 | College Physics (4; 4) | 8 |
| | Modern Language (intermediate level) | 6 |
| | *Note: If elementary proficiency is not met, add six more hours.* | |

**Recommended Cognates**

| | | |
|---|---|---|
| CPTR 115 | Introduction to Computer Science | 3 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and / or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |
| | *See details of* Cooperative Education Program, Page 63. | |

**General Education** **40 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| CPTR 105 | Introduction to Computers | 3 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion Electives | 12 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

**SHPSW Electives** **27 hours**

*Upper-division courses must total at least 36 hours.*
*A minor or second major is required.*

**TOTAL** **128 HOURS**

# Bachelor of Science in Chemistry

The Bachelor of Science program provides more extensive training in chemistry than does the Bachelor of Arts program. Because of its importance in the sciences, computer languages are an integral part of the Bachelor of Science in chemistry. The Bachelor of Science program provides more thorough training for students pursuing graduate study or employment in the field of chemistry.

| **Chemistry Major** | | **40 hours** |
|---|---|---|
| CHEM 151 | College Chemistry | 4 |
| CHEM 152 | College Chemistry | 4 |
| CHEM 221 | Organic Chemistry | 4 |
| CHEM 222 | Organic Chemistry | 4 |
| CHEM 331 | Quantitative Analysis | 4 |
| CHEM 332 | Quantitative Analysis | 4 |
| CHEM 340 | Inorganic Chemistry | 3 |
| CHEM 421 | Physical Chemistry | 4 |
| CHEM 422 | Physical Chemistry | 4 |
| CHEM 491 | Senior Seminar | 1 |
| CHEM | Upper-division electives | 4 |

| **Required Cognates** | | **31 hours** |
|---|---|---|
| MATH 126 | Pre-calculus (or equivalent) | 4 |
| MATH 151 | Contemporary Calculus I | 4 |
| MATH 252 | Contemporary Calculus II | 4 |
| PHYS 281; 282 | Physics for Scientists and Engineers (4; 4) | |
| – or – | | |
| PHYS 271; 272 | College Physics (4; 4) | 8 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 350 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |
| | *See details of* Cooperative Education Program, Page 63. | |
| CPTR 115 | Introduction to Computer Science | 3 |
| CPTR 150 | Computer Science I | 4 |
| | Upper division Math or Computer Science elective | 3 |

| **Recommended Cognates** | | |
|---|---|---|
| MATH 319 | Differential Equations | 3 |
| PHYS 320 | Elementary Modern Physics | 3 |

| **General Education** | | **40 hours** |
|---|---|---|
| | *See details of* General Education Requirements, Page 33.. | |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |

| | | |
|---|---|---|
| RELB/RELT | Religion Electives | 12 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **17 hours**

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# Chemistry Minor

**CHEMISTRY MINOR** **18 HOURS**

| | | |
|---|---|---|
| CHEM 151 | College Chemistry | 4 |
| CHEM 152 | College Chemistry | 4 |
| CHEM | Upper-division chemistry electives | 6 |
| CHEM | Other Chemistry electives | 4 |

*CHEM 221* *Organic Chemistry required for prospective teachers.*

# Applied Bioinformatics Minor

The minor in applied bioinformatics is designed for students seeking to add value to their four-year biology, biochemistry and chemistry degrees. *Please see* Page 218 *for a detailed description of the program.*

# Teacher Certification

Students wishing to enter the science teaching program at the secondary level should complete a major in chemistry or biochemistry and a minor in secondary education. It is recommended that students consult their advisers concerning special course requirements for chemistry education.

School of Health Professions, Science and Wellness

# Department of Computer Science

## PROGRAMS OFFERED

- **Associate of Applied Science** | Computer Science
- **Associate of Applied Science** | Information Systems
- **Bachelor of Science** | Computer Science
- **Bachelor of Science** | Information Systems

### Minors

- **Computer Science**
- **Information Systems**
- **Applied Bioinformatics**
- **Web Design and Development**

## Information

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## Faculty

**Issa Kagabo, Ph.D.** | Chair | Department of Computer Science, Math and Physics

Michael Lee, Ph.D.

## Mission Statement

*To provide excellent programs that prepare technically skilled critical thinkers who create effective technological solutions with integrity and professionalism as they pursue advanced studies and serve in industry.*

*Computer Science is no more about computers than astronomy is about telescopes.*
— Edsger W. Dijkstra

*Technical skill is mastery of complexity, while creativity is mastery of simplicity.*
— Erik Christopher Zeeman

# Introduction

The courses of study provided by the Computer Science and Information Systems programs offer students a selection that prepares them for success in system administration, scientific research, data processing management and systems analysis.

The programs provide students with the essential theoretical foundation and practical implementation of the science of computing. This foundation includes algorithms and data structures, architecture, artificial intelligence, information retrieval, human-computer interaction, numerical and symbolic computation, operating systems, programming languages and software engineering.

Our students enjoy several important advantages: a direct, personal connection to qualified, experienced faculty who are eager to help them master the subject matter, ready access to technological resources from both on and off campus and excellent job opportunities in the immediate vicinity that apply classroom learning.

Students have access to Sun workstations, Pentiums and Power Macs, where they can work on projects at their own rate in and outside of class. Many students have computer-related jobs with local employers that allow them to earn money and learn about computing at the same time. Upon acquiring sufficient background knowledge, every WAU student has the opportunity to work the equivalent of two full-time semesters at a challenging computer-related job through WAU's Cooperative Education Program.

Efforts are made to accommodate students' diverse learning styles. Women, people from underrepresented groups and nontraditional students are especially urged to enroll in the computing programs.

# Career Opportunities

Graduates of WAU who have completed a major or minor in Computer Science or Information Systems have been in great demand by employers and by graduate programs in computer-related fields. Many are working in the Washington, D.C., area at government installations and business institutions, pursuing careers in programming, systems analysis, systems design, information systems, image processing, software development and artificial intelligence.

Recent employment studies have shown that students in the field of computer science are among the most employable upon graduation. Since many of these careers require further study, the programs offered by the department provide a broad and strong background for advanced study.

# Objectives/Core Competencies

Across the curriculum and in extracurricular activities, the Department of Computer Science seeks to instill fundamental knowledge, skills and abilities known as core competencies. Mastery of these core competencies will allow graduates of the program to perform their duties in an outstanding manner in a variety of professional settings.

**TECHNICAL:**

- General knowledge of fundamental concepts and skills in computing
- Thorough knowledge of major area in computing
- Full understanding of computer programming and its applications in various areas
- Practice in the use of a wide variety of technologies
- Strong mathematical calculation and analysis skills
- Broad background in at least one other discipline

**ANALYTICAL:**

- Creative problem-solving skills
- Understanding of theoretical foundations of computing and mathematics
- Ability to make informed decisions using data at hand

**COMMUNICATION:**

- Presentation of facts and ideas in written, oral and multimedia form
- Effective collection of information through reading, active listening and nonverbal cues

**PERSONAL:**

- Initiative and independence
- Self-confidence based on knowledge, skills and abilities
- Ethical, professional behavior

**INTERPERSONAL:**

- Ability to participate and lead in teams
- Empathy and respect for diversity
- Adaptability to new situations and people

# Admission Requirements

First-year and transfer (either from another school or another major at WAU) Computer Science and Information Systems majors are admitted to WAU according to general university policy, and are admitted into the Computer Science/Information Systems program after successful completion of the requirements listed below. Declared Computer Science/Information Systems majors who have not yet been admitted to the Computer Science/Information Systems program will be advised by the Department of Computer Science or by the Center for Learning Resources if their academic qualifications so warrant.

Admission to the Computer Science or Information System Program requires:

1. A Computer Science/Information Systems Program application submitted to the department chair by March 15 each year. Those who apply after March 15 and are eligible, will be accepted if space is available.
2. Recommendation by a Computer Science/Information Systems Department faculty member.
3. A cumulative college GPA of 2.25 or above on all courses attempted, as well as a composite GPA of 2.5 or above on all prerequisites (see requirement 5 below). Preference will be given to those with GPAs above 2.5 and to those who have completed course work at WAU.
4. Completion of the Computer Literacy requirement.
5. Successful completion of the following courses with a grade of "C" or higher. Only two of these courses may be repeated once, and no one course can be repeated more than once to be eligible for admission:

| | | **Credit hours** |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| MATH 120* | College Algebra and Trigonometry | 4 |
| MATH 126 | Pre-calculus | 4 |
| COMM 105 | Introduction to Oral Communication | 3 |
| CPTR 115* | Introduction to Computer Science | 3 |
| CPTR 150 | Computer Science I | 4 |

** Can be waived if math placement into Math 126*

## Graduation Requirements

Bachelor of Science majors should have equivalent of two full-time semesters of working experience in an area related to Computer Science or Information Systems to be eligible for graduation. This experience is obtained through participation in the university's Cooperative Education Program (COOP 351 and/or COOP 360). *Please consult the* Cooperative Education Program, Page 63, *for more details.*

Students are strongly encouraged to fulfill the first half of the working experience requirement before the beginning of their senior year.

During the semester prior to graduation, Computer Science and Information Systems students must submit a graduation contract before the deadline published in the university calendar. These forms are available from the Office of the Registrar and must be signed by the adviser.

Students must maintain a grade-point average (GPA) of at least 2.50 in all major courses with no grade below a "C," a grade of "C" or above in all required cognates and fulfill the requirements for the appropriate degree as outlined below.

# Associate of Applied Science in Computer Science

This program is designed for students seeking basic professional skills in computer programming. It may be used either as a terminal degree or as a degree complementing a four-year degree such as business or a natural science. Students are allowed some latitude within the major.

| **Required Core Courses** | | **25 hours** |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 200 | Computer Science II | 4 |
| CPTR 230 | Computer Languages | 2 |
| CPTR 325 | Computer Organization | 3 |
| CPTR 350 | Data Structures and Algorithms | 3 |
| CPTR | Computer Science elective | 3 |
| CPTR | Uppe- Division Computer Science electives | 6 |

| **Required Cognates** | | **14 hours** |
|---|---|---|
| ENWR 235 | Technical Writing | 3 |
| MATH 151 | Contemporary Calculus I | 4 |
| MATH 252 | Contemporary Calculus II | 4 |
| MATH 280 | Discrete Structures | 3 |

| **General Education Courses** | | **21 hours** |
|---|---|---|
| *See details of* General Education Requirements, Page 33.. | | |
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| RELB/RELT | Religion electives | 6 |
| | Science elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| PEAC | Physical Education Activity elective | 1 |

| **Electives** | **4 hours** |
|---|---|

| **TOTAL** | **64 HOURS** |
|---|---|

# Associate of Applied Science in Information Systems

This program is designed for students seeking basic professional skills in Information Systems. It may be used either as a terminal degree or as a degree complementing a four-year degree such as business or a natural science. Students are allowed some latitude within the major, but those oriented toward business programming are advised to take a minor in Business Administration.

| **Required Core Courses** | | **23 hours** |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 200 | Computer Science II | 4 |
| CPTR 250 | Database Design | 3 |
| CSYS 210 | Fundamentals of Information Systems | 3 |
| CSYS 310 | Information Systems Theory and Practice | 3 |
| CSYS 330 | Analysis and Logical Design | 3 |
| CPTR/CSYS | Upper-division elective | 3 |

| **Required Cognates** | | **13-14 hours** |
|---|---|---|
| BUAD 315 | Quantitative Methods | 3 |
| ENWR 235 | Technical Writing | 3 |
| MATH 151 | Contemporary Calculus I | 4 |
| MATH 110 | Probability and Statistics (4) | |
| - or – | | |
| MATH 370 | Mathematical Statistics (3) | 3 - 4 |

| **General Education Courses** | | **21 hours** |
|---|---|---|
| *See details of* General Education Requirements, Page 33.. | | |
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| RELB/RELT | Religion Electives | 6 |
| | Science Elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| PEAC | Physical Education Activity Elective | 1 |

| **Electives** | **6-7 hours** |
|---|---|

| **TOTAL** | **64 HOURS** |
|---|---|

# Bachelor of Science in Computer Science

**Required Core Courses** **42 hours**

| | | |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 200 | Computer Science II | 4 |
| CPTR 230 | Computer Languages | 4 |
| CPTR 250 | Database Design | 3 |
| CPTR 325 | Computer Organization | 3 |
| CPTR 350 | Data Structures and Algorithms | 3 |
| CPTR 380 | Principles of Networking | 3 |
| CPTR 410 | Software Engineering | 3 |
| CPTR | Computer Science Elective | 3 |
| CPTR | Upper-division Computer Science electives | 12 |

**Required Courses** **9 hours**

Choose one course from three of the following areas, to total nine hours:

**Gaming and Simulation:**

| | |
|---|---|
| CPTR 440 | Artificial Intelligence (3) |
| CPTR 450 | Computer Graphics (3) |
| CPTR 4XX | Senior-level elective (3) |

**Graphics and Modeling:**

| | |
|---|---|
| CPTR 450 | Computer Graphics (3) |
| CPTR 490 | Advanced Computer Projects (3) |
| CPTR 4XX | Senior-level elective (3) |

**Robotics and Computer Learning:**

| | |
|---|---|
| CPTR 420 | Programming Languages (3) |
| CPTR 440 | Artificial Intelligence (3) |
| CPTR 490 | Advanced Computer Projects (3) |

**Systems Software:**

| | |
|---|---|
| CPTR 470 | Operating Systems (3) |
| CPTR 480 | Compiler Writing (3) |
| CPTR 4XX | Senior-level elective (3) |

**Web Development:**

| | |
|---|---|
| CPTR 415 | Web Programming (3) |
| CPTR 450 | Computer Graphics (3) |
| CPTR 490 | Advanced Computer Projects (3) |

**Required Cognates** **22 hours**

| | | |
|---|---|---|
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |

*See details of* Cooperative Education Program, Page 63.

| | | |
|---|---|---|
| ENWR 235 | Technical Writing | 3 |
| MATH 151 | Contemporary Calculus I | 4 |
| MATH 252 | Contemporary Calculus II | 4 |
| MATH 280 | Discrete Structures | 3 |
| MATH 288 | Elementary Linear Algebra | 4 |
| MATH 370 | Mathematical Statistics | 3 |

**Breadth** **10-18 hours**

In order to broaden their understanding of scientific and technical issues, Computer Science majors must complete **one of the following:**

- A second major
- A minor in Biology, Chemistry, Bioinformatics, or Web Design and Development
- MATH 260 Multivariable Calculus, MATH 311 Axiomatics: Logic, and two additional upper-division math courses

**General Education Courses** **44 hours**

*See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 12 |
| | Science elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **2-10 hours**

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# Bachelor of Science in Information Systems

**Required Core Courses** **43 hours**

| | | |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 200 | Computer Science II | 4 |
| CPTR 230 | Computer Languages | 2 |

| | | |
|---|---|---|
| CPTR 250 | Database Design | 3 |
| CPTR 325 | Computer Organization | 3 |
| CPTR 350 | Data Structures and Algorithms | 3 |
| CSYS 210 | Fundamentals of Information Systems | 3 |
| CSYS 310 | Information Systems Theory and Practice | 3 |
| CSYS 330 | Analysis and Logical Design | 3 |
| CSYS 425 | Physical Design and Implementation | 3 |
| CSYS 430 | Project Management and Practice | 3 |
| CPTR/CSYS | Upper-division Computer Science or Information Systems electives | 9 |

**Required Cognates** **17-18 hours**

| | | |
|---|---|---|
| BUAD 315 | Quantitative Methods | 3 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |
| | *See details of* Cooperative Education Program, Page 63. | |
| ENWR 235 | Technical Writing | 3 |
| MATH 151 | Contemporary Calculus I | 4 |
| MATH 280 | Discrete Structures | 3 |
| MATH 110 | Probability and Statistics (4) | |
| – or – | | |
| MATH 370 | Mathematical Statistics (3) | 3-4 |

**Breadth** **18+ hours**

In order to broaden their understanding of the issues in a specific application domain, Information Systems majors must complete **one of the following:**

- A second major
- A minor in Business or Communication/Journalism
- A list of at least 18 credits of courses as approved by the Computer Science faculty

**General Education Courses** **44 hours**

*See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| INTD 105 | First-Year Experience | 1 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion electives | 12 |
| | Science elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| HIST | History elective | 3 |
| | Social Science elective | 3 |

| | | |
|---|---|---|
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **5-6 hours**

*Upper-division courses must total at least 36 hours.*

**TOTAL** **128 HOURS**

# Computer Science Minor

The Computer Science minor is designed to provide students with a foundation in the programming and design of computers that can be used to support an academic major in another subject. Students are allowed significant flexibility in choosing courses within the minor but are urged to supplement these requirements with courses in their areas of interest.

**Computer Science Minor** **20 hours**

| | | |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 200 | Computer Science II | 4 |
| CPTR 325 | Computer Organization | 3 |
| CPTR 350 | Data Structures and Algorithms | 3 |
| CPTR | Computer Science eective | 3 |
| CPTR | Upper-division Computer Science elective | 3 |

**Required Cognates** **6 hours**

| | | |
|---|---|---|
| ENWR 235 | Technical Writing | 3 |
| MATH 280 | Discrete Structures | 3 |

**TOTAL** **26 HOURS**

# Information Systems Minor

The Information Systems minor is designed to provide students with a foundation in information systems that can be used to support an academic major in another subject. Students are urged to supplement these requirements with courses in their areas of interest.

**Information Systems Minor**

| | | |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 200 | Computer Science II | 4 |
| CPTR 250 | Database Design | 3 |
| CSYS 210 | Fundamentals of Information Systems | 3 |
| CSYS 310 | Information Systems Theory and Practice | 3 |
| CSYS 330 | Analysis and Logical Design | 3 |

**TOTAL** **20 HOURS**

# Applied Bioinformatics Minor

This modified version of the Applied Bioinformatics minor is designed specifically for Computer Science and Information Systems majors seeking to add value to their four-year degrees.

A slightly modified version of the minor is offered for biology, biochemistry and chemistry majors. *Please see* Page 218 *for a description of that program.*

| APPLIED BIOINFORMATICS MINOR | | 20 HOURS |
|---|---|---|
| FOR COMPUTER SCIENCE AND INFORMATION SYSTEMS MAJORS | | |
| BIOL 161 | College Biology | 4 |
| BIOL 162 | College Biology | 4 |
| BINF 205 | Introduction to Bioinformatics | 4 |
| BINF 420 | Advanced Bioinformatics | 4 |
| BINF 495a | Independent Study in Bioinformatics I | 2 |
| BINF 495b | Independent Study in Bioinformatics II | 2 |
| **TOTAL** | | **20 HOURS** |

# Web Design and Development Minor

The Web Design and Development minor, in conjunction with the Department of Communication and Journalism, is designed to provide students with a foundation in web design and development that can be used to add important web skills to a Computer Science or Information Systems major, or to support an academic major in another area.

| WEB DESIGN AND DEVELOPMENT MINOR | | 21 HOURS |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 250 | Database Design | 3 |
| CPTR 415 | Web Programming | 3 |
| BRMD 265 | Nonlinear Editing | 3 |
| | *Prerequisite BRMD 101 Audio and Video Basics (3) or résumé and portfolio evidence approved by instructor.* | |
| GART 220 | Designing for Media | 3 |
| GART 330 | Multimedia Web Production | 3 |
| **Choose one of the following courses:** | | 2 |
| GART 120 | Introduction to Digital Photography (2) | |
| CPTR 230 | Computer Languages (2) | |
| **TOTAL** | | **21 HOURS** |

# Department of Health, Wellness and Physical Education



## PROGRAMS OFFERED

- **Bachelor of Science** | Health/Fitness Management
- **Bachelor of Science** | Health Science
- **Bachelor of Science** | Physical Education
- **Bachelor of Science** | Physical Education Teacher Certification

### Minors

- **Physical Education**
- **Sports Administration / Coaching**

## Information

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## Faculty

Alvin Fuentes, M.S.
Vashon Williams., M.S.

## Adjunct Faculty

Terry Leitma, M.S.
Benjamin Johnson, B.A.

## Mission Statement

*Physical education is a part of the total educational process that has as its goal the development of physically, mentally, psychosocially and spiritually balanced individuals through the medium of physical activities and wellness promotion.*

# Introduction

The Department of Health, Wellness and Physical Education (HWPE) emphasizes the body of knowledge accumulated concerning a fundamental human activity, human movement, a phenomenon considered essential and an integral part of human existence. The specific movement forms that the department studies, explains and understands typically involve a variety of physical activities, including exercise, sport, fundamental motor skills, fine motor tasks and motor tasks of everyday living. These are applied to all persons across the life span.

The Health/Fitness Management major introduces the student to the fields of health education and fitness management. In addition, basic sciences and computer usage receive strong emphasis. The major is designed as professional preparation leading toward the roles of directors, managers and leaders in the field of health and wellness.

The Physical Education major with teacher certification prepares students to teach in church-affiliated or public schools, and qualifies them with the Maryland teaching credentials and passing the Praxis I exam. For those students who intend to pursue careers other than teaching in Physical Education (non-certification), the curriculum requires successful completion of the physical education core courses as well as a minor.

The department offers class work and a practicum in sports administration and coaching for students who are interested in sports administration and coaching individual or team sports.

# Career Opportunities

A physical education major provides excellent preparation for students who wish to enter sport-related careers, including teaching physical education, coaching, sport facility management, health and wellness fields and several sport communication fields. The physical education major also provides the necessary background for students who wish to enter graduate school.

The Health/Fitness Management degree will prepare students for entry-level positions in fitness, wellness and health promotion programs in corporate, business, church and community settings.

# Goals

The Department of Health, Wellness and Physical Education at Washington Adventist University seeks to promote healthful living and physical fitness, as well as knowledge and skill development. Physical Education at WAU should teach young people fitness, cooperation, teamwork and perseverance to sportsmanship within the theology of play. Physical Education does not just include the ins and outs of physical exercise, but is multifaceted and inclusive of all dimensions of health, including the physical, mental, psychosocial and spiritual. It encompasses the principles of health, as we know it and the pedagogical aspects of the physical body as it relates to human movement and sport. The goals of the major programs include imparting the body of knowl-

edge in physical education to undergraduate students; preparing those interested in pedagogy for the teaching profession; and providing opportunities for students not interested in teaching to pursue alternate career tracks.

## Objectives

The programs in Health, Wellness and Physical Education embrace the following objectives and students in the program should be able to:

1. Understand the many lifestyle factors affecting health, with an emphasis on physical fitness.
2. Understand the physiological principles underlying human movement and current health/wellness issues.
3. Understand the mechanical and anatomical factors that explain human performance and fitness management.
4. Understand basic principles of physical fitness in relationship to personal wellness.
5. Apply knowledge of physical capabilities, learning theory and movement principles in program development plus lesson planning and design.
6. Adopt and maintain a prescribed exercise and fitness program.
7. Assess and write prescriptions for health-related components of fitness.
8. Perform nutritional analyses and write sound diet/weight control programs.
9. Determine cardiovascular and cancer risks, and implement risk-reduction programs.
10. Determine stress levels, and implement stress management programs.
11. Promote health and wellness within the framework of the whole person within a Christocentric philosophical paradigm.
12. Contribute to the development of the profession through graduate work and scholarly activities.

## Bachelor of Science in Health/Fitness Management

This degree is designed as a professional preparation leading toward the roles of directors and leaders in the field of health fitness. Students will be able to:

- Institute and develop fitness/health assessment and maintenance programs.
- Perform and interpret physical fitness/health assessment data.
- Design and prescribe appropriate activities for individual and group exercise programs.
- Intervene and bring about attitude change in individuals who have harmful health practices.
- Obtain and apply practical work experiences through internships in various settings.

Completion of the program allows the graduate to sit for the Health Fitness Specialist examinations, which are administered through the American College of Sports Medicine (ACSM).

In addition, students will be directed into other nationally recognized certifications according to their personal interests. These certifications may be in personal training, nutrition counseling and health coaching from organizations such as the American Council on Exercise and the National Strength and Conditioning Association.

**CAREER OPPORTUNITIES**

Located in a corporate, community, hospital, commercial or educational setting, this career demands expertise in facilitating behavior change, promoting healthy lifestyles and managing a wellness facility.

The Health/Fitness Management degree will prepare students for entry-level positions in fitness, wellness and health promotion programs in corporate, business, church and community settings. The opportunities include a wide spectrum in the various settings, as follows:

- Facilitating participants' lifestyle choices
- Promoting and marketing health programs
- Implementing programs in fitness, nutrition, health education, stress management, smoking cessation
- Managing fitness and wellness facilities that provide community activities for participants

| **Health/Fitness Management Core Curriculum** | | **58 hours** |
|---|---|---|
| HLSC 120 | Foundations of Wellness Promotion | 3 |
| HLSC 130 | Non-Drug Therapeutics | 3 |
| HLSC 220 | Prevention of Chronic Disease through Health Promotion | 3 |
| HLSC 260 | Consumer Health and the Fitness Industry | 3 |
| HLSC 270 | Christ-Centered Wellness | 3 |
| HLSC 280 | Health Evangelism | 3 |
| HLSC 340 | Health Program Planning, Design and Management | 3 |
| HLSC 425 | Principles of Fitness Assessment and Exercise Prescription | 3 |
| HLSC 490 | Internship in Health/Fitness/Wellness Program Operation | 9 |
| HLSC 491 | ACSM Health Fitness Instructor Certification | 2 |
| NUTR 260 | Nutrition (Emphasis on Prevention and Health) | 3 |
| PETH 250 | Fitness and Wellness | 2 |
| PETH 290 | Care and Prevention of Athletic Injuries (First Aid/CPR/Safety/Injury Prevention) | 3 |
| PETH 325 | Kinesiology | 3 |
| PETH 330 | Physiology of Exercise | 3 |
| PETH 340 | Psycho-Social Aspects of Sports (Sports Psychology) | 3 |
| PETH 345 | Motor Learning | 3 |
| PSYC 240 | Stress Management | 3 |

| **Required Cognates** | | **19 hours** |
|---|---|---|
| BIOL 111 | Human Anatomy and Physiology | 4 |
| BIOL 112 | Human Anatomy and Physiology | 4 |
| CHEM 105 | Survey of Chemistry | 4 |
| CPTR 105 | Introduction to Computers | 3 |
| MATH 110 | Probability and Statistics | 4 |

| **General Education** | | **35 hours** |
|---|---|---|
| *See details of* General Education Requirements, Page 33.. | | |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| PSYC 105 | Introduction to Psychology (3) | |
| –or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |
| RELB | Religion electives | 6 |
| HIST | History elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC 155 | Weight Training and Conditioning | 1 |

| **Electives** | **16 hours** |
|---|---|
| *Upper-division courses must total at least 36 hours.* | |

| **TOTAL** | **128 HOURS** |
|---|---|

# Bachelor of Science in Health Science

The major in Health Science provides a foundation for the application of knowledge in the area of health with an emphasis in the sciences. The department recognizes the developments that have taken place in health, health science and related fields and is aware of its increasing strength as a body of knowledge. When combined with subject matter in related disciplines through completion of a minor, students prepare themselves for graduate studies and careers in various health fields, including the medical, allied health, public/private health and commercial health.

### CAREER OPPORTUNITIES

City, state and federal agencies employ health professionals in a variety of areas. These include: health promotion, obesity counseling, disease awareness, smoking cessation classes, etc. These areas are promoted through the different agencies for assisting citizens as they pursue lifestyle changes.

Corporations also utilize health professionals to ensure the health and well-being of their employees through health education and program implementation.

Another area that is emerging in the health field is health assessment. Students will be prepared to assess health and deliver programming to assist their clients in lifestyle corrections.

| **Required Cognates** | | **39 hours** |
|---|---|---|
| MATH 110 | Probability and Statistics | 4 |
| MATH 120 | College Algebra | 4 |
| MATH 126 | Pre-Calculus | 4 |
| BIOL 111 | Anatomy/Physiology | 4 |
| BIOL 112 | Anatomy/Physiology | 4 |
| CHEM 105 | Survey of Chemistry | 4 |
| BIOL 161 | College Biology | 4 |
| CHEM 110 | Principles of Organic and Biochemistry | 4 |
| BIOL 150 | Microbiology | 4 |
| PSYC 210 | Developmental Psychology | 3 |

| **General Education** | | **37 hours** |
|---|---|---|
| *See details of* General Education Requirements, Page 33. *Computer proficiency is required* | | |
| INTD 105 | First-Year Experience | 1 |
| COMM 105 | Communication | 3 |
| CPTR 105 | Introduction to Computers | 3 |
| ENGL 101/102 | First-Year Composition/Research and Literature | 6 |
| HIST | History elective | 3 |
| HUMT | Humanities elective | 3 |
| LITR | Literature elective | 3 |
| PSYC 105 | Introduction to Psychology (3) | |
| –or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELB / RELT | Religion electives | 12 |

| **Health Sciences Core Curriculum** | | **52 hours** |
|---|---|---|
| BIOL 330 | Animal Physiology | 3 |
| HLSC 260 | Consumer Health/ Fitness | 3 |
| HLSC | Health Science Elective | 3 |
| HLSC 490 | Internship | 9 |
| HLSC 340 | Health/Program Planning | 3 |
| HLSC 270 | Christ Centered Wellness | 3 |
| HLSC 175 | Medical Terminology | 2 |
| HLSC 482 | Caring Across Cultures | 2 |
| NUTR 260 | Nutrition | 3 |
| PEAC 155 | Weight Training | 1 |
| PETH 330 | Exercise Physiology | 3 |
| PETH 345 | Motor Learning | 3 |
| PETH 325 | Kinesiology | 3 |
| PHYS 271 | College Physics | 4 |
| PHYS 272 | College Physics | 4 |
| PSYC 240 | Stress Management | 3 |

| **TOTAL** | **128 HOURS** |
|---|---|

# Bachelor of Science in Physical Education

## Non-teaching track

The major in Physical Education provides a foundation for the application of knowledge to disciplines other than teaching or coaching. The department recognizes the developments that have taken place in the subject matter of human movement and sport and is aware of its increasing strength as a body of knowledge in its own right.

When combined with subject matter in related disciplines through completion of a minor, those students interested in sport and exercise may prepare themselves for alternate careers such as with health clubs or local, county, and state parks and recreation services.

In addition to the Physical Education curricula described previously, courses in coaching and a practicum are available to students interested in coaching individual or team sports. This program provides specialized preparation for physical education majors and non-majors in proper coaching techniques.

In addition to scholastic sports, the courses are designed to prepare students interested in other levels of coaching, including those who wish to become involved in youth sports, club-level coaching or in community recreation programs.

| **Physical Education Core Requirement** | | **47 hours** |
|---|---|---|

| **Physical Education Theory** | | **35 hours** |
|---|---|---|
| PETH 250 | Fitness and Wellness | 2 |
| PETH 275 | Introduction to Physical Education | 2 |
| PETH 284 | Officiating I (Flag Football, Soccer, Volleyball) | 2 |
| PETH 285 | Officiating II (Basketball, Track and Field, Softball) | 2 |
| PETH 290 | Care and Prevention of Athletic Injuries | 3 |
| PETH 315 | Sports Ethics | 2 |
| PETH 325 | Kinesiology | 3 |
| PETH 330 | Physiology of Exercise | 3 |
| PETH 340 | Psychosocial Aspects of Sports | 3 |
| PETH 345 | Motor Learning | 3 |
| PETH 355 | Measurement in Physical Education | 3 |
| PETH 410 | Adapted Physical Education | 3 |
| PETH 425 | Administration in Physical Education | 3 |
| PETH 499 | Senior Seminar | 1 |

| **Physical Education Activity** | | **12 hours** |
|---|---|---|
| PEAC 251 | Professional Activities Analysis I | 3 |
| PEAC 252 | Professional Activities Analysis II | 3 |
| PEAC 253 | Professional Activities Analysis III | 3 |
| PEAC 254 | Professional Activities Analysis IV | 3 |

**Required Cognates** **13 hours**

| | | |
|---|---|---|
| BIOL 111 | Human Anatomy and Physiology | 4 |
| BIOL 112 | Human Anatomy and Physiology | 4 |
| MATH 110 | Probability and Statistics | 4 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0) | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0) | 0 |

*See details of* Cooperative Education Program, Page 63.

**General Education** **37 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| LITR | Literature elective | 3 |
| HIST | History elective | 3 |
| HMNT | Humanities elective | 3 |
| SOSC | Social Science elective | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| RELB/RELT | Religion electives | 12 |

**Electives** **31 hours**

*Upper-division courses must total at least 36 hours.*
*Note: A minor is recommended.*

**TOTAL** **128 HOURS**

# Bachelor of Science
# Physical Education Teacher Certification

The Bachelor of Science program in Physical Education teacher certification is available for those students seeking a general background suited for teaching physical education at the primary or secondary level.

*Please refer to the* Department of Education, Page 150*, for information about admission to student teaching.*

Students must be approved by the Teacher Education Admissions Committee before enrolling in EDUC 355, EDUC 345F or EDUC 450.

**Physical Education Core** **48 hours**

**Physical Education Theory** **36 hours**

| | | |
|---|---|---|
| PETH 250 | Fitness and Wellness | 2 |
| PETH 275 | Introduction to Physical Education | 2 |

| | | |
|---|---|---|
| PETH 284 | Officiating I (Flag Football, Soccer, Volleyball) | 2 |
| PETH 285 | Officiating II (Basketball, Track and Field, Softball) | 2 |
| PETH 290 | Care and Prevention of Athletic Injuries | 3 |
| PETH 315 | Sports Ethics | 2 |
| PETH 325 | Kinesiology | 3 |
| PETH 330 | Physiology of Exercise | 3 |
| PETH 340 | Psychosocial Aspects of Sports | 3 |
| PETH 345 | Motor Learning | 3 |
| PETH 355 | Measurement in Physical Education | 3 |
| PETH 360 | Theory of Coaching | 2 |
| PETH 410 | Adapted Physical Education | 3 |
| PETH 425 | Administration in Physical Education | 3 |

**Physical Education Activity** **12 hours**

| | | |
|---|---|---|
| PEAC 251 | Professional Activities I Analysis | 3 |
| PEAC 252 | Professional Activities II Analysis | 3 |
| PEAC 253 | Professional Activities III Analysis | 3 |
| PEAC 254 | Professional Activities IV Analysis | 3 |

**Teacher Certification Requirements** **28 hours**

*Note: Students must be approved by the Teacher Education Admissions Committee before enrolling in EDUC 355, EDUC 345F or EDUC 450.*

| | | |
|---|---|---|
| EDUC 120 | Philosophy and Trends in Education | 2 |
| EDUC 130 | Professional Skills Development | 1 |
| EDUC 242 | Human Learning | 3 |
| EDUC 345F | Physical Education Methods (K-12) | 3 |
| EDUC 365 | Methods of Teaching Reading in the Secondary Content Area I | 3 |
| EDUC 366 | Methods of Teaching Reading in the Secondary Content Area II | 3 |
| EDUC 450 | Student Teaching | 11 |
| EDUC 491 | Internship Seminar | 2 |

**Required Cognates** **18 hours**

| | | |
|---|---|---|
| PSYC 210 | Developmental Psychology | 3 |
| BIOL 111 | Human Anatomy and Physiology | 4 |
| BIOL 112 | Human Anatomy and Physiology | 4 |
| MATH 110 | Probability and Statistics | 4 |
| CPTR 105 | Introduction to Computers | 3 |

**General Education** **34 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| LITR | Literature elective | 3 |
| HIST | History elective | 3 |

| | | |
|---|---|---|
| HMNT | Humanities Elective | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 |
| | *RELT 250 and 270 are required for Seventh-day Adventist Teacher Certification.* | |
| RELB/RELT | Religion Electives | 6 |

**TOTAL** **128 HOURS**

# Physical Education Minor

**Physical Education Theory** **12 hours**

| | | |
|---|---|---|
| PETH 275 | Introduction to Physical Education | 2 |
| PETH 284 | Officiating I (Flag Football, Soccer, Volleyball) (2) | |
| – or – | | |
| PETH 285 | Officiating II (Basketball, Track and Field, Softball) (2) | 2 |
| PETH 290 | Care and Prevention of Athletic Injuries | 3 |
| PETH 330 | Physiology of Exercise | 3 |
| PETH 425 | Administration in Physical Education | 3 |

**Physical Education Activity** **6 hours**

| | | |
|---|---|---|
| **Choose two of the following courses:** | | 6 |
| PEAC 251 | Professional Activity Analysis I (3) | |
| PEAC 252 | Professional Activity Analysis II (3) | |
| PEAC 253 | Professional Activity Analysis III (3) | |
| PEAC 254 | Professional Activity Analysis IV (3) | |

**TOTAL** **18 HOURS**

# Sports Administration/Coaching Minor

**SPORTS ADMINISTRATION/COACHING THEORY** **18 HOURS**

| | | |
|---|---|---|
| PETH 290 | Care and Prevention of Athletic Injuries | 3 |
| PETH 315 | Sports Ethics | 2 |
| PETH 330 | Physiology of Exercise | 3 |
| PETH 360 | Theory of Coaching Athletics | 2 |
| PETH 370 | Theory of Coaching a Specific Sport | 2 |
| PETH 496 | Practicum in Coaching | 3 |
| PETH 497 | Practicum in Sports Administration | 3 |

# Department of Mathematics and Physics



## PROGRAMS OFFERED

- **Bachelor of Arts** | Mathematics
- **Bachelor of Science** | Mathematics
- **Bachelor of Arts** | Mathematics Education
- **Bachelor of Science** | Mathematics Education

## Minor

- **Mathematics**

## Information

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## Faculty

Issa Kagabo, Ph.D. | **Chair**

## Mission Statement

*Through teaching, the Department of Mathematics seeks to prepare students with the mathematical understanding, problem-solving skills and dispositions that enable them to excel in their chosen careers. We help our students to build a strong basis for development of the fundamental skills necessary for the creation of a learning community that challenges students to "become moral leader in communities throughout the world."*

# Introduction

Sir Ferdinand: *You must take account of feelings, passions, emotions, intuitions, instincts, as well as quantities and figures and logic.*

Secondborn (rising to the occasion eloquently): *And who dares say that mathematics and reason are not passions? Mathematical perception is the noblest of all the faculties!*

— George Bernard Shaw, Act IV, *Buoyant Billions*

# Goals

Goals for the Mathematics Department may be divided into four categories:

**Students who take a math course to fulfill the requirement for General Education:**

- To develop mathematical power for all students — power to reason logically, to solve problems and to communicate about and through mathematics.
- To help students become mathematically literate so they can survive in a world that relies heavily on calculators and computers to carry out mathematical procedures.

**Students who specialize in math — math majors and minors.**

- To develop mathematical power to explore, conjecture and reason logically, to solve challenging problems and to communicate about and through mathematics.
- To help students see the connection between the various mathematics courses that are being offered and also see how mathematics is related to other intellectual activities.
- To help students see the connection between mathematical ideas and their applications, and to be able to apply their knowledge of mathematics to solve problems related to other fields.

**Math Education majors.**

- To develop mathematical power to explore, conjecture and reason logically, to solve problems and to communicate about and through mathematics.
- To help students see the importance of following the NCTM Professional Standards for Teaching Mathematics — both for curriculum and evaluation.
- To train students to become more proficient in mathematics and become effective teachers who will not be afraid to make changes in the way mathematics is being taught in schools today — rote memorization to be replaced by logical reasoning and the lecture method to be supplemented with the discovery method.
- To prepare students to be able to learn and teach in diverse cultural settings.

**Math courses being taught as a service to other majors in other departments.**

- To prepare students for work in a world where application of mathematics is becoming more crucial in many fields.

## Career Opportunities

Students majoring in mathematics can enter professions that include actuarial science, college teaching, consulting, computer science, management, medicine, operations research, secondary teaching and systems analysis. Some of these areas require study at the graduate level and several recent WAU graduates in mathematics are currently involved in such graduate programs.

Recent graduates of WAU who have completed majors or minors in mathematics have been in great demand by employers, especially in those fields related to computer science. Through WAU's Cooperative Education Program, all WAU mathematics majors will have the opportunity to work the equivalent of two full-time semesters at a challenging job related to mathematics before they graduate.

Because society is changing so rapidly, the most valuable knowledge is often that which is transferable and mathematics is a prime example of such knowledge. Consequently, students with mathematical talent are urged to take mathematics as a minor or second major, even if they have professional plans that do not strictly require it. Here are some of the programs that WAU students have successfully combined with a mathematics major during the last several years: business, chemistry, computer science, education, engineering, music, physics and pre-medicine.

## Information

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## Graduation Requirements

The mathematics curriculum is based on the following set of principles:

1. There is a minimum body of knowledge that all students of mathematics should master. It consists of the calculus sequence, modern abstract algebra and the lore and proof techniques best learned in number theory.
2. All students of mathematics should investigate at least one advanced topic in depth.
3. All students of mathematics should have significant exposure to both pure and applied mathematics.
4. All students of mathematics should achieve a significant level of computer proficiency.
5. All candidates for the Bachelor of Arts degree should pursue an area of interest outside the mathematics major, resulting in a minor or second major.

Prior to the graduate semester, the mathematics student must submit an Approved Program Form (APF) to the department faculty. These forms are available from the department and are intended to verify that students have indeed fulfilled the principles as outlined in 1-5 above.

Approval will be automatic if the program presented (1) carries a grade-point average of at least 2.5 computed on all courses listed on the APF, (2) has a grade of "C" or better in all MATH courses and required cognates listed on the APF and (3) fulfills the requirements for the appropriate degree as outlined below.

Otherwise, approval may be granted case by case based on principles 1-5 above. Students are urged to consult regularly with their adviser.

## Bachelor of Arts in Mathematics

The Bachelor of Arts degree in Mathematics is not primarily designed for those students who plan to do graduate work in mathematics. It is an excellent adjunct to almost any field of study but is particularly useful when combined with the social or natural sciences or with computer science.

*Mighty are numbers, joined with art resistless.* — Euripides

**MATHEMATICS MAJOR** **35 HOURS**

| | | |
|---|---|---|
| MATH 129 | Elementary Number Theory | 4 |
| MATH 151 | Contemporary Calculus I | 4 |
| MATH 252 | Contemporary Calculus II | 4 |
| MATH 260 | Multivariable Calculus | 4 |
| MATH 410 | Groups and Rings | 4 |
| **At least one* of these full-year sequences:** | | 6 |
| MATH 311; 312 | Axiomatics: Logic and Geometry (3; 3) | |
| MATH 319 | Differential Equations (3) | |
| – and – | | |
| MATH 320 | Complex Variables (3) | |
| MATH 331; 332 | Real Analysis and Topology (3; 3) | |
| **At least two* of these four applied mathematics courses:** | | 6 |
| MATH 319 | Differential Equations (3) | |
| MATH 320 | Complex Variables (3) | |
| MATH 360 | Introduction to Numerical Analysis (3) | |
| MATH 370 | Mathematical Statistics (3) | |
| **Additional courses from this list to total at least 35 hours:** | | 3 |
| ENGR 208 | Dynamics (3) | |
| MATH 288 | Elementary Linear Algebra (4) | |
| MATH | Upper-division MATH elective (3) | |

** MATH 319, 320 can satisfy both the full-year sequence requirement and applied mathematics requirements simultaneously.*

| Required Cognates | | 9 hours |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 230 | Computer Languages | 4 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0)** | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0)** | |

** * The Cooperative Education requirement involves two full-time semesters of COOP 360 or four part-time semesters of COOP 351. This requirement can be fulfilled in a number of ways. Students' class schedules will influence the way they choose to fulfill this requirement. See details of* Cooperative Education Program, Page 63.

| General Education | | 43 hours |
|---|---|---|
| *See details of* General Education Requirements, Page 33. *Computer proficiency is required.* | | |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion* | 12 |
| | Physical/Natural Science elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | 3 |
| – or – | | |
| SOCI 105 | General Sociology (3) | |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC | Health elective | 2 |

| Electives | 41 hours |
|---|---|
| *Upper-division courses must total at least 36 hours.* | |
| *Note: A minor or second major is required.* | |

| TOTAL | 128 HOURS |
|---|---|

# Bachelor of Science in Mathematics

The Bachelor of Science degree in Mathematics prepares the student for work in mathematics at the graduate level. It also provides an excellent background for a wide variety of academic and professional opportunities.

*A thorough advocate in a just cause, a penetrating mathematician facing the starry heavens, both alike bear the semblance of divinity.* — Goethe

| MATHEMATICS MAJOR | | 42 HOURS |
|---|---|---|
| MATH 129 | Elementary Number Theory | 4 |
| MATH 151 | Contemporary Calculus I | 4 |

| | | |
|---|---|---|
| MATH 252 | Contemporary Calculus II | 4 |
| MATH 260 | Multivariable Calculus | 4 |
| MATH 410 | Groups and Rings | 4 |
| **At least one* of these full-year sequences:** | | 6 |
| MATH 311; 312 | Axiomatics: Logic and Geometry (3; 3) | |
| MATH 319 | Differential Equations (3) | |
| – and – | | |
| MATH 320 | Complex Variables (3) | |
| MATH 331; 332 | Real Analysis and Topology (3; 3) | |
| **At least two* of these four applied mathematics courses:** | | 6 |
| MATH 319 | Differential Equations (3) | |
| MATH 320 | Complex Variables (3) | |
| MATH 360 | Introduction to Numerical Analysis (3) | |
| MATH 370 | Mathematical Statistics (3) | |
| **Additional courses from this list to total at least 42 hours, no more than four hours of which may come from the lower division.** | | 10 |
| ENGR 208 | Dynamics (3) | |
| MATH 280 | Discrete Structures (3) | |
| MATH 288 | Elementary Linear Algebra (4) | |
| MATH | Upper division MATH electives | |

** MATH 319, 320 can satisfy both the full-year sequence requirement and applied mathematics requirements simultaneously.*

**Required Cognates** **12 hours**

| | | |
|---|---|---|
| CPTR 150 | Computer Science I | 4 |
| CPTR 230 | Computer Languages | 4 |
| CPTR | Computer science elective | 3 |
| COOP 210 | Introduction to Career Planning | 1 |
| COOP 351 | Parallel Work Experience (0)** | |
| – and/or – | | |
| COOP 360 | Alternating Work Experience (0)** | |

** * The Cooperative Education requirement involves two full-time semesters of COOP 360 or four part-time semesters of COOP 351. This requirement can be fulfilled in a number of ways. Students' class schedules will influence the way they choose to fulfill this requirement. See details of* Cooperative Education Program, Page 63.

**Recommended Cognates**

| | |
|---|---|
| PHYS 281 | Physics for Scientists and Engineers (4) |
| PHYS 282 | Physics for Scientists and Engineers (4) |

**General Education** **43 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| RELB/RELT | Religion*** | 12 |

**** For details on the Religion requirement, see the General Education section of the* Academic Bulletin.

| | | |
|---|---|---|
| CHEM/BIO/PHYS | Physical/Natural Science elective | 4 |
| PSYC 105 | Introduction to Psychology (3) | 3 |
| – or – | | |
| SOCI 105 | General Sociology (3) | |
| HIST | History elective | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education Activity Elective | 1 |
| HLSC | Health elective | 2 |

**Electives** **31 hours**

Upper-division courses must total at least 36 hours.

**TOTAL** **128 HOURS**

# Mathematics Minor

Because of its versatility, the Mathematics minor provides an excellent supplemental area. In fact, for certain majors, it is virtually a prerequisite for entrance into a graduate program. The Mathematics minor also can serve as the recommended second area for prospective secondary teachers, especially those majoring in science.

| **MATHEMATICS MINOR** | | **21 HOURS** |
|---|---|---|
| MATH 151 | Contemporary Calculus I | 4 |
| **Choose one of the following courses:** | | 4 |
| MATH 129 | Elementary Number Theory (4) | |
| MATH 288 | Elementary Linear Algebra (4) | |
| MATH | Math electives numbered 129 or higher | 13 |

# Mathematics Education

Bachelor of Arts and Bachelor of Science

Several recent studies have pointed out the acute need for dedicated and qualified secondary-level mathematics teachers. There is a shortage of such teachers not only in the public school system but also in the Seventh-day Adventist educational system.

Students who wish to prepare to teach mathematics at the high school level may complete a Bachelor of Arts or Bachelor of Science in mathematics along with a minor in secondary education. There are, however, certain choices of classes that best prepare such a student, completion of which will provide eligibility for the Standard Professional Certificate for the state of Maryland. The programs outlined here have been approved by the appropriate certifying agencies.

Every mathematics education student is strongly urged to complement his or her degree with a minor and other courses from areas closely related to mathematics, chosen in consultation with an adviser from the Mathematics Department.

Careful preparation in a broad range of subjects can prepare the student to be better suited for teaching or for other careers in mathematics.

*Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other sciences or things of this world.* — Roger Bacon

| | | HOURS | |
|---|---|---|---|
| | | B.A. | B.S. |
| **MATHEMATICS EDUCATION MAJOR** | | **32** | **39** |
| MATH 129 | Elementary Number Theory | 4 | 4 |
| MATH 151 | Contemporary Calculus I | 4 | 4 |
| MATH 252 | Contemporary Calculus II | 4 | 4 |
| MATH 260 | Multivariable Calculus | 4 | 4 |
| MATH 311; 312 | Axiomatics: Logic and Geometry | 6 | 6 |
| MATH 410 | Groups and Rings | 4 | 4 |
| **Choose at least two of these four applied mathematics courses:** | | 6 | 6 |
| MATH 319 | Differential Equations (3) | | |
| MATH 320 | Complex Variables (3) | | |
| MATH 360 | Introduction to Numerical Analysis (3) | | |
| MATH 370 | Mathematical Statistics (3) | | |
| **Courses from this list to total required hours in the major:** | | NA | 7 |
| MATH 280 | Discrete Structures (3) | | |
| MATH 288 | Elementary Linear Algebra (4) | | |
| MATH | Upper-division MATH electives | | |

| | | HOURS B.A. | B.S. |
|---|---|---|---|
| **Required Cognates** | | **11** | **14** |
| CPTR 150 | Computer Science I | 4 | 4 |
| CPTR 230 | Computer Languages | 4 | 4 |
| CPTR | Computer Science elective | NA | 3 |
| PSYC 210 | Developmental Psychology | 3 | 3 |

**Recommended Cognates**

| | |
|---|---|
| PHYS 281 | Physics for Scientists and Engineers (4) |
| PHYS 282 | Physics for Scientists and Engineers (4) |
| COOP 210 | Introduction to Career Planning (1) |
| COOP 351 | Parallel Work Experience (0)* |
| – and/or – | |
| COOP 360 | Alternating Work Experience (0)* |

**The Cooperative Education requirement involves two full-time semesters of COOP 360 or four part-time semesters of COOP 351. This requirement can be fulfilled in a number of ways. Students' class schedules will influence the way they choose to fulfill this requirement. See details of* Cooperative Education Program, Page 63.

| | | | |
|---|---|---|---|
| **Education Component**** | | **34** | **34** |
| EDUC 120 | Philosophy and Trends in Education | 2 | 2 |
| EDUC 130 | Professional Skills Development | 1 | 1 |
| EDUC 242 | Human Learning | 3 | 3 |
| EDUC 340 | Materials and Methods of Secondary Teaching | 3 | 3 |
| EDUC 345 | Secondary School Methods — Mathematics | 3 | 3 |
| EDUC 365 | Methods of Teaching Reading in the Secondary Content Area I | 3 | 3 |
| EDUC 366 | Methods of Teaching Reading in the Secondary Content Area II | 3 | 3 |
| EDUC 418 | Introduction to Special Education | 3 | 3 |
| EDUC 424 | Educational Assessment | 3 | 3 |
| EDUC 450 | Student Teaching*** | 10 | 10 |

*** The education and general education/certification courses are designed to meet the General Conference of Seventh-day Adventist Department of Education certification and the state certification requirements. If certification from one or both of these agencies is not sought, consult the Mathematics Department for program adjustments.*

**** Please refer to the Education Department for information about admission to student teaching. Students must be approved by the Education Department before enrolling in EDUC 450.*

| | | HOURS B.A. | B.S. |
|---|---|---|---|
| **General Education and Certification Requirements **** | | **40** | **40** |
| *Computer proficiency is required.* | | | |
| ENGL 101 | First-Year Composition | 3 | 3 |
| ENGL 102 | Research and Literature | 3 | 3 |
| COMM 105 | Introduction to Human Communication | 3 | 3 |
| RELT 250 | Principles of Christian Faith | 3 | 3 |
| RELT 270 | Adventist Heritage and Mission | 3 | 3 |
| RELB/RELT | Religion* | 6 | 6 |
| CHEM/BIOL/PHYS | Physical/Natural Science elective | 4 | 4 |
| PSYC 105 | Introduction to Psychology | 3 | 3 |
| HIST 126 | History of World Civilization II | 3 | 3 |
| LITR | Literature elective | 3 | 3 |
| HMNT | Humanities elective | 3 | 3 |
| HLSC 110 | Healthier Living | 2 | 2 |
| PEAC | Physical Education activity elective | 1 | 1 |

** For details of the Religion requirement, see the General Education section of the* Academic Bulletin.

| | | |
|---|---|---|
| **Electives** | **11** | **1** |
| **TOTAL 128** | **128** | |

# Department of Medical Imaging

## PROGRAM OFFERED

- **Associate of Applied Science** | Radiologic Technology

## Information

**Kristin Mitas** | Chair and Program Director

Department of Medical Imaging
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## Faculty

**Kristin Mitas, M.S., R.T. (R)** | Chair and Program Director
Patricia Olwan, B.S., R.T. (R) | Clinical Instructor

## Mission Statement

*The mission of the Department of Medical Imaging is to educate professionals as radiologic technologists who are able to deliver clinical excellence and quality service to the community.*

# Introduction

Washington Adventist University's AAS degree is a six-semester curriculum in radiologic sciences, designed to be completed in two academic years. This program will prepare students to become radiological science professionals who are trained to obtain optimal images that are used in the diagnosis and treatment of diseases. These individuals work in a variety of settings, such as doctor's offices, hospitals and outpatient imaging facilities.

The associate degree curriculum has been designed to develop professional competence in the scholarly practice of radiologic technology. The program of study offers interrelated theoretical and clinical learning experiences.

# Program Goal

To produce competent, entry-level graduates who possess problem-solving and critical-thinking skills, ethics and values befitting a radiographer.

# Accreditation

The program of radiology is accredited by the Joint Review Committee on Education in Radiographic Technology (JRCERT) | www.jrcert.org.

JRCERT | 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182
312-704-5300

Graduates of the program are eligible to take the national Registry of Radiologic Technologists exam through The American Registry of Radiologic Technologists (ARRT). | www.arrt.org

# Clinical Affiliates

Clinical affiliates provide the student with clinical experience in a variety of imaging modalities and settings. The Radiologic Technology program has contracted with the following clinical affiliates in the metropolitan area:

- Washington Adventist Hospital, Takoma Park, Md.
- Shady Grove Adventist Hospital, Rockville, Md.
- Shady Grove Adventist Emergency Department, Germantown, Md.

# Career Opportunities

According to the Bureau of Labor Statistics, the need for employable radiologic technologists is expected to rise 17 percent by 2018. This increase is partly due to the increase in the aging population and the associated increase in illness and injury. Subsequently, there is an increased need for diagnostic imaging so that accurate diagnoses can be made and treatment can be monitored.

The hospital setting is the primary employer of radiologic technologists, but other employers include physician offices and imaging centers. The average annual pay for radiologic technologists is $55,000.

## Program Student Learning Outcomes

The following are a list of terminal competencies necessary to graduate from the radiologic technology program and become a qualified radiographer:

1. Effectively use oral and written medical language;
2. Demonstrate knowledge of human structure, function and pathology;
3. Anticipate and provide basic patient care and comfort;
4. Apply principles of body mechanics;
5. Perform basic mathematical functions;
6. Operate radiographic imaging equipment and accessory devices;
7. Position the patient and imaging system to perform radiographic examination and procedures;
8. Modify standard procedures to accommodate for patient condition and other variables;
9. Process radiographs;
10. Determine exposure factors to obtain diagnostic quality radiographs with minimum radiation exposure;
11. Adapt exposure factors for various patient conditions, equipment, accessories and contrast media to maintain appropriate radiographic quality;
12. Practice radiation protection for the patient, self and others;
13. Recognize emergency patient conditions, and initiate first aid and basic life-support procedures;
14. Evaluate radiographic images for appropriate positioning and image quality;
15. Evaluate the performance of radiographic systems, know the safe limits of equipment operation and report malfunctions to the proper authority;
16. Demonstrate knowledge and skills relating to quality assurance;
17. Exercise independent judgment and discretion in the technical performance of medical imaging procedures;
18. Demonstrate general knowledge of body section anatomy and radiography methods;
19. Demonstrate general knowledge of basic computer operation and capabilities;
20. Demonstrate expected ethical and professional behavior;
21. Recognize the need for further professional education.

## Admission Requirements

To ensure student success in the radiologic technology program and to meet the accreditation requirements of the Join Review Committee on Education in Radiologic Technology (JRCERT), the program has embraced objective, success-related admissions standards that must be met by all prospective students.

**General Education Pre-Admission Requirement:** Incoming students are admitted according to the general university policy and may apply for admission into the radiologic technology program only after completion of 15 general education college credits. (This general education pre-admission requirement is mandated by JRCERT).

Prospective students shall apply first to Washington Adventist University at wau.edu. After acceptance to WAU, the prospective student completes the radiologic technology program application.

A. Applications are accepted without regard to race, sex, creed, religion or national origin.
B. Applicants must be at least 18 years of age before entering the program.
C. Applicants must have graduated from an accredited high school or must have passed a state high school equivalency test (GED).
D. Students must pass a physical examination that includes drug screening.
E. Applicants must be proficient in the written and verbal use of the English language.
F. Applicants should have a minimum 2.5 GPA in all science and mathematical courses.
G. Applicants must have completed general education requirements (see requirements for the program).
H. Applicants must complete an application.
I. Applicants must submit three letters of recommendation.
J. Applicants must complete an observation day.
K. Applicants must appear for an interview with the Admissions Committee.

## Transfer Students

Transfer students are considered for this program on the basis of the following:

A. The student left his/her previous program in good standing and has a recommendation from the director.
B. The student has all records from the previous program that are pertinent to his/her education in this program.
C. The student attends a personal interview with the Admissions Committee.
D. The student meets all of the admission requirements of the program.
E. Students will only be considered if program enrollment is not at maximum capacity.
F. Each student's eligibility will be reviewed and considered by the Admissions Committee. The decision of this committee is final.

## Technical Requirements

To be considered for admission into the program, each applicant must be able to:

A. Visually distinguish gray shades on a radiographic image.
B. Immediately comprehend and respond to auditory instructions or requests.
C. Push and operate portable imaging equipment.
D. Lift and carry 20 pounds for a minimum of 50 feet.

## Special Department Requirements

**Eligibility to Remain in the Program:** This program of education in radiography is designed to ensure that, within reason, any student who satisfactorily completes this program of study will have acquired the knowledge and experience to pass the registry examination sponsored by The American Registry of Radiologic Technologists, and will be able to perform as a competent radiographer.

The Department of Medical Imaging reserves the right to administratively withdraw or dismiss a student if, for any reason, the student's scholastic achievement, mental health, physical health, ability to work with people and/or clinical competence prove unsatisfactory for safe practice.

**Minimum Grade Requirement:** Grades are submitted to the program director from the instructors at the completion of each course. The grades are given to and reviewed with each student at the end of each session. The grades are then placed into the student's permanent file.

Students are evaluated and advised at the end of each term in both the academic and clinical areas. All students are on probation until the end of the first term.

During the probationary period, students will be advised and required to maintain an 86 percent average or above in both the didactic and clinical courses. Those above an 86 percent average at the end of the probationary period will be removed from probation.

Those students below an 86 percent average will be advised and given a one-term extension of probation and a remediation plan. If, at the end of the term, sufficient progress is seen, then the student will be removed from probation. If insufficient progress is seen, the student will be dismissed from the program. Additionally, any student who fails a course in the first term will be dismissed from the program.

If at any time after the initial probationary status, a student drops below an 86 percent average, that student will be immediately placed back on probation, advised and given a remediation plan. If sufficient time passes with no improvement, the student will be dismissed from the program.

Students dismissed from the program for unsatisfactory progress may reapply to the program as a new applicant.

## Progression Requirements

- The student must maintain an academic and clinical average of 86 percent in order to continue in the program. If at any time the student does not achieve these minimum standards, the student will be placed on probation.
- A student failing two or more core courses is subject to probation or dismissal.
- A student receiving a final course grade below 75 percent will be required to repeat the course.
- If clinical objectives are NOT met in the final six months of the program, the student's clinical experience will be extended, and graduation will be delayed beyond the original date.
- Students must maintain a passing clinical grade throughout the entire program. If at any time a student receives a failing clinical grade, which is considered anything below a 75 percent, he/she will be dismissed from the program.
- Students not passing a given course will be required to retake the course the next time it is offered. This may lead to a delay in the student's original graduation and/or National Registry examination date.

In order to meet these high standards and to ensure fairness, the progression requirements and the minimum grade requirements must be met or the academic disciplinary procedure will be followed.

## Academic Disciplinary Procedure

1. The student will be placed on academic probation and will be given a written warning stating that he/she has only one session to bring the class average up to a minimum of 86 percent.
2. If the student brings his/her grades to 86 percent or above, he/she will be taken off probation.
3. If the student does not improve, he/she can be dismissed from the program at the end of the term.

## Clinical Clearance Requirement

- Health history
- Physical examination
- Background check
- Immunizations
- CPR for health care providers — preferred

All radiography technology students must complete a health history and physical examination as required by the Department of Medical Imaging. Copies of health history, physical exam, immunization, background checks, CPR and other tests must be submitted via the Student Immunization Tracker before clinical courses can be taken. There is a fee of $120 for this service.

*Note: Health requirements are subject to change at any time in compliance with health care facilities requirements. Students are expected to provide their own transportation to and from the clinical facilities used in radiography technology clinical experiences.*

# Associate of Applied Science in Radiologic Technology

| Radiologic Technology Major | | 46 hours |
|---|---|---|
| RADT 101 | Radiographic Positioning and Procedures I | 2 |
| RADT 102 | Physics I | 2 |
| RADT 111 | Radiographic Positioning and Procedures II | 2 |
| RADT 112 | Physics II | 2 |
| RADT 121 | Radiographic Positioning and Procedures III | 3 |
| RADT 131 | Radiographic Positioning and Procedures IV | 2 |
| RADT 203 | Introduction to Radiography and Patient Care | 2 |
| RADT 204 | Biomedical Ethics* | 3 |
| RADT 230 | Radiographic Exposure I | 3 |
| RADT 305 | Radiation Protection and Radiation Biology | 2 |
| RADT 307 | Imaging Equipment and QA | 2 |
| RADC 110 | Clinical Experience II | 2 |
| RADC 120 | Clinical Experience III | 4 |
| RADC 130 | Clinical Experience IV | 1 |
| RADC 300 | Clinical Experience V | 3 |
| RADC 310 | Clinical Experience VI | 2 |
| RADC 320 | Clinical Experience VII | 3 |
| RADC 330 | Clinical Experience VIII | 1 |
| RADT 329 | Digital Equipment | 2 |
| RADT 309 | General Review | 1 |
| RADT 324 | Image Production | 2 |

** Can be RELB/RELT/RELT elective*

| General Education | | 17 |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| INTD 105 | First-Year Experience | 1 |
| PSYC 105 | Introduction to Psychology (3) | |
| – OR – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELB/RELT/RELP | Religion electives** | 6 |
| PEAC | Physical Education activity elective | 1 |

*** Only three hours of a Religion elective required if transferring 24 or more hours from a non-SDA institution.*

| Required Cognates | | 10 |
|---|---|---|
| RADT 202 | Medical Terminology | 2 |
| BIOL 111 | Human Anatomy and Physiology I | 4 |
| MATH 120 | College Algebra and Trigonometry | 4 |

| TOTAL | 70 |
|---|---|

School of Health Professions, Science and Wellness

# Medical Laboratory Science Program

## PROGRAM OFFERED

- **Bachelor of Science** | Medical Laboratory Science

## Information

**Melinda Ekkens-Villanuevam, M.S., Ph.D.** | Education Coordinator
Medical Laboratory Science Program

Washington Adventist University
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## Faculty

### Washington Adventist University

**Melinda Ekkens-Villanueva, M.S., Ph.D.** | Education Coordinator
Glen Bennett, Ph.D.
Melvin Roberts, Ph.D.

### Andrews University

**Marcia Kilsby, Ph.D.** | Chair, Department of Medical Laboratory Sciences
Aileen Hyde, M.S.
Timothy A. Newkirk, B.S.M.T.
Karen Reiner, M.S.C.L.S.
Richard Show, Ph.D.

## Mission Statement

*The mission of the Medical Laboratory Science program is to provide a foundation for training moral and ethical individuals who are committed to lifelong learning and personal excellence.*

# Introduction

The four-year program in Medical Laboratory Science is designed to prepare medical laboratory scientists for responsible positions in management and specialty areas with an in-depth understanding of diseases and their identification in the medical laboratory. This program also provides a clinically oriented baccalaureate degree program for students desiring to meet pre-medicine, pre-dental and graduate school requirements.

The Medical Laboratory Science program consists of three years of study at Washington Adventist University, followed by a 12- or 13-month senior year in a hospital-based medical laboratory science program. The hospital program affiliated with Washington Adventist University is Andrews University, Berrien Springs, Mich., which is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119.

The Washington Adventist University degree is awarded after satisfactory completion of all Washington Adventist University prerequisites and the clinical year under the auspices of Andrews University, subject to receipt of an official transcript from Andrews University and the transfer of the courses to Washington Adventist University.

Upon completion of the program, the student is eligible to sit for the appropriate national certifying examination. Completion of the senior year in another hospital-based, accredited program requires prior university approval.

# Career Opportunities

Medical laboratory scientists/medical technologists may find employment in hospital laboratories, doctor's offices or commercial laboratories. Additional opportunities exist in research and industrial laboratories, sales and teaching.

Because of the increased importance of laboratory tests in medical diagnosis and the initiation of new government health care programs, an increased need exists for medical laboratory scientists/medical technologists.

The Medical Laboratory Science program is also designed to meet pre-professional program requirements for medicine, dentistry and graduate school.

# Admission Information

**Freshman Admission**

Freshmen are admitted according to the general Washington Adventist University policy as outlined in Admissions on Page 46

Secondary school subjects in biology, chemistry, physics and mathematics are advisable in order to perform satisfactorily in mathematics and science courses needed at the collegiate level. Placement examinations in mathematics and English are given in order to advise the student.

**Admission to the Medical Laboratory Science Program at Andrews University**
*Admission to the senior year clinical courses requires:*

a. Successful completion of all prerequisite course work, including general education and cognate science courses; successful completion (B– or above) of summer pre-clinical fundamental courses at Andrews University. Cognate science courses must have been completed within the past four years from an accredited college or university.
b. An overall college GPA of 2.50 or above.
c. A GPA of 2.50 or above in all cognate science and medical laboratory science content courses. In order to be competitive, a student's science as well as overall GPA should be 3.5 or higher.
d. Submission of a Clinical Year Application directly to the Department of Medical Laboratory Sciences at Andrews University. The application, which is available from the Andrews University MLS department and the WAU MLS adviser, includes two references and may include a personal interview. Students should submit the application by January 31 prior to their anticipated clinical study year.
e. Applicants must be able to meet the Andrews University program's published *Essential Functions* (see the Clinical Year Application packet) and express a willingness to comply with the principles, rules, regulations and policies of both Andrews University and the MLS program as they relate to the ideals and values of the Seventh-day Adventist Church and the medical laboratory science profession.

## Departmental Requirements

**Washington Adventist University Progression Requirements:**
The Medical Laboratory Science program reserves the right to ask a student to withdraw from the program if at any time the student's scholastic achievement, ability to work with others, emotional stability or patient contact proves unsatisfactory. Scholastic achievement will be considered unsatisfactory any time the student's cumulative grade-point average falls below 2.50 for any two consecutive semesters.

Medical Laboratory Science students must repeat any required cognate course in which a "WF," "WP" or grade lower than "C" is received. A student may not repeat any required cognate course more than once, nor may he or she repeat more than two required courses within the cognate areas of study.

Immediate dismissal will result if a student receives:

1. A grade of "D" in any major or cognate course that is being repeated.
2. A grade of "D" in any two major or cognate courses (cumulative throughout the program).
3. A grade of "F" in any one course in the major or cognate area.

**Andrews University Requirements:**
Information about the Andrews University progression requirements can be obtained from the Andrews University bulletin and the medical laboratory science adviser.

# Bachelor of Science in Medical Laboratory Science

The Bachelor of Science program in Medical Laboratory Science is designed for students seeking employment in medical laboratories. The Washington Adventist University degree is awarded after satisfactory completion of all Washington Adventist University prerequisites and the clinical year under the auspices of Andrews University, subject to receipt of an official transcript from Andrews University and the transfer of the courses to Washington Adventist University. Upon completion of the program, the student is eligible to sit for the appropriate national certifying examination.

**Required Cognates** **39 hours**

| | | |
|---|---|---|
| BIOL 161 | College Biology | 4 |
| BIOL 162 | College Biology | 4 |
| BIOL 330 | Animal Physiology | 4 |
| BIOL 415 | Immunology | 3 |
| CHEM 151 | College Chemistry | 4 |
| CHEM 152 | College Chemistry | 4 |
| CHEM 221 | Organic Chemistry | 4 |
| CHEM 222 | Organic Chemistry | 4 |
| HLSC 101 | Introduction to Health Care | 2 |
| HLSC 175 | Medical Terminology | 2 |
| MATH 126 | Pre-calculus | 4 |

**Recommended Cognates**

| | | |
|---|---|---|
| BIOL 150 | Microbiology | 4 |
| BIOL 416 | Immunology Lab | 1 |
| CPTR 105 | Introduction to Computers | 4 |
| MATH 110 | Probability and Statistics | 4 |
| PHYS 271 | College Physics | 4 |
| PHYS 272 | College Physics | 4 |

**General Education** **40 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion electives | 6 |
| *RELB/RELT | Religion electives (upper division) | 6 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| *HIST | History elective (upper division) | 3 |
| SOSC | Social Science elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity rlective | 1 |
| HLSC | Health elective | 2 |

**Clinical Year (Andrews University)** **56 hours**

| | | |
|---|---|---|
| MLSC 210 | Fundamentals of Hematology and Hemostasis | 2 |
| MLSC 230 | Fundamentals of Clinical Microbiology | 3 |
| MLSC 240 | Fundamentals of Immunohematology | 1 |
| MLSC 350 | Fundamentals of Clinical Chemistry | 3 |
| MLSC 400 | Specimen Procurement and Processing | 1 |
| MLSC 401 | Clinical Year Seminar and Research Methodology | 0 |
| MLSC 405 | Clinical Year Seminar and Research Project | 1 |
| MLSC 411 | Hematology | 3 |
| MLSC 412 | Hemostasis | 1 |
| MLSC 413 | Clinical Hematology and Hemostasis Practicum | 4 |
| MLSC 421 | Clinical Immunology and Molecular Diagnosis | 2 |
| MLSC 423 | Clinical Immunology, Virology and Molecular Diagnostic Practicum | 1 |
| MLSC 431 | Clinical Bacteriology | 4 |
| MLSC 432 | Clinical Mycology and Parasitology | 2 |
| MLSC 433 | Clinical Microbiology Practicum | 4 |
| MLSC 441 | Immunohematology | 3 |
| MLSC 442 | Transfusion Medicine | 2 |
| MLSC 443 | Clinical Immunohematology Practicum | 4 |
| MLSC 451 | Clinical Chemistry I | 4 |
| MLSC 452 | Clinical Chemistry II | 2 |
| MLSC 453 | Clinical Chemistry Practicum | 4 |
| MLSC 461 | Body Fluids | 1 |
| MLSC 463 | Body Fluids Practicum | 1 |
| MLSC 475 | Medical Laboratory Management Concepts | 2 |
| MLSC 493 | Practicum Project | 1 |

**TOTAL** **135 HOURS**

*Note: Upper-division courses must total at least 36 hours.*

# *The Edyth T. James* Department of Nursing

## PROGRAM OFFERED

- **Bachelor of Science** | Nursing

*Provision is made for matriculation of students just beginning their education in nursing and for RNs who are seeking a baccalaureate degree.*

## Information

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## Faculty

**Jo Ann Mackey, Ed.D., M.S.N., R.N.** | Administrator, Department of Nursing
Sonia Donaldson, M.S.N., R.N.
Tijuana Griffin, M.S.N., R.N.
Doreen Hardware, M.S.N., R.N.
Nellie McKenzie, Pharm.D., R.N.
Selena Simons, M.S.N., R.N.
Khadene Taffe, M.S.N.

## Mission Statement

*The primary mission of the Department of Nursing is the immersion of students into a Christocentric nursing environment, which fosters the harmonious development of human beings, while instilling the essence of Christian caring in the nursing role with a focus on service through practice, research and global leadership.*

# Introduction

The Edyth T. James Department of Nursing is committed to providing quality baccalaureate Christian nursing education. The nursing program is approved with warning by the Maryland Board of Nursing and accredited with warning by the Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commissions.

Multiple agencies utilized for clinical experience include:

- Washington Adventist Hospital
- Shady Grove Adventist Hospital
- Walter Reed National Medical Center
- Children's National Medical Center
- The Washington Hospital Center
- Laurel Regional Medical Center
- County Departments of Health
- Adventist Home Health, School Health and Parish Nursing agencies
- Various skilled nursing facilities

The nursing program (both traditional entry and RN-BSN entry) is the responsibility of the Department of Nursing. Advising and management of the program is done in the Department of Nursing. The information for freshman entry and entry for transfer students can be found in this section. The RN-BSN entry information can be found in the School of Graduate and Professional Studies section on Page 308.

# Student Learning Outcomes

The baccalaureate nursing curriculum has been designed to develop professional competence in the scholarly practice of nursing. The program of study offers interrelated theoretical and clinical learning experiences, which allow the students to meet the following objectives:

1. **Communication:** Demonstrate effective interaction with patient's families and colleagues, using multiple communication modalities in the provision of safe, high-quality care. (WAU competencies: Communication)
2. **Critical Thinking:** Demonstrate clinical judgment based on current evidence, systematic and logical, reflective reasoning in providing safe quality care to families and communities. (WAU competencies: analytical and information literacy)
3. **Informatics:** Utilize research and information technology to communicate, manage and coordinate safe care: monitor outcomes; assist in decision-making; and provide health care education. (WAU competencies: analytical and information literacy, communication, effective citizenship)

4. **Knowledgebase:** Integrate theoretical knowledge acquired through the study of nursing concepts and theories, humanities, social and natural sciences to provide quality health care to clients across the life span in a multicultural society. (WAU competencies: analytical and information literacy, teamwork and aesthetic appreciation)
5. **Leadership:** Integrate leadership concepts, skills and decision-making in the provision of high-quality nursing care, health care team coordination; the oversight and accountability for care delivery in a variety of settings. (WAU competencies: teamwork, communication, spiritual identity)
6 . **Patient-Centered Care**: Utilize the nursing process to provide holistic care for individuals and families by addressing human needs across the life span; involving each individual, with respect to cultural values and preferences. (WAU competencies: analytical and information literacy, spirituality, communications, teamwork, professionalism)
7. **Professionalism:** Demonstrate the professional standards of nursing, including a commitment to caring, lifelong learning and interpersonal and professional accountability. (WAU competencies: analytical and information literacy, aesthetic appreciation, communication, effective citizenship and spiritual identity)
8. **Quality and Safety:** Apply quality improvement processes to continuously improve the quality and safety of health care and health care policy. (WAU competencies: analytical and information literacy, spirituality,communication, teamwork, professionalism)
9. **Spirituality:** Utilize a Christ-centered spiritual process within a multicultural, multifaith environment to help self and others identify and meet spiritual needs, bring peace and comfort. (WAU competencies: spirituality, communication, teamwork, professionalism)
10. **Teamwork:** Integrate professional communication techniques and collaborative skills to deliver evidence-based, patien-centered care as a member of an interdisciplinary team. (WAU competencies: analytical and information literacy, spirituality, communication, teamwork, professionalism)

## Career Opportunities

The Bachelor of science degree in nursing expands the nurse's view of society's health needs. Employment opportunities extend beyond hospitals and nursing homes to community health agencies, health maintenance organizations, private industry, educational institutions, mission and foreign services.

The program's broad integrated perspective develops interpersonal theoretical and clinical competence, and prepares the student for graduate study in nursing. Nurses with graduate degrees in nursing find increased employment opportunities in research, practice and education.

# Admission Requirements

Freshman pre-nursing majors are admitted according to general university policy and must apply for admission into the Nursing Program the semester before the second semester of the sophomore year. Freshmen and pre-nursing students (including transfer students) receive academic guidance from the Department of Nursing Admission and Progressions Coordinator. Once in the nursing program, students are advised by an assigned faculty in the Department of Nursing.

Admission to the nursing program in the junior year requires:

1. A cumulative college GPA of 3.00 or above on all courses attempted, as well as a composite 2.75 on prerequisites. Admission can be denied if the student receives:
   - A grade of "C–" or below in any two prerequisite courses listed below.
   - A grade of "F" in any one prerequisite course listed below.
2. The Test of Essential Academic Skills (TEAS). An adjusted individual score (composite score) of 66 percent will be used for all admission cycles. Admissions for all TEAS scores will be: minimum reading score of 74; minimum English score of 66, minimum science score of 50 percent and minimum math score of 50 percent.
3. Demonstration of writing proficiency.
4. Three letters of recommendation (at least one letter from a former professor and preferably someone who has had the opportunity to observe the student in a clinical setting).
5. Interview by departmental admission committee representative immediately upon admission and before the start of classes (or date determined in admission letter).
6. Current CPR certification for health care providers (American Heart Association).
7. Criminal background check for health care providers.
8. Negative drug screening.
9. Immunizations.
10. Physical exam. *Note: Student may not start classes until all above health requirements are met and have been verified.*
11. Successful completion of the following prerequisite courses with a minimum grade of "C" for each course. (Note the 2.75 composite GPA on prerequisites stated in # 1.) Only two of these courses may be repeated once, and no one course can be repeated more than once to be eligible for admission.

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| BIOL 111 | Human Anatomy and Physiology | 4 |
| BIOL 112 | Human Anatomy and Physiology | 4 |
| BIOL 150 | Microbiology | 4 |
| CHEM 105 | Survey of Chemistry | 4 |
| CHEM 110 | Principles of Organic and Physiological Chemistry | 4 |
| COMM105 | Introduction to Human Communication | 3 |
| NUTR 260 | Nutrition | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Developmental Psychology | 3 |
| MATH 110 | Probability and Statistics | 4 |
| CPTR 105 | Introduction to Computers | 3 |

**Note for Transfer Students:** The department will review ALL prerequisite courses taken at other institutions prior to considering a student for admission to the WAU Nursing Program. The student's eligibility for admission will be based on all credits attempted, regardless of transfer status of the course(s).

13. The Department of Nursing requires all NURS courses to be completed at WAU as listed for graduation. NURS or related nursing courses from other schools will not be accepted as equivalents or replacements for WAU core nursing courses.

Washington Adventist University has an RN-BSN completion program for diploma or associate degree nursing graduates. *Admission information for the R.N.-B.S.N. program may be found in the School of Graduate and Professional Studies section on* Page 295.

## Special Departmental Requirements

**Statement of Student Policies:** All nursing students are required to show awareness of and respect for the policies and procedures set forth by the Department of Nursing. Each student will receive a copy of the *Nursing Department Student Handbook* of policies in NURS 222.

The Department of Nursing reserves the right to administratively withdraw a student if, for any reason, the student's scholastic achievement, mental health, physical health, ability to work with people and/or clinical competence proves unsatisfactory for safe nursing practice.

### GROUNDS FOR IMMEDIATE DISMISSAL FROM THE NURSING PROGRAM

Students who demonstrate any of the following actions or behavior will be immediately dismissed from the program without the opportunity to be readmitted to the Department of Nursing:

- Violation of Academic Integrity Policy as outlined in the WAU *Academic Bulletin*.
- Behavior that threatens the health and safety of clients, students, faculty or college staff.

- Impairment due to alcohol or drugs, or behavior suggesting impairment.
- Behavior or actions that engage in or condone discrimination on the basis of race, gender, age, citizenship, religion, national origin, sexual orientation or disability.
- Violation(s) of client confidentiality (HIPAA policies).
- Client abandonment.

**POLICIES FOR PROGRESSION AND READMISSION**

In order to progress to the next nursing and/or cognate course, the following policies apply:

a. All nursing students must achieve a grade of "C" (74 percent) or higher for successful completion of any nursing course.

b. "C–" (C minus) or below is a failing grade for all nursing and cognate courses.

c. Every nursing student is required at all times to maintain a cumulative university GPA of 2.5 or above in the nursing major.

d. Failure to maintain a GPA of 2.5 will result in academic probation through the Department of Nursing until the GPA is at 2.5 or higher in the nursing major. Students are responsible for checking their semester nursing major GPA.

e. Students who are not able to achieve a 2.5 overall nursing GPA by the end of their nursing program will not be able to graduate. Thus, students may need to repeat nursing courses even if those courses have been previously completed successfully with a "C" (74 percent).

f. Nursing students receiving a failing course grade of "C–", "D+" or "D" can repeat that course once. Any subsequent nursing course failures, including the repeated course, will constitute two course failures. A "WF" in a nursing or cognate course is considered a course failure.

g. Withdrawal ("W") from two nursing courses (including withdrawals from the same nursing course) will result in immediate dismissal from the program without the opportunity for readmission.

h. Any student who fails two nursing courses (including the same course twice) will be dismissed from the nursing program and will not be eligible for readmission.

i. Students who obtain a grade of "F" in any nursing or cognate course will be immediately dismissed from the nursing program and are not eligible for readmission.

**CLINICAL CLEARANCE REQUIREMENT:**

- Health history
- Physical examination
- Background check
- CPR for health care providers (American Heart Association)
- Immunizations

All nursing majors must complete a health history and physical examination as required by the Department of Nursing. Copies of health history, physical exam, immunizations, background checks, CPR and other tests must be submitted via the Student Immunization Tracker before clinical courses can be taken. There is a fee of $120 for this service. *Note: Health requirements are subject to change at any time in compliance with health care facilities requirements.*

Students are expected to provide their own transportation to and from the agencies used for nursing clinical experiences. Each student must have access to a car during the community health clinical experience (NURS 444) in the junior year.

# Bachelor of Science in Nursing

The baccalaureate curriculum has been designed to develop professional competence in the scholarly practice of nursing by combining nursing courses with a broad base in the humanities, social sciences and natural sciences. The program of study in nursing offers interrelated theoretical and clinical learning experiences.

The program of study for the degree includes General Education courses, cognate courses, nursing courses and electives that are necessary to meet the graduation requirement of 128 credit hours. The 58 hours of nursing courses required for the traditional program are offered within five semesters (or 21 months). The program of study may be lengthened over 33 months if desired.

*For licensed R.N.s seeking to complete a baccalaureate degree in Nursing, please see the description for the R.N.-B.S.N. program in the School of Graduate and Professional Studies on* Page 308.

## Courses for Nursing Majors

| Nursing Major | | 57 hours |
|---|---|---|
| NURS 222 | Professional Nursing Foundations I | 5 |
| NURS 233 | Pathophysiology | 3 |
| NURS 244 | Health Assessment and Promotion | 4 |
| NURS 333 | Pharmacology | 3 |
| NURS 344 | Advanced Skills In Nursing: | 2 |
| NURS 354 | Mental Health Nursing | 4 |
| NURS 366 | Adult Health I | 4 |
| NURS 377 | Women's Health and the Evolving Family | 4 |
| NURS 388 | Nursing Research and Informatics | 3 |
| NURS 399 | Pediatric Health Nursing | 4 |
| NURS 422 | Leadership and Resource Management | 4 |
| NURS 433 | Adult Health II | 4 |
| NURS 444 | Community Health Nursing | 4 |
| NURS 477 | Professional Nursing Foundations II | 3 |
| NURS 488 | Nursing Synthesis Practicum | 6 |

**Required Cognates** **42 hours**

| | | |
|---|---|---|
| BIOL 111 | Human Anatomy and Physiology* | 4 |
| BIOL 112 | Human Anatomy and Physiology* | 4 |
| BIOL 150 | Microbiology* | 4 |
| CHEM 105 | Survey of Chemistry* | 4 |
| CHEM 110 | Principles of Organic and Physiological Chemistry* | 4 |
| CPTR 105 | Introduction to Computers* | 3 |
| NUTR 260 | Nutrition* | 3 |
| MATH 110 | Probability and Statistics* | 4 |
| PSYC 105 | Introduction to Psychology* | 3 |
| PSYC 210 | Developmental Psychology* | 3 |
| RELT 320 | Religion and American Culture (3) | |
| – or – | | |
| RELT 280 | Moral Issues in World Religions (3) | 3 |

* Prerequisites to be completed before traditional and transfer students are admitted to NURS 222.

**General Education** **29 hours**

*See details of* General Education Requirements, Page 33. *Computer proficiency is required.*

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition** | 3 |
| ENGL 102 | Research and Literature** | 3 |
| COMM 105 | Introduction to Human Communication** | 3 |
| INTD 105 | First-Year Experience | 1 |
| RELB/RELT | Religion electives (RNs take six total hours) | 9 |
| | *Note: Electives must be taken from the required list.* | |
| HIST | History elective | 3 |
| LITR | Literature elective | 3 |
| HMNT | Humanities elective | 3 |
| PEAC | Physical Education activity elective (RNs are exempt) | 11 |

** Prerequisites to be completed before traditional students are admitted to NURS 222, NURS 233 and NURS 244.

**Electives** **3 hours**

**TOTAL** **128 HOURS**

*Notes:*
*Contact hours are required by many states for relicensure and by some professional organizations for specialty recertification. Fees vary according to course and number of contact hours.*

*Contact hours are earned as follows:*
*1 contact hour = 50 minutes of approved, organized learning experience*

# Department of Respiratory Care



## PROGRAM OFFERED

- **Associate of Applied Science** | Respiratory Care

## Information

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## Faculty

**Vicki Rosette, R.R.T., R.P.F.T.** | Chair and Program Director

## Medical Director

**Norton Elson, M.D.** | Co-Medical Director

## Clinical Instructors

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## Mission Statement

*Committed to excellence, Washington Adventist University's respiratory care program shall provide an academic teaching environment that creates a supportive learning experience for the student. As defined by our program goal, we are dedicated to transforming students into competent professionals who are moral leaders in the respiratory care profession, as well as in their communities.*

## Program Goal

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains of Respiratory Care practice as performed by Registered Respiratory Therapists (RRTs).

## Introduction

Washington Adventist University's "AAS in 5" is a five-semester curriculum in respiratory care, designed to be completed in two academic years — 22 months. Graduates of the program are prepared to enter the workforce as advanced respiratory care practitioners, life-support specialists in the treatment, diagnostic evaluation and care of patients with deficiencies and abnormalities of the cardiopulmonary system.

2015 graduates of the program are eligible for the examinations that will allow them to earn the following seven credentials offered through the National Board for Respiratory Care (NBRC) | www.nbrc.org

- **CRT:** Certified Respiratory Therapist — The entry-level credential in respiratory care is the minimum competency required in most states to obtain a license to practice. This credential is typically required for admission to the other credentialing exams.
- **RRT:** Registered Respiratory Therapist — The advanced practitioner credential in respiratory care which is the program goal and required by most employers for hiring.
- **ACCS:** Adult Critical Care Specialist — Credential that documents competence in providing critical respiratory care to adults.
- **NPS:** Neonatal Pediatric Specialist — Credential that documents competence in providing respiratory care to babies and children.
- **CPFT:** Certified Pulmonary Function Technologist — Credential that documents entry-level competence in pulmonary functions.
- **RPFT:** Registered Pulmonary Function Technologist — Credential that documents advanced practitioner competence in pulmonary functions.
- **SDS:** Sleep Disorders Specialist — Credential that documents competence in performing sleep disorders testing and therapeutic intervention.

Graduates of the program are also eligible for the examination that will allow them to earn the following credential offered through the National Asthma Educator Certification Board (NAECB) | www.naecb.org

**AE-C** Certified Asthma Educator — The credential that documents competence in providing therapeutic care and education to patients with asthma and their families.

## Lambda Beta Society

The National Honor Society for the Profession of Respiratory Care was formed in 1986 to promote, recognize and honor scholarship, scholarly achievement, service and character of students, graduates and faculty members of the profession.

The name of the society is based on the goals of the respiratory care profession: sustaining "life and breath" for all humankind. Lambda (Λ) is the Greek letter "L," and beta (B) is the Greek letter "B." Lambda Beta Society has over 100 chapters established at respiratory care programs across the United States. | www.lambdabeta.org

## Clinical Affiliates

Clinical affiliates provide the student with experience in patient assessment and the administration of respiratory care therapeutics. The respiratory care program has contracted with the following leading hospitals in the metropolitan area:

- Anne Arundel Medical Center, Anapolis, Md. | www.aahs.org
- Children's Hospital, Children's National Medical Center, Washington, D.C. www.childrensnational.org
- Holy Cross Hospital, Silver Spring, Md. | www.holycrosshealth.org
- Suburban Hospital, Bethesda, Md. | www.suburbanhospital.org
- University of Maryland Medical Center, Baltimore, Md. | www.umm.edu
- Washington Adventist Hospital, Takoma Park, Md. www.washingtonadventisthospital.com
- MedStar Washington Hospital Center, Washington, D.C. | www.whcenter.org

## Career Opportunities

Graduate therapists have a choice of clinical specialties and clinical settings in which to work, as well as a competitive salary. The field of respiratory care includes such areas as these:

**Adult Acute Care:** The backbone of the respiratory care profession is the adult critical care respiratory therapist (RT), who works in a hospital at the bedside in critical care and emergency care. Such care typically includes management of mechanical ventilators, the life support equipment that supports or replaces the patient's breathing.

As critical care itself becomes more specialized, advanced cardiovascular monitoring, hemodynamics and treatment techniques such as ECMO (Extra-Corporeal Membrane Oxygenation) are vital to managing the care of the critically ill. It is advised that graduate therapists obtain at least one year of experience in this clinical setting to set the foundation for their career in respiratory care.

**Continuing Care and Rehabilitation:** A growing number of RTs work in pulmonary rehabilitation, respiratory disease management, smoking cessation or asthma education.

**Diagnostics:** Some RTs work full time in the pulmonary function lab of a hospital, clinic, physician office or research laboratory, and all RTs do an occasional bedside test. The rapidly developing field of respiratory diagnostics includes pulmonary functions, stress-testing, EKG, EEG, bronchoscopies and other diagnostic evaluations.

**Education:** A significant challenge facing respiratory care education today is the aging of the professoriate. A majority of those teaching RC today will retire in the next decade, and there is an urgent need for qualified and committed RTs to specialize in education and continue the work to maintain the viability and integrity of RC education programs. At a minimum, a Bachelor of Science degree is minimally required and a Master of Science or doctorate degree is preferred for key personnel positions in respiratory care education.

**Home Care:** Respiratory home care demands a special breed of therapist — independent, able to make quick decisions without a lot of support and adaptable to a wide range of situations.

**Long-Term Care:** RTs who are devoted to caring for patients over the long term are often faced with situations requiring not only expert clinical skills, but expert coping and communication skills as well.

**Management:** The world of health care is increasingly complex, competitive and regulated. RC managers need to access, analyze and evaluate up-to-date, valid and reliable information and create evidence-based policy, procedures and opportunities to stay on top of the rapidly changing challenges of providing health care in today's marketplace. RTs interested in management should consider obtaining an Master of Business Administration or health care administration degree, both of which can be obtained through WAU School of Graduate and Professional Studies. | www.wau.edu/academics/graduate-studies

**Neonatal-Pediatric Specialty:** Very-low-birth-weight infants requiring the most sophisticated respiratory care, medically fragile children in need of specialized services to transition from hospital to home, and young asthma patients who can't participate in the same activities other kids do because of their disease are cared for by neonatal-pediatric RC specialists.

**Physician Assistants** — As class B physician assistants, respiratory therapists are increasingly contributing their support to diagnostics and therapeutics in pulmonologists' offices and in respiratory clinics.

**Sleep:** The rapidly developing field of polysomnography, or sleep diagnostics and therapeutics, provides an opportunity for RTs to specialize in helping people with sleep apnea and other conditions related to sleep.

**Surface and Air Transport**: A challenging and rewarding area of RC, is surface and air transport — where RTs are part of the health care team that transports critically ill patients across town or across the globe by ambulance, helicopter, or airplane.

**Other areas of interest to RTs:** Disease management (readmissions reductions) for asthma, COPD and other respiratory disorders; disaster response; geriatrics; hyperbarics; informatics; international medical missions; military; neurorespiratory; palliative care; research and development; sales; simulation; tobacco-free lifestyle; indoor air-quality, ethics; and others.

And, across the globe, RTs are advancing their profession by applying their unique knowledge and skills to the care of patients in many countries on every continent.

*For more information on the profession of respiratory care please see:*

**American Association for Respiratory Care (AARC)** ..... www.aarc.org
**National Board for Respiratory Care (NBRC)** ..... www.nbrc.org
**Committee on Accreditation for Respiratory Care (CoARC)** ..... www.coarc.com
**Maryland Board of Physicians (MBP)**
..... www.mbp.state.md.us/pages/res_care.html
**State licensure information for 49 states, Washington, D.C. and Puerto Rico**
..... www.aarc.org/advocacy/state/licensure_matrix.html
**Bureau of Labor Statistics, U.S. Department of Labor**
*Occupational Outlook Handbook*.....
.....www.bls.gov/ooh/health care/respiratory-therapists.htm

## Program Student Learning Outcomes

Students graduating with an Associate of Applied Science (AAS) degree in respiratory care will:

1. Review, collect and evaluate patient data and recommend additional data gathering.
2. Manipulate equipment by order or protocol for diagnostics and therapeutics, infection control and quality control.
3. Initiate and modify therapeutics.
4. Professionally and competently fulfill the role of a respiratory care professional in an ICU setting, including effective digital and nondigital communication with health care providers (including physicians) and customers, through reading, writing, speaking and listening.
5. Exemplify skills and traits of lifelong learning in clinical practice, including:
   a. Information literacy/information gathering
      i. Recognize need and formulate research and search terms
      ii. Technology fluency (search tools and strategies)
      iii. Evidence-based medicine (EBM)
         (1) Critique published research
         (2) Explain statistical tests
   b. Critical (clinical) thinking an decision-making)
      i. Critical diagnostic and therapeutic reasoning and decision-making
      ii. Reflective/metacognitive thinking

# Admissions Requirements

*Note: The RCP is being redesigned and is not accepting any new students*

To support student retention and success in the respiratory care Program (RCP) and to meet the accreditation requirements of the CoARC, the program has embraced objective, success-related admissions standards and effective methods of assessing basic academic skills for all prospective students.

1. **PROGRAM DIRECTOR PROGRAM INSTRUCTION:** Prospective students shall make an appointment with the RCP program director to review the program and consider the potential for "fit" between the prospective student and the RC profession.

2. **APPLICATION AND INTERVIEW:** Prospective students shall:
   a. **First apply to** Washington Adventist University (WAU) www.wau.edu >Admissions>Apply
   b. **After acceptance to WAU**, the prospective student completes the RCP application and submits it to the program director along with the following:
      (1) **A monitored writing sample/essay**
      (2) **Two references** are required from:
         - An employer or volunteer supervisor, preferably associated with health care, and
         - A teacher, preferably associated with the sciences, English, or math
      (3) **Workplace shadow** documentation and reflection
      (4) **Résumé**
      (5) **RCP admissions test**
      (6) **Interview** with the RCP Admissions and Progressions Committee

3. **MINIMUM REQUIREMENTS FOR ACCEPTANCE:**
   a. **English 101**
      (1) Must have earned a grade of "C" or higher in ENGL 101
      – OR –
      (2) Must have placed into and be registered for ENGL 101 the first semester of RC
   b. **MATH 1XX**
      (1) Must have earned a grade of "C" or higher in a 100-level MATH course
      – OR –
      (2) Must have placed into college-level math.
   c. **GPA of 2.75***
      (1) Freshman (<24 hours of college credit) – 2.75 GPA from high school/academy and all college courses

(2) WAU and transfer students with ≥ 24 hours
   i. 2.75 cumulative undergraduate GPA
   ii. 2.75 GPA from all English, math and science courses (biology, chemistry, physics, health science and nutrition)

**Note: On a space-available basis, the program may consider students with a GPA of 2.25 to 2.75 for probational acceptance when there are other success-related admissions criteria.*

4. **COMPETITIVE RANKING:** All prospective students who meet the criteria above will be ranked by a point system to compete for available seats. Preference will be given to:
   a. **English, math and science GPA and hours:** Students with a higher GPA and more credit hours in English, math and science courses. For freshman, these courses in high school will be considered.
   b. **Health care background:** Students who have a degree, course work or experience (employment or volunteer) in health care.
   c. **WAU:** Students currently enrolled at WAU, specifically if they have taken their English, math and science courses at WAU.
   d. **Persistence factor:** Students who have persisted over time in their pursuit of admission to the respiratory care program, particularly if they have repeated EMS courses to successfully raise their EMS GPA.
5. **CPR CARD:** Applicants must have a current CPR card from the American Heart Association course "Basic Life Support for Health Care Providers." The certification should remain current throughout the program duration.
6. **SHADOW OBSERVATION:** Prospective students shall document eight to 12 hours of direct observation of an registered respiratory therapist on the job.
7. **BACKGROUND CHECK:** The candidate will obtain the background check designated by the program and release the results to WAU and to the RCP clinical affiliates. The check will include, at minimum, a candidate's criminal background, sex offender status, and health care fraud record with the Office of Inspector General.
8. **DRUG TESTING:** Negative drug test
9. **MEDICAL HISTORY, PHYSICAL EXAM AND IMMUNIZATIONS**
10. **RC STATE LICENSURE APPLICATION** review and signature
    - Maryland requirements can be reviewed at: www.mbp.state.md.us
    - Access to other states' requirements can be found at: www.aarc.org/advocacy/state/licensure_matrix.html

**NOTES:**

1. Students applying for the RCP must understand the rigors, commitment and time requirements of this program.
2. It is strongly recommended that students do NOT work while in the

clinical component of the program. If students choose to work, they should carefully consider course and other program requirements, transportation, child care, personal wellness, etc., before planning work commitments and should keep the work hours to a minimum. Students are not excused from class, lab or clinical experience for work hours, work orientation or other work appointments. Students must be able to provide their own transportation to clinical affiliates; public transportation is not practical in most cases. Tuesdays and Thursdays during the last four of five semesters are completely reserved for clinicals.

3. Most courses in the major have significant course fees attached.
4. Grievance Procedure: See *RC Program Handbook*
5. Service Requirements: See *RC Program Handbook*

## Progression Requirements

Each semester, all students must meet all of the following progression requirements to be eligible to progress through the program:

1. **Prerequisites:** While there are no prerequisites to enter the RCP, the courses in the major for the second and succeeding semesters all have prerequisites. See course information, Page 456.
   *Note: Transferred Medical Terminology course(s) must include all body systems*.
2. **Professionalism:** Students must consistently present themselves as developing professionals. Students must demonstrate acceptable mental/emotional health, physical health, patient contact and ability to communicate and work with people as part of the health care team. Students must show awareness of, respect for and compliance with the ethics, policies and procedures of the university, the respiratory care program, the respiratory care profession and all clinical facilities.
   - The standards for this conduct are stated in documents such as the *WAU Bulletin, WAU Student Handbook, Respiratory Care Program Student Handbook, AARC Code of Ethics* and *Role Model Statement*, the policy and procedure manuals in the clinical facilities, JCAHO/OSHA/HIPAA and state licensure documents/requirements.
   - Demonstration of a commitment to professionalism is also seen in the maintenance of the following: CPR, AARC membership, compliance with clinical affiliate requirements, attendance at NBRC reviews (by program faculty and annual review by Kettering National Seminars), etc.
3. **Grades and GPA minimums:**
   a. Student must attain a grade of "C" or above in all cognate and major courses. ("C–" is not passing.)
   b. Student's cumulative GPA must be 2.0 or above
   c. Student's major GPA must be 2.5 or above

   Students who earn a passing grade of "C" in RESP 105 (<2.5 major GPA) will be placed on probation for the second semester. At the

conclusion of the second, third and fourth semesters, the student must have a major GPA of ≥2.50 to continue in the program.

4. The practical/skills, math and written final exams in RESP 105; each clinical practicum course (RESP 290, 291, 296, 395); and RC Seminar RESP 491 are both (a) pass/fail for the course, and (b) program cumulative, meaning that students must meet or exceed the minimum passing threshold to pass the course and continue in the program, and that they include all content covered to date in the program (including both major and cognate courses).

Students not meeting the above requirements may be withdrawn from the respiratory care program.

**ALSO:**

- Students may not repeat an unsuccessful major or cognate course more than once.
- A student who is not enrolled in RC courses for any semester for any reason may be required to repeat the last successfully completed clinical course prior to continuing in the curriculum.
- Students may not remain in the RC program if a major or cognate course that is being repeated receives a grade lower than a "C."
- Students may not remain in the RC program if a second major course, cumulative throughout the program, receives a grade less than a "C."
- Students may not remain in the RC program when a final RC major GPA of 2.5 or cumulative GPA of 2.0 is mathematically unattainable.
- Students may not remain in the program when it becomes impossible to graduate with their AAS in RC within four years from their initial enrollment in a major course.

Any student wishing to progress in the respiratory care program but not meeting all of the above requirements shall consult with the program director.

At the discretion of the Admissions and Progressions Committee, a student may be permitted to continue on probation for one semester if it is possible that all requirements will be satisfied at the conclusion of that semester.

## Special Requirements for Program Completion and Graduation

Students meeting all the above requirements to progress into the final semester of the program will need to successfully complete the additional program completion graduation requirements listed below:

1. Graduation Contract: Completed and submitted to Records office by deadline one semester in advance of anticipated graduation date
2. Final "summative" evaluation in the clinical practicum (RESP 395)
3. Program selected self-evaluation exams for the NBRC in RESP 491
4. Major GPA of 2.50 and cumulative GPA of 2.0
5. Community service: 20 hours, of which at least 10 hours are related to respiratory care

# Associate of Applied Science in Respiratory Care

| Respiratory Care Major | | 39 hours |
|---|---|---|
| RESP 105 | Foundations In Respiratory Care and Patient Assessment | 5 |
| RESP 165 | Respiratory Care Pharmacology | 2 |
| RESP 200 | Perinatal and Pediatric RC | 2 |
| RESP 215 | Mechanical Ventilation | 4 |
| RESP 240 | Cardiopulmonary Anatomy, Physiology and Diagnostics | 4 |
| RESP 260 | Pulmonary Rehabilitation and Disease Management in Alternative Care Settings | 3 |
| RESP 290 | Therapeutic Modalities and Basic RC Practicum | 4 |
| RESP 291 | Intermediate RC Practicum | 3 |
| RESP 296 | Emergency and Critical Care Practicum | 3 |
| RESP 301 | Cardiopulmonary Pathophysiology I | 2 |
| RESP 302 | Cardiopulmonary Pathophysiology II | 2 |
| RESP 395 | Advanced RC Practicum | 3 |
| RESP 491 | Seminar in Respiratory Care | 2 |

| Required Cognates | | 14 hours |
|---|---|---|
| BIOL 110 | Vital Basics of Anatomy and Physiology of Life | 4 |
| CHEM 101 | Science for Health Professionals in the New Millennium | 4 |
| HLSC 175 | Medical Terminology | 2 |
| MATH 110 | Probability and Statistics (4) | |
| – or – | | |
| MATH 120 | College Algebra and Trigonometry (4) | 4 |

| General Education Courses | | 17 hours |
|---|---|---|

*See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| INTD 105 | First-Year Experience | 1 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| RELB/RELT | Religion electives* | 6 |
| PEAC | Physical Education activity elective | 1 |

**Only three hours religion elective required if transferring 24 or more hours from a non-SDA Institution*

**TOTAL** **70 HOURS**

# SGPS **School of Graduate and Professional Studies**


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## Mission Statement

*The School of Graduate and Professional Studies has as its mission the fostering of a vibrant adult learning community rooted in the liberal arts tradition and informed by the values of the Seventh-day Adventist faith tradition. This learning community is committed to providing graduate and professional programs that are affordable and accessible to individuals, giving them the opportunity to develop advanced skills in a small university setting, located near real-world business opportunities in the nation's capital.*

wau.edu

## General Learning Objectives

The graduate programs are designed to enable students to develop and enhance:

- **Discipline-specific Competency** — Demonstrate a master of course content, research capability and the ability to apply theory in practice.
- **Communication** — Demonstrate effective communication skills through reading, writing, speaking and listening and proficiency in the use of technology.
- **Analytical Skills** — Demonstrate administrative/management skills, including the ability to anticipate, analyze, diagnose and solve problems, using appropriate resources and technology.
- **Professional Development** — Develop management skills that will facilitate progression to the next career step.
- **Ethos** — Develop and demonstrate an ethic consistent with the ethos of the college.
- **Teamwork** — Develop the ability to participate either as a member or leader of an organization, committee, task force, board or other group project in generating and achieving its collective goals.
- **Effective Citizenship** — Develop awareness of the characteristics and needs of a diverse community, understand the value of contributing time and effort to achieve community goals and accept responsibility for personal actions.

## Goals

The WAU graduate student will:

- Demonstrate the ability to apply, analyze, synthesize and evaluate information effectively.
- Be able to disseminate and communicate information effectively in oral and written form.
- Demonstrate awareness and understanding of the ethical, moral and philosophical issues that apply to the professional component of the student's graduate program.
- Demonstrate mastery of skills and theory in the content area for practice.

# SGPS Degree Programs

CERTIFICATE PROGRAMS
- **Cyber Security**
- **Emergency Response and Disaster Preparedness**
- **Homeland Security**

*Contact:* Jessica Mihos | 301-891-4086
*Chair:* Joan Francis | 301-891-0110
*Director:* Herma Percy | 301-891-4072

## BUSINESS

PROFESSIONAL STUDIES PROGRAM
- **Bachelor of Science** Business Administration
- **Minor** in Business Administration
- **Bachelor of Science** Organizational Management
- **Minor** in Organizational Management

GRADUATE STUDIES PROGRAM
- **Master of Business Administration**
- **Master of Arts** | Public Administration

*Contact:* Janet Brode | 301-891-4138
jbrode@wau.edu

*Contact:* *M.B.A. program only*
Carol Cogen | 301-891-4062
ccogen@wau.edu
*Chair:* Kimberly Pichot | 301-891-4034
kspichot@wau.edu

## EDUCATION/ LIBERAL STUDIES

PROFESSIONAL STUDIES PROGRAM
- **Bachelor of Arts** Liberal Studies: Early Childhood Education/Special Education
- **Bachelor of Arts** Liberal Studies: Elementary Education/ Special Education
- **Bachelor of Arts** Liberal Studies: Early Childhood Care and Education

*Contact:* Jamesa Lewis | 301-891-4130
jalewis@wau.edu

## GENERAL STUDIES

PROFESSIONAL STUDIES PROGRAM
- **Associate of Science** | General Studies

*Contact:* Jessica Mihos | 301-891-4086
jmihos@wau.edu

## HEALTH CARE

PROFESSIONAL STUDIES PROGRAM
- **Bachelor of Science** Health Care Administration
- **Minor** in Health Care Administration

## HEALTH CARE (Continued)

- **Bachelor of Science** | Nursing

See School of Health Professions, Science and Wellness

GRADUATE STUDIES PROGRAM
- **Master of Arts** Health Care Administration

*Chair:* Karen Marshall | 301-891-4030
kmarshall@wau.edu
- **Master of Science** Nursing and Business Leadership
- **Master of Science** | Nursing Education

*Contact:* Carol Cogen | 301-891-4062
ccogen@wau.edu
*Chair:* Jo Ann Mackey | 301-891-4144
jmackey@wau.edu

## INFORMATION SYSTEMS

PROFESSIONAL STUDIES PROGRAM
- **Bachelor of Science** Management Information Systems
- **Minor** in Management Information Systems

*Contact:* Jessica Mihos | 301-891-4086
jmihos@wau.edu
*Chair:* Kimberly Pichot | 301-891-4034
kspichot@wau.edu

## PSYCHOLOGY

PROFESSIONAL STUDIES PROGRAM
- **Bachelor of Science** Counseling Psychology
- **Minor** in Counseling Psychology

GRADUATE STUDIES PROGRAM
- **Master of Arts** Counseling Psychology
- **Master of Arts** Professional Counseling Psychology, LCPC and LCADC

*Contact:* Janet Brode | 301-891-4138
jbrode@wau.edu
*Chair:* Grant Leitma | 301-891-4140
gleitma@wau.edu

## RELIGION

GRADUATE STUDIES PROGRAM
- **Master of Arts** | Religion

*Contact:* Janet Brode | 301-891-4138
jbrode@wau.edu
*Chair:* Gaspar Colón | 301-891-4038
gcolon@wau.edu

# SGPS Fee Policies

## Miscellaneous Fees

In additional to the $50 application fee, there are fees for the following:

- One-time nonrefundable student fee of $275, which is due before enrolling in the first course.
- Late registration fee of $50 for registering for a course after the first class has begun.
- Administrative withdrawal fee of $50 for each administrative withdrawal the SGPS office processes for a student.
- Recording fees of $50 per credit hour for credits obtained through portfolio evaluation, challenge examination or validation examination.
- Fee of $200 for the independent research project due upon registration for the 499 course.
- Nonrefundable technology fee of $200 for enrolling in an online course that utilizes the Moodle platform.
- Experiential learning portfolio evaluation fee of $150 per evaluation.
- Nonrefundable graduation contract fee of $85, payable when graduation contract is completed. Class fee is determined by the graduating officers for each academic year.

All graduates must pay the following:

- Graduation expense for ordering cap, gown and hood. (Contact the College Store for current charges and deadlines for academic apparel orders and graduation announcement orders.)
- Expenses for any additional graduation items not covered by the class dues and graduation apparel fee. These expenses are paid through the WAU graduating senior class, not through Student Financial Services.

## Senior Discounts

Students 60 years of age and older receive discounts on tuition:

60-64 ..... 50 percent
65-69 ..... 75 percent
70 and older ..... 100 percent

## Payment Plan

For students who are unable to make payments in full for each semester's expenses, Washington Adventist University offers an interest-free payment plan through Sallie May TuitionPay. Students are not allowed to register for any subsequent semesters until all outstanding balances are paid in full. A $100 processing fee is applied and included in the first month's statement.

Visit tuitionpay.Salliemae.com/wau. Choose the SGPS three-month payment plan.

**Information:** *Contact the SGPS business manager at 301-891-4090.*

## Refund Policy

Initial charges for application, student services and graduation contract fees are nonrefundable.

Students who wish to withdraw from a course must complete an Add/Drop form. Students who wish to withdraw from a program must send an email or letter to the program coordinator.

Refunds will be given as per the following schedule:

Courses dropped prior to first week.....100%
Courses dropped prior to second week.....65%
Courses dropped prior to third week.....50%
Courses dropped after third week ..... 0%

## Credit Refund Policy

If Federal Student Aid disbursements to the student's account create a credit balance, the credit balance will be refunded directly to the student no later than 14 days after the date the balance occurred on the student's account. Credit refunds are issued in the Accounting Services office on Mondays and Thursdays. SGPS students who indicate that they would like to pick up checks can do so at the SGPS office after 3:30 p.m.

Should a student want to hold his/her credit balance to the next semester, the student must submit a FSA Credit Balance Authorization form to SGPS (the form is available on the SGPS section of the website, under Resources). Return this form to the SGPS business manager.

Students withdrawing from classes or school after a credit refund has been issued will be responsible for the balance of their account.

# Certificate Programs

## Admission Requirements

Admission to the program requires:

1. An application to the School of Graduate and Professional Studies.
2. A minimum of an Associate's degree or credit equivalency from a regionally accredited educational institution.

## Certificate in Cyber Security

Cyber attacks have grown in frequency and sophistication in recent years. Threats to computer systems and networks that could disrupt critical services in hospitals, businesses and government agencies are also increasing in the marketplace. The demand to protect systems and networks from attacks is constantly growing, which creates numerous job possibilities and career advancement options for individuals with education and training in cyber security.

The WAU Cyber Security certificate prepares students to meet the high demand for specialists to combat cyber attacks and protect computer systems. It is designed to provide the skills, knowledge and ethical framework needed to prepare response systems to a wide range of cyber threats and vulnerabilities for businesses, organizations and government agencies.

The WAU curriculum also provides a systematic approach for professionals concerned with the development and operation of secure systems and the protection of an organization's assets. It builds a foundation for the development of critical-thinking skills that are transferable to analyzing and responding to new cyber security threats.

The WAU program allows working professionals to add a focus in cyber security to their careers or improve their skill sets.

| **Certificate in Cyber Security Curriculum** | | **18 hours** |
|---|---|---|
| HMCS 200 | Cyber Security: Threats and Preparedness | 3 |
| HMCS 201 | Computer Security | 3 |
| HMCS 300 | Protecting High-Value Assets | 3 |
| HMCS 301 | Cyber Crime and Security | 3 |
| HMCS 400 | Cyber Forensics | 3 |
| HMCS 401 | Cyber Ethics and Law | 3 |

## Certificate in Emergency Preparedness and Disaster Response

There has been an increase in the severity and frequency of natural and man-made disasters in the United States

The WAU Emergency Preparedness and Disaster Response curriculum's focus is on emergency planning and response to mass casualties, with an emphasis on community health.

This certificate will increase students' understanding of the needs of their local communities during disasters and equip them with the necessary knowledge and training for moral leadership and service. The curriculum embodies the spirit of service with its integration of simulations and assessments to ensure mastery of services students can provide their community, country and humanity in preparation and response to disasters.

The program will also prepare students to meet workplace demands for employees with the training and skills for leadership and administration in emergency preparedness and disaster response. It also supports the professional development of practitioners in related fields and provides academic credentials in this growing discipline.

| **Certificate in Emergency Preparedness and Disaster Response** | | **18 hours** |
|---|---|---|
| HMER 200 | Emergency Preparedness and Planning | 3 |
| HMCS 200 | Cyber Security: Threats and Preparedness | 3 |
| HMER 300 | Response to Weapons of Mass Destruction Disasters | 3 |
| HMER 301 | Public Health Issues in Disasters | 3 |
| HMER 400 | Disaster Relief Center Development and Management | 3 |
| HMER 401 | Emergency Management | 3 |

## Certificate in Homeland Security

Increased threats and attacks to the homeland have created an urgent need for skilled professionals to prepare for, protect against and respond to natural and man-made disasters.

It is the purpose of the WAU Homeland Security certificate program to provide students with an understanding of current security and public safety threats and to consider solutions, including personal service to the community, during disasters.

The focus is on helping people and communities. The integration of peacebuilding, conflict resolution, ethics and service will prepare students to be moral leaders during natural and man-made disasters.

This certificate will upgrade the skills of people employed in the homeland security field, enhance professional development and provide students with a foundation in preparation for transferring to a specialty degree.

| **Certificate in Homeland Security Curriculum** | | **18 hours** |
|---|---|---|
| HMSC 200 | Introduction to Homeland Security | 3 |
| HMER 200 | Emergency Preparedness and Planning | 3 |
| HMSC 300 | Terrorism: Causes and Consequences | 3 |
| HMSC 301 | Intelligence System and Operations in Homeland Security | 3 |
| HMSC 400 | Critical Infrastructure Protection | 3 |
| HMSC 401 | Cyber Ethics and Law | 3 |

# Professional Studies Program Undergraduate

## Introduction

The Professional Studies Program (PSP) accelerated undergraduate curriculums in the School of Graduate and Professional Studies offers working professionals who have earned approximately two years of college credit an opportunity to complete a baccalaureate degree in one of many fields of study. Working professionals who have either no college credit or less than two years of transferable credit may complete an Associate of Science degree in general studies or fulfill requirements for admission into the accelerated baccalaureate degree programs.

The Professional Studies Program offers 13 degrees: eight majors, comprising one Associate of Science degree, two Bachelor of Arts degrees, five Bachelor of Science degrees and five minors.

*Program coordinators are listed on* Page 289.

Programs and services are carefully developed to meet the needs of adult students who are employed full time in addition to carrying heavy responsibilities in the family and community. A portfolio assessment program operates primarily for adult students who apply for college credits for collegiate learning obtained through nontraditional methods.

Classes normally begin at 6 p.m. Students in the School of Graduate and Professional Studies have full access to all university facilities.

Although General Education courses taught in the Professional Studies Program are the same as traditional classes, this program differs from the traditional day program in several ways:

- Classes are held once a week for approximately four hours after 6 p.m., with some classes scheduled on Sundays starting at 5 p.m.
- Two eight-week terms each semester enable working adults to complete a degree in considerably less time than traditional scheduling would allow.
- The General Education program offers the opportunity for students to earn up to 12 hours of college credit for college-level learning gained through life and work experience.

## Admission Requirements

The program primarily seeks to serve adults who are at least 20 years of age and have substantial work experience. Acceptance to the accelerated baccalaureate degree programs is based upon receipt of an application, the application fee, official transcripts indicating completion of approximately two years of credit from an accredited degree-granting college or equivalent, a cumulative grade-point average of 2.0 on all previous college credits and evidence of adequate writing skills, including satisfactory completion of ENGL 101 and ENGL 102 (or another college-level writing course) with grades of "C" or above. All applications and transcripts must be sent directly to the School of Graduate and Professional Studies.

Acceptance to the General Education and associate degree programs is based upon receipt of a completed application form, an application fee and appropriate official transcripts reflecting grades and test scores that meet Washington Adventist University entrance requirements.)

## Degree Requirements

The Bachelor of Science degree programs offered through the school require the completion of four components:

1. A required core curriculum of 34 to 36 hours.
2. A guided independent research project.
3. A General Education component.
4. A sufficient number of electives to complete a total of 120 semester hours, including 36 upper-division credits.

Students may apply for credit for nontraditional learning by submitting a portfolio showing evidence of learning gained over a reasonable period of time through approved, structured and supervised activity.

The core curriculum of 10 to 12 courses (34 to 36 semester hours) must be completed at Washington Adventist University. A student has one year (12 months) following completion of the core courses to finish all other requirements. A student who does not complete all requirements during that time period will be required to meet the requirements under the *Academic Bulletin* current at the time of re-enrollment.

## Grade-point average Requirements

Students must complete each course of the core curriculum with a grade of "C" or better and must attain a grade-point average of 2.50 or above in the core courses. In addition, a cumulative grade-point average of 2.0 must be attained for all courses taken at WAU and for all college courses taken, including those taken at WAU. Students who receive less than a "C" in two major courses may be eligible for dismissal from the Professional Studies Program.

## Guided Independent Research Project

The guided independent research project is designed near the beginning of the core program and is implemented during the entire program. The project entails a minimum of 250 hours of writing and research reflecting the application of the theory and techniques learned in the student's specific major, culminating with a formal project paper.

The requirements for the project vary according to the major. A letter grade will be issued for this non-credit course. The project must be completed within 12 months after the final course in the core is completed. Student cannot graduate until a satisfactory grade is received.

# MAJORS | Professional Studies

## Associate of Science in General Studies

Professional Studies Program

The Associate of Science degree offered through the school requires the completion of three components:

1. A general studies concentration of 24 hours.
2. A General Education component.
3. A sufficient number of electives to complete a total of 60 hours.

At least 15 hours must be completed at Washington Adventist University, of which nine hours must be in the General Studies concentration.

The Associate of Science degree in General Studies requires a minimum of 60 semester hours of credit. Requirements are listed below. Please note that no course may be used to meet more than one requirement.

| **General Studies Concentration** | | **24 hours** |
|---|---|---|
| **General Education** | | **24 hours** |
| Core Competencies | | 6 hours |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| Religious Studies (choose two) | | 6 hours |
| RELB | Religion Electives (3; 3) | |
| Physical/Natural Sciences (choose one) | | 4 hours |
| BIOL | Biology (4) | |
| – or – | | |
| CHEM | Chemistry (4) | |
| – or – | | |
| PHYS | Physics (4) | |

| | | |
|---|---|---|
| Mathematics | | 4 hours |
| MATH | Mathematics elective | |
| Social Sciences | | 3 hours |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | |
| Physical Education | | 1 hour |
| PEAC | Physical Education activity eective (1) | |
| **Electives** | | **12 hours** |
| **TOTAL** | | **60 HOURS** |

# BACHELOR OF ARTS | Professional Studies

Three Bachelor of Arts degrees are offered through WAU's undergraduate Professional Studies Program: one in Early Childhood Education (birth through third grade) and one in Elementary/Special Education (Grades 1-6), both with certification — and one in Early Childhood Care and Education (birth through age 8) without certification.

The Early Childhood Education program focuses on professional education preparation, providing a balance of course work that reflects educational theory with real experiences applied in the classroom or child care setting, culminating with a mentored teaching internship in the school or child care setting. The education programs prepare educators and child care providers to meet the diverse needs of all children and youth in inclusive settings.

*See* Liberal Studies, Page 116*, for details of requirements for both degrees.*

## Bachelor of Arts in Liberal Studies

Professional Studies Program

**Early Childhood Education/Special Education** | Birth – Third Grade
Leads to dual teacher certification in Early Childhood Education (pre-K through third grade) and Special Education (birth through age 8) for adult students who enter with 56 semester credit hours or more.

| **I. Unified Theme — Professional Education** | | **51 hours** |
|---|---|---|
| EDEC 206 | Foundations of Early Childhood Education | 3 |
| EDEC 220 | Communication and Collaboration in ECED | 2 |
| EDEC 245 | Health, Nutrition and Safety | 3 |
| EDUC 308 | Social Studies Methods | 2 |
| EDEC 309 | Material and Methods for Teaching Math/Science | 3 |
| EDEC 315 | Inclusive Practices in Early Childhood Education | 3 |
| EDEC 317 | Integrated Arts in Early Childhood Education | 3 |

| | | |
|---|---|---|
| EDEC 320 | Positive Behavior Support Strategies in Early Childhood | 2 |
| EDEC 352 | Methods of Instruction in Reading | 3 |
| EDEC 353 | Material for Teaching Reading | 3 |
| EDEC 354 | Methods for Assessment of Reading | 3 |
| EDEC 390 | Working with Young Children, Families and Community | 3 |
| EDEC 424 | Observation and Assessment in ECED | 3 |
| EDEC 450 | Teaching Internship | 3 |
| EDSP 450 | Teaching Internship | 3 |
| EDUC 130 | Professional Skills Development | 1 |
| EDUC 321 | Techniques for Integrating Educational Technology into the Elementary and Secondary Classroom | 3 |
| EDUC 341 | Processes and Acquisition of Reading | 3 |
| EDUC 499 | Senior Internship Seminar | 1-2 |

*Note: Courses may overlap between Unified Theme and Cultural, Scientific and Societal studies. Courses may not overlap between General Education requirements and the major requirements*.

## II. Liberal Studies Themes — 29 hours

### Cultural Studies — 9 hours

| | | |
|---|---|---|
| EDUC 120 | Educational Philosophy and Trends | 3 |
| EDUC 301 | Issues in Multicultural Education | 3 |
| EDUC 418 | Education of Exceptional Children and Youth | 3 |

### Scientific Studies — 8 hours

| | | |
|---|---|---|
| BIOL elective | | 4 |
| | *If student takes BIOL 140 at WAU, the health elective is waived.* | |
| MATH elective | | 4 |

### Societal Studies — 9 hours

| | | |
|---|---|---|
| EDUC 242 | Human Learning | 3 |
| HIST 125/126 | World History | 3 |
| PSYC 210 | Developmental Psychology | 3 |

### Required Cognate — 3 hours

| | | |
|---|---|---|
| HIST 275/276 | United States History I or II | 3 |

## III. General Education Requirements — 41 hours

*NOT to be repeated in major. See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| CHEM/BIOL/PHYS | Science elective | 4 |
| COMM 105 | Introduction to Oral Communication | 3 |
| INSY 110/CPTR 105 | Introduction to Computers | 3 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| GEOG | Geography elective | 3 |
| HLSC/NUTR | Health elective | 2 |
| HMNT | Humanities elective | 3 |

| | | |
|---|---|---|
| INTD 315 | Ethics in Modern Society | 3 |
| INTD 327 | Issues in Religion and Culture | 3 |
| LITR | Literature elective | 3 |
| MATH | Mathematics elective | 4 |
| PEAC | Physical Education activity elective | 1 |
| PSYC 105 | Introduction to Psychology | 3 |

*Upper-division courses must total at least 36 hours.*

**TOTAL** **121 HOURS**

# Bachelor of Arts in Liberal Studies

Professional Studies Program

## **Elementary/Special Education** | Grades 1 – 6

Leads to dual teacher certification in Elementary Education (first through sixth grade) and generic Special Education. Program for adult students who enter with 56 semester credit hours or more.

### I. Unified Theme — Professional Education — 46 hours

| | | |
|---|---|---|
| EDSP 425 | Applied Measurement and Assessment for Exceptional Students | 2 |
| EDSP 440 | Instructional Methods for Students with Disabilities | 3 |
| EDSP 450E | Student Teaching – Elementary Internship I | 5 |
| EDUC 130 | Professional Skills Development | 1 |
| EDUC 305 | Health/Science Methods | 3 |
| EDUC 308 | Elementary Social Studies Methods | 2 |
| EDUC 319 | Mathematics Methods | 3 |
| EDUC 320 | Classroom Management | 3 |
| EDUC 321 | Techniques for Integrating Educational Technology in the Classroom | 3 |
| EDUC 341 | Processes and Acquisition of Reading | 3 |
| EDUC 352 | Methods of Instruction in Reading | 3 |
| EDUC 353 | Material for Teaching Reading | 3 |
| EDUC 354 | Methods for Assessment of Reading | 3 |
| EDUC 424 | Educational Assessment | 3 |
| EDUC 450E | Student Teaching Internship | 5 |
| EDUC 499 | Senior Internship Seminar | 1-2 |

*Note: Courses may overlap between Unified Theme and Cultural, Scientific and Societal studies. Courses between General Education requirements and the major requirements may not overlap.*

### II. Liberal Studies Themes — 33 hours

Cultural Studies — 9 hours

| | | |
|---|---|---|
| EDUC 120 | Educational Philosophy and Trends | 3 |
| EDUC 301 | Issues in Multicultural Education | 3 |
| EDUC 418 | Education of Exceptional Children and Youth | 3 |

| Scientific Studies | | 12 hours |
|---|---|---|
| BIOL Elective | | 4 |
| | *If student takes BIOL 140 at WAU, Health elective is waived* | |
| MATH Elective | | 4 |
| MATH Elective | | 4 |
| **Societal Studies** | | **9 hours** |
| EDUC 242 | Human Learning | 3 |
| HIST 125/126 | World History | 3 |
| PSYC 210 | Developmental Psychology | 3 |
| **Required Cognate** | | **3 hours** |
| HIST 275/276 | United States History I or II | 3 |

**III. General Education Requirements** **41 hours**

*NOT to be repeated in major. See details of* General Education Requirements, Page 33.

| | | |
|---|---|---|
| BIOL/CHEM/PHYS | Science Elective | 4 |
| COMM105 | Introduction to Oral Communication | 3 |
| INSY 110/ CPTR 105 | Introduction to Computers | 3 |
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| GEOG | Geography elective | 3 |
| HLSC/NUTR | Health elective | 2 |
| INTD 315 | Ethics in Modern Society | 3 |
| INTD 327 | Issues in Religion and Culture | 3 |
| LITR | Literature elective | 3 |
| MATH | Mathematics elective | 4 |
| PEAC | Physical Education activity elective | 1 |
| PSYC 105 | Introduction to Psychology | 3 |
| HMNT | Humanities elective | 3 |

*Upper-division courses must total at least 36 hours.*

**TOTAL** **122 HOURS**

# Bachelor of Arts in Liberal Studies

Professional Studies Program

## Early Childhood Care and Education | Birth – Age 8 | Non-Certification

*See* Liberal Studies, Page 116*, for details of degree requirements.*

**I. Unified Theme — Professional Education** **49 hours**

| | | |
|---|---|---|
| EDEC 206 | Foundations of Early Childhood Education | 3 |
| EDEC 220 | Collaboration and Communication in Early Childhood | 2 |
| EDEC 245 | Early Childhood Health, Nutrition and Safety | 3 |
| EDEC 302 | Administration of Early Childhood Programs | 2 |

| | | |
|---|---|---|
| EDEC 305 | Promoting Literacy and Language in Young Children | 2 |
| EDEC 309 | Material and Methods for Teaching Math/Science | 3 |
| EDEC 310 | Teaching Experiences | 5 |
| EDEC 311 | Programming and Planning for Primary Aged Children | 3 |
| EDEC 312 | Programming and Planning for Preschoolers | 3 |
| EDEC 313 | Programming and Planning for Infants and Toddlers | 3 |
| EDEC 315 | Inclusive Practices in Early Childhood Education | 3 |
| EDEC 317 | Integrated Arts in Early Childhood Education | 3 |
| EDEC 320 | Positive Behavior Support Strategies in Early Childhood | 2 |
| EDEC 390 | Working with Young Children, Families and Community | 3 |
| EDEC 424 | Observation/Assessment in Early Childhood Education | 3 |
| EDUC 130 | Professional Skills Development | 1 |
| EDUC 321 | Techniques for Integrating Educational Technology in the Elementary and Secondary Classroom | 3 |

*Note: Courses may overlap between Unified Theme and Cultural, Scientific and Societal studies. Courses between General Education requirements and the major requirements may not overlap.*

**II. Liberal Studies Themes** **33 hours**

Cultural Studies 9 hours

| | | |
|---|---|---|
| EDUC 120 | Educational Philosophy and Trends | 3 |
| EDUC 301 | Issues in Multicultural Education | 3 |
| EDUC 418 | Education of Exceptional Children and Youth | 3 |

Scientific Studies 12 hours

| | | |
|---|---|---|
| MATH | Mathematics elective | 4 |
| HLSC | Mathematics elective* | 4 |
| BIOL | Biology elective | 4 |
| | **If student takes BIOL 140 at WAU, Health elective is waived.* | |

Societal Studies 9 hours

| | | |
|---|---|---|
| PSYC 210 | Developmental Psychology | 3 |
| HIST 125/126 | World History | 3 |
| EDUC 242 | Human Learning | 3 |

Required Cognates 3 hours

| | | |
|---|---|---|
| HIST 275/276 | United States History I or II | 33 |

**IIi. General Education Requirements** **38 hours**

*NOT to be repeated in major. See details of* General Education Requirements, Page 33.

| | | |
|---|---|---|
| ENGL 101 | Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| COMM 105 | Introduction to Oral Communication | 3 |
| INSY 110/ CPTR 105 | Introduction to Computers | 3 |
| INTD 315 | Ethics in Modern Society | 3 |
| INTD 327 | Issues in Religion and Culture | 3 |
| LITR | Literature elective | 3 |

| | | |
|---|---|---|
| PSYC 105 | Introduction to Psychology | 3 |
| GEOG | Geography elective | 3 |
| PEAC | Physical Education activity elective | 1 |
| HLSC or NUTR | Health elective | 2 |
| HMNT | Humanities elective | 3 |
| | Electives | 5 |

*Upper-division courses must total at least 36 hours.*

**TOTAL** **120 HOURS**

# BACHELOR OF SCIENCE | Professional Studies

Six Bachelor of Science degrees are offered through WAU's undergraduate Professional Studies Program: Business Administration, Counseling Psychology, Health Care Administration, Information Systems, Nursing and Organizational Management.

*Please call the SGPS office to speak with a program coordinator.*

All six of these degrees have the following requirements:

**General Education Requirements** **29-41 hours**

*Major courses meet 12 to 15 hours of General Education requirements.*
*See details of* General Education Requirements, Page 33..

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| | *Prerequisite for admission into the PSP majors. Grade of "C" or above required.* | |
| ENGL 102 | Research and Literature | 3 |
| | *Prerequisite for admission into the PSP majors. Grade of "C" or above required.* | |
| COMM 105 | Introduction to Human Communication | 3 |
| HIST | History elective | 3 |
| PSYC 105 | Introduction to Psychology (3) | |
| – or – | | |
| SOCI 105 | General Sociology (3) | 3 |
| MATH | Mathematics elective | 4 |
| | *Business majors and Organizational Management majors must take MATH 110 Probability and Statistics.* | |
| | Science elective | 4 |
| LITR | Literature elective | 3 |
| RELB/RELT | Religion electives – *See Requirements, next page* | 0-6 |
| HMNT | Humanities elective | 3 |
| | *Choose from literature, philosophy, humanities, art appreciation, art history, music appreciation, music history or music theory.* | |
| | Social Science elective | 3 |
| | *Information Systems major only* | |
| INSY 110 | Computer Concepts I | 3 |
| | *Or pass proficiency test. The computer proficiency requirement must be met by the end of the third course in the PSP major or before admission into the Information Systems major.* | |

### Requirements for Religion Electives

| Total Credits Earned at a Non-Seventh-day Adventist College | Religion Hours Required |
|---|---|
| Less than 24.0 | 6 hours<br>*In addition to the six hours required in the major* |
| 24.0 - 55.9 | 3 hours<br>*in addition to the six hours required in the major* |
| 56.0 and above | The six hours required in the major |

# Bachelor of Science in Business Administration

Professional Studies Program

The Bachelor of Science in business administration provides a general background in the major areas of the business enterprise: management, accounting, finance, marketing, legal and planning.

In addition, the student may choose to gain specialized knowledge through one of the three tracks offered: entrepreneurship, finance or human resources. The program is designed to expose students to current theory and practice and to provide them with an opportunity to utilize what they have learned both inside and outside the classroom.

**Objectives/Core Competencies**

Across the curriculum the Department of Business seeks to instill fundamental knowledge, skills and abilities, known as core competencies. For a complete list of core competencies, please see Page 125.

| Business Administration Core Curriculum | | 34 hours |
|---|---|---|
| MGMT 345 | Essential Supervisory Techniques | 3 |
| ACCT 304 | Managerial Accounting<br>*Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | 4 |
| ECON 375 | Economic Fundamentals for Managers | 4 |
| FNCE 335 | Principles of Business Finance<br>*Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | 4 |
| INTD 315 | Ethics in Modern Society | 3 |
| BUAD 320 | Business Law | 3 |
| MKTG 375 | Marketing | 3 |
| BUAD 370 | Decision Sciences<br>*Completion of MATH 110 with "C" or higher is prerequisite to this course.* | 4 |
| INTD 327 | Issues in Religion and Culture | 3 |
| MGMT 490 | Business Strategy<br>*Completion of 28 semester hours of the business administration core curriculum is prerequisite to this course.* | 3 |
| BUAD 499 | Guided Independent Research Project | 0 |

**Elective Track Courses** **9-10 hours**

Tracks are designed to give the student specialized knowledge in a particular area of business.

ENTREPRENEURSHIP TRACK 9 hours

MGMT 465 Small Business Management ..... 2

MGMT 466 Project Management ..... 2
*Completion of FNCE 467 is prerequisite to this course.*

MGMT 468 Development of a Business Plan ..... 2
*Completion of MGMT 466 is prerequisite to this course.*

FNCE 467 Financial Analysis and Planning for Entrepreneurs ..... 3
*Completion of ACCT 211 and MGMT 465 is prerequisite to this course.*

FINANCE TRACK 10 hours

FNCE 485 Financial Management ..... 2
*Completion of ACCT 211 and FNCE 335 is prerequisite to this course.*

FNCE 486 Investment Fundamentals ..... 2
*Completion of FNCE 485 is prerequisite to this course.*

FNCE 487 Security Analysis and Valuation ..... 3
*Completion of FNCE 486 is prerequisite to this course.*

FNCE 488 Commercial Bank Management ..... 3
*Completion of FNCE 486 is prerequisite to this course.*

HUMAN RESOURCE TRACK 9 hours

MGMT 445 Managing Compensation Systems ..... 2
MGMT 446 Labor Policy and Employee Involvement ..... 2
MGMT 447 Managing Performance ..... 2
MGMT 448 Strategic Human Resources ..... 3

**Required Cognates** **6 hours**

INSY 320 Computer Concepts II ..... 3
MATH 110 Probability and Statistics ..... 3

**Prerequisite Requirement** **3 hours**

ACCT 211 Principles of Accounting I ..... 3
*With grade of "C" or higher*

**General Education Requirements** **29-38 hours**

**Electives** **39-48 hours**

*Two hours of electives must be upper division unless a track course is completed. It is expected that most of these electives have been completed prior to the student's enrollment in this program.*

**TOTAL** **120 HOURS**

# Bachelor of Science in Counseling Psychology

Professional Studies Program

The Bachelor of Science in counseling psychology provides the kind of preparation needed by deans, guidance counselors and high school psychology teachers when combined with appropriate education courses.

A practicum is required. At least one semester prior to taking the practicum the student is required to contact the program coordinator to arrange for the practicum. A minor or second major is strongly recommended.

| **Counseling Psychology Core Curriculum** | | **36 hours** |
|---|---|---|
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Developmental Psychology<br>*Prerequisite: PSYC 105* | 3 |
| PSYC 240 | Stress Management<br>*Prerequisite: PSYC 105* | 3 |
| PSYC 285 | Adolescent Psychology<br>*Prerequisite: PSYC 105* | 3 |
| PSYC 305 | Social Psychology<br>*Prerequisite: PSYC 105* | 3 |
| PSYC 355 | Learning/Motivation<br>*Prerequisite: PSYC 105* | 3 |
| PSYC 360 | Abnormal Psychology<br>*Prerequisite: PSYC 105* | 3 |
| PSYC 385 | Psychological Testing<br>*Prerequisite: PSYC 105, MATH 110* | 3 |
| PSYC 435 | Dynamics of Individual Counseling<br>*Prerequisite: PSYC 105* | 3 |
| PSYC 440 | Dynamics of Group Counseling<br>*Prerequisite: PSYC 105, PSYC 435* | 3 |
| PSYC 465 | Theories of Personality<br>*Prerequisites: PSYC 105, PSYC 210, PSYC 360* | 3 |
| PSYC 496 | Practicum<br>*Prerequisites: PSYC 210, PSYC 285, PSYC 355, PSYC 360, PSYC 385, PSYC 435* | 3 |

Students are required to make arrangements to complete the 120 hours of required practicum experience with the practicum supervisor. It is advisable to complete eight hours a week for 15 weeks in order to satisfy this program requirement.

| **Required Cognates:** | | **7 hours** |
|---|---|---|
| CPTR 105 | Introduction to Computers | 3 |
| MATH 110 | Probability and Statistics | 4 |

# Bachelor of Science in Health Care Administration

Professional Studies Program

The health care administration major provides a sound theoretical and practical working knowledge of the field of health care management and administration.

Students are provided various management tools and skills necessary to function effectively at the supervisory level within the health care industry and for graduate study in the field. The program is designed for the adult student with work experience in the area of health care.

| **Health Care Administration Core Curriculum** | | **36 hours** |
|---|---|---|
| HCAD 300 | Health Care Organization Theory and Management Practice | 3 |
| HCAD 310 | Management Skills Assessment | 3 |
| HCAD 320 | Research Methods and Statistics | 3 |
| HCAD 340 | Personnel Management | 3 |
| HCAD 350 | Health Care Information Systems Management | 3 |
| HCAD 380 | Business Data Analysis | 3 |
| | *Completion of ACCT 211 with a "C" or higher is prerequisite to this course.* | |
| INTD 327 | Issues in Religion and Culture | 3 |
| HCAD 400 | Planning in Health Care | 3 |
| HCAD 410 | Managerial Economics | 3 |
| HCAD 420 | Health Care Finance | 3 |
| | *Completion of ACCT 211 with a "C" or higher is prerequisite to this course.* | |
| HCAD 430 | Legal Issues and Public Policy in Health Care | 3 |
| INTD 315 | Ethics in Modern Society | 3 |
| HCAD 499 | Guided Independent Research Project | 0 |

| **General Education Requirements** | **29-38 hours** |
|---|---|

| **Prerequisite Requirement** | | **3 hours** |
|---|---|---|
| ACCT 211 | Principles of Accounting I | 3 |
| | *With grade of "C" or higher* | |

| **Electives** | **43-52 hours** |
|---|---|
| | *It is expected that most of these electives have been completed prior to the student's enrollment in this program.* |

| **TOTAL** | **120 HOURS** |
|---|---|

# Bachelor of Science in Management Information Systems

Professional Studies Program

The management information systems major provides a sound theoretical and practical working knowledge of the field of information systems. It gives significant exposure to principles of programming, database design, computer security, IS strategy and systems analysis through theoretical and hands-on experience. The program is designed for adult students with work experience in business and/or computers who desire to broaden their skills in systems management and/or prepare for graduate study in the field. Because of the laboratory requirements, the program requires a minimum of 20 months to complete.

Prerequisites for admission to the information systems major: MATH 052 Review of Elementary Algebra (or proficiency) and INSY 110 Computer Concepts I (or proficiency).

**Management Information Systems Core Curriculum** **36 hours**

*Note:* See course descriptions beginning on Page 391 *for prerequisite(s).*

| | | |
|---|---|---|
| INSY 320 | Computer Concepts II | 3 |
| INSY 356 | Laws of Computer Technology | 3 |
| INSY 300 | Computer Fundamentals and Design | 3 |
| INSY 330 | LINUX Operating System (3) | |
| – or – | | |
| INSY 386 | Website Development (3) | 3 |
| INSY 335 | JAVA Programming (3) | |
| –or – | | |
| INSY 325 | C++ Programming (3) | 3 |
| INTD 327 | Issues in Religion and Culture | 3 |
| INSY 380 | Information Systems Data Communication | 3 |
| INSY 340 | System Acquisition and Strategy (3) | |
| – or– | | |
| INSY 345 | Project Management/Documentation (3) | 3 |
| INSY 350 | Database Design | 3 |
| INTD 315 | Ethics in Modern Society | 3 |
| INSY 355 | Information Security Management and Applications (3) | |
| – or – | | |
| INSY 321 | Information System Technology (3) | 3 |
| INSY 406 | Human Factors in Information Systems (3) | |
| – or – | | |
| INSY 407 | Electronic Commerce (3) | 3 |
| INSY 499 | Guided Independent Research Project | 0 |

| | | |
|---|---|---|
| **Required Cognate** | | **3 hours** |
| ACCT 211 | Principles of Accounting ..... 3<br>*With grade of "C" or higher* | |
| **General Education Requirements** | | **32-41 hours** |
| **Electives** | | **40-49 hours** |
| | *It is expected that most of these electives have been completed prior to the student's enrollment in this program.* | |
| **TOTAL** | | **120 HOURS** |

# Bachelor of Science in Nursing | For R.N.s

## Professional Studies Program

The R.N.-B.S.N. program for R.N.s provides an opportunity for working registered nurses to maximize their educational and career goals through the completion of a Bachelor of Science degree. The program is designed for the working adult, in an evening format. The program is also designed to allow the working professional to integrate work and school in a diverse clinical setting.

The R.N.-B.S.N. program is the responsibility of the Department of Nursing in the School of Health Professions, Science and Wellness, which manages the program and advises students in it. Processing of SGPS admission and financial aid forms are facilitated through SGPS. Admission is a two-part process: (1) admission through SGPS, and (2) admission to the nursing program through the Department of Nursing.

## Admissions

For admission to the R.N.-B.S.N. program, students must have:

- RN licensure in Maryland, the District of Columbia or a compact state (all residency and/or transfer requirements must be met).
- Cumulative GPA of 2.0 or above in all cognates.
- Current CPR and health requirements. (See Page 274).
- Acceptance of application to the nursing program.
- Completion of the following prerequisites (41 hours):

### Prerequisites for Students Admitted Prior to 2013-2014

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| INSY 110 | Computer Concepts I | 3 |
| COMM 105 | Introduction to Human Communication | 3 |
| BIOL 111 | Human Anatomy and Physiology I with lab | 4 |
| BIOL 112 | Human Anatomy and Physiology II with lab | 4 |
| BIOL 150 | Microbiology with lab | 4 |
| CHEM 105 | Survey of Chemistry with lab | 4 |
| MATH 110 | Probability and Statistics | 4 |
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Psychology of Development and Learning | 3 |
| SOCI 105 | General Sociology | 3 |

Admission may be denied if the student received within the last five years:

- A grade of "C–" in any two of the prerequisite courses listed above
- A grade of "F" in any one of the cognate course listed above

The Department of Nursing requires all NURS courses to be completed at WAU as listed for graduation. Thirty-one credits of NURS or related nursing courses from other colleges or universities can be transferred toward the 58 NURS credits needed for graduation.

Licensed registered nurses who do not hold a two-year associate degree will be awarded 31 credits toward their nursing credits necessary for graduation.

## For Students Admitted Prior to 2013-2014 Academic Year

**Nursing Core Curriculum** **50 hours**

*Note:* See course descriptions beginning on Page 421 *for prerequisite(s).*

| | | |
|---|---|---|
| NURS 305R | Transitions | 5 |
| NURS 331R | Health and Physical Assessment | 3 |
| NURS 370R | Concepts of Nursing Research and Computers | 3 |
| NURS 375R | Education in Health Care | 3 |
| NURS 380R | Advances in Pharmacology | 2 |
| NURS 390R | Management of Elder Care | 2 |
| NURS 445R | Complex Health Issues | 4 |
| NURS 460R | Concepts of Community Health | 4 |
| NURS 465R | Management in Health Care | 3 |
| NURS 490R | Preceptorship | 1 |
| NURS | Transfer Credits | 20 |

**Required Cognates** **6 hours**

| | | |
|---|---|---|
| INTD 315 | Ethics in Modern Society | 3 |
| INTD 327 | Issues in Religion and Culture | 3 |

**General Education** **9 hours**

| | | |
|---|---|---|
| HIST | History elective | 3 |
| HMNT | Humanities elective | 3 |
| LITR | Literature elective | 3 |

**Electives** **1 hour**

**TOTAL** **120 HOURS**

## Prerequisites for Students Admitted Beginning 2013-2014

**Completion of the following prerequisites** **45 hours**

| | | |
|---|---|---|
| ENGL 101 | First-Year Composition | 3 |
| ENGL 102 | Research and Literature | 3 |
| CPTR 105 | Introduction to Computers | 3 |
| COMM 105 | Introduction to Human Communication | 3 |

| | | |
|---|---|---|
| BIOL 111 | Human Anatomy and Physiology I with lab | 4 |
| BIOL 112 | Human Anatomy and Physiology II with lab | 4 |
| BIOL 150 | Microbiology with lab | 4 |
| CHEM 105 | Survey of Chemistry with lab | 4 |
| CHEM 110 | Organic Chemistry | 4 |
| MATH 110 | Probability and Statistics | 4 |
| NUTR 260 | Nutrition. | 3 |
| PSYC 105 | Introduction to Psychology | 3 |
| PSYC 210 | Developmental Psychology | 3 |

## For Students Admitted Beginning 2013-2014

**Nursing Core Curriculum** **59 hours**

*Note: See course descriptions beginning on* Page 421 *for prerequisite(s).*

| | | |
|---|---|---|
| NURS 308R | Transition into Professional Nursing Practice | 4 |
| NURS 310R | Health Assessment and Health Promotion | 4 |
| NURS 388R | Nursing Research and Informatics | 3 |
| NURS 422R | Leadership and Resource Management | 4 |
| NURS 444R | Community Health Nursing | 4 |
| NURS 477R | Advanced Professional Nursing Foundations | 3 |
| NURS 488R | Nursing Synthesis and Practicum | 6 |
| NURS | Transfer Credits | 31 |

**Required Cognates** **12 hours**

| | | |
|---|---|---|
| INTD 315 | Ethics in Modern Society | 3 |
| INTD 327 | Issues in Religion and Culture | 3 |
| RELT 280 | Moral Issues in Religion | 3 |
| – or – | | |
| RELT 230 | Religion in America | 3 |

**General Education** **9 hours**

| | | |
|---|---|---|
| HIST | History elective | 3 |
| HMNT | Humanities elective | 3 |
| LITR | Literature elective | 3 |

**Electives** **3 hours**

**TOTAL** **128 HOURS**

# Bachelor of Science in Organizational Management

Professional Studies Program

The Bachelor of Science in organizational management emphasizes the personal skills of management by drawing from studies in management, business administration, human resource management, organizational behavior and psychology. It is designed for individuals whose work requires an awareness of interpersonal relationships within an organization, incisive managerial and decision-making skills and clear oral and written communication.

A major in organizational management can broaden career opportunities and prepare a student for graduate work in human services, human resources and related fields.

| **Organizational Management Core Curriculum** | | **36 hours** |
|---|---|---|
| SOSC 315 | Systems Management and Organizational Behavior | 3 |
| SOSC 330 | Career Assessment and Planning | 3 |
| SOSC 351 | Statistical Methods | 3 |
| | *Completion of MATH 110 with "C" or higher is prerequisite to this course.* | |
| SOSC 352 | Research Methods | 3 |
| | *Completion of SOSC 351 with "C" or higher is prerequisite to this course.* | |
| SOSC 355 | Communication Management | 3 |
| SOSC 375 | Effective Interpersonal Relationships | 3 |
| SOSC 415 | Dynamics of Group and Organizational Behavior | 3 |
| INTD 327 | Issues in Religion and Culture | 3 |
| SOSC 420 | Multicultural Dimensions | 3 |
| SOSC 425 | Management Techniques and Supervision | 3 |
| INTD 315 | Ethics in Modern Society | 3 |
| SOSC 430 | Human Resources Administration | 3 |
| SOSC 499 | Guided Independent Research Project | 0 |

| **General Education Requirements** | **29-38 hours** |
|---|---|

| **Prerequisite Requirement** | | **4 hours** |
|---|---|---|
| MATH 110 | Probability and Statistics | 4 |

| **Electives** | **42-51 hours** |
|---|---|
| | *It is expected that most of these electives have been completed prior to the student's enrollment in this program.* |

| **TOTAL** | **120 HOURS** |
|---|---|

| **COUNSELING PSYCHOLOGY TRACK** | | **12 hours** |
|---|---|---|
| PSYC 360P | Abnormal Psychology | 3 |
| | *Completion of PSYC 105 is a prerequisite to this course.* | |
| PSYC 435P | Dynamics of Individual Counseling | 3 |
| | *Completion of PSYC 360 or PSYC 360P is a prerequisite to this course.* | |
| PSYC 440P | Dynamics in Group Counseling | 3 |
| | *Completion of PSYC 435 or PSYC 435P is a prerequisite to this course.* | |
| PSYC 465P | Theories of Personality | 3 |
| | *Completion of PSYC 210 is a prerequisite to this course.* | |

# MINORS | Professional Studies

WAU's undergraduate Professional Studies Program offers five minors in the following areas: Business Administration, Counseling Psychology, Health Care Administration, Information Systems and Organizational Management.

*Please see the list of program coordinators on* Page 289.

## Business Administration Minor

Professional Studies Program

**HEALTH CARE ADMINISTRATION MAJOR** | With Business Administration Minor

| | | |
|---|---|---|
| MGMT 345 | Essential Supervisory Techniques | 3 |
| ACCT 304 | Managerial Accounting | 4 |
| | *Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | |
| BUAD 320 | Business Law | 3 |
| MKTG 375 | Marketing | 3 |
| BUAD 370 | Decision Sciences | 4 |
| | *Completion of MATH 110 with "C" or higher is prerequisite to this course.* | |
| MGMT 490 | Business Strategy | 3 |
| **TOTAL** | | **20 HOURS** |

**INFORMATION SYSTEMS MAJOR** | With Business Administration Minor

| | | |
|---|---|---|
| MGMT 345 | Essential Supervisory Techniques | 3 |
| ACCT 304 | Managerial Accounting | 4 |
| | *Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | |
| MKTG 375 | Marketing | 3 |
| BUAD 370 | Decision Sciences | 4 |
| | *Completion of MATH 110 "C" or higher is prerequisite to this course.* | |
| ECON 375 | Economic Fundamentals for Managers | 4 |
| FNCE 335 | Business Finance | 4 |
| | *Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | |
| **TOTAL** | | **22 HOURS** |

**ORGANIZATIONAL MANAGEMENT MAJOR** | With Business Administration Minor

| | | |
|---|---|---|
| ECON 375 | Economic Fundamentals for Managers | 4 |
| ACCT 304 | Managerial Accounting | 4 |
| | *Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | |
| BUAD 370 | Decision Sciences | 4 |
| | *Completion of MATH 110 with "C" or higher is prerequisite to this course.* | |
| BUAD 320 | Business Law | 3 |
| MKTG 375 | Marketing | 3 |
| FNCE 335 | Business Finance | 4 |
| | *Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | |
| **TOTAL** | | **22 HOURS** |

# Counseling Psychology Minor

Professional Studies Program

| | | |
|---|---|---|
| PSYC 105 | Introduction to Psychology | 3 |
| | *Prerequisite for minor* | |
| PSYC 210 | Developmental Psychology | 3 |
| PSYC 360 | Abnormal Psychology | 3 |
| PSYC 435 | Dynamics of Individual Counseling | 3 |
| PSYC 440 | Dynamics of Group Counseling | 3 |
| PSYC 445 | Theories of Personality | 3 |
| **TOTAL** | | **18 HOURS** |

# Health Care Administration Minor

Professional Studies Program

| | | |
|---|---|---|
| HCAD 300 | Health Care Organization Theory /Management Practice | 3 |
| HCAD 340 | Personnel Management | 3 |
| | *Required for Information Systems majors only* | |
| HCAD 350 | Health Care Information Systems Management | 3 |
| HCAD 380 | Business Data Analysis | 3 |
| | *Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | |
| HCAD 400 | Planning in Health Care | 3 |
| HCAD 420 | Health Care Finance | 3 |
| | *Completion of ACCT 211 with "C" or higher is prerequisite to this course.* | |
| HCAD 430 | Legal Issues and Public Policy in Health Care | 3 |
| **TOTAL** | | **18 HOURS** |

# Information Systems Minor

Professional Studies Program

*Note:* See course descriptions beginning on Page 391 *for prerequisite(s).*

| | | |
|---|---|---|
| INSY 300 | Computer Fundamentals and Design | 3 |
| INSY 320 | Computer Concepts II (lab) | 3 |
| INSY 330 | LINUX Operating System (lab) (3) | |
| – or – | | |
| INSY 386 | Website Development (3) | 3 |
| INSY 380 | Information System Data Communication | 3 |
| INSY | Electives (2 courses) | 6 |
| **TOTAL** | | **18 HOURS** |

# Organizational Management Minor

Professional Studies Program

| | | |
|---|---|---|
| SOSC 315 | Systems Management and Organizational Behavior | 3 |
| SOSC 355 | Communication Management | 3 |
| SOSC 415 | Dynamics of Group and Organizational Behavior | 3 |
| SOSC 420 | Multicultural Dimensions | 3 |
| SOSC 425 | Management Techniques and Supervision | 3 |
| SOSC 430 | Human Resources Administration | 3 |
| **TOTAL** | | **18 HOURS** |

# Graduate Studies Program

WAU's Graduate Studies Program offers eight master's degrees: a Master of Business Administration; five Master of Arts degrees, in Health Care Administration, Public Administration, Counseling Psychology, Professional Counseling Psychology and Religion; and two Master of Science degrees in Nursing: Nursing Education and Nursing and Business Leadership.

*Please see Page 289 to contact the appropriate program coordinator.*

## Academic Policies

**Academic Performance** — Evaluation of student academic performance is the responsibility of the course instructors. Students must demonstrate satisfactory academic progress to continue in the program. Grades of "B" or higher are considered satisfactory.

Students are allowed only one grade of "C" for the entire graduate program. A student who receives a grade of "C" in more than one course will be placed on academic probation and required to repeat the additional "C" grade the next time the course is offered. Students must obtain a grade of "B" or higher.

Students who receive a "D" or "F" (a failing grade) in a course will be placed on academic probation and must repeat the course the next time the course is offered. Students must obtain a grade of "B" or higher. Students who receive more than two grades lower than "C" will be dismissed from their program of study.

No student may carry more than two incomplete (I) grades at any one time in the program. All (I) grades must be resolved within eight weeks after the original course grade was issued.

**Admissions Information** — The following are minimum requirements for entrance into all graduate programs. Individual programs may require higher grade-point averages and/or additional requirements for admissions. Please consult the applicable program page.

- Minimum GPA — 2.75 from a regionally accredited college or university.
- If applicants have a GPA that falls between 2.60 and 2.74, applicants must submit GRE or GMAT scores. See the applicable program page for further details.

**Provisional Admission Requirements** — Students who meet GPA requirements for acceptance but *do not* have the necessary prerequisites will be granted provisional admission into the program. Prerequisite courses must be completed with grades of "B" or better. (Not all majors require prerequisites.)

**Probationary Admission Requirements** — Students who do not meet the required GPA of 2.75 may be granted probationary admission. Prerequisite courses must be completed with grades of "B" or better. (Not all majors require prerequisites.)

**Course Repeat Policy** — A course in which a grade below "B" is received may be repeated. Individual courses may be repeated only once. Students who obtain a failing grade will be dismissed from their program of study.

**Transfer Credit** — Credits presented for transfer should be relevant to the student's academic program at WAU. The University reserves the right to reject credit earned at other institutions or require validation examinations, especially in professional programs, to meet current content requirements in specific courses.

A maximum of nine semester-hour credits from recognized, regionally accredited colleges and universities will be accepted. These hours must have been completed within three years of enrollment at WAU. If you wish to transfer credits, please provide the SGPS Administration with course descriptions and syllabi.

Transfer credits must be from an accredited institution, and you must have earned a grade of "B" or better in all courses. A validation examination may be required in cases of some transfer students in order to update a content of courses required by the program.

**CLEP and Other Credits** — No College Level Examination Program (CLEP) credits will be accepted for graduate credits. In addition, no credits will be awarded for any nonacademic experience. CLEP will be allowed as evidence of completion for prerequisite requirements.

**Submission of Late Work** — No materials that may affect a student's grade will be accepted after the official ending date and time of the course (the last night of class) unless an incomplete form has been approved by the instructor and director of the graduate program.

# BUSINESS ADMINISTRATION | M.B.A.

The Master of Business Administration (M.B.A.) degree is offered to provide an opportunity to develop advanced business skills in a small university setting, located near real-world business opportunities in Washington, D.C.

Through nontraditional scheduling, the program endeavors to meet the needs of individuals who have family, job and community responsibilities, and who are seeking a more productive role in society through higher education.

Applications and registrations for the Master of Business Administration degree are processed by the School of Graduate and Professional Studies. Admission, academic testing and graduation eligibility are determined by the university's Admissions office and Office of the Registrar.

## Admission

Admission to the Master of Business Administration program is based on:

1. Completion of an undergraduate business degree or an alternate undergraduate degree with successful completion of required prerequisite courses.
2. Graduate School application.
3. Overall undergraduate GPA of 2.75. Applicants whose GPA falls between 2.60 and 2.74 must submit a minimum GMAT score of 500 in order to be considered for admission.
4. Quality of written statement and curriculum vitae.
5. Interview with the director.

All applications and transcripts must be sent directly to the School of Graduate and Professional Studies.

## Learning Outcomes

Upon completion of their program of study, graduates of Washington Adventist University's Master in Business Administration program will demonstrate the following:

1. Developed or enhanced leadership skills that will enable the learner to lead and work in small or large groups within various organizations.
2. Developed or enhanced effective communication skills that will enable the learner to create, write and verbally present a variety of effective written business documents.
3. Developed or enhanced ability to apply, analyze and/or integrate business knowledge and information to any given business situation.
4. Developed or enhanced ability to apply critical thinking and analytical skills to solve problems in any dynamic business situation.
5. Developed or enhanced ability to apply ethical reasoning skills to recognize and analyze ethical issues of business decisions and situations.
6. Developed or enhanced understanding of core business concepts in the

five fundamental areas of business operations, including: understanding of accounting principles, understanding of economic principles, understanding of management principles, understanding of finance principles and understanding of marketing principles, quantitative business analysis, business information systems and business law.

## Master of Business Administration

The curriculum consists of 37 hours of study and provides a solid foundation in major business functional areas. Information literacy, speaking, writing and interpersonal skills are stressed throughout the curriculum.

Due to the intensive nature of the program, it must be assumed that students are familiar with basic business concepts and applications in a variety of business discipline areas.

The following undergraduate courses serve as prerequisites to core M.B.A. courses:

| | |
|---|---|
| ACCT | Principles of Accounting Course(s) – ACCT 211 or 304 |
| ECON | Microeconomics and Macroeconomics, or a combination course<br>*ECON 265 and 266 in traditional program, ECON 375 in SGPS* |
| MATH 110 | Probability and Statistics |

**M.B.A. Curriculum** **37 hours**

| | | |
|---|---|---|
| BAUD 500 | Graduate School Fundamentals | 1 |
| ACCT 610 | Managerial Accounting | 3 |
| ACCT 620 | Financial Accounting | 3 |
| BUAD 555 | Decision Science and Statistics for Managers | 3 |
| BUAD 560 | Management Communication | 3 |
| ECON 528 | Managerial Economics | 3 |
| FNCE 680 | Corporate Finance | 3 |
| MGMT 540 | Operations Management | 3 |
| MGMT 621 | Group Behavior and Team Building | 3 |
| MGMT 622 | Developing Ethical Leadership | 3 |
| MGMT 630 | Managing Human Capital | 3 |
| MGMT 689 | Strategic Management | 3 |
| MKTG 676 | Marketing Management | 3 |

# HEALTH CARE ADMINISTRATION | M.H.C.A.

The Master of Arts in Health Care Administration (M.H.C.A.) degree is a 36-semester-hour accredited professional program designed primarily for public service adult lifelong learners who want to refine their knowledge, skills and abilities. The degree program consists of a core curriculum of 12 cognate courses culminating in a capstone for strategic applications in health care organizations.

## Admission

1. GPA of 3.0 or higher from a regionally accredited undergraduate program. Applicants with less than a 3.0 GPA but with acceptable evidence of professional potential, shown through recent academic performance and experiential background, may be granted probationary admissions.
2. Professional résumé, including references.
3. Two letters of recommendation.
4. Completed prerequisite courses with "B" grade or better in Economics (Microeconomics, Macroeconomics, or a combination course)
5. Statement of purpose describing career goals in health care administration.
6. Possible interview.
7. TOEFL (if English is not the applicant's primary language).

## Master of Arts in Health Care Administration

| MHCA Curriculum | | 36 hours |
|---|---|---|
| HCAD 500 | Fundamental Skills for Graduate Study | 2 |
| HCAD 520 | Health Care Systems Analysis | 3 |
| HCAD 530 | Health Care Problem-solving Skills | 3 |
| HCAD 540 | Health Care Research | 3 |
| HCAD 550 | Health Care Ethics | 3 |
| HCAD 560 | Health Care Delivery and Project Management | 3 |
| HCAD 570 | Health Care Managerial Economics | 3 |
| HCAD 580 | Health Care Team Building | 3 |
| HCAD 590 | Health Care Information Systems Management | 3 |
| HCAD 610 | Health Care Leadership and Change Management | 3 |
| HCAD 620 | Health Care Risk and Policy Issues | 3 |
| HCAD 630 | Health Care Strategy Capstone | 4 |

# NURSING EDUCATION | M.S.N.-Ed.

The Master of Science in Nursing degree with a focus on nursing education is a 36-semester-hour professional program designed to prepare students to acquire essential knowledge and skills in the teaching and learning process.

Students will learn how to facilitate learning, design curriculum, use assessment and evaluation strategies and engage in the scholarship of teaching, service and leadership. Scholarly applied research is required to emphasize continuous quality improvement. Graduates will be prepared to competently work with students, patients and consumer learners in academic, clinical and professional settings.

Applications and registrations for the M.S.N.-Ed. degree are processed by the School of Graduate and Professional Studies. Admission, academic testing and graduation eligibility are determined by the university's Admissions office and Office of the Registrar.

## Admission

Admission to the M.S.N.-Ed. program is based on:

1. Completion of an accredited B.S.N. degree program with a GPA of 3.0 or higher. Students who do not meet the 3.0 GPA requirement must submit a minimum GRE score of Verbal 150; Quantitative Reasoning 150; Analytical Writing 3 in order to be considered for admission.
2. Current nursing license in Maryland or the District of Columbia.
3. Professional résumé and two letters of recommendation.
4. Written statement of career objectives and possible interview.

All applications and transcripts must be sent directly to the School of Graduate and Professional Studies.

## Master of Science in Nursing Education

The curriculum consists of 36 hours of study and provides a solid foundation in nursing education methodologies.

**Core Curriculum**

| | | |
|---|---|---|
| NUED 500 | Fundamental Skills for MSN — Graduate Studies | 2 |
| NUED 515 | Advancing the Profession of Nursing | 3 |
| NUED 525 | Theoretical Foundations of Teaching and Learning in Nursing | 3 |
| NUED 535 | Analysis of Evidence-based Practice/Inquiry and Research | 3 |
| NUED 545 | Ethics and the Adult Educator | 3 |
| NUED 555 | Population-based Nursing Considerations | 3 |

**Specialty Courses**

| | | |
|---|---|---|
| NUED 565 | The Nurse Educator: Facilitator of Learning | 4 |
| NUED 575 | Curriculum Development, Assessment and Evaluation | 3 |
| NUED 580 | Scholarly Teaching Strategies | 3 |
| NUED 585 | The Nurse Educator: Change Agent, Service and Leadership | 3 |
| NUED 595 | Program Synthesis Practicum I | 3 |
| NUED 605 | Program Synthesis Practicum II | 3 |

**TOTAL** **36 HOURS**

# NURSING AND BUSINESS LEADERSHIP | M.S.N.B.L.

The Master of Science in Nursing and Business Leadership (M.S.N.B.L.) degree is offered to provide an opportunity to develop advanced nursing administration and management skills. A career-changing degree, the M.S.N.B.L. provides a cutting-edge education that combines the educational background of both the M.S.N. and business leadership.

Applications and registrations for the M.S.N.B.L. degree are processed by the School of Graduate and Professional Studies. Admission, academic testing and graduation eligibility are determined by the university's Admissions office and Office of the Registrar.

## Admission

Admission to the M.S.N.B.L. program is based on:

1. Completion of an accredited B.S.N. degree program with a GPA of 3.0 or higher. Students who do not meet the 3.0 GPA requirement must submit minimum GRE scores of Verbal 150; Quantitative Reasoning 150; Analytical Writing 3 in order to be considered for admission.
2. Current nursing license in Maryland or the District of Columbia.
3. Professional résumé and two letters of recommendation.
4. Written statement and possible interview.

All applications and transcripts must be sent directly to the School of Graduate and Professional Studies.

# Master of Science in Nursing and Business Leadership

The curriculum consists of 42 hours of study, and provides a solid foundation in major nursing administration and management functional areas.

The following undergraduate courses serve as prerequisites to core M.S.N.B.L. courses:

| | |
|---|---|
| ACCT | Principles of Accounting Course(s)<br>*ACCT 211 and 212 in traditional program, ACCT 211 in SGPS* |
| ECON | Microeconomics and Macroeconomics, or a combination course<br>*ECON 265 and 266 in traditional program, ECON 375 in SGPS* |

| **Courses in Nursing** | | **24 hours** |
|---|---|---|
| NURS 500 | Fundamental Skills for MSN-M.B.A. Graduate Study | 2 |
| MSBL 510 | Nursing Problem-solving Skills Development | 3 |
| MSBL 520 | Applied Research Techniques | 3 |
| MSBL 530 | Nursing Operations and Delivery Systems | 3 |
| MSBL 540 | Nursing Leadership as a Change Agent | 3 |
| MSBL 545 | Professional Ethics in Health Care | 3 |
| MSBL 550 | Practicum: Management in Health Care Organizations | 3 |
| MGMT 689/ MSBL 600 | Seminar in Health Care Strategic Management | 4 |

| **Courses in Business** | | **18 hours** |
|---|---|---|
| ACCT 610/615 | Accounting Theory | 3 |
| ACCT 620/625 | Financial Accounting for Nurses | 3 |
| ECON 528 | Managerial Economics and Development | 3 |
| MGMT 621 | Group Behavior and Team Building | 3 |
| MGMT 630 | Managing Human Capital | 3 |
| MKTG 676 | Marketing Management | 3 |

| **TOTAL** | **42 HOURS** |
|---|---|

# PSYCHOLOGY | Masters of Arts

The School of Graduate and Professional Studies, in conjunction with WAU's Department of Psychology, offers two Master of Arts degree programs, one in Professional Counseling Psychology (L.C.P.C. or L.C.A.D.C.) and the other in counseling psychology. The Master of Arts degree in counseling psychology prepares the student to function as a counseling psychologist under the supervision of a licensed psychologist.

## Admission

Admission to the Master of Arts degree program requires that a student have a bachelor's degree in psychology or a related field (social work, mental health, etc.) Applicants who do not meet the minimum 2.75 GPA requirement, but whose grade-point averages fall between 2.60 and 2.74, must also submit GRE scores of at least 550 on the subject area Psychology examination in order to be considered for admission.

Students who possess a bachelor's or master's degree but in a unrelated area will be required to complete nine hours of upper-division psychology courses with a "B" or better before being admitted to the Master of Arts program. It is recommended that the student select from the following undergraduate psychology courses: Individual Counseling, Group Counseling, Psychological Testing, Theories of Personality and Abnormal Psychology.

## Master of Arts in Counseling Psychology

Non-licensure program | 39 hours

| Required Courses | | 39 hours |
|---|---|---|
| CPSY 510* | Advanced Lifespan Development | 3 |
| CPSY 520* | Psychopathology | 3 |
| CPSY 530* | Systems and Theories of Psychotherapy | 3 |
| CPSY 540* | Counseling Techniques | 3 |
| CPSY 550 | Field Experience (125 hours) | 3 |
| CPSY 560 | Group Therapy | 3 |
| CPSY 571 | Ethical, Legal and Substance Abuse Issues for Counselors | 3 |
| CPSY 580 | Career Counseling | 3 |
| CPSY 590 | Evaluation and Appraisal | 3 |
| CPSY 610 | Research in Counseling | 3 |
| CPSY 620 | Marriage and Family Counseling | 3 |
| CPSY 630 | Alcohol and Drug Counseling | 3 |
| CPSY 640 | Multicultural Counseling | 3 |

** Core program prerequisites must be met*

# Master of Arts in Professional Counseling Psychology

Licensed Clinical Professional Counselor (L.C.P.C.) program | 60 hours
Licensed Clinical Alcohol and Drug Counselor (L.C.A.D.C.) program | 60 hours

The Master of Arts degree in Professional Counseling Psychology prepares the student to be a counseling psychologist and to operate an independent practice. It is identical to the Master of Arts in Counseling Psychology with an additional 21 hours completed after Field Experience I. The student will be eligible to take the state of Maryland licensure exam for the L.C.P.C. or L.C.A.D.C. upon completion of the Master of Arts degree and 2,000 hours of supervised clinical experience.

| **Required Courses** | | **60 hours** |
|---|---|---|
| CPSY 510* | Advanced Lifespan Development | 3 |
| CPSY 520* | Psychopathology | 3 |
| CPSY 530* | Systems and Theories of Psychotherapy | 3 |
| CPSY 540* | Counseling Techniques | 3 |
| CPSY 550 | Field Experience (125 hours) | 3 |
| CPSY 560 | Group Therapy | 3 |
| CPSY 571 | Ethical, Legal, Substance Abuse Issues for Counselors | 3 |
| CPSY 580 | Career Counseling | 3 |
| CPSY 590 | Evaluation and Appraisal | 3 |
| CPSY 610 | Research in Counseling | 3 |
| CPSY 620 | Marriage and Family Counseling | 3 |
| CPSY 630 | Alcohol and Drug Counseling | 3 |
| CPSY 640 | Multicultural Counseling | 3 |
| CPSY 645** | Alcohol and Drug Dependency | 3 |
| CPSY 655** | Addiction Counseling Theories and Approaches | 3 |
| CPSY 660** | Psychopharmacology | 3 |
| CPSY 665** | Psychotherapy in Alcohol and Drug Disorders | 3 |
| CPSY 680† | Practicum (275 hours) | 6 |
| CPSY 690‡ | Advanced Counseling Techniques | 3 |
| CPSY 699A‡*** | Clinical Internship (150 hours) | 3 |
| CPSY 699B‡*** | Clinical Internship (150 hours) | 3 |
| CPSY 699C‡*** | Clinical Internship (150 hours) | 3 |
| CPSY 699D‡*** | Clinical Internship (150 hours) | 3 |

** Core program prerequisites must be met*
*** LCADC requirement*
**** LCPC requirement*
*† Prerequisites: Field Experience*
*‡ Prerequisites: Field Experience and Practicum*

**Additional Requirement:**

Before students are permitted to graduate with a Master of Arts in professional counseling psychology (60 hr.), they must provide documented evidence to indicate they have completed five hours of personal counseling before starting CPSY 680 Practicum. This requirement is considered a part of the student's professional education program to become a highly effective counselor. Students need to be aware of their own mental health issues in order to function in a competent and ethical manner.

# PUBLIC ADMINISTRATION | M.A.P.A.

The Master of Arts in Public Administration is a 37-credit-hour accredited professional program designed primarily for public service adult lifelong learners who want to refine their knowledge, skills and abilities — including promotability. The degree program consists of a core curriculum with a preparation course, nine cognate courses and a practicum in an agency or not-for-profit organization.

The purpose of the Master of Arts in Public Administration degree is to provide academic and professional competencies that are rooted in service to students, government and society in general. It will create opportunities for graduates who are practical public service thinkers and thinking public service practitioners.

## Admission

Admission to the M.A.P.A. program requires:

1. The completion of an undergraduate degree with a GPA of 2.75 or higher. Applicants whose GPA falls between 2.60 and 2.74 must submit GRE scores of 150 on both verbal and quantitative portions of the test in order to be considered for admission.
2. Professional résumé and two letters of recommendation.
3. Completed Fundamentals course with a grade of "B" or higher.
4. Written statement and possible interview.
5. Test of English as a Foreign Language (TOEFL), if English is not the applicant's primary language.

## Learning Outcomes

At the end of their studies, graduates of Washington Adventist University's Master of Arts in Public Administration program will have acquired and demonstrated the following outcomes:

1. Demonstrate a comprehensive knowledge of the fundamental differences between "for-profit" and nonprofit organizations. This includes, but is not limited to, public service ethics, team building in a nonprofit organization, leadership and change management in a nonprofit organization and public service consulting practices.
2. Demonstrate leadership management skills where each student will develop the ability to lead and work in small or large groups within any nonprofit organization or public sector.
3. Understand and utilize public policy processes that include conducting extensive background research relevant to a wide range of social problems, including identifying the costs and benefits accruing to different groups of people from different policy alternatives, applying and comparing different normative criteria in making policy choices and understanding the policymaking process, particularly the political realities associated with implementing and evaluating policy.

4. Advocate for public service by effectively corresponding with different audiences, including elected officials at all levels of government and other policy decision-makers, policy analysts and the public, using excellence in making oral presentations to different kinds of audiences.
5. Demonstrate critical thinking and decision-making in which each student will be able to integrate all areas of business knowledge, and apply this knowledge to any nonprofit and public business sector.
   This will include performing statistical analysis, multiple regression analysis, linear programming and forecasting, understanding the strengths and limitations of statistical measures in conducting public policy research and building analytical models to aid in the policy analysis and decision-making process.

## Master of Arts in Public Administration

The M.A.P.A. focuses on the practical application of government policy development, implementation and management. Effective public administrators are operators. They must be able to use the best leadership and management methods, and the most helpful insights and information available to handle the problems and obstacles that affect the day-to-day process. Public administration professionals must have the knowledge to seize the opportunities that arise to improve individual and organizational effectiveness and efficiencies.

The following undergraduate course serves as a prerequisite to the M.A.P.A. courses:

| | |
|---|---|
| MATH 110 | Probability and Statistics |

| **MAPA Curriculum** | | **37 hours** |
|---|---|---|
| PADM 500 | Graduate School Fundamentals | 1 |
| PADM 505 | American Democracy and Public Administration | 3 |
| PADM 510 | Introduction to Public Policy Analysis | 3 |
| PADM 520 | Public Sector Research | 3 |
| PADM 530 | Public Service Budgeting and Fiscal Controls | 3 |
| PADM 540 | Public Service Ethics | 3 |
| PADM 550 | Policy Analysis and Decision Support | 3 |
| PADM 600 | Public Service Team-building | 3 |
| PADM 610 | Public Service Information Technology Project Management | 3 |
| PADM 620 | Leadership as Change Management | 3 |
| PADM 630 | Sustainability and Environment Resource Management | 3 |
| PADM 680 | Public Service Consulting Practicum | 3 |
| PADM 690 | Public Strategy-as-a-Service Capstone | 3 |

# RELIGION | M.A.R.

## Mission Statement

*Through example and rigorous preparation that is biblically based, theologically informed, historically and culturally mindful, morally astute and practically adept, we seek to form women and men who know and supremely delight in God, and competently declare God's glory in Seventh-day Adventist congregations and the world at large.*

The Master of Arts in Religion (M.A.R.) degree is offered to provide an opportunity to develop advanced skills in pastoral and/or lay leadership. The M.A.R. degree is designed to prepare pastors, lay church workers and parachurch workers for more effective ministry by providing graduate-level training that will hone the skills needed for effective ministry leadership through master's-level education in Christian ministry.

Applications and registrations for the Master of Arts in Religion degree are processed by the School of Graduate and Professional Studies. Admission, academic testing and graduation eligibility are determined by the university's Admissions office and Office of the Registrar.

## Admission

Admission to the M.A.R. program is based on:

1. Completion of an undergraduate degree with a GPA of 2.75 or higher. *Note: If overall undergraduate GPA does not meet the 2.75 minimum requirements, GRE scores may be accepted in place of GPA. For specific GRE requirements, contact the program coordinator.*
2. Completed prerequisite courses with "B" grades or better in:

| | | |
|---|---|---|
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 299 | Research Methods for Theology and Religion | 3 |
| RELB 307 | Introduction to the Old Testament | 3 |
| RELB 345 | Introduction to the New Testament | 3 |

3. Written statement and possible interview.
4. Two letters of reference, one of which should be from the ordained pastor of the church that the potential student attends.
5. Test of English as a Foreign Language (TOEFL), if English is not the applicant's primary language.

All applications and transcripts must be sent directly to the School of Graduate and Professional Studies.

# Master of Arts in Religion

The following undergraduate courses are prerequisites:

| | | |
|---|---|---|
| RELT 250 | Principles of Christian Faith | 3 |
| RELT 299 | Research Methods for Theology and Religion | 3 |
| RELB 307 | Introduction to the Old Testament | 3 |
| RELB 345 | Introduction to the New Testament | 3 |

The Master of Arts in Religion curriculum consists of 39 hours of study and provides a solid foundation in major ministry functional areas. The student must complete the core curriculum and one area of concentration.

**Master of Arts in Religion Core Curriculum** **24 hours**

| | | |
|---|---|---|
| RELP 505 | Expository Preaching | 3 |
| RELP 591 | Church Leadership and Administration | 3 |
| RELP 618 | The Foundations of Christian Spirituality | 3 |
| RELP 685 | Principles of Hermeneutics | 3 |
| RELT 611 | Theological Anthropology | 3 |
| RELT 615 | The Doctrine of the Church | 3 |
| RELT 636 | The Doctrine of Salvation | 3 |
| RELT 674 | The Development of Seventh-day Adventist Theology | 3 |

**Concentrations** – *Choose one of the following:* **15 hours**

**Clinical Pastoral Education Concentration** 15 hours

| | | |
|---|---|---|
| RELP 535 | Clinical Pastoral Training I | 3 |
| RELP 555 | Pastoral Care and Counseling | 3 |
| RELP 635 | Clinical Pastoral Training II | 3 |
| RELT 591 | Theological and Ethical Issues in Death and Dying, and Crisis Counseling | 3 |
| RELT 572 | Healer Representations in Contemporary Texts | 3 |

**Ethical Leadership Concentration** 15 hours

| | | |
|---|---|---|
| RELT 615 | Biblical Ethics | 3 |
| RELT 622 | Developing Ethical Leadership | 3 |
| RELT 671 | Ethics and Theology through Film | 3 |
| RELT 672 | Readings in Feminist Ethics | 3 |
| RELT 691 | Social Ethics and Christian Responsibility | 3 |

**Metropolitan Ministry Concentration** 15 hours

| | | |
|---|---|---|
| RELP 555 | Pastoral Care and Counseling | 3 |
| RELP 611 | Church Growth in Metropolitan Setting: Survey and Practicum | 3 |
| RELP 621 | Incarnational Mission among the World's Urban Poor: Survey and Practicum | 3 |
| RELP 631 | Creating Metropolitan/Urban Communities | 3 |
| RELT 691 | Social Ethics and Christian Responsibility | 3 |

**TOTAL** **39 HOURS**

# Course Information


- Course Numbers and Prefixes | 330
- Course Descriptions

*Accounting* | *331*
*Anthropology* | *334*
*Bioinformatics* | *334*
*Biology* | *334*
*Broadcast Media* | *339*
*Business* | *340*
*Chemistry* | *344*
*Communication* | *346*
*Computer Science* | *349*
*Cooperative Education* | *352*
*Counseling Psychology* | *353*
*Information Systems*
• *Traditional* | *357*
*Economics* | *359*
*Education* | *360*
*English* | *370*
*Engineering* | *372*
*English as a Second Language* | *373*
*English Writing* | *373*
*Finance* | *374*
*Foreign Languages* | *377*
*French* | *377*
*Geography* | *378*
*Graphic Arts* | *378*
*Health Care Administration* | *378*
*History* | *382*
*Health Science* | *385*
*Homeland Security, Cyber Security and Emergency Preparedness* | *387*
*Honors* | *390*
*Humanities* | *391*
*Information Systems*
• *Nontraditional* | *391*
*Interdepartmental* | *396*
*Journalism* | *398*
*Literature* | *400*
*Long-Term Health Care* | *403*
*Mathematics* | *403*
*Management* | *406*
*Marketing* | *411*
*Medical Laboratory Science* | *413*
*Music* | *415*
*Nursing* | *421*
*Nutrition* | *27*
*Office Administration* | *427*
*Public Administration* | *428*
*Physical Education* | *430*
*Philosophy* | *434*
*Physics* | *435*
*Political Studies* | *437*
*Public Relations* | *440*
*Psychology* | *441*
*Radiology Technology* | *444*
*Religion* | *447*
*Respiratory Care* | *456*
*Sociology* | *459*
*Social Science* | *460*
*Social Work* | *461*
*Speech-Language Pathology and Audiology* | *464*
*Spanish* | *464*

# Course Information

This section describes the courses offered by Washington Adventist University. Each course description is intentionally brief and to the point. More detailed information can be obtained from the course instructor.

The institution reserves the right to withdraw from its offerings any course for which the registration is too small to justify the instructional expenses.

Courses offered in alternate years are designated by odd or even years. Designation is by the actual year of the semester.

## Course Numbers

The course numbers contain three digits:

**000 – 099** | Remedial courses that do not carry academic credit

**100 – 299** | Lower-division courses
*For first-year students, sophomores*

**300 – 499** | Upper-division courses
*For juniors and seniors*

**500 –** | Graduate-level courses

**A comma** between course numbers indicates that each semester's work may be taken independently and credit received for the work of a single semester.

**A semicolon** between course numbers indicates that the work of the first semester is prerequisite to that of the second. Credit may be received for the work of the first semester without completion of the second.

## Course Prefixes

ACCT Accounting
ANTH Anthropology
BINF Bioinformatics
BIOL Biology
BRMD Broadcast Media
BUAD Business
CHEM Chemistry
COMM Communication
COOP Cooperative Education
CPSY Counseling Psychology
CPTR Computer Science
CSYS Information Systems
• *Traditional program*
ECON Economics
EDEC Education: Early Childhood
EDSP Education: Special Education
EDUC Education
ENGL English
ENGR Engineering
ENSL English As a Second Language
ENWR English – Writing
FNCE Finance
FLNG Foreign Languages
FREN French
GART Graphic Arts
GEOG Geography
HCAD Health Care Administration
HIST History
HLSC Health Science
HMCS Cyber Security
HMER Emergency Preparedness
HMSC Homeland Security
HMNT Humanities
HNRS Honors
INSY Information Systems
• *Nontraditional*
INTD Interdepartmental
JOUR Journalism
LITR Literature
LTHC Long-Term Health Care
MATH Mathematics
MGMT Management
MKTG Marketing
MLSC Medical Laboratory Science
MSBL Nursing and Business Leadership
MUED Music Education
MUHL Music History/Literature
MUPF Music Performance
MUPI Music Private Instruction
NUED Nursing Education
NURS Nursing
NUTR Nutrition
OFAD Office Administration
PADM Public Administration
PEAC Physical Education Activity
PETH Physical Education Theory
PHIL Philosophy
PHYS Physics
PLST Political Studies
PREL Public Relations
PSYC Psychology
RADC Radiology Clinical
RADT Radiology Technology
RELB Religion: Biblical Studies
RELL Religion: Languages
RELP Religion: Pastoral Theology
RELT Religion: Theology
RESP Respiratory Care
SOCI Sociology
SOSC Social Science (Organizational Mgt.)
SOWK Social Work
SWRK Social Work
SPA Speech-Language Pathology & Audiology
SPAN Spanish

# Accounting

When offered; credit hours

**ACCT 211 Principles of Accounting I** **Fall; 3**
*Prerequisite: Placement in MATH 120 or MATH 110.* This is a foundation course for all business majors that explores the nature of accounting information and the environment in which it is developed and used. Topics discussed include the fundamental accounting equation, procedures used to record, classify and summarize business transactions in accounting records; measurement of business income; internal control; and preparation and uses of financial statements.

**ACCT 212 Principles of Accounting II** **Spring; 3**
*Prerequisite: ACCT 211 with a grade of "C" or higher.* Continuation of comprehensive coverage of basic accounting information. Begun in ACCT 211, topics focus on issues that primarily affect corporations, including organization, operations, stockholders' equity, special liabilities, investments in corporate securities, federal income taxes, cash flows and financial statement analysis and basic managerial accounting topics.

**ACCT 301; 302 Intermediate Accounting I and II** **Fall and Spring; 3; 3**
*Prerequisite for ACCT 301: ACCT 212 with a grade of "C" or higher. Prerequisite for ACCT 302: ACCT 301 with a grade of "C" or higher.* These courses are designed primarily for accounting majors — including those planning to sit for the CPA exam as well as finance majors. The course provides a comprehensive study of accounting theory and practice within the context of the conceptual framework of accounting, with special attention given to FASB Statements and Opinions related to measurement, recognition and reporting of assets, liabilities, equity, revenue and expenses and the major financial statements. Additional topics include pension accounting, leases and contingent liabilities. Computerized practice sets may be used at discretion of learning facilitator.

**ACCT 304 Managerial Accounting** **† SGPS only; 4**
*Prerequisite: ACCT 211 with a grade of "C" or higher.* A study of accounting as a managerial tool for decision-making in the planning and control cycle. Areas of study include cost behavior, activity-based costing (ABC), master budget and capital budgeting and divisional performance measurements.

**ACCT 309 Managerial Accounting** **Spring, even years; 3**
*Prerequisite: ACCT 112 with a grade of "C" or higher.* This course is a study of accounting as a managerial tool in the planning and control cycle. Special attention is given to cost accounting systems (job, process and ABC), cost-volume- profit relationships, standard costing, capital budgeting, cost-behavior patterns, transfer pricing and divisional performance measurement. At least one managerial accounting project may be included as a team or individual activity.

**ACCT 321 Income Tax I** **Fall, odd years; 3**
*Prerequisite: ACCT 212 with a grade of "C" or higher.* This course provides a comprehensive coverage of the fundamental concepts in federal income taxation with an emphasis on individual taxation. Topics include the statutory basis of tax law, determination of income, deductions, losses, credits and tax liability and property transactions. The Internal Revenue Code and Treasury Regulations are an integral part of this course.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**ACCT 322 Income Tax II** **Spring, even years; 3**
*Prerequisite: ACCT 321 with a grade of "C" or higher.* This course provides a comprehensive coverage of the fundamental concepts in federal income taxation with an emphasis on partnership, corporate, gift, trust and estate taxation. Corporate and partnership topics include the determination of income, deductions, losses, credits and tax liability; liquidating and non-liquidating distributions; acquisitions and reorganizations; estate planning mechanisms; and related special issues. The Internal Revenue Code and Treasury Regulations are an integral part of this course.

**ACCT 325 Accounting Information Systems** **Spring, odd years; 3**
*Prerequisite: ACCT 212 with a grade of "C" or higher.* This course is a study of the planning, implementation, operation and analysis of electronic data processing systems in accounting, and the use of the information for financial reporting and control. Flowcharting will be emphasized. Computerized practice set required.

**ACCT 327 Government and Fund Accounting** **Spring, even years; 3**
*Prerequisite: ACCT 212 with a grade of "C" or higher.* This course provides the accounting major with an In-depth coverage of the fundamental accounting principles applicable to government, hospitals, schools and other nonprofit organizations. Topics include budgetary accounting, and the analysis and interpretation of nonprofit financial statements. Pronouncements of the Governmental Accounting Standards Board (GASB) will be emphasized.

**ACCT 405 Auditing** **Fall, odd years; 3**
*Prerequisite: ACCT 302 with a grade of "C" or higher.* This course is designed exclusively for accounting majors, including those planning to sit for the CPA exam. The course involves a study of the nature and purpose of auditing and related public accounting work, including generally accepted auditing standards. Emphasis on auditing in the electronic data processing (EDP) environment. Current professional standards and ethics of the auditor will be included. An auditing project may be provided at the discretion of the learning facilitator.

**ACCT 410 Auditing Problems and Cases** **As needed**
*Prerequisite: ACCT 405 with a grade of "C" or higher.* An examination and in-depth study of special auditing topics such as statistical sampling, professional ethics, EDP auditing, legal liability and SEC accounting. The case method will be utilized.

**ACCT 421 Advanced Accounting** **Fall, even years; 3**
*Prerequisites: ACCT 302 and FNCE 290 with a grade of "C" or higher.* This course is designed exclusively for accounting majors, including those planning to take the CPA exam. The course includes a study of the accounting problems associated with consolidating and consolidated financial statements, segment reporting, partnerships, businesses in financial difficulty.

**ACCT 449; 450 CPA Review Problems** **As needed, Fall and Spring; 3; 3**
*Prerequisite: ACCT 421 with a grade of "C" or higher.* A course designed to study accounting theory and practice with specific attention to CPA examinations. Course is designed for students intending to sit for the CPA examination. Available to others by permission of the instructor.

**ACCT 494 Selected Topics in Accounting** **As needed; 1-3**
A current advanced topic in accounting will be explored.

**ACCT 495 Independent Study in Accounting** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in accounting at the upper-division level.

**ACCT 500 Survey of Accounting** **As needed; 4**
*Prerequisite: None.* This is a survey course of the study and practice of financial accounting with emphasis on financial statement presentation and analysis, exposure to techniques for assisting the manager in planning, control and decision-making activities. This course focuses less on the double entry, debit and credit process and more on the analysis of assets, liabilities and equity measurement. This course is available to graduate students only.

**ACCT 567 Corporate Taxation** **3**
*Prerequisite: A grade of "B" or higher in an undergraduate Individual Taxation course (ACCT 321).* Study of federal income taxation of corporations, partnerships, estates and trusts, with emphasis on tax planning opportunities.

**ACCT 586 Tax Research** **3**
*Prerequisite: A grade of "B" or higher in an undergraduate Individual Taxation course (ACCT 321).* Study of the legislative, administrative and judicial sources of tax law, as well as the resources and techniques used to find a competent and professional conclusion to a tax problem.

**ACCT 610 Managerial Accounting** **3**
*Prerequisites: ACCT 211, 212 or equivalent with grade of "B" or higher.* Students examine decision support and management control systems based on internally generated accounting reports and data. Operational budgeting, activity-based costing techniques; relevant costs in capital budgeting and strategic planning for improvements and new capital investments will be addressed.

**ACCT 615 Accounting Theory** **3**
*Prerequisite: A grade of "B" or higher in the equivalent of one year of Intermediate Accounting (ACCT 301 and 302).* An examination of the standard-setting process and selected accounting research and analysis of major problem areas of financial accounting.

**ACCT 620 Financial Accounting** **3**
*Prerequisites: ACCT 211, 212 or equivalent with grade of "B" or higher.* Identifies the basic concepts and procedures underlying public financial reporting and analysis. Students explore the impacts of alternatives available within generally accepted accounting principles and financial reporting strategies. Students further examine means of executive-level financial control and performance measurement. Investing, access to financial markets and maintaining the financial health of the organization are also addressed.

**ACCT 630 Advanced Auditing Topics** **3**
*Prerequisite: A grade of "B" or higher in an undergraduate course in Auditing (ACCT 405).* An examination of current issues facing the auditing profession. Considers the evolution of auditing in the United States and reviews contemporary auditing literature. Special emphasis on the use of statistical tools in auditing and the auditing of EDP systems.

# Anthropology

When offered; credit hours

**ANTH 275 Cultural Anthropology** **Spring; 3**
Introduction to cultural anthropology and ethnology. Comparisons of patterns of life, cultures and customs, ethnic variations, technologies, thought forms, social organizations, ultimate goals and expectations. Emphasis on the contemporary with some attention to archaeological backgrounds.

# Bioinformatics

When offered; credit hours

**BINF 205 Introduction to Bioinformatics** **Fall; 4**
*Prerequisites: CPTR 150. CPTR 230M. BIOL 161. BIOL 162.* This course introduces the student to the practice and theories associated with bioinformatics, which is the marriage between molecular biology and computer science. Topics that will be explored include the use of the molecular biological databases and the analysis and review of sequences for macromolecular molecules. The concepts of genome assembly and sequencing techniques will be investigated. Gene expression array, molecular docking and dynamics, protein-to-protein interactions and networks, protein structure prediction and structure, phylogenetic trees, proteomics and text mining are major components of the course. During the bioinformatics laboratory, students will be taught how to analyze and write a bioinformatics publication and design, implement and present a bioinformatics research plan.

**BINF 420 Advanced Bioinformatics** **Spring; 4**
*Prerequisite: BINF 205.* This course is a thorough introduction to the programming language of PERL. It is designed for the undergraduate science student. The student, through lecture, hands-on assignments and real-world examples, will be able to gain an understanding of PERL syntax. During the advanced bioinformatics laboratory, students will be taught how to analyze and write a bioinformatics publication and design, implement and present a bioinformatics research plan using and executing PERL modules, which solves bioinformatics programming challenges.

**BINF 495a Independent Study in Bioinformatics I** **Fall; 2**
*Prerequisite: BINF 420* Study on an independent basis in collaboration with the instructor on a topic in bioinformatics. The goals will be for the research done to be faculty-directed and student-driven, leading to a publication. Students may also participate in an internship focusing on bioinformatics research at another institution or firm. Students will be required to indicate their learning in the form of a paper and presentation.

**BINF 495b Independent Study in Bioinformatics II** **Spring; 2**
*Prerequisite: BINF 495a.* Study on an independent basis in collaboration with the instructor on a topic in bioinformatics. The goals will be for the research done to be faculty-directed and student-driven that will lead to a publication. Students may also participate in an internship focusing on bioinformatics research at another institution or firm. Students will be required to indicate their learning in the form of a paper and presentation.

# Biology

When offered; credit hours

**BIOL 110 Vital Basics of Anatomy and Physiology of Life Functions** **Fall; 4**
*Prerequisite: Approval of the instructor.* This course covers the macroscopic and microscopic structure and function of select organ systems of the human body. Some applications to pathology and health are made, but the emphasis is on understanding the normal functions of cell types, tissues and organs and how organ systems are integrated. An in-depth discussion of cells, tissues, organs, respiratory system, cardiovascular system and blood, central and peripheral nervous systems, immune system and the renal/urinary system will be supplemented by a survey of the skeletal system, muscular system, sense organs, endocrine system and reproductive systems. Does not apply to biology major or minor, or to pre-nursing or pre-physical therapy requirements. Three lectures and one laboratory session per week.

**BIOL 111; 112 Human Anatomy and Physiology** **Fall (111) and Spring (112); 4; 4**
This course is a two-semester sequence (see below) that covers the macroscopic and microscopic structure and function of the organ systems of the human body. Some applications to pathology and health are made, but the emphasis is on understanding the "normal" functions of cell types, tissues, organs and how organ systems are integrated.

**BIOL 111:** The first semester coverage includes cells, tissues, skin and the skeletal, muscular, nervous (with special sense organs) and endocrine systems. Does not apply to biology major or minor. Three lectures and one laboratory session per week.

**BIOL 112:** *Prerequisite: BIOL 111 with a grade of "C" or higher.* The second semester coverage includes the cardiovascular system and blood, immune, renal/urinary, respiratory, digestive, reproductive systems and human genetics. Does not apply to biology major or minor. Three lectures and one laboratory session per week.

**BIOL 130 Humans and Their Environment** **Spring; 4**
Biological and ecological issues and choices facing society. Topics include basic environmental principles, human population dynamics, land and soil use, world food supplies and distribution, energy utilization, deforestation, solid and nuclear waste disposal, air and water pollution and endangered species. Applies to the General Education science requirement and recommended for approved teacher education certification programs. Three lectures, one laboratory session per week.

**BIOL 140 The Human Body in Health and Disease** **Fall; 4**
The structure and function of the human body as it relates to health maintenance and health problems encountered in everyday living. The Adventist philosophy of health, especially as expressed by Ellen White, is an integral part of the course. Does not apply toward a biology major or minor. Three lectures and one laboratory period per week. *Cross-listed as HLSC 140.*

**BIOL 150 Microbiology** **Spring; 4**
*Prerequisite: CHEM 105. CHEM 110 strongly recommended.* A study of the structure, function, organization, classification, distribution, activities and medical significance of viruses, monera, protista, fungi and animal parasites. Three lectures and one laboratory period per week, with additional laboratory time required for some labs.

**BIOL 161; 162 College Biology** (See below) **Fall (161) and Spring (162); 4; 4**

**BIOL 161:** This course identifies and elaborates basic themes in the study of biology, reviews important chemical concepts, including the biochemical and structural basis of cell function with a focus on the relation between structure and function of cells as well as higher order assembly. Considers basic concepts regarding heredity; introduces mechanisms of evolution. Topics include cell structure and function; consideration of macromolecules, including proteins, lipids, carbohydrates and nucleic acids; enzyme structure and activity; hormone control; protein synthesis; photosynthesis; energy and metabolism; structure and function of nucleic acids and chromosomes; Mendelian and molecular genetics, including regulation of gene expression; and basic principles of evolution. Four lectures and one laboratory per week.

**BIOL 162:** *Prerequisite: BIOL 161 with a minimum grade of "C."* This course is a survey of animal systematics and animal biology, including nutrition, gas exchange, transport systems, excretion, reproduction and embryonic development, nervous and chemical regulation, muscle physiology, animal behavior, structure and function of plants, ecosystems and populations and community ecology. Four lectures and one laboratory per week.

**BIOL 265 Animal Diversity** **Fall; 4**

*Prerequisite: Permission of the instructor.* A systematic study of the phyla and major classes of animals, including taxonomy, life histories, general structure and representative genera with emphasis on the invertebrate phyla and on forms affecting people. Three lectures and one laboratory per week.

**BIOL 266 Plant Diversity** **Spring; 4**

Major plant and fungal groups, including taxonomy, life cycles, general structure and representative genera. Three lectures and one laboratory per week.

**BIOL 294 Topics in Biology** **As needed; 1-4**

Designed for students who wish a course not listed in the regular offerings. A current topic in biology will be explored.

**BIOL 295 Independent Study in Biology** **As needed; 1-3**

Study on an independent basis in collaboration with the instructor on a topic in biology at the lower-division level.

**BIOL 305 Genetics** **Fall; 4**

*Prerequisite: BIOL 162 with a minimum grade of "C."* A thorough survey of the field of genetics covering biochemistry, organization, replication, transcription, translation, regulation, mutation, recombination, repair of the macromolecules forming the genetic apparatus; Mendelian inheritance, cytogenetics, gene mapping and population genetics. Three lectures and one laboratory per week.

**BIOL 315 Histology** **Fall, odd years; 4**

*Prerequisite: BIOL 162 with a minimum grade of "C."* A detailed study of the gross and fine structure of the cells and tissues that comprise the organs and organ systems of the vertebrate body. Lecture will deal with the structure-function relationships seen in the tissues of the body; lab will emphasize the microscopic identification of normal vertebrate tissues. Three lectures and one laboratory per week.

**BIOL 330 Animal Physiology** **Spring; 4**
*Prerequisites: BIOL 162 with a minimum grade of "C" or BIOL 111; 112 with a minimum grade of "B." PHYS 272 recommended.* A study of the major functional systems of animals and their physiological interactions with the environment. Emphasis is on a comparative physiology approach. Three lectures and one laboratory per week.

**BIOL 405 Cell and Molecular Biology** **Spring; 4**
*Prerequisites: BIOL 162 and BIOL 305 with a minimum grade of "C."* An in-depth analysis of the structure and function of prokaryotic and eukaryotic cells both as organisms and as subunits constituting multicellular organisms. The lecture will examine the physiology of the nucleus and cytoplasmic organelles, cell growth and division and cellular regulatory mechanism. The laboratory will introduce students to a variety of microscopic, cytological, protozoological and cell culture techniques useful in experimental cell biology. Three lectures and one laboratory period per week.

**BIOL 410 Developmental Biology** **Fall, even years; 4**
*Prerequisites: BIOL 162; BIOL 305 and BIOL 405 recommended.* An examination of the processes of embryonic development at the molecular, cellular and organismic levels. The lecture will cover experimental studies of the biological mechanisms controlling developmental processes, while the laboratory will stress descriptive studies of embryonic structural development. Three lectures and one laboratory per week.

**BIOL 415 Immunology** **Spring; even years; 3**
*Prerequisites: BIOL 162 with a minimum grade of "C"; BIOL 305 and BIOL 405 recommended.* An introduction to the immune system, with emphasis on mammalian models. Lecture includes discussions on generation of humoral and cell-mediated immune responses, antigen and antibody structure and function, transplantation and tolerance and immunopathologies. Three lectures per week.

**BIOL 416 Immunology Laboratory** **Spring, even years; 1**
*Corequisite: BIOL 415.* An introduction to the techniques used in clinical immunology. One three-hour session per week.

**BIOL 420 General Ecology** **Fall, odd years; 4**
*Prerequisites: BIOL 162, BIOL 265, BIOL 266; BIOL 305 and MATH 110 strongly recommended.* The study of the relationships of plants and animals, both as individuals and assemblages, to their biological and physical environments. It will consider such topics as: features of the physical environment, biological communities, ecosystems and the flow of energy, life history strategies, population structure and growth, species interactions, biodiversity, biogeography, extinction and conservation and the role of humans in the ecosphere. Three class lectures per week; one three-hour laboratory or equivalent per week, with occasional field trips.

**BIOL 425 Life Origins and Speciation** **Spring; 2**
A comparative study of life origins and speciation from the viewpoint of contemporary creationists and evolutionists, an examination of the geological and biological evidence and consequences of the Noachian flood and an overview of mechanisms and processes of variation and speciation. Two lecture-discussion periods per week.

**BIOL 491; 492 Senior Seminar** **Fall and Spring; 1; 1**
*Prerequisites: BIOL 491, senior class standing and a minimum of 26 credits in Biology.* A discussion of the philosophy of science, scientific method, exchange and interpretation of data, reference resources, etc., as well as an introduction to the critical evaluation of periodical literature in the biological sciences. One class meeting per week.

**BIOL 494 Topics in Biology** **As needed; 1-4**
*Prerequisite: Approval of the chair.* Designed for a group of students who wish a course not listed in the regular offerings. Examples: biogeography, avian biology, human reproductive physiology. Not more than four hours of credit may be earned in any one term.

**BIOL 495 Independent Study in Biology** **As needed; 1-4**
*Prerequisite: Approval of the instructor.* Study on an independent basis in collaboration with the instructor on a topic in Biology at the upper-division level.

## Rosario Beach Marine Biological Field Station

*The following courses are offered during the summer at the Walla Walla University marine station. Each course is not necessarily offered every summer. All upper-division courses offered at the Rosario Beach Marine Biological Field Station require either BIOL 162 (WAU) or BIOL 143 (WWU) as a prerequisite.*

The following courses are classified as marine courses: BIOL 417R, 458R, 460R, 462R, 463R, 468R and 475R.

**BIOL 141R, 142R, 143R General Biology** **2.7, 2.7, 2.7**
(Equivalent to BIOL 161,162) Study of the basic principles of biology. Topics such as anatomy, physiology, cytology, genetics, taxonomy, ecology and embryology are considered with reference to both plants and animals.

**BIOL 403R Ornithology** **3.3**
Study of native birds of North America, with emphasis on physiology, identification, migration and life histories. Research project and field trips required. Binoculars required.

**BIOL 405R Natural History of Vertebrates** **3.3**
Study of vertebrates with emphasis on natural history, ecology, physiology and taxonomy. (Course fees apply.)

**BIOL 410R Limnology** **3.3**
An introduction to the history, structure, physical characteristics and biota of lakes, rivers and streams, and to the physical, biological and geochemical processes occurring there.

**BIOL 417R Behavior of Marine Organisms** **3.3**
*Prerequisite: a course in animal behavior, organismal biology and/or psychology.* A study of inter- and intraspecific behaviors of marine animals and their behavioral responses to the physical environment. The course involves laboratory experience, field observations and research project.

**BIOL 426R Systematic Botany** **3.3**
Study of the principles of plant classification, together with a systematic survey of vascular plants, with emphasis on natural history and ecology.

**BIOL 430R Molecular Biology Techniques** **Even years; 3.3**
*Prerequisites: BIOL 305 Genetics, CHEM 221 Organic Chemistry, CPTR 105 Intro-*

*duction to Computers, MATH 126 Precalculus, MATH 110 Probability and Statistics.* Introduction to the theory and practice of modern molecular techniques. The laboratory will include techniques such as the purification and analysis of DNA, RNA and protein, recombination DNA procedures, mutagenesis, hybridization methods, PCR and DNA sequencing technology. Two laboratories per week.

**BIOL 440R Human Anatomy** **3.3**
Comprehensive study of human anatomy covering all systems of the head, neck, trunk and extremities. A solid morphological basis for a synthesis of anatomy, physiology and clinical sciences. Dissection and identification of anatomical structures using cadavers, charts and models.

**BIOL 450R Paleobiology** **3.3**
Study of the biology, diversity and history of ancient life and of the principles and methods employed in interpreting life of the past. Special consideration will be given to the fossil record of western North America. (College Place campus – 4 quarter hours; Rosario Beach Marine Laboratory – 5 quarter hours).

**BIOL 458R Marine Biology** **3.3**
An integrated approach to understanding the marine environment, primarily from an ecological perspective. Included are principles of basic oceanography, plankton biology, deep-sea biology and shallow-water marine communities. Research project and field trips required.

**BIOL 460R Marine Ecology** **3.3**
Study of interspecific, intraspecific and community relationships demonstrated by marine organisms.

**BIOL 462R Ichthyology** **3.3**
Systematic study of the fishes found in Puget Sound, with a survey of the fishes of other waters.

**BIOL 463R Marine Phycology** **3.3**
A systematic survey of marine algae, covering the principles of their classification, natural history, ecology, physiology and practical use.

**BIOL 468R Comparative Physiology** **3.3**
*Prerequisite: BIOL 330 (WAU) or BIOL 392 (WWU).* Comparative study of the physiology and life processes of animals with emphasis on invertebrates.

**BIOL 475R Marine Invertebrates** **3.3**
A study of the biology of selected groups of marine invertebrates.

# Broadcast Media

When offered; credit hours

**BRMD 101 Audio and Video Basics** **Fall, as needed; 3**
Students study and apply the fundamentals of preproduction, production and postproduction. Principles of scriptwriting, videography, lighting, editing, microphone techniques, audio mixing and broadcast performance are featured in the course. Credit for this course does not apply toward a major or minor in Broadcast Journalism, but it does apply toward the General Education practical and applied arts requirements.

**BRMD 265 Non-linear Editing** **Fall; 3**
*Prerequisites: BRMD 101 or permission of the instructor.* An introduction to the theories and principles of video editing and digital editing systems with an emphasis on application, using AVID technology in preparation for online postproduction editing.

**BRMD 345 Multicamera Production and Direction** **4**
*Prerequisites: BRMD 101; JOUR 280, JOUR 300 recommended.* Fundamentals of the principles and techniques of producing and directing multicamera live news and public affairs productions. Laboratory exercises emphasize skill-related topics such as script marking, segment timing and crew position. Assessment is based on flawless production, direction and execution of newscast style, demonstration style, interview style and variety show formats.

**BRMD 455 Documentary Heritage** **Fall, even years; 3**
*Prerequisite: ENGL 102.* Analysis and evaluation of the forms, techniques, approaches and relative effectiveness of various selected types of documentaries. Emphasis is on the step-by-step procedures of designing, planning and script treatment of a short-length documentary.

**BRMD 456 Documentary Production** **Spring, odd years; 3**
*Prerequisites: JOUR 300, BRMD 455.* The principles of documentary-making, applied to the complete production, postproduction and presentation of a short-length documentary.

# Business

When offered; credit hours

**BUAD 110N Business Basics** **‡ NCHE; 3**
The aim of this course is to introduce some basis concepts in business studies. It deals with the question "What is a business?" and explores at the very basic level the main functional areas of business as well as the context and environment in which organizations operate. The course lays down the foundation from which to build and specialize in other, more advanced courses such as Principles of Accounting, Principles of Management, International Management, etc.

**BUAD 246 Business Research and Communication** **‡ NCHE; 3**
*Prerequisite: ENGL102.* Designed to enhance research and writing skills, and to help the student develop competency in writing business communications. A research project is required.

**BUAD 294 Selected Topics in Business** **As needed; 1-3**
A current topic in business will be explored.

**BUAD 295 Independent Study in Business** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in business at the lower-division level.

**BUAD 305N Advanced Business Skills** **‡ NCHE; 3**
This course advances the skills and tools previously obtained in BUAD2XX and customizes them to the individual business career and/or postgraduate aspirations of the student. It is taught through private tutorials and is initially focused on assisting the students in their efforts to secure an internship,

‡ *NCHE = Newbold College of Higher Education, United Kingdom*

but can also consider a longer-term view of the students' chosen business career and/or postgraduate study. Topics and/or assignments might include: advanced CV development, internship and/or job searching techniques, advanced interviewing practicals, revision of more advanced topics discussed in BUAD 2XX and post-graduate degree selection (e.g., which M.B.A. and where to take it).

**BUAD 315 Quantitative Methods** **Spring; 3**
*Prerequisites: ACCT 212, COMM 105, ECON 265, ECON 266, ENGL 102 and MATH 110 with grades of "C" or higher.* The business decision-making process and the applications of linear equations, linear programming, matrix algebra, probability, minimization and maximization problems, game theory, PERT, inventory models and introduction to forecasting.

**BUAD 320 Business Law** **† SGPS only; 3**
The basics of law as relevant to business relationships; contracts, negotiable instruments, agencies, real and personal property and sales. Particular emphasis will be given to the areas of business law required by the tracks available in the AEP business curriculum: entrepreneurship, finance and human resources.

**BUAD 350 Business Research Methods** **Fall, odd years; 3**
*Prerequisite: MGMT 201 or MKTG 315 with grades of "C" or higher.* Complete coverage of the steps necessary to conduct social science research, including research designs most commonly used, sample selection, data collection methods, interpretation of results and a variety of written reports of results. This course will also focus on the statistical tests most commonly used in higher levels of social science research such as z tests, t tests, correlation and regression, analysis of variance and non-parametric tests. If the student is a Marketing major in the traditional program, it is expected that the research project be completed and presented, both in written and oral form during this course, to a panel of qualified judges.

**BUAD 360 Ethics and Professionalism in Business** **Spring; 3**
*Prerequisites: ACCT 212, FNCE 290, MGMT 201 with grades of "C" or higher.* A team-taught course drawing on professors whose educational discipline is ethics or a related area and Accounting/Business faculty. The first half of the course explores the classic models for analyzing situations and decisions from an ethical perspective. The second half involves case analysis and simulations relative to ethical situations and decisions specific to various areas of business. Areas that will be covered include; the profit motive and the public good, social responsibility in corporations, environmental concerns, consumer and employee relations, confidentiality, whistleblowing, advertising and hiring practices.

**BUAD 370 Decision Sciences** **† SGPS only; 4**
*Prerequisite: MATH 110 with a grade of "C" or higher.* This course will provide an introduction to the most common mathematical models used in business for the purpose of making management decisions. Topics cover a variety of business areas, including forecasting models, project management tools and simulation modeling used by managers in any functional area, to inventory control and queuing theory used in the retail arena, linear programming and transportation models used in the manufacturing sector and decision models and Markov analysis used in the human resource and finance arenas.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**BUAD 375 Business Law I** **Fall; 3**
*Prerequisites: ACCT 212, COMM 105, ECON 265, ECON 266, ENGL 102 and MATH 110 with grades of "C" or higher.* Exploration of the legal environment of business with an emphasis on the legal system, individuals and property. Topics include an overview of the American legal system, torts, crimes, business ethics, contracts, leases, personal and real property, wills, trusts and estates.

**BUAD 376 Business Law II** **Spring; 3**
*Prerequisite: BUAD 375 with a grade of "C" or higher.* Exploration of the legal environment of business with an emphasis on business transactions and legal relationships. Topics include agency, partnership, corporations, securities regulation, bankruptcy, negotiable instruments and employment law.

**BUAD 415 International Business Environment** **Spring; 3**
*Prerequisites: ACCT 212, ECON 266, MGMT 201, MKTG 310 with a grade of "C" or higher.* This survey course in global business will introduce students to all areas of international business and the environment within which business transactions take place. The course examines the nature of complex forces that influence the international business environment, including economics, financial markets, accounting, corporate social responsibilities, physical infrastructure, societal, workforce preparedness, cultural, political, legal, labor, competitive and marketing distributive forces. The impact of different forms of government, along with their economic systems, will also be addressed, as well as an in-depth review and analysis of the latest theories and models, and their application in the international business environment.

**BUAD 460 Logistics and Operations Management** **Fall, even years; 3**
*Prerequisites: BUAD 315 and MGMT 338 with grades of "C" or higher.* This course provides a study of the business function, both nationally and internationally, involved in the movement and storage of supplies, work-in-progress and finished goods. Topics include: the trade-offs between cost and service and the purchase of raw materials; the warehousing and control of inventory; industrial packaging; materials handling within warehouses; and the distribution of finished goods to customers required to minimize costs, maximize profits or increase customer service levels.

**BUAD 480 Organizational Design** **3**
*Prerequisite: MGMT 202 with a grade of "C" or higher.* This course provides a theoretical knowledge base relevant to organization design problems with an aim to improve organizational effectiveness and functioning. Topics include; organization structure; control and information systems, reward and incentive systems; organization culture; and power and politics. Students will be required to write at least one research paper.

**BUAD 494 Selected Topics in Business** **As needed; 1-3**
A current advanced topic in business will be explored.

**BUAD 495 Independent Study in Business** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor at the upper-division level.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

**BUAD 499 Guided Independent Research Project** **† SGPS only; 0**
The guided independent research project begins with the first scheduled course and ends with the last. Students select the project in cooperation with an SGPS project adviser. The project may include such items as work-related studies, experimental studies, grant proposals and planning documents. This research project requires 250 hours of work directly related to the project. A comprehensive project write-up is required. The project receives a letter grade.

**BUAD 500 Graduate School Fundamentals** **† SGPS only; 1**
This two-part preparatory course prepares and assesses incoming students for critical skills required by this graduate program. Part I covers key issues in graduate learning, including time management skills; teaming skills; social intelligence; and career planning and preparation. Part II consists of an overview of business management and the curriculum with an emphasis on critical thinking, presentation and writing skills. *Cross-listed under PADM 500.*

*Note: Students must pass this course in order to enroll in any other program courses. Only two attempts to pass this course are permitted. Students who fail this course on the first attempt will be counseled and guided in terms of their individual graduate study skill development. This course is a prerequisite to all other courses in the program.*

**BUAD 555 Decision Science and Statistics for Managers** **3**
*Prerequisite: Undergraduate course in statistics (MATH 110 in traditional program; BUAD 485, HCAD 320 or SOSC 350 in SGPS) with a grade of "B" or higher.* This course introduces the concepts of model building, statistical analysis and its role in rational decision-making. Students will acquire knowledge of specific modeling techniques such as decision analysis, linear programming, statistical analysis and simulation, along with some insight into their practical application. In addition, the student is encouraged to take an analytic view of decision-making by formalizing trade-offs, specifying constraints, providing for uncertainty and performing sensitivity analyses. Students will learn both the limitations and potential of statistics, and how to interpret results. Topics include coefficient evaluation and interpretation, confidence intervals for means and proportions, continuous distributions (especially the normal), descriptive statistics (central tendency, covariance, dispersion, skewness) and regression analysis (indicator variables, model building and evaluation, multicollinearity, omitted variables bias and prediction intervals). Application areas include finance (for example, portfolio construction), marketing (for example, promotion and advertising response) and operations (such as quality control).

**BUAD 560 Management Communication** **3**
This course gives students the opportunity to improve their ability to communicate effectively as managers. Students examine and practice the communication strategies and skills that are essential for success in business such as (1) understanding of and ability to apply communication strategy; (2) managerial writing ability; (3) managerial speaking ability; (4) understanding of cross-cultural communication and; (5) understanding of corporate communication.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

# Chemistry

When offered; credit hours

**CHEM 101 Science for Health Professionals in the New Millennium** **Spring; 4**
*Prerequisites: Placement into ENGL 101 and MATH 110/120.* Fundamentals of chemistry, physics, physiologic chemistry and microbiology as they pertain to allied health sciences. Three lectures and one three-hour laboratory per week. Does not apply toward biology, chemistry or nursing major or minor.

**CHEM 105 Introduction to Chemistry** **Summer, Fall and Spring; 4**
*Prerequisite: MATH 052, equivalent proficiency on math placement test or 30th percentile on ACT/SAT math test.* A study of the principles of chemistry underlying the structure and properties of all types of matter, whether living or nonliving. The course emphasizes the development of atomic theory and the periodic table of the elements; basic inorganic chemistry, including states of matter, properties of the elements, compounds, solutions, chemical reactions, stoichiometry, properties of acids, bases and salts; and some chemistry of the environment. This course can be used to meet a segment of the General Education science requirement for non-science majors or as preparation for more advanced courses in chemistry. Three lectures and one three-hour laboratory per week.

**CHEM 110 Principles of Organic and Biochemistry** **Summer, Fall and Spring; 4**
*Prerequisite: CHEM 105 or equivalent, or one year of high school chemistry and satisfactory performance on chemistry placement test.* Those principles of organic and biochemistry essential to an elementary understanding of the chemistry of living cells and organisms. Topics covered include functional groups, nomenclature and reactions of organic compounds with emphasis on the structure and role of carbohydrates, fats and proteins in life processes. Three lectures and one laboratory per week.

**CHEM 151; 152 College Chemistry** (See below) **Fall (151) and Spring (152); 4; 4**
*Prerequisites: MATH 120, proficiency on math placement test, 40th percentile on ACT/SAT math test, or MATH 052 proficiency and concurrent registration in MATH 120.*

**CHEM 151:** This is the foundation course for chemistry majors and minors. This semester covers the structure and bonding of matter, chemical reactions, stoichiometry, thermochemistry, electron configurations, Lewis-dot structures, VSEPR theory, bonding theories, condensed phases and solution chemistry. There are four lecture periods and a lab period each week.

**CHEM 152:** *Prerequisite: CHEM 151 with a grade of a "C."* Topics in this course include main group chemistry, kinetics, general equilibrium, acid/base equilibrium, solubility constants, chemical thermodynamics, electrochemistry, nuclear chemistry and an overview of organic functional groups and nomenclature. There are four lecture periods and a lab period each week.

**CHEM 221; 222 Organic Chemistry** (See below) **Fall (221) and Spring (222); 4; 4**
**CHEM 221:** *Prerequisite: CHEM 152 with a grade of "C" or higher.* This course introduces the nomenclature, functional groups and chemical reactivities of various classes of organic compounds. Students study the relationships between molecular structure and the chemical and physical properties of organic compounds. The laboratory component of the course provides students with an opportunity to learn important techniques for synthesizing, isolating, purifying and characterizing organic compounds. Four lectures and one three-hour laboratory per week.

**CHEM 222:** *Prerequisite: CHEM 221 with a grade of "C" or higher.* This course is a continuation of CHEM 221. Students investigate the stereochemistry, reactions and synthesis of various classes of organic compounds. The laboratory component of the course provides students with an opportunity to learn important techniques for synthesizing, isolating, purifying and characterizing organic compounds. Four lectures and one three-hour laboratory per week.

**CHEM 294 Topics in Chemistry** **As needed; 1-4**
Designed for students who wish a course not listed in the regular offerings. A current topic in chemistry will be explored.

**CHEM 295 Independent Study in Chemistry** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in chemistry at the lower-division level.

**CHEM 331; 332 Quantitative Analysis** **Fall (331), Spring (332), odd years; 4; 4**
*Prerequisite: CHEM 152 with a grade of "C."* This practical course covers the theory and application of chemistry principles to the analysis of unknown chemical substances. The course emphasizes accuracy and precision in using chemical and modern instrumental techniques. The second semester will emphasize instrumental analysis and a more rigorous treatment of analytical techniques. Two lectures and three hours of laboratory per week.

**CHEM 340 Inorganic Chemistry** **Fall (odd years); 3**
*Prerequisite: CHEM 152 with a grade of "C" or better.* This course is a study of the structure and reactivity of inorganic substances. The theory, structure, symmetry, reactivity, kinetics and mechanisms of coordination chemistry will be covered. In addition, surveys of transitional metal, organometallic, cluster and bioinorganic chemistries will be presented. Three lectures per week.

**CHEM 421; 422 Physical Chemistry** **Fall (421), Spring (422), even years; 4-4**
*Prerequisites: CHEM 331, MATH 252 and PHYS 282.* Physical chemistry encompasses the subject areas of thermodynamics, chemical kinetics, quantum chemistry and molecular spectroscopy. In the first semester, the emphasis is on the application of the principles of thermodynamics and kinetics to chemical systems. The second semester focuses on quantum chemistry and molecular spectroscopy. The laboratory component of the course will provide students with an opportunity to learn modern physical measurement and computational techniques.

**CHEM 461; 462 Biochemistry** (See below) **Fall (461) and Spring (462); 3; 3**

**CHEM 461:** *Prerequisites: CHEM 222 and BIOL 162. PHYS 272 recommended.* A study of the chemical properties and biological functions of the atoms, molecules, macromolecules and macromolecular complexes that constitute living systems. First semester will deal with inorganic biochemistry, carbohydrates, lipids, nucleic acids, proteins and enzymes. Three lecture periods per week.

**CHEM 462:** *Prerequisite: CHEM 461 with a grade of "C" or higher.* This course is a continuation of CHEM 461. Second semester will cover the catabolic pathways, biosynthetic pathways, physiological chemistry and the molecular basis of inheritance and gene expression. Three lecture periods per week.

**CHEM 463; 464 Biochemistry Laboratory** **Fall (463) and Spring (464); 1; 1**
*Corequisite: CHEM 461 and 462.* An introduction to experimental techniques and procedures in biochemistry. The first semester deals with common procedures for proteins and enzymes. The second semester focuses on DNA and RNA techniques. Meets one three-hour period per week.

**CHEM 491 Senior Seminar** **As needed; 1**
*Prerequisite: Approval of the instructor.* Discussion and investigation into chemical literature. After being introduced to resources on chemical literature, students will prepare a paper and an oral presentation on a current chemistry topic. One class meeting per week.

**CHEM 494 Topics in Chemistry** **As needed; 1-3**
An advanced course dealing with one or more areas selected from the following: chemical instrumentation, chemistry of industrial processes, molecular orbital theory, organic synthesis, spectroscopic analysis, geochemistry, advanced organic chemistry, inorganic structure, organic stereochemistry and environmental chemistry. Based on student needs and faculty consent, other topics may be chosen.

**CHEM 495 Independent Study in Chemistry** **As needed; 1-3**
*Prerequisite: Approval of the instructor.* Study on an independent basis in collaboration with the instructor on a topic in chemistry at the upper-division level.

# Communication

When offered; credit hours

**COMM 105 Introduction to Human Communication** **Fall and Spring; 3**
A study of the human communication process, verbal and nonverbal, through theory and practice focusing on intrapersonal, interpersonal, small group and public communication contexts.

**COMM 150 Survey of Mass Media** **Fall; 3**
A survey of broadcast, film, print media, public relations, advertising, communication law and ethics, with emphasis on the historical perspectives, roles, criticisms, industries, careers and professions.

**COMM 175 Broadcasting in America** **As needed; 3**
A study of the origin, growth, economy and social influences of broadcasting in America. The pioneers of the electronic medium, the rise of the broadcasting empire and technological and programming standards will serve as a basis for understanding and appreciation of the current trends and issues in broadcasting.

**COMM 204 Interpersonal Communication** **Spring, even years; 3**
An exploration of the dynamic processes of interpersonal relationships.

**COMM 220 Introduction to Intercultural Communication** **Fall; 3**
*Prerequisite: ENGL 102 level course.* A course designed to introduce the student to the current theories and principles of intercultural communication, to the observation and appreciation of cultures and co-cultures, to develop critical thinking and practical skills for communication and to explore one's own personal and spiritual growth through experiences with other cultures.

**COMM 235 Understanding the Intercultural Assignment** **Spring; 1**
*Prerequisite: COMM 220.* A course intended for students who will be temporarily living and working in an intercultural/international setting. Learning to transition to another culture, understanding perceptual and conceptual differences and examining one's own capabilities and limitations in communication are the intended goals. Primary and secondary research methodologies are taught in order to observe and analyze intercultural experiences. Required of Intercultural Communication majors. Highly recommended for student missionaries and those planning to attend colleges abroad.

**COMM 255 Media Literacy and Criticism** **3**
A course designed to introduce students to the history, concepts and practice of media literacy in a media-saturated society. Students learn to develop their own critical perspectives on media and apply them for use in conducting research.

**COMM 270 Communication Theory and Research** **Fall; 3**
A course designed to introduce the student to the various communication theories, to clarify the purposes of communication in human society and to develop critical thinking and research.

**COMM 305 Film Criticism** **Summer Session, as needed; 3**
*Prerequisite: ENGL 102.* An introduction to the textual analysis of classical and contemporary film. Students critique the medium through technical, literary/ aesthetic and cultural perspectives and are encouraged to understand its use and power from a spiritual perspective. A rotation of themes includes, but is not limited to, narrative, auteur, genre and ideological criticism. These are supplemented with screenings of national and international film.

**COMM 315 Small Group Communication** **Fall, odd years; 3**
Theory and practice of conflict resolution, group dynamics and effective leadership and participation.

**COMM 320 Persuasion and Propaganda** **Fall; 3**
*Prerequisite: COMM 105 or equivalent; PSYC 105 or SOCI 105 recommended.* Theory and practice of logical and psychological forms of persuasion in various arenas of life, including business, politics, media, religion, interpersonal relations and mass media. Students develop an ethic of persuasion, and learn to identify and unmask messages and techniques of propaganda.

**COMM 325 Communication Law** **Spring; 3**
A study of the legal framework shaping the print and electronic mass media with special attention paid to the origins and implications of the First Amendment. Students gain experience in reading landmark court decisions and conducting basic legal research.

**COMM 330 Effective Presentations** **Spring, odd years; 2**
*Prerequisite: COMM 105.* A course designed to develop the communication skills of listening, critical thinking, appreciation and understanding of diversity, public speaking, writing and technological competence. The student produces a variety of effective public presentations using selected techniques and media.

**COMM 350 International Electronic Media** **As needed; 3**
*Prerequisite: COMM 150.* An investigative course on electronic media systems around the world with an emphasis on the development, general practices, governmental control, the role of international organizations in fostering international communication and analysis of major issues facing the global media community.

**COMM 365 Media Management** **Fall, odd years; 3**
*Prerequisites: COMM 150; COMM 325 recommended.* The study and application of research, theories and concepts of effective management as they relate to the dynamic nature of contemporary media environments such as newspapers, television, advertising, public relations, radio and the Internet. The foci of the course will address the issues of the free flow of ideas and the factors (i.e., politics, economics, bureaucracies and technology) that influence information distribution.

**COMM 370 Advertising** **Spring; 3**
An overview of the history of advertising and its contemporary role in communication and business. An examination of advertising's influence on the culture. Practical applications in planning, copy preparation and media selection. *Note: A lab fee of $45 will be required.*

**COMM 394 Community, Self and Society** **Fall, odd years; 3**
A course that examines the influence of the media in shaping our images of the individual, the family, our communities, society and "the global village." The course enables the student to identify the historical, political and social events in the American experience that have both built community and promoted individualism. A philosophical approach to the "communication ideal" as presented in popular culture will be applied throughout the course. The course combines social research methods in a historical and philosophical context.

**COMM 395 The Intercultural Communication Experience** **Every semester; 3**
*Prerequisites: COMM 220, COMM 235.* Practical experience (minimum of four weeks) living in a culture new to the student. The student uses the theories, tools and techniques of intercultural communication to interact, observe, analyze and report on the personal experiences encountered. Required of all Intercultural Communication majors in consultation with the program coordinator. May be fulfilled through an international internship or service opportunity, student missionary service, or college study abroad. Courses may be repeated for credit.

**COMM 397 Cultural Conceptions of Gender, Race and Class** **Spring, even years; 3**
*Prerequisite: COMM 150 recommended.* The course examines how media and popular culture help to shape an individual's racial, class and gender identities and how those images and messages are constructed, transformed and disseminated to the culture through the media.

**COMM 405 Media Ethics** **Spring; 3**
A course designed to identify ethical situations in all media, to understand and apply moral reasoning to selected case studies and to develop one's own moral and ethical principles in dialogue with community, media and society.

**COMM 460 Problems and Issues in Intercultural Communication** **Fall, even years; 3**
*Prerequisites: COMM 105, COMM 220.* A course that examines recent and contemporary problems and issues in intercultural communication at the personal, public and social levels. The student engages in discussion and research in a variety of settings to produce a major project.

**COMM 465 Perspectives in Communication** **Spring; 1**
A course intended to give the senior student the opportunity to reflect on his or her professional goals and training in order to synthesize the various theories and practices encountered as a student. A graduate portfolio is produced, a major component of which is a research paper presented publicly to the departmental faculty and interested peers.

**COMM 494 Topics in Communication** **As needed; 1-3**
Based on student needs and faculty consent, topics may be chosen in the areas of radio, television, public relations, advertising, communication theory or media studies at the upper-division level.

**COMM 495 Independent Study in Communication** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic relating to the field of communication studies, mass media studies, broadcasting, public relations, advertising or other media at the upper-division level. Students wishing to register for this course must seek and receive departmental approval prior to course registration.

# Computer Science

When offered; credit hours

**CPTR 105 Introduction to Computers** **Fall and Spring; 3**
*Prerequisite: MATH 051, placement in MATH 052, or 15th percentile on ACT/SAT Math.* Development and practical application of hardware and software use skills, and an overview of the field of computing. Use of word processors, electronic spreadsheets, database software, presentation software, email and web browsers, accomplishing common tasks is covered at basic through intermediate levels. Knowledge of common computer-related terminology and concepts, adaptability in new computing environments and awareness of the social and ethical impact of computing are emphasized, to aid success in college and the workplace. Credit for this course does not apply toward a major, minor or emphasis in Computer Science or Information Systems but it does apply toward the General Education Core Competencies requirement. Two 1-hour lectures and a 2.5-hour closed laboratory session each week.

**CPTR 115 Introduction to Computer Science** **Spring; 3**
*Prerequisite: CPTR 105 or waiver exam, placement in MATH 052 or 45th percentile on ACT /SAT Math.* Introduction to Computer Science uses a bottom-up approach. Hands-on construction of a computer, loading a UNIX system, UNIX commands and utilities, file structure, networking, shell scripts, programming tools and system administration. Topics also include ethics and fundamental problem-solving. Credit for this course does not apply toward a major, minor, or emphasis in Computer Science or Information Systems. Two one-hour lectures and a 2.5-hour closed laboratory session each week.

**CPTR 150 Computer Science I** **Fall; 4**
*Prerequisites: MATH 126 placement or MATH 120 and CPTR 115 with a minimum grade of "C" or demonstration of problem-solving skills.* Introduction to problem-solving, algorithm construction, standard computer algorithms, program design and analysis using structured programming techniques and data abstraction. With CPTR 200, this course forms a two-semester introductory sequence for computer science majors and minors. Three one-hour lectures and a two and one half-hour closed laboratory session each week.

**CPTR 200 Computer Science II** **Spring; 4**
*Prerequisite: CPTR 150 with minimum grade of "C."* A continuation of CPTR 150 and an introduction to data structures and algorithm design and analysis. Included are lists, stacks, queues, trees, complexity analysis, searching, sorting and file handling. Three one-hour lectures and a 2.5-hour closed laboratory session each week.

**CPTR 230 Computer Languages** **Fall; As needed; 2**
*Prerequisite: CPTR 150 with minimum grade of "C."* The syntax and applications for the following programming languages are covered in two lectures per week. All are offered as needed.

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|---|---|---|---|---|---|
| **CPTR 230B** | **C and Pascal** | **CPTR 230E** | **LISP** | **CPTR 230G** | **Ada** |
| **CPTR 230C** | **COBOL** | **CPTR 230F** | **C++** | **CPTR 230M** | **Java** |
| **CPTR 230D** | **Fortran** | | | | |

**CPTR 250 Database Design** **Fall; 3**
*Prerequisite: CPTR 150 with minimum of grade of "C."* The study of database design tools and techniques. This course will explore the design and analysis of database systems, with particular emphasis on relational databases. Topics covered include: review of hierarchical and network model, data normalization, data description languages, query facilities, file organization, index organization, file security, data integrity and reliability, database administration and DBMS evaluation.

**CPTR 294 Topics in Computer Science** **As needed; 1-4**
*Prerequisite: Permission of instructor.* A current topic in computer science will be explored.

**CPTR 295 Independent Study in Computer Science** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in computer science at the lower-division level.

**CPTR 325 Computer Organization** **Fall; 3**
*Corequisite: MATH 280. Prerequisite: CPTR 200 with minimum grade of "C."* Boolean algebra, digital logic, memory, input/output devices, organization of central processors, including instruction sets and microprogramming, introduction to operating systems and assembly language.

**CPTR 326 Assembly Language Programming** **As needed; 3**
*Prerequisite: CPTR 325.* Data formats, flow of control, instruction codes and operations, addressing techniques, input/output assembly process and advanced topics.

**CPTR 350 Data Structures and Algorithms** **Spring; 3**
*Prerequisites: CPTR 200 with minimum grade of "C" and MATH 280.* Topics include algorithm design and analysis; description, properties and implementation of abstract data types: lists, strings, stacks, queues, trees and graphs; sort

and search techniques; complexity analysis; problem-solving strategies; recursive algorithms; and computability and undecidability.

**CPTR 360 Introduction to Numerical Analysis** **Spring, odd years; 3**
*Prerequisites: MATH 252 and CPTR 230 or permission of instructor. See MATH 360 for course description. Cross-listed as MATH 360.* Credit may be earned for only one department listing.

**CPTR 380 Principles of Networking** **Spring, even years; 3**
*Prerequisite: CPTR 200 with minimum grade of "C."* Surveys networking and its impact on current and future practices in distributed computing. Covers communication and networking terminology, theory, hardware and protocols. Peer-to-peer and client-server software models are presented, with the Internet and World Wide Web as examples. The impact of net-centric computing on security, privacy, human-computer interaction, and other social and ethical issues is discussed.

**CPTR 410 Software Engineering** **Spring; 3**
*Prerequisite: CPTR 350.* Capstone course for Computer Science majors applies software development of a real-world project in team setting. CASE tools, techniques and notations used in analysis, design, documentation, testing and maintenance, as well as formal methods for verification and validation are covered. Methods for effective client communication, the moral and ethical responsibilities of software developers and other social, professional and ethical issues are discussed.

**CPTR 415 Web Programming** **Spring, odd years; 3**
*Prerequisites: CPTR 150 and CPTR 350 or GART 330.* Introduction to web programming and CGI. Covers the syntax and applications of HTML, CSS, JavaScript and Perl. Also includes the basics of web servers and the interaction between browsers, servers and CGI programs.

**CPTR 420 Programming Languages** **Fall, even years; 3**
*Prerequisites: CPTR 325 and CPTR 350.* The analysis of high-level programming languages. Topics include formal language specification, run-time organization of languages, data storage allocation, virtual machines, sequence control, runtime storage management, finite state automata, context-free grammars and programming semantics and paradigms.

**CPTR 440 Artificial Intelligence** **Fall, odd years; 3**
*Prerequisites: CPTR 325 and CPTR 350.* An introduction to artificial intelligence, its approaches and algorithms. An introduction to programming in LISP. Topics include production rules, knowledge representations, various search strategies and planning. Learning, natural-language understanding and neural networks are briefly discussed.

**CPTR 450 Graphics** **Spring, even years; 3**
*Prerequisites: MATH 151, MATH 288 and CPTR 350.* Introduction to 2-D and 3-D graphics and the principles of computer graphics. Covers the algorithms used in common graphics libraries. Includes an introduction to graphics hardware, mathematics of affine and projective transformations, perspective, curve and surface modeling, hidden-surface removal, color models, illumination, shading and reflection. Also looks at application of graphics.

**CPTR 470 Operating Systems** **As needed; 3**
*Prerequisites: CPTR 325 and CPTR 350 or permission of instructor.* Study of the design and implementation of computer operating systems. Topics include tasking process coordination and synchronization, scheduling, dispatch, physical and virtual memory, device management, file systems and naming, security, protection, communications and distributed and real-time systems.

**CPTR 480 Compiler Writing** **As needed; 3**
*Prerequisites: CPTR 326 and CPTR 420 or permission of instructor.* Syntax and semantics, scanning, parsing, code generation, code optimization. Compiler writing techniques.

**CPTR 490 Advanced Computer Projects/Operations** **As needed; 1-3**
*Prerequisite: CPTR 410 or permission of instructor.* The student will gain experience on a large-scale project under the direction of an instructor, either in the area of programming or in computer operations.

**CPTR 494 Topics in Computer Science** **As needed; 1-3**
*Prerequisite: Permission of instructor.* A current advanced topic in computer science will be explored.

**CPTR 495 Independent Study in Computer Science** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in computer science at the upper-division level.

# Cooperative Education

When offered; credit hours

**COOP 210 Introduction to Career Planning** **Fall, Spring and Summer; 1**
*Prerequisites: ENGL 102; COMM 105.* An introduction to the world of work, emphasizing the identification of individual and vocational skills and accomplishments, résumé writing, career search, business etiquette and interviewing techniques. Includes portfolio preparation.

**COOP 351 Parallel Work Experience/Half Block** **Fall, Spring and Summer; 0**
*Prerequisite: COOP 210.* Part-time employment (suggested 15-20 hours per week) or internship that is approved by the Cooperative Education Department and the advising department and is related to the student's career goals and/or major. Learning agreements and performance evaluations are required, and monitored by the Cooperative Education Department. May be repeated. Graded pass/fail.

**COOP 360 Alternating Work Experience/Full Block** **Fall, Spring and Summer; 0**
*Prerequisite: COOP 210.* Full-time employment (minimum 30 hours per week) or internship that is approved by the Cooperative Education Department and the advising department and is related to the student's career goals and/or major. Learning agreements and performance evaluations are required, and monitored by the Cooperative Education Department. May be repeated. Graded pass/fail.

**COOP 370 Cooperative Work Experience: LTHC** **0**

*Prerequisite: COOP 210.* At least 400 clock hours of the Cooperative Education requirement of 800 hours must consist of management experience in a selected long-term care facility. The Long-Term Health Care (LTHC) adviser will work with the student and the administrator of the long-term care facility to develop a tailored internship that will give the student a breath of experience in long-term health care administration. Students will keep a log detailing their internship experience. At the end of each 100 internship hours, students must submit a report summarizing and critiquing the internship experience gained during the preceding 100 hours. The LTHC adviser will normally make two on-site visits during the student's internship. In the case of internship sites located more than two hours' drive from Washington Adventist University, or internship situations which require more LTHC adviser visits, an additional COOP fee will be charged.

# Counseling Psychology

When offered; credit hours

**CPSY 510 Advanced Lifespan Development** **3**

An examination of how specific stages of development help to understand the influence and risks associated with the development of psychopathology from infancy through adulthood. The demographic, sociological, physiological and psychological factors that contribute to both dysfunctional and optimal functioning will be discussed. Factors associated with the development of the healthy personality are also covered.

**CPSY 520 Psychopathology** **3**

This course focuses on the scientific and methodological diagnosis of mental disorders. It explores the etiology, dynamics and diagnosis of the range of physiological, interpersonal, family systems and larger systems of pathologies affecting individuals and in society. Attention is also given to specific disorders of childhood and adulthood. The DSM system of diagnosis provides a framework for the course.

**CPSY 530 Systems and Theories of Psychotherapy** **3**

This course provides an introduction to psychotherapeutic principles, strategies, systems and skills of psychotherapies. The theoretical framework and applications of each strategy are critically reviewed. Such mainstream approaches as psychoanalytical, humanistic, behavioral, family, feminist, cognitive therapies and postmodern theories are examined to bridge the gap between theory and practice.

**CPSY 540 Counseling Techniques** **3**

This is an introduction to a number of practice issues and skills that are necessary for practitioners in counseling. Students will acquire interviewing skills for psychological diagnosis through role play and videotape mock interviews; they will also learn how to do client-counselor treatment contract and different stages of treatment, including referral and termination. In addition, students also acquire information on professional and governmental organizations, training standards, ethical codes, professional issues, multicultural diversity, credentialing bodies. Attention will also be given to interpersonal skills such as attending and listening, restatement, questioning, reflection of feelings, challenge, interpretation, appropriate self-disclosure, immediacy, information and direct guidance.

**CPSY 550 Field Experiences** **125 clock hours; 3**
*Prerequisites: Advanced Development, Psychopathology, Systems and Theory of Psychotherapy and Counseling Techniques.* This course introduces students to the counseling field by the selection of a relevant site placement in consultation with the classroom instructor.

**CPSY 560 Group Therapy** **3**
This course is designed to provide an overview of the basic dynamics, theoretical components and developmental aspects of therapy groups. In addition to providing instruction about group therapy theory, techniques and ethical behavior, class participants form themselves into small groups and analyze its own process in relation to the personality and roles of its members. Students will gain special experience in exploring group leader and member roles.

**CPSY 571 Ethical, Legal and Substance Abuse Issues for Counselors** **3**
The cultural, legal, ethical and substance abuse practice issues for counselors and their professional administrative services are surveyed. The course will also review the impact and appropriate use of counseling techniques to resolve individual and family problems dealing with drug and alcohol abuse. Attention is also given to understanding of how Health Insurance Portability and Accountability Act (HIPAA) influences the counseling practice. Code of ethics of the Board of Professional Counselors and Therapists and the National Association of Alcohol and Drug Abuse Counselors (NAADAC) are reviewed.

**CPSY 580 Career Counseling** **3**
The student is exposed to the various theories, concepts and techniques used to aid individuals in making a career choices are discussed. The development of an occupational choice and career decision-making styles are discussed as a life-long process that influences the establishment of work values and motivation for work. Patterns of work adjustment and how that process influences a career identity and enhances the integration of a mature personality are surveyed.

**CPSY 590 Evaluation and Appraisal** **3**
The student is introduced to the theory and practice of testing procedures, and the interpretation of personality, intelligence, occupational and neurological tests. Various kinds of formal and informal assessment procedures are covered throughout the course. Some attention is also given to the theory of test construction, validity, reliability and standardization of tests.

**CPSY 610 Research in Counseling** **3**
How to read, interpret and understand the various kinds of research methodology for the purpose of increasing the counselor's ability to stay current in his/her profession are studied. Principles of quantitative and qualitative research studies are reviewed. Statistical techniques are studied so the counselor can better understand how scholarly research articles are written and their interpretation of research findings.

**CPSY 620 Marriage and Family Counseling** **3**
This course will cover the principles for working with couples and families using appropriate intervention strategies. An overview of the system theory approach is discussed. The stages of the family life cycle development are reviewed so students learn how to apply their counseling knowledge for the resolution of marriage and family conflict.

**CPSY 630 Alcohol and Drug Counseling** **3**
This course is an overview of current theoretical and clinical approaches to etiology, diagnosis, treatment of alcohol and drug dependency. It addresses the fundamental concepts and issues necessary to gain the basic understanding of alcohol and drug counseling. Students will be able to define the chemical dependency and describe the various models of addiction. They will also explore the roles of personality factors, physiological, psychological and spiritual effects. Students will be able to identify and discuss the clinical issues involved in treating drug-dependent individuals. This includes such issues as the use of denial and defense mechanisms, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on family intervention and 12-step groups. Students will gain an understanding of the knowledge, skills, abilities required to be an effective counselor.

**CPSY 640 Multicultural Counseling** **3**
This course will emphasize how multicultural counseling seeks to have students become aware and acknowledge cultural diversity, appreciating the value of the culture and using it to aid the client. The types of cultural issues such as gender, ethnicity, aging, sexual orientation and their effects on the counseling situation are discussed.

**CPSY 645 Alcohol and Drug Dependency** **3**
*Prerequisite: CPSY 630 or permission of the chair.*
This course will give an overview for the standard of care for substance abuse treatment. The course emphasizes solution-focused therapy as a way to effectively deal with substance abuse. The student will be introduced to case management, for use in both individual and group treatment settings. Concepts for alcohol and drugs dependency are addressed within the context of cultural awareness and personal addictions. Clinical examples, lessons learned and clear explanations are given throughout the course.

**CPSY 655 Addiction Counseling Theories and Approaches** **3**
*Prerequisite: CPSY 630 or permission of the chair.*
This course covers the clinical, theoretical and research work about the addiction counseling discipline. A pragmatic counseling framework is emphasized throughout the course. The course is designed to give the student guidance needed to choose appropriate techniques and best practices for treating addicted individuals.

**CPSY 660 Psychopharmacology** **3**
*Prerequisite: CPSY 630 or permission of the chair.*
This course provides sufficient background in neuroanatomy and physiology so that students can comprehend the necessary details of drug action. It also presents psychopharmacology in the context of the behavioral disorders they are designed to treat, not necessarily by traditional drug classification. Psychopharmacology is presented as it pertains to familiar disorders, strengthening the students' understanding of the physiology and neurochemistry underlying the disorders as well as the approaches to their treatment. Each disorder is discussed from a historical context, along with diagnostic criteria and descriptions of typical cases. In addition, what is presently known about the underlying pathology of each disorder is carefully described.

**CPSY 665 Psychotherapy in Alcohol and Drug Disorders** **3**
*Prerequisite: CPSY 630 or permission of the chair*
This course will cover the diagnosis of substance use disorders based on the DSM and ICD criteria. The application of one or more models for substance abuse disorders and the treatment of mental disorders co-occurring with substance use disorders will be emphasized.

**CPSY 680A Practicum Master of Arts Degree – LCPC Track** **137 hours *; 3**
*Prerequisite: Field experiences.* The practicum experience involves 137 clock hours at a placement setting, where students provide counseling under the supervision of a licensed mental health professional. Field experience must be completed before enrolling in this course. Practicum placements are arranged by the coordinator of clinical training in consultation with the student and available licensed supervisors. During the practicum, students engage in clinical experiences appropriate for their level of professional training. Practicum requires attendance and participation in a weekly class on campus. Students will demonstrate their ability to integrate counseling theory and practice, and to resolve a client's clinical problem by the presentation of an appropriate case study from their practicum. The completion of a case study is required before advancing to Clinical Internship.

**CPSY 680B Practicum Master of Arts Degree – LCPC Track** **137 hours*; 3**
*Prerequisites: Field Experiences, CPSY 680A.* The practicum experience involves 137 clock hours at a placement setting, where students provide counseling under the supervision of a licensed mental health professional. Field experience must be completed before enrolling in this course. Practicum placements are arranged by the coordinator of clinical training in consultation with the student and available licensed supervisors. During the Practicum, students engage in clinical experiences appropriate for their level of professional training. Practicum requires attendance and participation in a weekly class on campus. Students will demonstrate their ability to integrate counseling theory and practice, and to resolve a client's clinical problem by the presentation of an appropriate case study from their practicum. The completion of a case study is required before advancing to Clinical Internship.

**CPSY 690 Advanced Counseling Techniques – LCPC Track** **3**
*Prerequisites: Field experiences and practicum.* This course focuses on case conceptualization and the integration of counseling techniques into the student's repertoire of counseling and written skills. Case presentations and analysis of videotaped sessions will be emphasized. Restricted to LCPC students enrolled in the clinical internship. This course must be taken at the beginning of the clinical internship.

**CPSY 692 Topics in Counseling Psychology** **1-3**
A study in an area of counseling psychology not listed as a regular course. Course is offered based upon student needs and departmental chair approval.

**CPSY 699A Clinical Internship Master of Arts Degree – LCPC Track** **150 hours; 3**
*Prerequisites: Field experiences and practicum.* Students are permitted to register for the clinical internshipupon the successful completion of the practicum. Students complete a supervised 150-hour internship in a clinical setting on a full-time basis (40 hours a week). Internships are supervised on-site by a licensed mental health professional, and include a weekly meeting with the supervising instructor or clinical faculty member. Must have taken or be concurrently enrolled in Advanced Counseling Techniques.

**CPSY 699B Clinical Internship Master of Arts Degree – LCPC Track 150 hours; 3**
*Prerequisites: Field eperiences and practicum, CPSY 699A.* Students are permitted to register for the clinical internship upon the successful completion of the practicum. Students complete a supervised 150-hour internship in a clinical setting on a full-time basis (40 hours a week). Internships are supervised on site by a licensed mental health professional and include a weekly meeting with the supervising instructor or clinical faculty member. Must have taken or concurrently enrolled in Advanced Counseling Techniques.

**CPSY 699C Clinical Internship Master of Arts Degree – LCPC Track 150 hours; 3**
*Prerequisites: Field eperiences and practicum, CPSY 699A, CPSY 699B.* Students are permitted to register for the clinical internshipupon the successful completion of the practicum. Students complete a supervised 150-hour internship in a clinical setting on a full-time basis (40 hours a week). Internships are supervised on site by a licensed mental health professional and include a weekly meeting with the supervising instructor or clinical faculty member. Must have taken or concurrently enrolled in Advanced Counseling Techniques.

**CPSY 699D Clinical Internship Master of Arts Degree – LCPC Track 150 hours; 3**
*Prerequisites: Field experiences and practicum, CPSY 699A,CPSY 699B and CPSY 699C.* Students are permitted to register for the clinical internship upon the successful completion of the practicum. Students complete a supervised 150-hour internship in a clinical setting on a full-time basis (40 hours a week). Internships are supervised on site by a licensed mental health professional and include a weekly meeting with the supervising instructor or clinical faculty member. Must have taken or concurrently enrolled in Advanced Counseling Techniques.

** Maryland State Board Licensure Requirement:*
*Before applying for the Maryland Professional Psychology licensure (LCPC), the NCE and Maryland Law Test must be taken and 3,000 hours must be completed. Approximately 1,000 hours of that requirement is completed upon earning the Master of Arts degree in Professional Counseling Psychology at WAU. The student must arrange for the remaining 2,000 clinically supervised hours to be completed.*

# **Information Systems** | Traditional Program

*See also* INSY courses in Information Systems | Nontraditional program, Page 391

When offered; credit hours

**CSYS 205 Personal Productivity As needed; 3**
*Prerequisite: CPTR 115 with minimum grade of "C."* This course enables students to improve their skills as knowledgeable workers through effective and efficient use of packaged software. It covers both individual and group work. The emphasis is on productivity concepts, and how to achieve them through functions and features in computer software. Design and development of solutions focus on small systems.

**CSYS 210 Fundamentals of Information Systems Fall, even years; 3**
*Prerequisite: CPTR 150 with minimum grade of "C."* This course provides an introduction to systems and development concepts, information technology and application software. It explains how information is used in organizations and how IT enables improvement in quantity, timeliness and competitive advantage.

**CSYS 215 Spreadsheets and Presentations** **Fall; 2**
*Prerequisite: CPTR 105 or waiver exam.* An intermediate course on electronic spreadsheets and presentation software, with a strong emphasis on practical hands-on applications. Concentration will be on the common spreadsheet and presentation software used in academia and business. Not applicable to CS/IS majors.

**CSYS 220 Database and Word Processing** **Spring; 2**
*Prerequisite: CPTR 105 or waiver exam.* An intermediate course on databases, word processing and desktop publishing, with a strong emphasis on practical hands-on applications. Concentration will be on the common database software and word processing software used in academia and business. Not applicable to CS/IS majors.

**CSYS 310 Information Theory and Practice** **Fall, odd years; 3**
*Prerequisite: CSYS 210 and CPTR 200 with minimum grade of "C."* This course provides an understanding of organizational systems, planning and design process and how information is used for decision support in organizations. It covers quality and decision theory, information theory and practice essential for providing viable information to the organization. The course covers the concepts of IS for competitive advantage, data as a resource, IS and IT planning and implementation, TQM and re-engineering, project management and development of systems and end-user computing.

**CSYS 330 Analysis and Logical Design** **Spring, odd years; 3**
*Prerequisite: CPTR 250, CSYS 210.* This course provides an understanding the system development and modification process. It enables students to evaluate and choose a system development methodology. It emphasizes the factors for effective communication and integration with users and user systems. The course encourages interpersonal skill development with clients, users, team members and others associated with development, operation and maintenance of the system. Object-oriented analysis and design. Use of data modeling tools. Development and adherence to life cycle standards.

**CSYS 425 Physical Design and Implementation** **Fall, odd years; 3**
*Prerequisite: CSYS 330.* Focuses on the completion of the physical design, programming, testing, deployment and maintenance of a system, using the analysis and logical design as a basis. Current tools and methodologies are covered, with an emphasis on modern CASE and RAD tools and IDEs in the context of object-oriented and client-server models.

**CSYS 430 Project Management and Practice** **Spring, even years; 3**
*Prerequisite: CSYS 330.* This capstone course for the Information Systems major and emphasis covers the theory, skills and methods necessary for successful management of system development projects of various sizes. Both technical and behavioral aspects of project management are discussed, along with ethical, social and professional issues involved in the field of information systems. Includes a complete system development life cycle for a small real-world project.

# Economics

When offered; credit hours

**ECON 265 Principles of Economics I — Macro** **Fall; 3**
*Prerequisites: Placement in at least ENGL 101 and placement in MATH 120.* Introductory course which explores topics such as economic growth, inflation, unemployment, fiscal and monetary policies, money supply, banking and the central banking system within the context of major economic theories. Cross-listed as PLST 265.

**ECON 266 Principles of Economics II — Micro** **Spring; 3**
*Prerequisites: Placement in at least ENGL 101 and placement in MATH 120.* A study of scarcity and consumer choice, supply and demand, pricing of the factors of production for the individual firm and the types of competition. International economics and alternative economic systems will be included.

**ECON 305 Money and Banking** **Spring, odd years; 3**
*Prerequisites: ACCT 212 COMM 105, ECON 265, ECON 266, ENGL 102 and MATH 110 with grades of "C" or higher.* This course is a study of money, banking, real-life financial system and the real-life conduct of monetary policy. The rational behavior of participants in the economy and their interaction in the marketplace are used to describe the contemporary monetary and financial system and connect theory to practice.

**ECON 375 Economic Fundamentals for Managers** **† SGPS only; 4**
An introduction to the principles of economics and their application to the problems of unemployment, inflation, economic growth, individual and corporate behavior and the impact of different market structures on economic activity.

**ECON 494 Selected Topics in Economics** **As needed; 1-3**
A current advanced topic in economics will be explored.
ECON 495 Independent Study in Economics As needed; 1-3
Study on an independent basis in collaboration with the instructor on a topic in economics at the upper-division level.

**ECON 502 Survey of Economics** **As needed; 4**
This course is designed to provide the graduate student with the foundation needed for matriculation into more advanced economics courses at the M.B.A. level. As such, the course covers topics such as macro and microeconomics, the theory and determination of national income, international trade, supply and demand, monetary theory and policy, fiscal policy, cost theory and the impact of different market structures on economic activity. This course is designed for graduate students only.

**ECON 528 Managerial Economics and Decision-Making** **3**
*Prerequisites: Undergraduate course or courses in Microeconomics and Macroeconomics (ECON 265 and 266 in traditional program, ECON 375 in AEP) with grade of "B" or higher.* This course introduces the student to the economic constraints and forces determining the profitability and viability of the firm. Topics covered include costs, pricing, competition, economic efficiency, industry equilibrium and change, government intervention and public policy and revenue and

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

profit models under various market conditions and regulatory constraints. Additional topics include game theory, law, market failure, pollution, taxation and time.

**ECON 560 Managerial Economics** **3**
*Prerequisite: ECON 265 or equivalent with a grade of "B" or higher.* Introduces the students to economic constraints and forces affecting major firms and organizations. Topics include: cost theory, pricing; competition, supply and demand, equilibrium and change; government economic policy impacts, as well as revenue and profit models under various market conditions and regulatory constraints. Taxation impacts, business law, economy and ecology and the time value of money will be addressed.

# Education

When offered; credit hours

**EDEC 205 Materials and Methods of Early Childhood Education** **Fall; 3**
*Prerequisite: EDUC 120, EDUC 242 and at the sophomore level.* A course designed to teach the methods and materials for designing creative learning experiences for young children in the areas of art, music, movement, drama, language arts, literature and science. An activity oriented course with approaches to the basic process of inquiry in the physical and natural world. Emphasis is placed on building a positive self-concept of children.

**EDEC 206 Foundations of Early Childhood Education** **Fall; 3**
*Prerequisite: EDUC 120, EDUC 242 and at the sophomore level.* A course designed to teach the foundations and philosophies of Early Childhood Education, to provide a review of the varying curriculums, to teach the concept of developmentally appropriate practices, as well as to analyze the concepts of play in educating young children.

**EDEC 220 Communication and Collaboration in Early Childhood Education** **Spring; 2**
This course will provide students information regarding effective communication strategies in the early childhood education profession. This course provides students with the knowledge and dispositions necessary for successful collaborative teaching.

**EDEC 245 Early Childhood Health, Nutrition and Safety** **Fall; 3**
Prepares early childhood providers and educators with an understanding of issues related to research-based recommendations for the provision of children's safety and health. Provides strategies for the preparation of a safe environment and for good nutrition and health.

**EDEC 302 Administration of Early Childhood Programs** **Spring; 2**
Provides an overview of the organization and administration of nursery schools, kindergartens and day care centers. A philosophy of working with young children is developed. Techniques and materials for working with young children are introduced.

**EDEC 305 Promoting Literacy and Language in Young Children** **Spring; 2**
Early Literacy Learning combines study about theory and practice in teaching early literacy, literacy instruction and the integration of quality children's literature in all areas of the language arts. Major emphasis is placed on current research and methods used in early literacy and language arts instruction. Students will be provided opportunities to understand integrated reading and language arts programs and address diversity in the classroom that includes, but is not limited to, cognitive ability, culture and economic backgrounds. This course provides understandings, strategies and procedures that suggest how to implement a balanced literacy program. The course will emphasize the importance of verbal, written and visual literacy for creating meaning.

**EDEC 308 Early Childhood Social Studies Methods** **Spring; 2**
*Prerequisite: EDUC 242 and acceptance into the teacher education program.* Materials and methods of teaching social studies in the early childhood school.

**EDEC 309 Methods and Materials for Teaching Math and Science in Early Childhood** **Spring; 3**
This course will examine materials and methods of teaching science and math in early childhood settings. Emphasis is on curricular planning and writing lesson plans for activity-based learning experiences. An introduction to the National Association for the Education of Young Children (NAEYC) and the National Science Teaching Standards recommendations is also presented.

**EDEC 310 Teaching Experiences** **Fall and Spring; 2-6**
*Prerequisites: EDUC 242 and permission of instructor.* Directed teaching experiences. Emphasis will be given to organization of the curriculum, grouping for instruction and individualization of instruction. Students may be advised to choose an emphasis in one of the following: (1) early childhood, (2) health sciences, (3) secondary teaching, (4) adult education. May be repeated up to 12 hours.

**EDEC 311 Programming and Planning for Primary-Aged Children** **Fall; 3**
The course focuses on the aims, scope and integration of method of teaching reading, language arts and social studies, math and science across the curriculum. This course describes the various settings in which school-aged children are serviced. This course emphasizes an integrated approach to teaching using a variety of instructional methods appropriate for primary aged children.

**EDEC 312 Programming and Planning for Preschoolers** **Spring; 3**
This course focuses on the development of creative abilities of children ages three to five. Combination of study and field based experiences stressing developmentally appropriate curriculum for preschool children from birth to age five. The course will cover aspects of curriculum for young children based on research and theory. A weekly field experience working with children in a preschool setting offers hands on experience. This course will also focus on early intervention services for preschool-aged children.

**EDEC 313 Programming and Planning for Infants and Toddlers** **Spring; 3**
This course is the study of the aspects of planning and implementing group care for infants and toddlers, including developmental issues, routines and transitions in care giving; curriculum activities, environmental designs, equipment and materials; guiding behavior, including limit setting and developing security through behavioral management and working with parents.

**EDEC 315 Inclusive Early Childhood Education** **Fall; 3**
This course focuses on the foundations of inclusion as they relate to early childhood programs in general. The course will explore etiology and developmental characteristics of young children with developmental delays or disabilities, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups and other children with individual learning styles, strengths and needs. Students will gain a foundation upon which they can build the skills to understand, analyze and reflect upon best practices and use/apply sound professional strategies to assist young children. Emphasis shall be placed on the ability to instruct and adapt instruction for children with special needs.

**EDEC 317 Integrated Arts in Early Childhood Education** **Spring; 3**
The purpose of this course is to familiarize students with approaches to the creative arts in early childhood education. Students will learn about the visual arts, music, movement and drama activities for young children and how creative arts foster total development. The teacher's role in planning developmentally appropriate creative arts curriculum will be emphasized throughout the course. Students will learn how to adapt instruction and materials for children with special needs. Students will have opportunities to design, implement and participate in various creative arts projects.

**EDEC 320 Positive Behavior Supports in ECED** **Fall; 2**
This course presents systems that promote positive behavior using research based practices in early childhood, including program-wide supports and interventions that meet classroom and individual student needs.

**EDEC 352 Methods for Instruction of Reading** **Fall; 3**
*Prerequisite: EDUC 242 and acceptance into the teacher educational program.* This course is designed to acquaint the student with learning theories from which reading instruction has developed and a representative array of research-based instructional techniques and strategies. Instructional routines and strategies in the five major components of reading will be emphasized (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension)

**EDEC 353 Materials for Teaching Reading** **Spring; 3**
*Prerequisite: EDUC 242 and acceptance into the teacher educational program*. This course presents materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. The focus is on an understanding of research-supported programs, approaches and methods, that address different levels of reading proficiency within the classroom that enable students to become strategic, fluent and independent readers. Participants will demonstrate effective strategies for selecting, analyzing and critiquing materials used to enhance classroom learning activities. Additionally, participants will be prepared to involve parents and the school community, to promote daily reading in and out of school.

**EDEC 354 Methods for Assessment of Reading** **Spring; 3**
*Prerequisite: EDUC 242 and acceptance into the teacher educational program.* Students will learn techniques of assessment for reading instruction by selecting, administering and interpreting appropriate evaluations for screening, progress monitoring and diagnosing student performance. Course activities will examine an array of formal and informal assessment techniques and their application for effective reading instructional decisions for the student and classroom groupings. Participants will demonstrate effective strategies for communicating assessment results to colleagues, parents and students.

**EDEC 390 Working with Young Children, Families and Community** **Fall; 3**
A course designed to provide knowledge and understanding of family and community characteristics, including family structures, socioeconomic conditions, stress and supports, cultural values and community resources. Students will develop skills needed to support and empower families in their children's development and learning.

**EDEC 424 Observation and Assessment in Early Childhood Education** **Summer; 3**
This course introduces a variety of principles and observation and assessment techniques used in early childhood education, special education and inclusive settings birth to age eight. Attention is given to the practical concerns of classroom teacher and assessment processes.

**EDSP 425 Applied Measurement and Assessment for Exceptional Students** **Fall; 2**
*Prerequisite: EDUC 424 and acceptance into the teacher education program.* Consultation, referral and assessment processes for students with special needs. Legal and procedural issues for IEP development and implementation, including design and interpretation of formal and informal assessments particularly designed to aide educators in making decisions focused on the needs of exceptional students.

**EDSP 440 Instructional Methods for Students with Disabilities** **Fall; 3**
*Prerequisite EDUC 242 and EDSP 418 and acceptance into the teacher education program.* Characteristics and models of effective instruction particularly for students with disabilities in inclusive and specialized settings that include adaptation of instructional materials, task analysis, methods for defining current level of functioning, designing interventions and monitoring student progress.

**EDSP 450 Student Teaching — Special Education** **Fall and Spring; 2-6**

*Prerequisites: Admission to student teaching requirements and concurrent enrollment in INTD 499.* Student will be involved in the total program of the school(s), including observation, participation, analysis of teaching and full-time teaching. The student will work with a qualified cooperating teacher for 12-15 weeks in inclusive and specialized settings that serve students with special needs. The time may be extended for excessive absences and/or to give the student more time to develop competence. Because of the assignment, the student should take only those courses approved by the student's adviser in education. Graded on a pass/fail basis. A one hour seminar will be scheduled each week (INTD 499). A teaching portfolio will be compiled during the student teaching assignment. The portfolio topics will be discussed in the weekly seminar.

**EDUC 120 Educational Philosophy and Trends** **Fall; 2-3**
An overview of philosophy and trends in American education salient to the individual, church and societal issues related to education. Christian perspectives that include the study of E. G. White's influence on theory and practice of Seventh-day Adventist education will be presented. Observation experiences in the schools are required.

**EDUC 130 Professional Skills Development** **Fall; 1**
An overview of professional skills required for careers in education with emphasis on the pre-professional skills Praxis test. Demonstrated knowledge and application of Praxis I test process and skills is required.

**EDUC 242 Human Learning** **Spring; 3**
*Prerequisite: PSYC 210.* Designed to help future teachers understand and apply to the classroom psychological principles and research findings in behavioral and information processing, cognitive learning and problem-solving theories of learning. Additional topics are humanistic education, motivation, measurement and evaluation and classroom management. The student will be expected to spend time each week observing teachers in elementary schools.

**EDUC 294 Topics in Education** **As needed; 1-4**
*Prerequisite: Permission of instructor.* In-depth study on the lower-division level of a topic in education.

**EDUC 295 Independent Study in Education** **As needed; 1-3**
*Prerequisite: Permission of instructor.* Study on an independent basis in collaboration with the instructor on a topic in education at the lower-division level.

**EDUC 301 Issues in Multicultural Education** **Spring; 3**
*Prerequisite: EDUC 242.* A framework for exploration and appreciation of cultural similarities and differences related to teaching within a multicultural environment. Emphasis is on active involvement through group discussion. Topics include cultural heritage awareness, values clarification and sensitivity and respect for contributions from a complex, culturally diverse world.

**EDUC 305 Elementary Health/Science Methods** **Spring; 3**
*Prerequisite: EDUC 242 and acceptance into the teacher education program.* Materials and methods of teaching science and health in the elementary school. Emphasis is on curricular planning and writing lesson plans for activity-based science learning experiences. An introduction to the National Science Teaching Standards and the National Science Teacher's Association recommendations is also presented.

**EDUC 308 Elementary Social Studies Methods** **Spring; 2**
*Prerequisite: EDUC 242 and acceptance into the teacher education program.* Materials and methods of teaching social studies in the elementary school.

**EDUC 310 Teaching Experiences** **Fall and Spring; 2-6**
*Prerequisites: EDUC 242 and permission of instructor.* Directed teaching experiences. Emphasis will be given to organization of the curriculum, grouping for instruction and individualization of instruction. Students may be advised to choose an emphasis in one of the following: (1) early childhood, (2) health sciences, (3) secondary teaching, (4) adult education. May be repeated up to 12 hours.

**EDUC 311 Methods of Religious Instruction** **Spring; 1**
*Prerequisite: EDUC 242 and acceptance into the teacher education program.* Materials and methods of teaching religion in the school setting. Religion involves studying the scriptures and making it relevant to the life of the learner. The course is designed to help the prospective teachers become aware of the importance of religion and to become familiar with strategies that will help them teach creatively and effectively

**EDUC 319 Elementary Mathematics Methods** **Fall; 3**
*Prerequisites: EDUC 242, MATH 110, MATH 115 and admission into the teacher education program.* Materials and methods of teaching mathematics in the elementary school.

**EDUC 320 Classroom Management** **Spring; 3**
An introduction to classroom management. Designed to help the prospective teacher gain an understanding of classroom procedures for creating and maintaining a productive learning environment in which student success is maximized.

**EDUC 321 Techniques for Integrating Educational Technology into the Classroom** **Fall and Summer; 3**
A survey of the instructional uses of educational technology, including the Internet, computer hardware and software and assistive technology for students with disabilities.

**EDUC 333 Music for the Elementary School Specialist** **Fall; 3**
*Prerequisite: MUHL 120 or equivalent. Cross-listed as MUED 333. See MUED 333 on* Page 415 *for course description.*

**EDUC 335 Elementary School Physical Education Methods** **3**
*Prerequisites: EDUC 242 and acceptance into the teacher education program.* A study of literature, objectives, content, methods and procedures with current trends in teaching physical education in the elementary school.

**EDUC 340 Materials and Methods of Secondary Teaching** **Fall; 3**
*Prerequisites: EDUC 242 and acceptance into the teacher education program.* Student must have completed majority of the content area major. A study of current practices, materials and organization for guiding learning in the secondary school. Required laboratory work in a local school will be arranged.

**EDUC 341 Processes and Acquisition of Reading** **Fall; 3**
*Prerequisite: EDUC 242 and acceptance into the teacher education program.* Presents the theoretical underpinnings for the process of literacy development. The focus is on a balanced approach that includes the impact of phonemic awareness and how the brain responds to reading skill acquisition for literacy development.

**EDUC 345 Secondary School Methods** **As needed; 1-3**

*Prerequisites: EDUC 242 and acceptance into the teacher education program.* A study of literature, objectives, content, methods and procedures with present trends in the teaching of various subject areas in the secondary school. Secondary School Methods courses are available in the following subject areas:

| | | |
|---|---|---|
| **EDUC 345A** | **Secondary School Brass Methods** | **1** |
| **EDUC 345B** | **Secondary School Business Methods** | **3** |
| **EDUC 345C** | **Secondary School English Methods** | **3** |
| **EDUC 345E** | **Secondary School Mathematics Methods** | **3** |
| **EDUC 345F** | **Secondary School Physical Education Methods** | **3** |
| **EDUC 345G** | **Secondary School Religion Methods** | **3** |
| **EDUC 345H** | **Secondary School Science Methods** | **3** |
| **EDUC 345K** | **Secondary School String Methods** | **1** |
| **EDUC 345L** | **Secondary School Social Studies Methods** | **2** |
| **EDUC 345M** | **Secondary School Vocal and Choral Methods** | **1** |
| **EDUC 345N** | **Secondary School Woodwind Methods** | **1** |
| **EDUC 345P** | **Secondary School Percussion Methods** | **1** |

**EDUC 352 Materials and Methods for Assessment and Instruction of Language Arts** **Fall; 3**

*Prerequisites: EDUC 242 and acceptance into the teacher education program; EDUC 341; can be taken concurrently.* Materials and methods of teaching language arts in the classroom. Includes curriculum organization, methods, materials and instructional aids for elementary students. Exposes teachers to a variety of texts to be used in the classroom and explains strategies for selecting and evaluating reading materials. This course is available for students enrolled in early childhood, elementary, or elementary/special education programs with Pre-K-8 class assignments and school experiences focused as needed for the respective programs.

**EDUC 353 Materials and Methods for Assessment and Instruction of Reading** **Spring; 3**

*Prerequisites: EDUC 242 and acceptance into the teacher education program.* Materials and methods of teaching reading in the elementary school. The emphasis is on a balanced reading program that includes current information on the use of whole language, basal readers and phonics, in teaching and assessing reading skills. This course is available for students enrolled in early childhood, elementary, or elementary/special education programs with Pre-K-8 class assignments and school experiences focused as needed for the respective programs.

**EDUC 354 Methods for Assessment of Reading** **Spring; 3**

*Prerequisites: EDUC 242, EDUC 341 and acceptance into the teacher education program*. Emphasis is placed on learning techniques of assessment for reading instruction by selecting, administering and interpreting appropriate evaluations for screening, progress monitoring and diagnosing student performance. Course activities will examine an array of formal and informal assessment techniques and their application for effective reading instructional decisions for the student and classroom groupings. Participants will demonstrate effective strategies for communicating assessment results to colleagues, parents and students.

**EDUC 365 Methods of Teaching Reading in the Secondary Content Area** **Fall; 3**
*Prerequisite: EDUC 242 and acceptance into the teacher educational program.* Outlines the essentials of the reading process. Introduces teachers to the purposes of reading; methods of assessing student reading; cognitive strategies in reading; methods of incorporating reading through student-centered instruction; and motivations for reading.

**EDUC 366 Methods of Teaching Reading in the Secondary Content Area II** **Spring; 3**
*Prerequisite: EDUC 242 and acceptance into the teacher educational program.* Designed to give the participant strategies for teaching reading and using reading strategies in the secondary content areas. Participants will explore learning environments that promote effective reading and learning, specific skills and knowledge that students need in order to read content material effectively and strategies to help students become more effective readers and independent learners. Participants will also plan learning experiences that encourage students to access prior knowledge, set a purpose or target for reading, organize ideas, select appropriate strategies to make meaningful connections, summarize and take notes and reflect on what they have discovered through their reading.

**EDUC 370A Fundamentals of Curriculum Development** **Fall; 3**
Emphasis is placed on design, development and upgrading of curriculum for elementary and secondary schools. Includes a focus on the conceptual framework of our society that often forces change in the curriculum.

**EDUC 418 Education of Exceptional Children and Youth** **Fall; 3**
*Prerequisites or concurrent: EDUC 242 and acceptance into the teacher education program.* History and philosophy of programs for exceptional children and youth in inclusive and specialized settings. Identification of exceptionality in terms of characteristics, causes, definitions and implications for teachers. Case study is required.

**EDUC 424 Educational Assessment** **Fall; 3**
*Prerequisite: EDUC 242 and acceptance into the teacher education program.* An introductory course in the principles of constructing standardized and teacher-made tests, test scoring and interpretation, grading-reporting practices and an overview of commonly used statistical terms.

**EDUC 449 Student Teaching — Multigrade** **Spring; 2-4**
*Prerequisite: Completion of Admission to Student Teaching.* Full-time participation in a classroom with at least three grades in a small school for at least four weeks. Successful completion of the course is contingent upon meeting contact hours. It is also contingent upon developing competence. An extension of time may be necessary to meet either or both of these requirements. Location of the school may require living off-campus.

**EDUC 450 Student Teaching** **Fall and Spring; 2-12**
*Prerequisites: Completion of Admission to Student Teaching requirements and concurrent enrollment in EDUC 499.* Students will be involved in the total program of the school(s), including observation, participation, analysis of teaching and full-time teaching. The student will work with a qualified cooperating teacher all day every school day for 10-12 weeks. The time may be extended for absences and/or to give the student more time to develop competence. Because

of the assignment, the student should not take any other courses except those approved by the student's adviser in education. Graded on a pass/fail basis. A one-hour seminar will be scheduled each week during the first and second semester of the student teaching experience. The first semester will focus on critical issues related to the student teaching internship and preparation of a thematic unit for public presentation. The second semester seminar sessions will focus on the professional portfolio which must be completed before graduation.

*Note: Physical Education and Music Education majors are required to complete:*

- An elementary teaching internship (fall semester) — EDUC 450E
- A secondary teaching internship (spring semester) — EDUC 450S

**EDUC 455 In-service Student Teaching** **Fall and Spring; 3-6**
*Prerequisites for secondary: EDUC 241, EDUC 242, EDUC 340, EDUC 345, residence of at least one semester, three-fourths of a major commonly taught in secondary schools and acceptance into the teacher education program. Prerequisites for elementary/early childhood: Methods course(s) required for elementary or early childhood concentration, PSYC 210, residence of at least one semester, acceptance into the teacher education program and permission to student teach by March 1 of the preceding year.* Designed for employed teachers who need student teaching. Offered in off-campus situations. Graded on a pass/fail basis.

**EDUC 491S Internship Seminar** **1**
*Prerequisite: Admission to Student Teaching. Concurrent enrollment in EDUC 450S.* This one-hour seminar will be scheduled each week during the final semester of student teaching internship. Completion of the teaching portfolio and a passing score on the Praxis II exam in your major is required to pass the course.

**EDUC 494 Topics in Education** **As needed; 3**
*Prerequisite: Permission of department chair.* In-depth study in collaboration with the instructor of a topic in education. This is not to be taken in lieu of another course.

**EDUC 495 Independent Study in Education** **As needed; 1-3**
*Prerequisite: Permission of instructor.* Study on an independent basis in collaboration with the instructor on a topic in education at the upper-division level.

**EDUC 499 Senior Seminar** **Fall and Spring; 1-2**
Open for credit only to Bachelor of Arts Liberal Studies Elementary, Early Childhood Certification, Physical Education, Music, English and Secondary Education major seniors. Synthesizes the courses in the unified theme into a final reflection on the chosen theme. Students are required to actively participate and to give an oral presentation/portfolio.

**EDUC 501CT Cultural Diversity in American Education** **3**
The focus is on multicultural issues and trends in American educational systems. Emphasis is on active involvement through group discussions, identification of trends in multicultural education and the application of frameworks and strategies useful to teachers for enhancing the value of cultural diversity within the classroom.

**EDUC 505CT Materials and Methods for Science and Health Instruction Spring; 3**
This course is designed for the practicing science teacher who is seeking certification. The objectives of this course focus on materials and methods for science and health instruction with particular emphasis on constructivist pedagogy and teaching strategies for small groups and labs within the traditional classroom environment. Students will also explore assessment options for a curriculum that includes projects and some menu driven choices by the student.

**EDUC 518CT Exceptional Learners Spring; 3**
An overview of exceptional children and youth in terms of characteristics, causes, definitions and the implications for education related to them. Federal laws related will be related to ethics, services, assessment and instructional applications. Includes identification of the historical and current trends and issues with applications for classroom teachers.

**EDUC 519CT Elementary and Secondary Mathematics Methods Fall; 3**
This course is designed for teachers in the field who are seeking certification. The National Council of Teachers of Mathematics standards will be a primary focus with the emphasis on content and process. Concrete materials and pedagogical issues associated with mathematics instruction K-12 will be modeled.

**EDUC 524CT Assessment in Education Spring; 3**
An introduction to the principles and techniques of evaluating student learning that includes processes related to construction of standardized and teacher made tests, interpretation, grading, reporting practices and an overview of statistical terms and related educational applications. Attention is given to practical concerns of classroom teacher and assessment processes.

**EDUC 540CT Materials and Methods of Secondary Teaching 3**
This course is designed to provide multidisciplinary, critical and reflective strategies and classroom applications for effective teaching and learning in the secondary classroom. It examines the relationship between trends in secondary education and the society by examining current educational theory, policy and perspectives.

**EDUC 541CT Literacy Development in Process and Acquisition of Reading Fall; 3**
This course focuses on the process and acquisition of reading and writing skills with a focus on a balanced approach to literacy development that includes language experiences and phonemic awareness. Discussion of theory and application in the development of literacy with emphasis on the reading process and instructional applications for classroom teachers.

**EDUC 542CT Assessment and Instruction of Elementary Language Arts 3**
This course is designed for teachers in the field who are seeking certification. The National Council of Teachers of English standards and state curriculum standards will be a primary focus as well as current research based strategies. Include curriculum organization, methods, materials and instructional aids for elementary students. Exposes teachers to a variety of texts to be used in the classroom and explains strategies for selecting reading materials.

**EDUC 543CT Assessment and Instruction of Elementary Reading Spring; 3**
This course is designed for teachers in the field who are seeking certification. The International Reading Association standards and state curriculum standards will be a primary focus as well as current research based strategies. The emphasis is on a balanced program that includes current information on the use of whole language, basal readers and phonics in assessing and teaching reading skills.

**EDUC 546CT Educational Psychology** **Spring; 3**
Educational Psychology is designed to help teachers understand and apply psychological principles and research findings in the classroom. The main topics include characteristics of learners, theoretical perspectives for learning decisions, motivational issues and classroom management suggestions. Students will be expected to synthesize the information into a structure for public presentation.

**EDUC 555CT In-Service Student Teaching** **3-6**
In-service teaching is designed for the individual who holds a full-time teaching position and wishes to complete the intern teaching experience required for certification. The in-service teaching experience will focus on applying principles of effective teaching developed from standards as defined by the School system, Education department, content specialty area, Maryland State Department of Education and/or North American Division of Seventh-day Adventists. Evaluation will reflect cooperative assessment of the in-service teacher's self-evaluations, school building mentor and College supervisor with primary applications reflected in the Essential Dimensions of Teaching performance standards. Graded pass/fail.

**EDUC 565CT Methods of Teaching Reading in the Secondary Content Area** **3**
This course is designed for teachers in the field who are seeking certification. The National Council of Teachers of English standards and state curriculum standards will be a primary focus as well as current research based strategies. It will include the use of a variety of strategies, texts and approaches to promote students' independence in content area reading. It will facilitate application of strategies for assessing student learning and selecting reading materials.

**EDUC 594CT Topics in Education** **As needed; 3**
In-depth study of special topics in education.

**EDUC 595CT Independent Study in Education** **As needed; 1-3**
Individual research and study under the guidance of an instructor on a selected topic in education

# English

When offered; credit hours

**ENGL 040 Introductory Writing**
Students taking this class will improve their writing skills by focusing on audience, purpose, organization, support of ideas and language choice. Placement in this English class depends on ACT/SAT scores and/or a placement test.

**ENGL 050 Basic English** **Fall and Spring; 3**
*Prerequisite: English placement exam.* Designed for students with writing deficiencies. The major focus is on writing as communication. Includes the steps in the writing process. Course may be repeated as necessary in order to attain required proficiency to advance to the next level. Credit not applicable toward graduation. Graded pass/fail.

**ENGL 101 Composition** **Fall and Spring; 3**
*Prerequisite: English placement exam or higher than the 50th percentile on ACT/SAT.* This course is designed to advance writing skills for college and professional purposes. Starting with the importance of considering audience and purpose, the course emphasizes the need for organization, development, coherency and stylistic consistency in writing. Additionally, students will analyze a variety of texts and develop critical thinking skills.

**ENGL 101A Composition and Language** **Fall and Spring; 4**
*Prerequisite: English placement exam.* This course is designed to advance writing skills for college and professional purposes. Starting with the importance of considering audience and purpose, the course emphasizes the need for organization, development, coherency and stylistic consistency in writing. Additionally, students will analyze a variety of texts and develop critical thinking skills. To further advance skills necessary to succeed in the composition program, this course has an additional hour of class time each week. During this hour, students will meet regularly in one-to-one or small groups with the instructor to do individualized work.

**ENGL 101H Honors Rhetoric** **3**
*Prerequisite: Acceptance to Honors Program.* A study of the importance of effective writing and speaking with an emphasis on practical improvement of both. The writing component is designed to advance writing skills for college and professional pursuits by bring observation, thoughtfulness, organization, sense of audience and sense of self to bear on student writing. The speaking component involves a study of the theory, basic levels and the forms of communication. Students will explore the fundamental processes of oral expression with practice in interpersonal, nonverbal, small group and public speech exercises. This course places special emphasis on the importance of on-site learning. Completion of this course will meet the requirements for both ENGL 101 and COMM 105.

**ENGL 102 Research and Literature** **Fall and Spring; 3**
*Prerequisite: ENGL 101 with a minimum grade of "C."* A study of poetry, short stories, drama and the process of writing a research paper. ENGL 101 and 102 are prerequisites to all other courses in the department.

**ENGL 245 Critical Approaches to Literature** **Fall; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Restricted to English majors and minors only, or permission of the instructor. Through the study of a core group of primary texts and multiple critical essays about those works, students will be introduced to a variety of critical approaches to literature.

**ENGL 295 Independent Study in English** **As needed; 3**
Study on an independent basis in collaboration with the instructor on a topic in English at the lower-division level.

**ENGL 310 Language Study/Grammar** **Spring; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Through intensive study of both formal and informal grammar, students will gain a clearer understanding of the form and purpose of Standard English and be able to apply it as necessary to their own language.

**ENGL 314 Linguistic Study and the Development of the English Language** **Spring, even years; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Beginning with the scientific study of language and an overview of linguistic theory, this course traces the phonological, grammatical and semantic shifts in the development of the English language from the Indo-European family to American English. In an historical context, examines contemporary issues of linguistics and language, including generative grammar, structuralist theories of language, neurolinguistics, construction of Standard English, the English-only movement and the role of dialects in American cultures. The analysis of the relationship between linguists, language and literature will provide students with a theoretical foundation for the study of contemporary literary criticism.

**ENGL 491 Seminar in Literary Theory** **Spring, odd years; 3**
*Prerequisites: ENGL 102 with a minimum grade of "C" and ENGL 314.* Restricted to English majors and minors only, or permission of the instructor. A seminar course studying the relationship of the classical mimetic and expressive traditions of literary criticism to contemporary literary theory, including deconstruction and race and gender studies.

**ENGL 495 Independent Study in English** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in English at the upper-division level.

**ENGL 499 Thesis Research** **Spring; 1**
*Prerequisite: ENGL 491.* This course provides students the opportunity to pursue independent research on a topic of their choice.

# Engineering

When offered; credit hours

**ENGR 110 Introduction to Engineering** **Spring; 3**
*Corequisite: MATH 126 maintaining at least a "C" standing.* An introduction to the foundations and fields of professional engineering. Fundamentals of statistics, computers, chemistry, electrical engineering, statics, dynamics and computer-assisted design (CAD). Engineering orientation as an aid in selecting fields of emphasis. A design project completed to a prototype in the theme of the course. Two lectures and one three-hour laboratory per week.

**ENGR 207 Statics** **Fall; 3**
*Corequisite: MATH 252 and PHYS 281 maintaining at least a "C" standing.* Two- and three-dimensional equilibrium employing vector algebra; friction; centroids and centers of gravity; moments of inertia.

**ENGR 208 Dynamics** **Spring; 3**
*Prerequisite: ENGR 207 with at least a "C" grade. Corequisite: MATH 260 maintaining at least a "C" standing.* One- and two-dimensional kinetics and kinematics of rigid bodies by vector calculus; dynamics of rotation, translation and plane motion; relative motion; work and energy; impulse and momentum.

**ENGR 222 Computational Methods** **Spring; 2**
*Prerequisite: CPTR 150 and MATH 151 both with at least a "C" grade.* An introduction to the numerical solution of problems typically found in technical course work.

**ENGR 228 Circuit Analysis** **Summer; 3**
*Prerequisite: MATH 319 with at least a "C" grade or permission of instructor. Corequisite: PHYS 272 or PHYS 282 maintaining at least a C standing.* Basic circuit concepts of current, voltage, power, properties of resistance, capacitance, inductance; Kirchoff's laws and circuit impedance; frequency characteristics; transients. Laboratory time covers basic measurements using DC and AC meters, potentionmeters, bridges and oscilloscopes. One four-hour lecture-laboratory per week.

# English as a Second Language | ESL

*None of the following ESL courses can be considered for credit for either a major or a minor in English or English education. Advanced ESL courses may be applied toward the foreign language requirement for Bachelor of Arts students, with a maximum of six hours to be allowed for this purpose.*

When offered; credit hours

**ENSL 043 ESL Intermediate Reading Comprehension and Writing** **3**
*Prerequisite: English placement exam.* Introduces comprehension and analytical skills in addition to vocabulary building through in- and out-of-class Intermediate-level readings. Uses in- and out- of class writing as a way to focus on grammatical structure and development of the sentence, paragraph and short essay.

**ENSL 044 Intermediate Grammar** **3**
Develops basic grammatical skills necessary for clear written and oral communication.

**ENSL 143 Advanced Reading Comprehension and Writing** **3**
*Prerequisite: ENGL Placement Exam.* Introduces skills necessary to comprehend and analyze readings at the Advanced level. Focuses on grammatical writing of paragraphs and essays. Introduces skills needed to successfully engage in academic reading and writing.

**ENSL 144 Advanced Grammar** **3**
Develops advanced grammatical skills necessary for clear written and oral communication.

# English Writing

When offered; credit hours

**ENWR 230 Expository Writing** **Fall; 3**
*Prerequisite: ENGL 102.* An overview of the rhetorical modes of writing, including definition, causal analysis, exemplification and comparison/contrast. Special attention is given to the development of argument in informative writing.

**ENWR 235 Technical Writing** **Spring; 3**
*Prerequisite: ENGL 102.* Designed to develop skills of organization, analysis, documentation and writing appropriate for the production of specialized documents for technical fields.

**ENWR 240 Introduction to Creative Writing** **Fall; 3**
*Prerequisite: ENGL 102.* A writing course exploring a variety of creative writing strategies and genres, including poetry, short fiction and creative nonfiction narrative.

**ENWR 330 Advanced Expository Writing** **Spring; 3**
*Prerequisite: ENWR 230.* An intensive study of argumentation with emphasis on logic and precision in writing. The course will also cover the legal brief, the pre-law autobiographical essay and the pre-law application process.

# Finance

When offered; credit hours

**FNCE 185 Personal Finance** **As needed; 3**
An introduction to some proven techniques of financial management for the individual. Emphasis on the development of a program of financial management, including budgeting, consumer credit, consumer spending, insurance, investments and other financial problems of the individual.

**FNCE 290 Business Finance** **Fall; 3**
*Prerequisites: ACCT 212, COMM 105, ECON 265, ECON 266, ENGL 102 and MATH 110 with grades of "C" or higher. Must co-register for CSYS 215 and obtain a grade of "C" or higher.* An introduction to the fundamentals of finance and objectives of financial management with special emphasis on financial decisions within the context of a business enterprise. Topics include forms of business, taxes, cash flows, time value of money, financial statement analysis, risk, return, investment, financing and dividend decisions, sources of capital, capital budgeting and capital structure.

**FNCE 305N Business Finance** **‡ NCHE; 3**
Management in the modern commercial environment requires a mix of skills. Proper understanding of the financial implications of management decisions is essential in maximizing the impact of an organization's strategy. This course builds on the Principles of Accounting I and II courses from year one and examines in more detail the effect of management decisions on the financial position of an organization. It also strives to make the student consider the financial impact of any management decisions that may need to be made.

**FNCE 335 Principles of Business Finance** **† SGPS only; 4**
*Prerequisite: ACCT 211 with a minimum grade of "C".* A practical framework to introduce the manager to financial management decision-making. Topics include capital budgeting, capital structure, cash flow estimation, financial statement analysis and financial planning.

**FNCE 340 Investments** **Fall, even years; 3**
*Prerequisite: FNCE 290 with a grade of "C" or higher.* A comprehensive introduction to the world of investments. Topics include why people and companies invest, how investment decisions are made, investment opportunities in the stock market, bond market, options, futures, commodities, currency, precious metals, real estate, insurance, etc. and methods for evaluation of investment alternatives. Students will participate in an investment project allowing for familiarity with investment information resources and portfolio selection and tracking.

**FNCE 430 Insurance and Risk Management** **Spring, even years; 3**
*Prerequisite: FNCE 290 with a grade of "C" or higher.* A study of the nature of risk in business setting and the management of that risk. Sub-topics include: life, health, property and casualty insurance; pension; and estate planning.

*‡ NCHE = Newbold College of Higher Education, United Kingdom*
*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**FNCE 455 International Finance** **Fall, odd years; 3**

*Prerequisite: FNCE 340 with a grade of "C" or higher.* The purpose of this course is to provide an understanding of the type of international financial markets that are available to investors and firms and how these markets can be used to solve corporate financial problems. Specifically, the course provides a basic understanding of how international financial instruments can be useful for corporations engaged in international trade; and for the investor, to analyze the potential gains and shortcomings from international diversification and investments. In addition to a textbook, cases will be used. Students will be required to complete a project during the course.

**FNCE 467 Financial Analysis and Planning for Entrepreneurs**
**FNCE 467P Financial Analysis and Planning for Entrepreneurs (Project Option)**
**† SGPS only; 3**

*Prerequisites: ACCT 211; MGMT 465 or MGMT 465P.* This course will serve as a foundation in the principles of ratio analysis for owners, or would be owners, of small businesses. The focus will be on costing methodology, forecasting income and reading and interpreting financial statements. Business Administration majors who choose the project option complete additional project work across the courses in any one track that is equivalent to the work required in the Guided Independent Research Project.

**FNCE 474 Financial Statement Analysis** **Fall, even years; 3**

*Prerequisite: FNCE 290 with a grade of "C" or higher.* A theoretical and practical in-depth study of the balance sheet, income statement and statement of cash flows. Topics include accounting principles on which financial statements are based, short term liquidity, long-term debt paying ability, profitability, investor analysis, ratio and trend analysis, application of statistical financial analysis, the impact of changing prices on financial statements, specialized industries and personal financial statements. Students are required to perform an in depth financial analysis of a publicly traded company.

**FNCE 475 Advanced Corporate Finance** **Spring, odd years; 3**

*Prerequisite: FNCE 474 with a grade of "C" or higher.* The case method will be used to analyze sophisticated financial decisions made by corporate decision makers. Topics will include investment, capital structure, dividend policy, corporate combinations and related financial decision areas. The application of finance topics to the solution of financial problems will be emphasized.

**FNCE 485 Financial Management**
**FNCE 485P Financial Management (Project Option)** **† SGPS only; 2**

*Prerequisites: ACCT 211; FNCE 335.* This course builds on the fundamentals of business finance and involves the analysis and discussion of the financial decisions of national and multinational corporations. Financial principles and concepts are applied to solve financial problems and make financial and corporate policy at the executive level. Topics include assessment of the financial health of the organization, short- and long-term financial management, project and company valuation, cost of capital, risk analysis, investment decisions and capital markets. The case study method will be utilized in this course. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

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**FNCE 486 Investment Fundamentals**
**FNCE 486P Investment Fundamentals (Project Option) † SGPS only; 2**
*Prerequisite: FNCE 485 or FNCE 485P.* This course provides an introduction to financial investments. Topics include securities and securities markets, the risks of investments, as well as returns and constraints on investments, portfolio policies and institutional investment policies. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**FNCE 487 Security Analysis and Valuation**
**FNCE 487P Security Analysis and Valuation (Project Option) † SGPS only; 3**
*Prerequisite: FNCE 486 or FNCE 486P.* This course involves a study and application of the concepts, methods, models and empirical finds to the analysis, valuation and selection of securities, especially common stock. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**FNCE 488 Commercial Bank Management**
**FNCE 488P Commercial Bank Management (Project Option) † SGPS only; 3**
*Prerequisite: FNCE 486 or FNCE 486P.* This course provides an opportunity to analyze and discuss cases and readings in commercial bank management. The loan function is emphasized, also the management of liquidity reserves, investments for income and source of funds. Bank objectives, functions, policies, organization, structure, services and regulation are considered. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**FNCE 494 Selected Topics in Finance As needed; 1-3**
A current advanced topic in finance will be explored.

**FNCE 495 Independent Study in Finance As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in finance at the upper-division level.

**FNCE 680 Corporate Finance 3**
*Prerequisite: Undergraduate course in Business Finance (FNCE 290 in traditional program, FNCE 335 in SGPS) with grade of "B" or higher.* The course introduces basic concepts of corporate finance and provides tools for financial decisions. Concepts include: Capital Budgeting, which teaches project acceptance criteria consistent with management's objective of maximizing the market value of the firm; Cost of Capital, which uses various models for estimating a project's expected return; Capital Structure and Dividend Policy, which discusses how capital structure and dividend decisions affect firm value. Other concepts include issues of corporate control and governance; the workings of the debt and equity markets; and options.

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# Foreign Languages

*See also listings for French, below and Spanish,* Page 464*.*

When offered; credit hours

**FLNG 294 Topics in a Foreign Language** **As needed; 1-4**
Based on student needs and faculty consent, topics may be chosen in a foreign language area.

**FLNG 295 Independent Study in a Foreign Language** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor in a foreign language topic on the lower-division level.

**FLNG 494 Topics in a Foreign Language** **As needed; 1-4**
Based on student needs and faculty consent, topics may be chosen in a foreign language area.

**FLNG 495 Independent Study in a Foreign Language** **As needed; 1-3**

Study on an independent basis in collaboration with the instructor in a foreign language topic on the upper-division level.

# French

When offered; credit hours

**FREN 101 Introductory French I** **Fall; 3**
Emphasis on pronunciation, grammar and conversation.

**FREN 102 Introductory French II** **Spring; 3**
*Prerequisite: Completed FREN 101 with the minimum grade of "C."* Emphasis on pronunciation, grammar and conversation, with increased emphasis on reading.

**FREN 201 Intermediate French I** **Fall; 3**
*Prerequisite: FREN 102 completed with a minimum grade of "C" or equivalent (determined by placement exam).* Expansion of vocabulary through more extensive literary and cultural readings. Greater emphasis on conversation.

**FREN 202 Intermediate French** **Spring; 3**
*Prerequisite: FREN 151 completed with a minimum grade of "C."* Expansion of vocabulary through more extensive literary and cultural readings. Greater emphasis on conversation. *A minimum grade of "C" is required to pass the course and progress.*

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# Geography

When offered; credit hours

**GEOG 250 Introduction to Physical Geography** **Fall; 3**
An introductory course, including map interpretation, landforms, natural resources and world climatic and vegetation regions. Emphasis on the relationship between man and his natural environment.

**GEOG 270 World Geography** **Spring; 3**
A general treatment of the world's geographic patterns in their social, economic and political aspects interpreted in the light of physical and cultural conditions and current situations and problems.

# Graphic Arts

When offered; credit hours

**GART 120 Introduction to Digital Photography** **Fall and Spring; 2**
The course introduces the underlying principles of digital photography. The theories and practices of how to scan, how to compress and store photographs on a computer, prepare photos for emailing and basic photograph editing techniques using the editing software Adobe Photoshop will be applied. The course is structured to discuss the process of designing and thinking about one's shots, observing and using the environment (subject and background) to get a better exposure. Digital camera with manual override required.

**GART 220 Designing for the Media** **Fall and Spring; 3**
This course teaches design principles and techniques needed for creating and managing different forms of media. Students will be introduced to various software programs such as but not limited to *Desktop Publisher, Photoshop and Dreamweaver* in order to learn and apply the principles of design in various forms of media.

**GART 330 Multimedia Web Production** **3**
*Prerequisite: GART 220 with a minimum grade of "C."* This course teaches the principles and application of multimedia web design. Students will design and create a dynamic web site using web page editing/publishing software and will create and edit graphic images for the web using image editing software. Sites will include student created and edited audio and video elements. Students will efficiently control and update content by using content management systems.

# Health Care Administration

When offered; credit hours

**HCAD 300 Health Care Organization Theory and Management Practice** **† SGPS only; 3**
An introduction to the field of health care administration, examining the background, philosophy, institutions and mode of operation of the health care system.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

**HCAD 310 Management Skills Assessment** **† SGPS only; 3**
An assessment of one's personal and professional life with an emphasis on career goals. In addition, this course considers future trends in health care in relation to changing careers and lifestyles. Techniques of management writing and portfolio preparation as well as an overview of the style recommended for research papers is included.

**HCAD 320 Research Methods and Statistics** **† SGPS only; 3**
An introduction to descriptive and inferential statistics and research design. Statistical and research concepts and procedures used in health care are utilized with an emphasis on practical health care applications.

**HCAD 340 Personnel Management** **† SGPS only; 3**
A study of human resource management functions for managers of health care programs. Course topics include personnel planning, staffing, development and training.

**HCAD 350 Health Care Information Systems Management** **† SGPS only; 3**
Automated information systems operations and design are examined, together with an operational understanding of subsystems for pathology, nursing, clinical laboratory, radiology, physiology, preventive medicine, medical education, administration and financial management. Setting up an automated information system for a medical database and networking principles for a medical subsystem are also examined.

**HCAD 380 Business Data Analysis** **† SGPS only; 3**
*Prerequisite: ACCT 211 with a minimum grade of "C."* Accounting principles and practices applicable to health care organizations with emphasis on hospitals and ambulatory care services, including cost-finding methodologies, third-party payor negotiations, internal controls and internal and external financial reporting.

**HCAD 400 Planning in Health Care** **† SGPS only; 3**
How to apply planning theory and techniques at the institutional, community and area-wide levels in relation to governmental, political, economic and social constraints with analysis and interpretations of health status and health care resources data.

**HCAD 410 Managerial Economics** **† SGPS only; 3**
Analysis and evaluation of the economic environment, health care consumers, providers and institutions. Analysis and evaluation of fiscal and monetary policies on the delivery of health care in government and private health care institutions.

**HCAD 420 Health Care Finance** **† SGPS only; 3**
*Prerequisite: ACCT 211 with a minimum grade of "C."* An evaluation of the financial subsystems of health care organizations and the application of analytical tools toward improving the managerial usefulness of financial information. Topics include financial markets and investments, financial statement analysis, management of working capital, capital budgeting, financially based performance evaluation and pricing policies.

**HCAD 430 Legal Issues and Public Policy in Health Care** **† SGPS only; 3**
An orientation to the American legal system, its principles and processes and to such issues as public health laws, institutional and professional liability, informed consent, physician-patient relationships, forensic medicine, legislative activities and controversial medico-legal and ethical issues.

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**HCAD 499 Guided Independent Research Project** **† SGPS only; 0**
The guided independent research project begins with the first scheduled course and ends with the last course. Students select the project in cooperation with the Health Care Administration research project adviser and their work supervisors. The project may include such items as work-related studies, experimental studies, grant proposals and planning documents. This research project requires 250 hours of work directly related to the project. A comprehensive project write-up is required. The project receives a letter grade.

**HCAD 500 Fundamental Skills for Graduate Study** **† SGPS only; 2**
This course prepares and assesses incoming MHCA candidates for skills required by graduate study through readings and online group discussions; written weekly assignments based on the readings; health care manager interviews; and related interactive projects. Focus is on the health care manager's workplace challenges in a multicultural society that impact management and leadership positions. *Students must pass this course in order to continue in the program. Students who do not pass this course on the first attempt will be counseled and guided on individual graduate study skill development.*

**HCAD 520 Health Care Systems Analysis** **† SGPS only; 3**
This course involves systems thinking and analysis to give health care managers a wide perspective of the pervasiveness of trade-offs and unintended consequences in modifying or remediating health care systems. Emphasis is on root cause analysis, system improvement traps and opportunities; competitive impacts; leverage; and consequences for providers, health plans, suppliers, patients and employee effectiveness. System improvement projects and case studies of organizations like the Cleveland Clinic aid students in applying accrued insights as the course progresses.

**HCAD 530 Health Care Problem-solving Skills** **† SGPS only; 3**
This course assesses problem-solving and decision skills required in MHCA careers. Students will define problems clearly; generate useful options; and use key criteria to select and monitor the best option. Students will explore common problem-solving methods and techniques used in the best organizations, emphasizing applied reasoning and presentation skills for executives and focus on the role of the health care professional as manager within global health care delivery systems. We will explore business and health care issues and problems to understand health care potential in a multicultural society.

**HCAD 540 Health Care Research** **† SGPS only; 3**
This course uses business research methods to examine health care research for initiatives. Students design and execute research projects as well as critique the findings of existing research via case studies involving quality of care, responsive delivery, impact of regulations, financial impacts and patient satisfaction. The focus is on the role of the health care manager within the challenging and continuously evolving global health care delivery system.

**HCAD 550 Health Care Ethics** **† SGPS only; 3**
This course will guide students through the complexity of ethical issues in the health care management field. Emphasis is on dealing with matters in the workplace related to: business scandals; overcompensated executives; sexual harassment; whistleblowing; moral leadership; and universal health care coverage. Student projects will examine critical health care ethical issues in depth for presentation and class discussion.

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**HCAD 560 Health Care Delivery and Project Management † SGPS only; 3**
This course guides students through the complexity of the health care management field. Emphasis is on achieving excellence through process improvement, service excellence and project accountability. Students will examine how to define quality care and what makes excellence in delivering it. This course will also assess critical aspects of managing projects in health care in terms of planning, scheduling, controls; and communicating with project stakeholders. Process improvement projects by students will focus on upgrading the quality of day-to-day health care operations.

**HCAD 570 Health Care Managerial Economics † SGPS only; 3**
This course examines how health care managers apply economic insights as individual, group, regional, national and global actors. Students will learn to use economic thinking to gain broader understanding before taking prudent actions in a complex, global economy. In situations both strategic and applied, students assess concepts and techniques that apply in health care management situations. Students dialogue as future leaders who influence decisions in a competitive economy and dynamic health care setting. Students complete individual projects to apply accrued insights. The intent is to use economic situations to sharpen clarity of focus and critical thinking skills in any health care organization, public or private.

**HCAD 580 Health Care Team Building † SGPS only; 3**
This course covers the development and nurturing of health care work groups or organizational units into high-performing teams. The study begins with group behaviors and norms for conformity, compliance, deviation, collusion, sanctions and acceptance. Using evidence and examples from first-hand, the key qualities of high-performing teams are addressed, including personality profiles; differences in motivation; shared leadership; listening and open communication; collaboration; conflict management by negotiation; facilitation skills; constructive interventions; and, individual member's growth and development. Student projects assess the pros and cons; evidence and examples; as well as recommendations for building high-performing teams in health care situations.

**HCAD 590 Health Care Information Systems Management † SGPS only; 3**
This course addresses the role of information management in health care administration. The focus is on the best use of information and technology in health care systems. Emphasis is on data quality; decision support, informatics; health care reforms, HIPAA impacts; advances in technology such as telemedicine and biochips; cyber-security and governance of management information systems. Current case studies and individual projects help students apply accrued insights as the course progresses. The course perspective is from that of a health care manager rather than an IT professional.

**HCAD 610 Health Care Leadership and Change Management † SGPS only; 3**
Students assess leadership techniques and change management skills for health care situations. They confront how to deal with barriers to change. They learn how to help others face change with trust and commitment. We explore sound strategies and clear communication about possibilities and concerns with change. Methods that diffuse cynicism and skepticism are discussed. The course considers how the leaders stay motivated in the face of change. Course projects assess how leadership approaches measure up to the challenges that health care workplace change management brings.

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**HCAD 620 Health Care Risk and Policy Issues** **† SGPS only; 3**
This course involves coping with uncertainty and risks in complex, dynamic health care management scenarios. Students learn what risks to accept, countermeasure, or prevent in health care systems. Emphasis is on quality assurance methods, error prevention and remediation; minimizing workplace and clinical liabilities by use of "red flags; risk management systems; the role of insurance; and maintaining safe, secure facilities. Current case studies and projects in dealing with complex risk management systems help students apply accrued insights as the course progresses.

**HCAD 630 Health Care Strategy Capstone** **† SGPS only; 4**
This course recognizes that strategy is the responsibility of top executives in any organization. Changing trends, regulations and many other "what-ifs" impose on health care strategists. Yet, health care executives must continue to create value for their varied stakeholders in the face of persistent change. Students learn to deal with uncertainty intelligently using strategic concepts and techniques. They dialogue as future executives planning the future of a dynamic, health care profit organization. Student projects apply accrued strategic insights to health care situations as the course progresses.

# History

When offered; credit hours

**HIST 115 History Colloquium** **Fall; 1**
Participation in the department's academic and pre-professional development program, including Monday morning departmentals, department-sponsored activities, recommended events and related assignments throughout the academic year. May be repeated for up to three hours of credit. Students taking a major in history should register for the course in the falls of the freshman, sophomore and junior years. Required activities continue into the spring; issuing of grades deferred until completion of activities. Graded pass/fail.

**HIST 125 History of World Civilizations I** **Fall; 3**
An introduction to the historical development of human civilizations from antiquity to the mid-17th century, with focus on the themes of political and social organization, worldview and cultural achievements.

**HIST 126 History of World Civilizations II** **Spring; 3**
An introduction to the historical development of human civilizations from approximately the mid-17th century to the present. Emphases include the interaction between Western and non-Western cultures and the impact of key social and political ideas and movements.

**HIST 257 African-American History** **Spring; 3**
Brief survey of the African background and exploration of the social, cultural, economic, religious and political development of the African-American in the United States to the present time.

**HIST 260 International Relations** **Fall; 3**
International relations in the contemporary world and the historical sources behind modern-day foreign policy issues. *Cross-listed as PLST 260.*

**HIST 275 United States History I: Founding to Reconstruction** **Fall; 3**
The political, social, constitutional and cultural development of the United States from its earliest beginnings to the Civil War.

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**HIST 276 United States History II: Gilded Age to Globalization** **Spring; 3**
The political, social, constitutional and cultural development of the United States from the close of the Reconstruction era to the present.

**HIST 283 Women in American History** **3**
Examination of the lives of women in America, their changing images, roles, status and functions from earliest times to the present.

**HIST 290 Disease in History** **3**
Study of the role played by epidemic disease in human history. Topics include epidemics in ancient Greco-Roman society, the 14th-century Black Death, the Columbian Exchange, disease and colonization in Africa, imperialism and disease and disease and migration. Epidemics and pandemics (typhus, yellow fever, influenza, polio and tuberculosis) in modern times will also be considered, along with the changes in medical practices and public health that resulted.

**HIST 291 History: Method and Theory** **3**
*Prerequisites: ENGL 102 and one college history course (at least three semester hours or equivalent) with a "C" or above.* An introduction to the historian's craft: methods, skills and philosophy. Should be taken by history majors during their sophomore year. *Cross-listed as PLST 291*.

**HIST 294 Topics in History** **As needed; 1-4**
Designed for students who need a course not listed in the regular offerings. A current topic in history will be explored.

**HIST 295 Independent Study in History** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in history at the lower-division level.

**HIST 320 Religion and American Culture** **Spring; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* A study of the role of religion in American history and contemporary culture. *Cross-listed as RELT 320.*

**HIST 325 History of Christianity I: The Early and Medieval Periods** **Fall; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The historical development of the world Christian movement from the end of the apostolic era to about 1500.

**HIST 326 History of Christianity II: The Reformation and Modern Periods** **Spring; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The historical development of Christianity and its interaction with world societies from approximately 1500 to the present.

**HIST 337 Revolution in the Modern World** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Revolutions and revolutionary movements and their impact on world societies in the 18th-20th centuries. *Cross-listed as PLST 337.*

**HIST 355 Latin America and the Caribbean** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The struggle for liberation in Latin America and the Caribbean from the era of independence to the present.

**HIST 360 American Social Movements** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Movements for social change in the 19th and 20th centuries, particularly for gender and racial equality and for social and economic justice. *Cross-listed as PLST 360*.

**HIST 375 Road to American Freedom: Jamestown to the Constitutional Convention** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The emergence of the freedoms central to the American identity during the colonial era — the American Revolution, the framing of the Constitution and the establishment of the new republic. *Cross-listed as PLST 375.*

**HIST 380 Civil War, Reconstruction and American Culture** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The causes of the Civil War, the decisive military conflicts and the consequences as worked out in the Reconstruction era, with analysis of the political, racial and religious dimensions of this epoch as a defining moment for American society. *Cross-listed as PLST 380.*

**HIST 383 The United States as a World Power, 1898 to present** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The emergence and development of the United States as a world power beginning in the era of the Spanish-American war and analysis of the impact of its international role both on the world and the nation itself. *Cross-listed as PLST 383.*

**HIST 385 Recent American History** **† SGPS only; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The political, social, economic and military emergence and involvement of the United States in domestic and world events from the close of World War II to the present.

**HIST 387 The Urban American Experience** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Study of the political, social and cultural dimensions of the urban American experience from the colonial era to the present. *Cross-listed as PLST 387.*

**HIST 395 Washington Experience Internship** **3-6**
*Prerequisite: ENGL 102 with minimum grade of "C."* Internship in law, government, politics, social service, museum archives, public issues advocacy, or news media with supervised reading on topics connected with the internship. *Cross-listed as PLST 395.*

**HIST 400 Russian Intellectual History** **3**
*Prerequisite: ENGL 102 with minimum grade of "C."* Exploration of several majors themes of Russian intellectual history during the 19th and early 20th century through a study of a variety of primary texts of social, literary and political commentary as well as close reading of secondary materials.

**HIST 491 Research Seminar** **Fall; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Senior research project. Open to seniors majoring or minoring in history and to others with the consent of the instructor. *Cross-listed as PLST 491*

**HIST 494 Topics in History** **As needed; 1-4**
Designed for students who wish a course not listed in the regular offerings. A current topic in history will be explored.

**HIST 495 Independent Study in History** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in history at the upper-division level.

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# Health Science

When offered; credit hours

**HLSC 101 Introduction to Health Care** **Spring; 2**
*Prerequisite: ENGL 101 with a grade of "C" or better and placement into MATH 120.* An introduction to the knowledge and basic skills required for all health care professions. Students will do research on a health care occupation of their choice to include: Health Information Center (MCPL), National Library of Medicine (NIH), shadowing in the workplace and interviewing a health care professional. Students will become fully oriented and compliant volunteers at Washington Adventist Hospital, which includes training and evaluation in workplace safety (JCAHO), health care communication, legal and ethical considerations, including confidentiality and HIPAA. Skills included: Math for health care providers, CPR and first aid, Vital signs and basic patient assessment and infection control measures. Credit not applicable toward General Education health requirement.

**HLSC 110 Healthier Living** **Fall and Spring; 2**
A course designed to give students the practical means of assessing and managing their personal health behaviors so that they can live their lives to the fullest. Recognizing that health information changes quickly and there is so much to know, this course emphasizes the basic facts and encourages students to translate them into a meaningful plan of action that is personally relevant. The SDA philosophy of health expressed in the writings of Ellen G. White is emphasized as an important reliable health information resource.

**HLSC 120 Foundations of Wellness Promotion** **3**
This course is an introduction to total well-being health and wellness. Career opportunities in wellness will mostly emphasize wellness as a positive approach to health promotion. Skills and competencies required, content areas, areas of specialization and professional organizations and journals are all highlighted in this course.

**HLSC 130 Non-Drug Therapeutics** **3**
This course will focus on simple remedies and treatments that can be used in the home. The principles underlying the effects of the treatment methods are examined and common symptoms and illnesses that respond to these treatments are highlighted. It is not expected that the information given in this course will take the place of the services of physicians or other health care professionals.

**HLSC 140 The Human Body in Health and Disease** **Fall; 4**
*Cross-listed as BIOL 140. See BIOL 140 on* Page 335 *for course description.*

**HLSC 175 Medical Terminology** **Fall; 2**
*Prerequisite: Placement in ENGL 101.* A complete medical terminology course. The student will learn prefixes, suffixes and roots and how to put them together. Pronunciation and interpretation are included. (Credit not applicable toward General Education health requirement.)

**HLSC 220 Prevention of Chronic Diseases through Health Promotion** **3**
*Prerequisite: BIOL 111 and 112.* This course will examine various types of chronic diseases, their causes, signs and symptoms, treatment, complications and means of control and/or prevention. Public health and epidemiology, identification of risk factors and prevention strategies will be emphasized.

**HLSC 260 Consumer Health and the Fitness Industry** **3**
This course will emphasize and review consumer tips for safety in the health and fitness industry. Issues to be discussed will include purchasing health goods and services, an overview of nontraditional health care and sources of consumer protection in the health marketplace.

**HLSC 270 Christ-Centered Wellness** **3**
This course is a bold attempt to put a Christocentric foundation to the topic of holistic health and the aspect of health defined as "wellness." It is anchored in the question about how students' lives may be transformed if the attributes of Christ are the foremost goals and driving force in their pursuit of happiness, success, good health and well-being. The core content of this course will be a blend of scripture, E.G. White's writing and scholarly views on how to cultivate the attributes of Christ. The science of wellness will be presented in a framework that uplifts Christ as the ultimate example of wellness and wholeness.

**HLSC 280 Health Evangelism** **3**
*Prerequisite: HLSC 270.* This course will introduce the students to methods of utilizing health principles to improve community health; emphasizing spiritual principles as the agent of lasting behavior change. For practical experiences, students will participate in health programs at area Christian churches.

**HLSC 340 Health Program Planning, Design and Management** **3**
This course is designed to provide the students with elements of program design and management. Each student will learn and/or experience the process of developing, planning and implementing programs in health education and health promotion.

**HLSC 425 Principles of Fitness Assessment and Exercise Prescription** **3**
*Prerequisite: PETH 330.* This course will cover health appraisal, risk assessment and safety of exercise, fitness testing and an overview of exercise prescription. A review of professional knowledge and skills is required in preparation for the American College of Sports Medicine (ACSM) certification as a health fitness specialist.

**HLSC 481 Pain and Suffering Across Cultures** **Fall, Spring and Summer; 1-2**
*Cross-listed as NURS 481. See NURS 481 on* Page 425 *for course description.*

**HLSC 482 Caring Across Cultures** **Fall, Spring and Summer; 1-2**
*Cross-listed as NURS 482. See NURS 482 on* Page 425 *for course description.*

**HLSC 490 Internship in Health/Fitness/Wellness Program Operation** **9**
*Must be completed during the third and fourth year in the program.* The student will work a minimum of 360 hours in a fitness establishment in various settings such as: corporate/industrial, medical/hospital/clinical, private club, academia, lifestyle/complementary medicine, nonprofit and/or governmental agency. A summary portfolio of the experience and evaluations by the site supervisor and the core program supervising faculty will be required.

**HLSC 490A Internship in Health/Fitness/Wellness Program Operation** **3**
Must be completed during the third and fourth year of the program. The student will work a minimum of 120 hours in a fitness establishment in various settings such as: corporate/industrial, medical/hospital/clinical, private club, academia, lifestyle/complementary medicine, nonprofit and governmental agency. A summary portfolio of the experience and evaluations by the site supervisor and the core program supervising faculty will be required.

**HLSC 490B Internship in Health/Fitness/Wellness Program Operation** **3**
Must be completed during the third and fourth year of the program. The student will work a minimum of 120 hours in a fitness establishment in various settings such as: corporate/industrial, medical/hospital/clinical, private club, academia, lifestyle/complementary medicine, nonprofit and governmental agency. A summary portfolio of the experience and evaluations by the site supervisor and the core program supervising faculty will be required.

**HLSC 490C Internship in Health/Fitness/Wellness Program Operation** **3**
Must be completed during the third and fourth year of the program. The student will work a minimum of 120 hours in a fitness establishment in various settings such as: corporate/industrial, medical/hospital/clinical, private club, academia, lifestyle/complementary medicine, nonprofit and governmental agency. A summary portfolio of the experience and evaluations by the site supervisor and the core program supervising faculty will be required.

**HLSC 491 ACSM Health Fitness Specialist Certification** **2**
This is a review course to cover the following: designing safe and effective exercise prescriptions; conducting individual exercise programs and fitness testing; and providing health education for low-to-moderate risk individuals with chronic diseases and individuals in special populations. The goal of this detailed program content review is to prepare students to sit for the ACSM certification examinations.

# Homeland Security, Cyber Security and Emergency Preparedness

When offered; credit hours

**HMCS 200 Cyber Security: Threats and Preparedness** **† SGPS only; 3**
An investigation of the technological emergencies and threats to computer systems and networks that could disrupt critical services, businesses and government operations. The course identifies vulnerabilities within government and businesses that are increasingly reliant on digital systems and the Internet and also examines attacks that could cripple essential public services or have a debilitating impact on our nation's stability. The course also introduces the concept and theories of cyber security. Emphasis is placed on threat analysis and disaster recovery planning for attacks, accidents and failures.

**HMCS 201 Computer Security** **† SGPS only; 3**
An overview of computer security and an analysis of the security problems of a modern computer environment. The course will explore solutions to common threats to computer security. It will also examine how our actions as users can affect system security. Topics include security management, physical security, access control, communications security, cryptographic issues and systems issues.

**HMCS 300 Protecting High-value Assets** **† SGPS only; 3**
*Prerequisites: HMCS 200, 201.* Provides an orientation to protecting high-value assets and the information that is stored within these institutions. The course will address network security, information security and security of the physical infrastructure. The aim is to analyze a business environment approach to assessing physical security risks, identification of security requirements and controls to address threat and vulnerabilities and conduct appropriate evaluation and cost-benefit analysis.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**HMCS 301 Cyber Crime and Security** **† SGPS only; 3**
*Prerequisites: HMCS 200, 201.* An examination of crimes involving the use of computers that can compromise security. It will examine recent cyber attacks on government, banks, businesses and other institutions. It will explore strategies to criminalize cyber offenses and tackle information theft, data corruption and cyber warfare. The course will also identify challenges that law enforcement and the private sector confront in collecting evidence and prosecuting criminals, including security liabilities associated with assuring a secure working environment. Topics include the Foreign Intelligence Act, Communications Assistance to Law Enforcement Act and Wire Intercept, Privacy Protection Act and the Electronic Communications Act.

**HMCS 400 Cyber Forensics** **† SGPS only; 3**
*Prerequisites: HMCS 200, 201, 300, 301.* This course will cover the fundamentals of digital forensics and investigations. It will examine the emerging investigation techniques related to the identification, collection and preservation of digital crime scene evidence. This course explores the emerging role of the computer forensics examiner and introduces students to forensic tools. It also discusses the criminal justice system and guidelines for investigation reporting. Emphasis is placed on how to identify threats and create strategies to locate and recover evidence.

**HMCS 401 Cyber Ethics and Law** **† SGPS only; 3**
*Prerequisites: HMSC 200, 300, 301, HMER 200.* This course explores the gravity and scope of the threats to U.S. interests in cyberspace and the ethical and legal issues to address this critical security challenge while upholding privacy rights and free speech on the Internet. Students will study codes of conduct, professional ethics and moral philosophy as a means for providing a framework for ethically grounded decision-making in the information age. This course will also investigate emerging cyber laws, the regulatory framework governing e-commerce, intellectual property protections and anonymity in cyberspace.

**HMER 200 Emergency Preparedness and Planning** **† SGPS only; 3**
This course introduces threats and emergency planning for natural and man-made disasters and other hazards. It will assess the role, functions of and coordination between national agencies of intelligence, homeland security and emergency preparedness. Students will learn steps to design an emergency plan and critically assess business, government and individual planning. The course will consider lessons learned from unethical approaches to emergency planning and review strategies to minimize the impact of disasters on the public.

**HMER 300 Response to Weapons of Mass Destruction Disasters** **† SGPS only; 3**
*Prerequisites: HMER 200, HMCS 200.* Increases student understanding of the economic, political, health and cultural implications of chemical, biological, radiological and nuclear weapons (WMD). The course will evaluate the characteristics of WMD and the use of them to create mass casualties. It will examine methods to detect and handle WMD, which countries possess them or the ability to produce them. It will focus on studying the effects on the body from radiological or biological weapons. Emphasis is placed on planning training for emergency responders.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**HMER 301 Public Health Issues In Disasters † SGPS only; 3**
*Prerequisites: HMER 200, HMCS 200*. An exploration of the critical public health considerations in a disaster, including prevention of communicable diseases, sanitation and shelter. The course will examine self-protective measures for firefighters, police, health care workers and other emergency responders from infectious diseases when responding to a disaster. It will utilize case studies such as lessons learned from 9/11 first responders to emphasize practical applications of public health principles. The course will review ethical issues in public health and mitigation strategies that are used to reduce the impact of disasters on communities, businesses, schools and the general public.

**HMER 400 Disaster Relief Center Development and Management † SGPS only; 3**
*Prerequisites: HMER 200, 300, 301, HMCS 200.* Reviews the concepts, guidelines and steps to establish and manage a short-term Community Collection and Emergency Distribution Center. The course will utilize table-top simulation exercises and case-studies of Hurricane Katrina to examine the methods and strategies to engage the community in disaster recovery and to manage a disaster relief center. Students will also assess the work of county and state-wide emergency operation centers and community partnerships. Students will design a plan to effectively and efficiently manage a Community Collection and Emergency Distribution Center.

**HMER 401 Emergency Management † SGPS only; 3**
*Prerequisites: HMER 200, 300, 301 HMCS 200.* Students will study the principles, history, policies, organizational structures and practices of emergency management, particularly the all-hazards approach. The course will examine the four phases of emergency management: preparedness, mitigation, response and recovery. It explores the interdependency of the public and private sectors to save lives and protect property in emergencies and ethical considerations for disaster management and strategies for vulnerable populations. The course will review the National Response Plan and National Incident Management Systems (NIMS) and their applicability to natural and man-made disasters, or other hazards.

**HMSC 200 Introduction to Homeland Security † SGPS only; 3**
The course introduces students to the threats and challenges to protecting the homeland. A critical examination of the nation's homeland security organizational structure, systems and methods to protect against and respond to attacks. It explores the role of Congress, federal agencies, state and local government, military and law enforcement, the international community, media and the private sector to support U.S. homeland security objectives. Presents an overview of homeland security history pre 9/11 and tracks trends of security in the contemporary world.

**HMSC 300 Terrorism: Causes and Consequences † SGPS only; 3**
An examination of the rise of the new terrorism confronting the United States in order to develop an understanding for terrorism prevention, detection, response and investigation. Students will study the motivations, ideologies, tactics and targets of various domestic and international groups. The course will provide a critical historical and contemporary investigation of radicalization, major attacks, current threats and the Impact on homeland security. Topics include the role of the media in investigating and reporting attacks.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**HMSC 301 Intelligence System and Operations in Homeland Security † SGPS only; 3**
*Prerequisites: HMSC 200 and 300.* An investigation of the strategy, methods and technology to identify emerging threats and collect and document evidence involving terror. The course will examine the role, responsibilities and general operations of the intelligence communities to support homeland defense. There will also be emphasis on the interactions of the foreign and domestic intelligence communities, military and law enforcement and defense contractors that support homeland security investigations. The course will also review national strategies that guide counterterrorism efforts such as the National Strategy for CoM.B.A.ting Terrorism and the USA PATRIOT Act. Topics include counterterrorism tactics, ethics, prisoners of war and border security.

**HMSC 400 Critical Infrastructure Protection † SGPS only; 3**
*Prerequisites: HMSC 200, 300, 301, HMER 200.* An investigation of the methods and technology for securing critical infrastructure and key assets such as transportation, agriculture, food, water, public health, emergency services, government, defense industrial base, information and telecommunications, energy, banking and finance, chemicals and hazardous materials, postal and shipping, landmarks and the border. The course will explore the process to assess threat, risk and vulnerabilities and the key role of the Department of Homeland Security to facilitate protective measures. It will track current social and economic challenges to protecting critical infrastructure and the role of the private sector in the security of these resources. The course will review the National Infrastructure Protective Plan.

# Honors

When offered; credit hours

**ENGL 101H Honors Rhetoric**
This course examines the processes of writing and oral communication. Honors freshmen are expected to register for this class first semester. *This course is not required for students entering the Honors Program after the freshman year.*

**HNRS 115 Honors Seminar 0**
*Prerequisite: Must be accepted into the Honors Program.* Honors Seminar is an ongoing course designed to address issues pertinent to the agenda of the Honors Program, namely the development of academic excellence and opportunities for leadership and service. Topics will vary. The course will meet one hour per week. Honors Program members are required to successfully complete six semesters of Honors Seminar and therefore this course may be taken multiple times.

**HNRS 210 Leadership and Service I 0**
This zero (0) credit course is required for members of the Honors Program at the end of their sophomore year. Students produce a portfolio detailing their required leadership and service activities for the first half of their college careers. The course will be graded on a pass/fail basis.

**HNRS 410 Leadership and Service II 0**
This zero (0) credit course is required for members of the Honors Program at the end of their final degree year. Students produce a portfolio detailing their required leadership and service activities for the second half of their college careers. The course will be graded on a pass/fail basis.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

**HNRS 499 Honors Project** **3**
This is an opportunity for students to complete an individualized research project or creative accomplishment, produce a documentary, organize a community project or complete a thesis. Students must submit a proposal for the Honors Project during their junior year. After submitting the project proposal to the Honors director, the student will then proceed to complete the project during his or her senior year. A student will normally sign up for the three credit Honors Project course in his or her final semester.

# Humanities

*See Humanities courses on Page 35 for a listing* *See Humanities courses on Page 35* *for a listing of additional courses that may apply for the General Education humanities requirement.*

When offered; credit hours

**HMNT 100 Arts in Washington** **3 as needed**
The Arts in Washington is a fine arts appreciation course that attempts to tackle several goals concurrently: first, to acquaint students with basic concepts of aesthetic appreciation and to engage them through primary experiences in the arts wherein these concepts can be applied. Second, to introduce students to the vast resources available to them in the Washington, D.C., area and thus encouraging connections with their cultural environment. Third, through the apprehension of the arts, to help students develop critical skills that will be useful in other academic courses and assignments. *Please note lab times and fee.*

**HMNT 250 Introduction to Fine Arts** **Fall and Spring; 3**
An investigation of aesthetic principles common to the arts. A chronological survey of style and expression with reference to representative works in the media of music, painting, sculpture and architecture. A study of the relation of these arts to contemporary living.

**HMNT 270 Music in Twentieth Century America** **Fall, odd years; 3**
*See MUHL 270 on Page 416 for course description.*

**HMNT 494 Topics in Humanities** **As needed; 1-3**
Designed for students who wish a course not listed in the regular offerings. A current topic in humanities will be explored.

# Information Systems | Nontraditional program

*See also CSYS courses in* Information Systems | Traditional Program, Page 357

When offered; credit hours

**INSY 110 Computer Concepts I** **† SGPS only; 3**
Introductory course in computer science with emphasis on exploring the profession's broad scope of computers, history, theories, computer fundamentals, design concepts, integration practices and applications. The laboratory (hands-on experience) introduces the student to the current computer techniques utilizing MS-DOS, Windows, word processing, spreadsheet, graphics and internet. Ten weeks lecture/laboratory.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**INSY 112 Introduction to Computer Programming** **† SGPS only; 1**
This course addresses five major themes: introduction to the process of algorithmic problem-solving, an introduction to the organization of files, understanding the basic control structures/functions, develop the correct sequence of actions for running a program and understanding the basic concepts of the Boolean expressions. The course is designed to provide the basic skills for taking programming classes. Passing grades will allow the student to take INSY 325 and INSY 335. The course may be waived upon passing programming proficiency test.

**INSY 300 Computer Fundamentals and Design** **† SGPS only; 3**
The basic concepts of integrating and designing computer platforms as well as the fundamental concepts of computers are included. Exposure to hardware and software concepts, central processing, storage, configuration management and ATM approaches are incorporated in the lectures. The student is required to develop an in-depth proposal for addressing management's information requirements.

**INSY 320 Computer Concepts II** **† SGPS only; 3**
*Prerequisite: INSY 110 or pass proficiency test.* A concentrated, in-depth approach to computer concepts. Emphasis is on integrating the applications and incorporating business marketing concepts. The laboratory stresses the business aspects of word processing, spreadsheet and graphics. Eight weeks lecture/laboratory.

**INSY 321 Information Systems Technology** **† SGPS only; 3**
*Prerequisite: INSY 320.* Identifies current technology (computer hardware, peripheral components/compatibility, system software, preventive maintenance, system upgrades and communication topology) and clearly demonstrates the equipment as a working model. The students will experience configuring computers and consider alternatives for solving business problems.

**INSY 322 A+ Training** **† SGPS only; 3**
*Prerequisite: INSY 320 or INSY 321 or equivalent.* Designed to allow students to gain knowledge and skills in building their own computer. The sample exams, hands-on assembly and course cover IBM-compatible personal computers, computer operations, maintenance, networking, repair, upgrade, security, diagnostic procedures and troubleshooting techniques. Thirteen classes lecture/laboratory and laboratory fee.

**INSY 325 C++ Programming** **† SGPS only; 3**
*Prerequisites: INSY 112 and INSY 320.* An in-depth look at basic programming concepts and techniques using C++ programming language and object oriented programming methodology. The course adopts a practical hands-on approach to learning principles of designing, writing, debugging and running programs. Students will learn the basics of C++ and Object Oriented Programming (OOP) such as: C++ syntax, semantics, names and values, variables, control structures, data types, scope rules, operators, methods, input/output, arrays, classes and objects. In addition, students will be introduced to algorithm design and good programming style. Eight weeks lecture/laboratory.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

**INSY 330 LINUX Operating System** **† SGPS only; 3**
*Prerequisite: INSY 320.* A practical introduction to Linux operating system using a combination of lecture presentations and hands-on laboratory sessions. Topics covered include an overview of Linux, command line usage, file and directory structure, pipes and filters, file editing, shell programming, job control and communications. The course will also cover basic Linux administration. Laboratories allow the students to gain hands-on experience working with Linux. Eight weeks lecture/laboratory.

**INSY 335 Java Programming** **† SGPS only; 3**
*Prerequisites: INSY 112 and INSY 320 or pass proficiency test.* An in-depth look at basic programming concepts and techniques using Java programming language and objected oriented programming methodology. The course adopts a practical hands-on approach to learning principles of designing, writing, debugging and running programs. Students will learn the basics of Java and Object Oriented Programming (OOP) such as: Java syntax, semantics, names and values, variables, control structures, data types, scope rules, operators, methods, input/output, arrays, classes and objects. In addition, students will be introduced to algorithm design and good programming style. Eight weeks lecture/laboratory.

**INSY 340 System Acquisition and Strategy** **† SGPS only; 3**
The acquisition process and developmental concepts for obtaining computers in support of information requirements. How configuration and data management tools are applied at each stage of the process for justifying acquisition and the definition of data requirements, contractual issues, decision support objectives and management perspective throughout the life cycle process. Students work as teams in presenting papers.

**INSY 341 Quality Assurance for Information Systems** **† SGPS only; 3**
Addresses quality assurance topics and quality assurance endeavors in the business process. The course provides the student a perspective of the future of system technology, risk management guidelines and quality control initiates. Discussions are to include quality assurance tools, system strategy, benchmarking approach, process control, quality measurements and cost. Students draw upon theory and practices, recent journals/books and work experience in tailoring management information/quality assurance study.

**INSY 343 Security Strategy/Methodology**
**INSY 343P Security Strategy/Methodology (Project Option)** **† SGPS only; 3**
Provides fundamental understanding of the structure of developing a secure environment. Explores terms and integrates concepts into the overall enterprise mission. Presents how important configuration, user involvement, informed management and data management tools are applied at each stage of the intelligence cycle to justify a viable security strategy. Discusses security disciplines and integration into other areas (education, medical, government, military, transportation, human resource, banking, etc.) such as physical, personal/ personnel, security awareness, incorporate Computer Emergency Response Teams efforts, network monitoring and operational security. Students develop security policies and security architecture (best practices). Ten sessions. Information Systems majors who choose the project option complete additional project work across the courses in Security Resource Management that is equivalent to the work required in the Guided Independent Research Project.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**INSY 344 Multidimensional Security** **† SGPS only; 3**
An overview of security aspects as they relate to different industries. The course will explore the realms of security (prevention, investigation, detection and response), the steps in security management (business planning, policy and production) and the areas of security deployment (perimeter, access control, encryption and maintenance). Students develop a paper that represents security issues related to a specific industry.

**INSY 345 Project Management/Documentation** **† SGPS only; 3**
Project management concepts employed in both public and private sectors for communicating project information. Aspects of project management: planning, organizing, staffing, directing, budgeting, team building, reporting, evaluating and controlling projects are to be discussed. Students will be required to design and complete a project using project management models [Gantt Chart, Program Evaluation Review Technique (PERT), etc.].

**INSY 346 Risk Management Practices**
**INSY 346P Risk Management Practices (Project Option)** **† SGPS only; 3**
Risk Management/test and evaluation of security information concepts are employed in both public and private sector for determining the liabilities in the work place and/or contractual implications. Addresses the methodologies, techniques, analysis, documentation, evaluation and practices employed for identifying risk, determining vulnerabilities and developing mission-critical countermeasures. Hands-on experience, tracking the mandates and formulating a risk management report and disaster recovery planning/testing are required. Ten sessions. Information Systems majors who choose the project option complete additional project work across the courses in Security Resource Management that is equivalent to the work required in the Guided Independent Research Project.

**INSY 350 Database Design** **† SGPS only; 3**
*Prerequisite: INSY 320.* A detailed explanation of database structure and project management applications. The commercial and PC applications of database management and configuration. Students develop skills in dealing with the most common approaches to database structure (hierarchical, relational, etc.). Permissible structure, integrity constraints and storage strategy are compared. Eight weeks lecture/laboratory.

**INSY 351 ORACLE Programming** **† SGPS only; 3**
*Prerequisites: INSY 325 or INSY 335 or INSY 350 or CPTR/INSY 230 or equivalent course.* A study of the features of the ORACLE program and PL/SQL programs: Procedures, cursors, triggers, functions and packages. Project required so that students acquire practical experience in developing ORACLE programs. Ten weeks lecture/laboratory.

**INSY 355 Information Security Management and Applications**
**INSY 355P Information Security Management and Applications (Project Option)**
**† SGPS only; 3**
Surveys several topics for conducting information security assessments and developing security procedures for a variety of computer platforms. Discusses co-op plans, LAN security, audit control, PC protections, back-up procedures, contingency approaches and physical security. The issues of virus protection, hardware and software protection, countermeasures, risk assessment and hu-

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

man aspects are discussed in detail. Investigates a broad section of contemporary issues about the practical applications in information security. Emphasis on demonstrating the fundamentals of the security initiatives within the working environment. The student is required to design a plan for reducing the risks encountered at work.

**INSY 356 Laws of Computer Technology** **† SGPS only; 3**
Introduction to the legal implications regarding computers, databases, the Internet and related technologies. The course will provide a layman's overview of court cases and legal issues, with emphasis on understanding the role of key facts, identifying issues, applying relevant law and organizing materials clearly and concisely. Students will review selected cases and will write at least five 2-3 page briefs of the salient issues and concepts. No previous knowledge of law is required.

**INSY 357 Security Mandates and Cyber Crime**
**INSY 357P Security Mandates and Cyber Crime (Project Option)** **† SGPS only; 3**
Provides an overview of the legal security issues, ethics, regulations, security liabilities, court cases and privacy issues associated with assuring a secure working environment. In addition, addresses computer security/information privacy and mandates/regulations in order to enforce security effectively in the work place (education, medical, government, military, transportation, human resource, banking, etc.) Also, emphasizes malicious software, anti-virus, public key/certificate authorities, key management, encryption techniques with RSA and trusted-web technology. Ten sessions. Information Systems majors who choose the project option complete additional project work across the courses in Security Resource Management that is equivalent to the work in the Guided Independent Research Project.

**INSY 380 Information Systems Data Communication** **† SGPS only; 3**
Major topics include the components of communication equipment, architecture, protocol, network design, regulations, maintenance, telecommunication and technological impact. Issues and applications in local area network, wide area network, TELNET, FTP, email, gopher, ATM and NEWS are discussed. The student is required to design a communication project.

**INSY 383 Network + Training** **† SGPS only; 3**
*Prerequisite: Permission of the instructor/chair.* Designed to allow students to gain knowledge and skills of networks. The sample exams, hands-on assembly and course cover a wide range of vendor and product-neutral networking technologies, including: Microsoft, Novell, switches, routers, LANs, WANS, network protocols, OSI model, remote access technology, network trouble shooting, fault tolerance/disaster recovery and network security. Eleven classes lecture/laboratory and laboratory fee.

**INSY 384 Network Security** **† SGPS only; 3**
*Prerequisite: A+ and/or Network+ course or equivalent security knowledge/ course.* A comprehensive look at network security from form basic concepts to advanced topics such as cryptography and computer forensics. The student is exposed to hands-on lab exercises as well as CompTIA Security+ practice exams. The course is appropriate as a prerequisite to the CISSP Certified Information Systems Security Professional (CISSP), SCNP (Security Certified Network Professional) or Security + course. Laboratory fee.

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**INSY 386 Website Development** **† SGPS only; 3**
*Prerequisite: INSY 320.* Guides the student through the development of a sophisticated web site. Students will use modern tools to learn the basics of professional website design. Topics covered include: World Wide Web architecture, HTML, basic graphics concepts, interface usability and web-publishing. Eight weeks lecture/laboratory.

**INSY 406 Human Factors in Information Systems** **† SGPS only; 3**
Covers the principles, concepts and objectives for using human factors for developing information systems. Emphasis is on the studies for designing information systems to compliment the working environment—ergonomics of information systems. Students will apply the principles and present alternatives for addressing the evolving market requirements.

**INSY 407 Electronic Commerce** **† SGPS only; 3**
A study of electronic commerce (EC) in which commercial and non-commercial computer innovation takes place over the Internet. Issues to be discussed are managerial orientation, interdisciplinary approaches, real-world orientation, theoretical background and global perspective. Technology and political issues are presented, along with changes in the EC industry. The student is required to design and develop an EC/management information study.

**INSY 411 Forensics and Incident Handling**
**INSY 411P Forensics and Incident Handling (Project Option)** **† SGPS only; 3**
Discusses the rights to privacy/disclosure and an elemental approach to what industry must legally perform to avoid committing criminal offenses. Includes an examination of evidence, procedures/incident handling, evidence gathering, managing incidents, measuring frequency of occurrences/industry standards, adjudication and judicial review. Basic investigation methods and techniques, with emphasis on criminal investigation, are presented. Ten sessions. Information Systems majors who choose the project option complete additional project work across the courses in Security Resource Management that is equivalent to the work required in the Guided Independent Research Project.

**INSY 499 Guided Independent Research Project** **† SGPS only; 0**
The guided independent research project begins with the completion of INSY 320 and ends with the last course. Students select the project in cooperation with a SGPS instructor and their work supervisor. The project may be a working project, a research project, or a proposal project. This research project requires 250 hours of work directly related to the project. A comprehensive project write-up is required. The project receives a letter grade.

# Interdepartmental

When offered; credit hours

**INTD 050 Learning Assistance Laboratory** **Fall and Spring; 1**
Designed to assist students in improving study habits and academic performance. Requires attendance at one class per week and individual study skill conferences as requested by teacher. Course repeated as needed. Credit not applicable toward graduation. Graded pass/fail.

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**INTD 100 Community Service** **0**

Some majors may require the students to serve, under supervision, a total of 100 clock hours in community-oriented service programs. This requirement will be prorated for transfer students and associate degree students at the rate of 25 clock hours per academic year in residence at WAU. Supervision for this program is provided jointly by the department chair and the chaplain's office. See your academic chairperson and/or adviser for criteria used to determine if an activity qualifies for community service and for the process for recording credits. Register for this course any semester that you can document completion of community service hours, or your graduating semester. Graded pass/fail.

**INTD 105 First-Year Experience** **1**

The First-Year Experience is a course designed to assist first-year students in making the transition to Washington Adventist University, providing a framework for their success as students. Through a small, interactive classroom environment intended to engage students in learning, this course focuses on providing resources, fostering important relationships and helping students to understand their responsibilities and privileges within the college community.

**INTD 126 College Study Skills** **Fall and Spring; 2**

Designed to increase the student's success in college, improve learning and to help facilitate adjustment to college. Topics include the development of critical thinking strategies, time management, note taking, reading college textbooks, test taking strategies, vocabulary building and other learning strategies. The course will also cover issues on controlling stress, peer pressure and understanding cultural differences.

**INTD 140 College Success Strategies** **Fall; 2**

*Prerequisite: Placement in at least ENGL 101 level.* Course is designed to improve skills in three areas: study skills, major specific skills and life skills. Students will learn a variety of techniques relative to skills (objective, short answer and essay question formats). Students will also learn information search/library skills relative to their major course of study. With regard to publications commonly used in their major course of study, students will learn how to read, interpret and apply the information found in these major specific sources. Students will also learn self-awareness and interpersonal skills which will make the transition to college and eventually the world or work, smoother (examples may include personality assessment, team building, self-esteem building, conflict management). Course consists of both lecture and recitation sections.

**INTD 161 Adaptive Fitness** **Fall; 1**

*Prerequisite: Permission of instructor.* A course designed for students having special needs based on medical conditions non-conducive to mainstream PEAC 160 Fitness for Life. It fulfills the requirements for PEAC 160.

**INTD 199 Student Missionary/Task Force** **May be repeated; 6**

*Prerequisite: Sophomore standing, minimum GPA of 2.50, approval of Student Missionary Program Screening Committee.* Provides an opportunity for the student to serve in various capacities in a foreign country or in an institution where volunteer services are desperately needed and sought after. Duties may include teaching, counseling, administrative work, laboratory and health care func-

tions and other appropriate duties that a student may perform under supervision. The specific learning objectives are determined by each student's adviser and the university chaplain on a case-by-case basis. Length of time varies but is usually one school year or one calendar year. To be selected for this experience the student will be expected to fulfill an intensive screening process. The student is also expected to raise sufficient funds for travel and related expenses. Students interested in participating in the student missionary/task force program should contact the Vice President for Ministry.

**INTD 315 Ethics in Modern Society** **† SGPS only; 3**
Examines ethical issues in business and economics, leadership and administration, science and medicine, religion, government and education, paying particular attention to how new ethical approaches have developed in today's technological society.

**INTD 327 Issues in Religion and Culture** **† SGPS only; 3**
An introduction to selected world religions and contemporary expressions of faith focusing on the role religion plays in various cultures as seen from both current and historical perspectives.

**INTD 340 Aging and Dying in American Society** **3**
*Prerequisites: BIOL 112, ECON 265 and PSYC 105 or SOCI 105 with grades of "C" or higher.* An inter-disciplinary course that explores issues in aging and dying in American society from a biological, a psychological, a sociological and an economic perspective. Students will gain knowledge of physical, mental and social age related changes and the interactions of these types of aging. The perspectives of the aging person, their family and caregivers will be explored. Special attention will be given to diversity issues in aging and dying and to the process of dying and mourning.

**INTD 490 Research Project Techniques** **† SGPS only; 1**
Guides/defines the steps needed in completing the Independent Research Project for each major (499 Guided Independent Research Project). Addresses the APA requirements, format, content of the paper, research methodology and writing skills and provides a framework to allow the student to continue in completing the paper. Students who take SOSC 352 cannot take this course for credit.

# Journalism

When offered; credit hours

**JOUR 125 Media Writing** **Spring; 3**
This course is an introduction to the fundamental techniques of writing for the mass media. It focuses on teaching a simple and succinct writing style and reinforcing the basic spelling, grammar, style and math skills used by journalists. Heavy emphasis is placed on meeting deadlines. The course also addresses a range of issues relevant to journalistic writing, including bias, stereotypes, ethics and basic legal issues.

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**JOUR 260 News Writing** **Fall; 3**
*Prerequisite: ENGL 102; JOUR 125 strongly recommended.* This course teaches fundamental techniques of news writing, reporting and interviewing. By covering the layers of civic life in the local community, students learn the reporting, analytical and interpersonal skills essential in upper-division communication classes and jobs in the mass media. Students focus on writing basic news stories with a heavy emphasis placed on meeting deadlines. Students will also create a hard copy and online portfolio of news clips to build on in upper-division classes.

**JOUR 270 Feature Writing** **Spring; 3**
*Prerequisite: ENGL 102, JOUR 260 with a grade of "C" or better.* Students practice the basic writing forms used in newspaper feature sections, general reader magazines and specialized publications. This includes writing profiles, reviews and personal essays, among other story forms. Emphasis is given to the use of narrative techniques.

**JOUR 280 Broadcast Journalism** **Spring; 3**
*Prerequisite: ENGL 102, JOUR 260, BRMD 101.* Writing, reporting, editing and production of news for radio and television. Students may expect a series of rotating topics such as issues of the basic responsibilities of all broadcast journalists, the FCC and the law, political coverage and "equal time." Additionally, students will engage in the production of a radio mini-documentary and produce television field reports and newscasts on closed circuit television.

**JOUR 294 Topics in Journalism** **As needed; 1-4**
Based on student needs and faculty consent, topics may be chosen in the areas of journalism, communication and media.

**JOUR 295 Independent Study in Journalism** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in journalism at the lower-division level.

**JOUR 300 Electronic News Gathering** **Fall; 4**
*Prerequisite: BRMD 101; JOUR 280, BRMD 265 strongly recommended.* Use of portable lights, audio and video camera to conduct field research, actualities and news gathering for creating news packages, feature stories and documentaries requiring postproduction editing.

**JOUR 330 Computer-Assisted Reporting and Research** **Spring, odd years; 3**
*Prerequisite: CPTR 105, ENGL 102, JOUR 260 with a grade of "C" or better.* This course is intended to give students an introduction into the theory and method of computer-assisted reporting and research, from integrating information searches into everyday reporting to using a database for an in-depth project. Through hands-on training, students will learn the tools and techniques that journalists use in constructing an analysis, a database or an information query.

**JOUR 365 Editorial Techniques** **Fall; 3**
*Prerequisite: ENGL102, JOUR 260 with a grade of "C" or better.* Students practice copyreading, headline writing, editing and proofreading with attention given to print terminology, page makeup, type structure, computer use in editing and analysis of newspapers. Students collaborate to produce an online journalism website for practice in assigning and editing stories for the Internet on a deadline.

**JOUR 450 Photojournalism** **Spring, even years; 3**
*Prerequisite: GART 120, JOUR 260.* Advanced techniques of reporting and interpreting news with photography and an examination of the ethics, history and social role of photojournalism. Practice in news, sports, features, photographic essays, color photography, electronic imaging and studio illustration.

**JOUR 460 The Literature of Journalism** **Fall, even years; 3**
Students will research and study the use of literary technique in modern journalism, with emphasis on the "new journalism" of the 1960s as practiced by Truman Capote, Tom Wolfe and others. Special attention will be paid to the ethical problems posed by the use of literary technique in nonfiction writing.

**JOUR 470 News Media History** **Fall, odd years; 3**
This course looks at the cultural and social importance of news to humans and critically examines the history of journalism in the United States. Students will conduct research on a medium of their choosing, such as magazines, newspapers, radio, newsreels, etc. and will gain a basic understanding of how to work with archival resources available in the Washington D.C. area.

**JOUR 494 Topics in Journalism** **Spring; 1-4**
Based on student needs and faculty consent, topics may be chosen in the areas of journalism, communication and media.

**JOUR 495 Independent Study in Journalism** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in journalism at the upper-division level.

# Literature

When offered; credit hours

**LITR 220 Children's Literature for Educators** **Fall; 3**
*Prerequisite: ENGL 102.* Does not apply toward an English major or minor or General Education literature requirement. An introduction to the history, authors, genres and themes of literature written for children, Students will also analyze texts for content and literary merit.

**LITR 223 Young Adult Literature for Educators** **Fall; 3**
Surveys the history, major contributors and recurring themes in literature written for young adults. The primary goal is to help students answer the all-important question when helping young adults learn to select quality literature for themselves: What makes a good book? Students will analyze texts for both content and literary merit and will learn about useful websites and peer-reviewed resources commonly consulted for the field. The course is designed primarily for English Education majors preparing to teach Young Adult Literature at the secondary level, although it may also benefit secondary education majors of other disciplines. Except for elementary education or secondary education majors, the course does not apply as a General Education Literature requirement.

**LITR 225 American Literature I** **Fall; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* A survey of American literature from the 16th to 19th centuries. Covers the contribution of major American authors, including Native American, African-American and women authors.

**LITR 226 American Literature II** **Spring; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* A survey of American literature in the 19th and 20th centuries, including contributions of major American, Native American, African-American and Hispanic authors.

**LITR 227 African-American Literature** **Spring; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* An examination of the cultural expression of African-Americans from the 18th century to contemporary readings. In addition to the study of selected writers, this course will focus on textual analysis, cultural criticism, social and political commentary and the current debate over the construction of the traditional literary canon.

**LITR 228 Literature of Washington, D.C.** **Spring, even years; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* This course introduces students to a variety of works of American literature based in or by authors from the nation's capital. Through close reading, students explore the form and content of selected texts, emphasizing their historical and social contexts.

**LITR 231 Anglo-Saxon to Renaissance Literature** **Fall; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* A survey of English literature from the Anglo- Saxon period to the Renaissance. Provides a comprehensive introduction to the major genres, movements and canonical texts with an emphasis upon their historical and social contexts.

**LITR 232 The Seventeenth Century to the Romantics** **Spring; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* Surveys American and British Literature from 1633 to the Romantics. Introduces students to the major trends, literary movements and text, along with the historical context which produced them.

**LITR 233 From the Victorians to the Digital Age** **Fall; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* Surveys American and British Literature from the Romantics to the 21st century. Introduces students to the major trends, literary movements and texts, along with the historical contexts that produced them. Texts include postcolonial literature and contributions of major American, Native American, African-American and Hispanic authors.

**LITR 235 World Literature and Fine Arts I** **Fall; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* A survey of the major works of Western and Eastern literature, art and music from the ancients to the 16th century. A laboratory is required that includes required attendance at a drama and music performance as well as a visit to an art museum or architectural site.

**LITR 236 World Literature and Fine Arts II** **Spring; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* A survey of the major works of Western and Eastern literature, art and music from the 17th century to the present. A laboratory is required that includes required attendance at a drama and music performance as well as a visit to an art museum or architectural site.

**LITR 240 Genre Studies** **Fall; 3**
*Prerequisite: ENGL 102 with minimum grade of "C."* This course offers a comprehensive overview of the origins, development, characteristics and boundaries of a single literary genre, looking at representative works of literature as tangible examples. Each year the course will rotate to focus on one of the following literary genres: Drama, Prose, Poetry.

**LITR 294 Topics in Literature** **As needed; 1-4**
Courses designed by the department of English which study particular authors, genres and/or literary movements not covered in the department curriculum.

**LITR 295 Independent Study in Literature** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in literature at the lower-division level.

**LITR 335 Great Books** **Spring, odd years; 3**
*Prerequisite: LITR 200 level course and ENGL 245.* A critique and examination of World literary texts considered to be "great." Questions considered include what makes a book great? How is "greatness" determined? Who makes this determination? What purpose does this designation serve? Course work includes textual analysis and literary and cultural criticism.

**LITR 340 Medieval and Renaissance Literature** **Spring, odd years; 3**
*Prerequisite: LITR 200 level course and ENGL 245.* A study of selections from religious and secular literature of the English Medieval and Renaissance periods, including emphasis on the works of Chaucer, Spenser and Shakespeare.

**LITR 370 17th and 18th Century Literature** **Spring, even years; 3**
*Prerequisite: LITR 200 level course and ENGL 245.* A study of the poets and prose writers of the 17th and 18th centuries, including emphasis on the works of Donne, Jonson, Milton and the major writers of satire during the Restoration and 18th century.

**LITR 450 19th Century British and American Literature** **Fall, odd years; 3**
*Prerequisite: LITR 200 level course and ENGL 245.* A study of 19th century British and American writers beginning with Romanticism and moving to turn-of-the-century texts. Traces the development of key literary movements and forms of the century with emphasis given to significant historical influences.

**LITR 460 20th Century British and American Literature** **Fall, even years; 3**
*Prerequisite: LITR 200 level course and ENGL 245.* A study of British and American writers from the aesthetes and decadents of the late 19th century to contemporary writers. In addition to the reading of selected poetry and novels, the course includes study of key literary and historical movements as well as a critique of the categories of modernism and postmodernism.

**LITR 494 Topics in Literature** **As needed; 1-4**
*Prerequisites: LITR 200 level course and ENGL 245.* Courses designed by the department of English which study particular authors, genres and/or literary movements not covered in the departmental curriculum.

**LITR 495 Independent Study in Literature** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in literature at the upper-division level.

# Long-term Health Care

When offered; credit hours

**LTHC 320 Quality of Care in Long-term Health Care Facilities** **3**
*Prerequisite: MGMT 202 with a grade of "C" or higher.* A study of the risk factors unique to long-term care facilities. The course includes assessment of these risk factors and strategies for addressing them through the design of the physical environment, management practices, patient care practices and insurance coverage. This course will also address how the long-term health care administrator can assess, plan for and implement a high-quality level of patient care. The design, implementation and evaluation of the following resident services: nursing, social, food, medical, activity, medical records, pharmaceutical and rehabilitation will be specifically addressed. A case study approach will be used.

**LTHC 340 Financial Management in Long-term Health Care** **3**
*Prerequisite: FNCE 290 with a grade of "C" or higher.* Students will learn how to apply basic financial management techniques and interpret financial information in the long-term health care environment. Special emphasis will be given to Medicare, case mix and payment structures.

**LTHC 420 Personnel and Marketing Management in Long-term Health Care** **3**
*Prerequisites: MGMT 333 and MKTG 210 with grades of "C" or higher.* Assuming a basic knowledge of the personnel subsystems of recruitment, selection, training, performance appraisal, compensation, safety and health and labor relations, the course explores the personnel issues unique to long-term health care facilities. Special emphasis is given to communication between management and staff, impact of implementation of HR systems on patient/ resident care and government and regulatory agency laws and policies relative to employee issues and long-term health care. Assuming a basic knowledge of marketing principles and techniques, the course explores the marketing issues unique to long-term health care facilities. Special emphasis is given to census building and the marketing aspects of ensuring satisfaction with care for both patients and their families.

**LTHC 440 Regulation of Long-term Health Care** **3**
*Prerequisite: BUAD 375 and BUAD 376 with grades of "C" or higher.* An in-depth study of the regulations and laws that affect the governance and operations of long-term health care facilities. Some historical perspective will be provided, but the primary focus will be current regulations and laws and their enforcement agencies.

# Mathematics

When offered; credit hours

**MATH 050 College Math Preparation** **As needed; 1-3**
Review of addition, subtraction, multiplication and division of whole numbers, fractions and decimals; ratio, proportion and percent; addition, subtraction, multiplication and division of integers, polynomials and rational expressions; solving first-degree equations; and factoring. Course is designed to help students prepare for the mathematics placement test and for college mathematics courses. Credit not applicable toward graduation. Graded pass/fail.

**MATH 051 Review of Basic Mathematics** **Fall and Spring; 3**
Arithmetic principles of whole and decimal numbers, common fractions, rounding, primes and factors, least common denominator, percent, measures, ratio, proportion, real number system, literal expressions and solving linear equations. Credit not applicable toward graduation. Graded pass/fail.

**MATH 052 Introductory Algebra** **Fall and Spring; 3**
*Prerequisite: MATH 051, placement test or SAT/ACT between 16th and 34th percentile (inclusive).* Review of literal expressions and solving linear equations, solving and graphing equations and inequalities, operations on polynomials, factoring, rational expressions, systems of equations in two variables, exponents and scientific notation, rational exponents, radical expressions and quadratic equations. Credit not applicable toward graduation. Graded pass/fail.

**MATH 110 Probability and Statistics** **Fall and Spring; 4**
*Prerequisite: MATH 052, placement test or SAT/ACT above 34th percentile.* Descriptive statistics, elementary probability, Venn diagrams, discrete random variables, binomial and normal distributions. Inferential statistics, sampling tests of hypotheses, regression, correlations, analysis of variance and chi-square analysis.

**MATH 115 Survey of Mathematics** **Spring; 4**
*Prerequisite: MATH 052, placement test or SAT/ACT above 34th percentile.* This is a general course especially suited for students seeking a basic understanding of mathematics topics that include introduction to problem-solving, sets, functions, logic, numeration systems, Real number system, consumer mathematics, geometry, the metric system and an introduction to computers. Credit for this course does not apply toward a major in mathematics or science.

**MATH 120 College Algebra and Trigonometry** **Fall and Spring; 4**
*Prerequisite: MATH 052, placement test or SAT/ACT above 34th percentile.* Linear equations and their graphs, inequalities, systems of equations, polynomial functions, fractional equations, powers and roots, quadratic functions and their graphs, exponential, logarithmic, trigonometric and inverse trigonometric functions; and introduction to trigonometric identities. Credit for this course does not apply toward a major or minor in mathematics but does apply toward the General Education math/science requirements.

**MATH 126 Precalculus** **Fall; 4**
*Prerequisite: MATH 120 with a minimum grade of "C" or placement test.* Relations, functions, transformation, inverse functions, systems of linear and quadratic equations. Exponential, logarithmic and circular functions. Credit for this course does not apply toward a major or minor in mathematics but does apply toward the General Education math/science requirements.

**MATH 129 Elementary Number Theory** **Fall; 4**
*Prerequisite: Permission of instructor.* Topics in number theory. Divisibility, unique factorization, linear congruences, Chinese remainder theorem, Fermat's theorem, Wilson's theorem and Euler's theorem.

**MATH 151 Contemporary Calculus I** **Spring; 4**
*Prerequisite: MATH 126 with a minimum grade of "C" or placement test.* Intuitive limits, derivatives, graphing, maximum/minimum problems, antiderivatives, definite integrals, area, applications to natural and social science.

**MATH 252 Contemporary Calculus II** **Fall; 4**
*Prerequisite: MATH 151 with a minimum grade of "C."* Applications and techniques of integration, limits, continuity, series, ordinary differential equations, mean value theorem.

**MATH 260 Multivariable Calculus** **Spring; 4**
*Prerequisite: MATH 252 with a minimum grade of "C."* Vectors in n-space, curves and surfaces, partial derivatives, gradient, directional derivatives, line integrals, multiple integrals, Green's theorem, divergence and rotation, surface integrals, curl and divergence, divergence theorem. Stokes' theorem, maximum and minimum, generalized Taylor's formula.

**MATH 280 Discrete Structures** **Fall; 3**
*Prerequisite: MATH 126 or equivalent with a minimum grade of "C."* Introduction to and applications of discrete structures, including elementary topics in set theory, recursion, matrices, relations, relational algebra, trees and grammars.

**MATH 288 Elementary Linear Algebra** **Spring; 4**
*Prerequisite: Precalculus proficiency on math placement test or MATH 126 with a minimum grade of "C."* Systems of linear equations, matrices, determinants, vectors and vector arithmetic, general vector spaces, bases and dimensions, linear transformations and their matrices, change of bases, similarity, eigenvalues and eigenvectors, diagonalization.

**MATH 294 Topics in Mathematics** **As needed; 1-4**
Topics of interest to students and instructor will be explored.

**MATH 295 Independent Study in Mathematics** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in mathematics at the lower-division level.

**MATH 311; 312 Axiomatics: Logic and Geometry**
**Fall, odd years; Spring, even years; 3; 3**
*Prerequisites: CPTR 150 and MATH 129 or MATH 280 with a minimum grade of "C."*

**MATH 311:** Propositional and predicate logic, including both syntax (formal language specification and proof methods) and semantics (models and truth-value assignments); elementary computer applications, including Boolean algebra and introduction to Prolog.

**MATH 112:** Axiomatic approach to Euclidean and non-Euclidean geometries, including hyperbolic geometry and the models proposed by Lobachevsky, Klein and Poincare; philosophical exploration of the relationship between mathematical theories and reality. Credit may be earned for only one department listing.

**MATH 319 Differential Equations** **Fall, odd years; 3**
*Prerequisite: MATH 260. MATH 288 recommended.* Elementary methods for solving first order and linear second order differential equations. Series solutions, Laplace transform methods, systems of differential equations and numerical methods. Applications.

**MATH 320 Complex Variables** **Spring, even years; 3**
*Prerequisite: MATH 252 with a minimum grade of "C."* Complex numbers, analytic functions, mapping properties of the elementary functions, the Cauchy integral formula, theory of residues and application and conformal mapping.

**MATH 331; 332 Real Analysis and Topology**
**Fall, odd years; Spring, even years; 3; 3**
*Prerequisite: MATH 252 with a minimum grade of "C."* Basic properties of the real number system, rigorous treatment of series, limits, differentiation and integration, metric spaces, continuity, compactness, point-set topology.

**MATH 360 Introduction to Numerical Analysis** **Spring, odd years; 3**
*Prerequisites: CPTR 230 and MATH 252 with a minimum grade of "C."* Numerical methods for solving equations of one variable, interpolation and polynomial approximation, numerical differentiation and integration, ordinary differential equations, least squares approximation, computer errors and advanced technical computing features. *Cross-listed as CPTR 360.* Credit may be earned for only one department listing.

**MATH 370 Mathematical Statistics** **Spring, odd years; 3**
*Prerequisite: MATH 151 with a minimum grade of "C."* Probability, moment generating functions and probability distributions, sampling theory, random variables, statistical inference, regression and correlation, analysis of variance.

**MATH 410 Groups and Rings** **Fall, even years; 4**
*Prerequisite: MATH 129 with a minimum grade of "C."* Groups and quotient groups, homomorphisms, the fundamental homomorphism theorem, rings and quotient rings, integral domains, fields, polynomials, unique factorization.

**MATH 494 Topics in Mathematics** **As needed; 1-3**
*Prerequisite: Permission of the instructor.* Abstract algebra, advanced discrete structures, operations research, game theory, graph theory, set theory, history of mathematics, or other topics of interest to students and instructor. May be repeated for credit.

**MATH 495 Independent Study in Mathematics** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in mathematics at the upper-division level.

# Management

When offered; credit hours

**MGMT 201; 202 Introduction to Management I and II** **Fall and Spring; 3; 3**
*Prerequisites for MGMT 201 and MGMT 202: ENGL 102 and COMM 105 with grades of "C" or higher.* A foundation course in the basic principles and techniques of management. A variety of theories and their application will be explored in the planning, organizing, leading and controlling functions of management. Students will be required to perform a variety of written and oral projects using a variety of information search skills. Both individual and small group projects will be required.

**MGMT 301N Principles of Management** **NCHE; 3**
This course delivers a broad understanding of management (including traditional and emerging views) and delves into the key areas of knowledge and skills required to carry out the major functions of management. Particular topics will be structured around the four main functions of management, i.e. planning, organizing, learning and controlling. There is also an emphasis on how culture and management interact, especially in a distinctive UK/European context.

‡ *NCHE = Newbold College of Higher Education, United Kingdom*

**MGMT 315 Organization and Work** **3**
*Prerequisite: PSYC 105.* This is an introduction to the field of organizational behavior focusing on the essential concepts and practices of the discipline. It addresses organizational justice, ethics and corporate social responsibility. On the individual level, it examines personality, stress, prejudice, motivational and job satisfaction. Other topics covered include group and team development, leadership, corporate culture and change management. *Cross-listed under PSYC 315.*

**MGMT 333 Personnel Management** **Spring; 3**
*Prerequisites: MGMT 201;202 with a grade of "C" or higher.* The principles, methods and practices of administering a personnel program for the business organization.

**MGMT 338 Advanced Human Resources I** **Spring; 3**
*Prerequisite: MGMT 201 with a grade of "C" or higher.* This course must be taken as, or concurrent with, the first emphasis area course. Environmental trends relevant to the management of the business organization's human resources. The role of Human Resources (HR) and the HR Department in the larger organization. Current competitive strategies such as quality, the learning organization, etc. and their application to the HR department. Theories of motivation and leadership and the role HR should play in their usage by the management of the business organization.

**MGMT 345 Essential Supervisory Techniques** **† SGPS only; 3**
This course is designed to prepare present and future managers to work in today's very competitive business environment. Supervisors must expand their scope of knowledge not only on how to manage people, but also on how to manage to bring about results consistent with organizational goals and objectives. This course will cover all the vital aspects of supervision through lecture, class discussions and case studies.

**MGMT 355 Negotiation Strategies for Business** **Fall, odd years; 3**
*Prerequisites: MGMT 201, MKTG 310 with grades of "C" or higher.* Theory and technique in the type of negotiations likely to take place in the business environment. Labor relations, collective bargaining, third-party arbitration, business contracts and selling.

**MGMT 358 Adult Career Development** **Fall, even years; 3**
*Prerequisite: MGMT 315 with a grade of "C" or higher.* Theories of adult career and personality development. Commonly used assessment instruments. Design and administration of career and professional development programs. Linkage of career and professional programs to Performance Appraisal and Training systems. Evaluation of career and professional programs.

**MGMT 405N International Management** **NCHE; 3**
The International Management course aims to train students to be familiar with a range of global issues and concepts and how they relate to international management. Study areas will include but are not limited to the following: global environment (political, economic, legal, technological), the cultural context of international management, strategic alliances, global human resource management, etc. Special emphasis will be given to the UK/European context. Students will be allowed to take a special interest in particular areas.

*‡ NCHE = Newbold College of Higher Education, United Kingdom*
*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**MGMT 438 Advanced Human Resources – Part II** **Spring; 1**
*Prerequisite: MGMT 333 with a grade of "C" or higher.* For Traditional students, this course must be taken as the final, or concurrent with the final, emphasis area course. Organizational design and development, particularly in relation to the human resources of the organization. HR planning and its linkage to organizational strategic planning. Revisitation of current competitive strategies with a focus on how the HR Department can facilitate the movement of the organization toward their achievement. Design and implementation of Organization Development (OD) and employee involvement interventions. Budgeting, control and measurement of the HR process.

**MGMT 445 Managing Compensation Systems**
**MGMT 445P Managing Compensation Systems (Project Option)** **† SGPS only; 2**
Basic concepts of compensations systems. The foundation of wage and salary programs, methods of job evaluation, building wage and salary structures and the legal constraints on compensation programs. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**MGMT 446 Labor Policy and Employee Involvement**
**MGMT 446P Labor Policy and Employee Involvement (Project Option)** **† SGPS only; 2**
Analysis of the concepts and principles of union-management relationships. Historical, economic, social and behavioral dynamics of union and management interactions in various settings. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**MGMT 447 Managing Performance**
**MGMT 447P Managing Performance (Project Option)** **† SGPS only; 2**
Focus on the function and design of performance improvement systems as tools of professional development, coaching and counseling, merit-compensation determinations and goal implementation. Examine alternative methods of performance improvement systems. Oriented to the role of the HR/Personnel practitioner. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**MGMT 448 Strategic Human Resources**
**MGMT 448P Strategic Human Resources (Project Option)** **† SGPS only; 3**
Develop an understanding of the environmental, organizational and economic forces affecting employee-management relations. Acquaint students with the philosophies, policies and functions of effective human resource systems. Develop an awareness of the HR role in terms of the total organization. Begin to develop an awareness of the functional areas of HR: selection, employee evaluation, staffing, planning, compensation, EEO, training, job analysis, safety, security and health. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

**MGMT 450 Advanced Management** **Fall, even years; 3**
*Prerequisite: MGMT 201 with a grade of "C" or higher.* An in-depth study of the latest theories and practices in management. This course builds on the general survey knowledge of management acquired in Introduction to Management I and II. However, the focus on a selected number of the latest management theories allows the student to develop actual skills in the use of these theories. Such in-depth knowledge will allow the student to more easily acquire and be successful in a management position in today's business world.

**MGMT 465 Small Business Management**
**MGMT 465P Small Business Management (Project Option)** **† SGPS only; 2**
Course will provide a foundation for small business theory and practice. This course is designed to aid the potential or actual small business entrepreneur in acquiring the tools, both academic and practical, to build and manage a small business enterprise. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**MGMT 466 Project Management**
**MGMT 466P Project Management (Project Option)** **† SGPS only; 2**
*Prerequisite: FNCE 467 or FNCE 467P.* Project management for the small business person will explore the process of obtaining, deploying and utilizing a variety of essential resources in support of starting or expanding a new or existing entrepreneurial venture. This course will give the entrepreneur or potential entrepreneur the management tools needed to start a new business venture or to expand a present business venture. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**MGMT 468 Development of a Business Plan for Small Business**
**MGMT 468P Development of a Business Plan for Small Business (Project Option)**
**† SGPS only; 2**
*Prerequisite: MGMT 466 or MGMT 466P.* In this course students will develop a business plan for their own small business. The content of this plan will be what bankers, venture capitalists and investors expect to see so that a valued judgment can be made concerning the viability of the venture. The ideal length of this business plan will be approximately 50 pages in length, depending on the need for detail. Business Administration majors who choose the project option complete additional project work across the course in any one track that is equivalent to the work required in the Guided Independent Research Project.

**MGMT 482 Small Business Development** **Spring, even years; 3**
*Prerequisites: ACCT 212, BUAD 376 and MGMT 338 with grades of "C" or higher.* The study of individuals and organizations undertaking entrepreneurship. Topics include initiating a business concept, organizing the business entity, operational challenges and continuing growth and development combining many different business disciplines. Students are required to prepare a complete a comprehensive business plan.

**MGMT 485 Business Strategy and Policy** **Spring; 3**
*Prerequisite: Must be within one semester of completing all business courses.* This is a capstone course for all business majors. The case method is used to analyze policies, problems and strategy formulation of the functional areas of the organization. This course is also used to administer the Major Field Test.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**MGMT 490 Business Strategy** **† SGPS only; 3**
*Prerequisite: Must have completed 28 credit hours of the business administration core curriculum.* The case method is used to analyze how and why business policy is made. In addition, factors both internal and external to the business organization, that cause business policy to change will be discussed, both individually and in groups. Students must draw from their previous classes and work experience to solve complex business issues and to create a business policy as a solution.

**MGMT 494 Selected Topics in Management** **As needed; 1-3**
A current advanced topic in management will be explored.

**MGMT 495 Independent Study in Management** **As needed; 1-3**
A current advanced topic in management will be explored.

**MGMT 540 Operations Management** **3**
*Prerequisite: Undergraduate course in Probability and Statistics (MATH 110 in traditional program) with grade of "B" or higher.* This course introduces students to the systematic direction and control of the processes that transform inputs into finished goods or services and provides a process-oriented understanding of operations. Students learn about the concepts and analytic methods that are useful in understanding the management of a firm's operations. Topics include product and process development, supply chain management, the relation of operations strategy to product and service design and to business strategy and total quality management.

**MGMT 621 Group Behavior and Team-building** **3**
Introduces theories and techniques for assessing group behaviors and promoting teamwork. Students learn to identify when teams are appropriate; assess temperaments in a team setting; use models of team development to assess team progress; acquire a working knowledge of group facilitation techniques; and practice how to manage conflict within a group. Other topics include vertical versus lateral controls; team performance measures and leading teams. *Cross-listed under PADM 600.*

**MGMT 622 Developing Ethical Leadership** **3**
The basic premise of this course is that effective leaders create conditions that enable organization members to be maximally effective in their roles and that lead them to act in the organization's best interests. The purpose of this course is to develop students' effectiveness as leaders by (1) introducing them to frameworks that are useful for diagnosing problems involving human behavior and (2) helping them learn how to exercise leadership to solve those problems' from managing the motivation and performance of individuals and teams to leading at the executive level and (3) developing ethical approaches to problem-solving. *Cross-listed under PADM 540.*

**MGMT 630 Managing Human Capital (3)**
Includes HR structures, HR issues, outsourcing, use of temporary employees, cultures of innovation, recognition of personal and family issues to be addressed and organizational adaptability in terms of cultivation of human capital. Topics include virtual organizations, diversity, staffing and compensation.

**MGMT 689/MSBL 600 Seminar in Health Care Strategic Management** **3**
*Prerequisite: NURS 500.* Includes discussion, research and group exercises to assess long-range planning and performance measurement initiatives supporting health care progress on a national level. Strategic case studies will be used to explore and resolve critical organizational issues in both public and private

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

organizations by linking mission, vision and values with direction, goals, objectives and economic constraints, expressed in effective planning, improved care and organizational agility in the face of change. Students will participate in an organizational strategy simulation *as a capstone to their MSNBL studies.*

# Marketing

When offered; credit hours

**MKTG 310 Principles of Marketing** **Fall; 3**
*Prerequisites: ENGL 102 and COMM105 with grades of "C" or higher.* The principles and practices of the marketing system, analysis of markets, consumer motivation, product decision, pricing policies, distribution, promotion and selling to consumers.

**MKTG 320 Consumer Behavior** **Fall, odd years; 3**
*Prerequisite: MKTG 310 with a grade of "C" or higher.* An integration of the various disciplines in the behavioral sciences with marketing theory to understand, explain and predict consumer decisions. Explores both the theoretical and practical implications of individual behavioral variables, group influences and consumer decision processes.

**MKTG 340 Entrepreneurial Marketing** **Spring, even years; 3**
*Prerequisites: MKTG 310 and MGMT 201 with grades of "C" of higher.* The main focuses of this course are the key marketing concepts and the methods relevant for entrepreneurs. With the emphasis of the course being on a new startup business, students will learn marketing elements of new venture initiation, as well as marketing decisions for small and growing organizations. Product/service design, assessment of market potential, market research, strategic alternative to high-cost advertising (direct marketing, alternative media and personal selling), creation of successful distribution relationships and pricing will be topics included in the course. Students will develop a marketing plan for the entrepreneurial venture of their choice.

**MKTG 375 Marketing** **† SGPS only; 3**
To understand the marketing process and interrelationships of planning and executing marketing a product or service, the student will study the methods of pricing, promoting and distribution of a product or service and creation of a marketing plan depicting these concepts. This will be done by lecture, case study, creation of a marketing plan and examination.

**MKTG 400 Marketing Research Methods** **Fall, odd years; 3**
*Prerequisites: MATH 110, CSYS 215, COMM 370, MKTG 310 and MKTG 320 with grades of "C" or higher.* This course is uniquely designed to introduce students to the conceptual and technical issues of marketing research and design based upon behavior research methodologies. It will examine the concepts for conducting marketing research projects to enable effective marketing decision-making. These marketing research concepts will include collecting and analyzing data and information associated with markets, product, competitor and customer orientation research. It will apply both qualitative and quantitative research design and techniques, questionnaire design, research design, different types of surveys, data testing and other aspects of marketing research processes. Emphasis will be placed on implementing a marketing research project.

**MKTG 425 International Marketing** **Fall, even years; 3**
*Prerequisites: MKTG 310 and MGMT 201 with grades of "C" or higher.* Marketing problems arising from various degrees of foreign involvement. Subjects include marketing research, product planning and development, pricing, promotion, distribution and organization. Emphasis is on the management of these marketing functions in a multinational context, where the parameters differ from those in domestic marketing.

**MKTG 440 Services and Not-For-Profit Marketing** **Fall, even years; 3**
*Prerequisites: MKTG 310 and MGMT 201 with grades of "C" or higher.* The main focuses of this course are the theory and application of marketing for services and not-for-profit organizations. The student will learn application of traditional tools, while distinguishing services and not-for-profits from regular marketing situations. The role of marketing research, product development, pricing, advertising, publicity, personal selling and marketing control are examined in the services and not-for-profit sectors.

**MKTG 445 Sales Force Management** **3**
*Prerequisites: MKTG 310 and MGMT 201 with grades of "C" of higher.* The main focus of this course is the role of the sales executive as a planner, manager of resources and marketing functions, recruiter, trainer, motivator and leader of field sales personnel. Topics included in the course are the techniques and sequence of problem analysis for selling and sales management decisions and the practical framework in which these decisions take place. The course will consist of cases, journal articles, guest sales managers, debates and investigation of modern company practices.

**MKTG 455 Retailing** **Spring, odd years; 3**
*Prerequisites: MKTG 310 and 320 with grades of "C" or higher.* Retailing concepts and practices, including researching and developing a retail strategy, store organization and management, site selection and layout, store security, buying and merchandising, promotion and financial administration. A field experience lab is required.

**MKTG 480 Marketing Strategy** **Spring, odd years; 3**
*Prerequisite: Students must be within one semester of graduation.* The basic objective of this capstone course is to integrate the collection of knowledge a marketing student will have acquired in marketing and other business courses. The course uses an analytical and decision-making framework. It is assumed that students have sufficient background to deal with a variety of "marketing problems" in a decision-making environment.

**MKTG 494 Selected Topics in Marketing** **As needed; 1-3**
A current advanced topic in marketing will be explored.

**MKTG 495 Independent Study in Marketing** **Spring, odd years; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in marketing at the upper-division level.

**MKTG 676 Marketing Management** **3**
Students examine value creation, marketing decision support and strategic management of public relations as well as marketing. Proven analytical techniques from related business disciplines will be used to assess market positioning and strategic planning. Topics include advertising; buyer behavior; distribution of goods and services; e-commerce; market segmentation; pricing; marketing policy; and targeting. Clear and careful oral and written communication is emphasized.

# Medical Laboratory Science

When offered; credit hours

**MLSC 210 Fundamentals of Hematology and Hemostasis** **Summer; 2**
Introduces the production, maturation, function of normal blood cells and hemostasis. Selected routine manual hematology and hemostasis procedures are performed. Weekly: Three lectures and one lab.

**MLSC 230 Fundamentals of Clinical Microbiology** **Summer; 3**
*Prerequisite: BIOL 161.* Orientation to clinical microbiology; specimen selection, collection and transport; microscopic evaluation; stains and sterilization techniques; media and incubation selections; identification of routine and non-routine microorganisms; susceptibility testing; automation and quality assurance. Weekly: Two lectures and two labs.

**MLSC 240 Fundamentals of Immunohematology** **Summer; 1**
Introduces blood group antigen systems, antibody screening, antibody identification and compatibility testing. Selected routine procedures are performed. Weekly: Three lectures and one lab.

**MLSC 350 Fundamentals of Clinical Chemistry** **Summer; 3**
*Prerequisite: Completed or currently enrolled in CHEM 151 or permission of instructor.* Clinical lab procedures, safety, application of statistical procedures in quality control and principles of clinical laboratory instrumentation. Topics include carbohydrates, lipids, electrolytes and hepatic function with selected pathologies. Weekly: Three lectures and one lab.

**MLSC 400 Specimen Procurement and Processing** **Spring; 1**
*Prerequisite: Permission of the program director.* Clinical specimen collection and processing; point-of-care testing, professional ethics; phlebotomy practicum.

**MLSC 401 Clinical Year Seminar and Research Methodology** **0**
*Prerequisite: Permission of program director.* Introduction to educational methodology, multicultural communication, professionalism, medical laboratory sciences literature review, research design and practice. Attendance to all sessions is required. A pass/fail grade is assigned.

**MLSC 405 Clinical Year Seminar and Research Project** **Spring; 1**
*Prerequisite: Permission of program director.* Introduction to team building, service outreach and professional development. Research in medical laboratory science under the direction of a departmental faculty member. Preparation and delivery of a written report and oral presentation on the research project. Attendance to all sessions is required.

**MLSC 411 Hematology** **Fall; 3**
*Prerequisites: MLSC 210 and permission of program director.* Cellular elements of the blood, their maturation, functions and morphologies; abnormal and disease state hematologies; principles and procedures of routine and special hematology assay methodologies; correlation of patient conditions with results of hematology assay results.

**MLSC 412 Hemostasis** **Spring; 1**
*Prerequisites: MLSC 411 and permission of program director.* Hemostasis systems, their function, interaction and monitoring; correlation of hemostasis assay results with various disorders; thrombosis and anticoagulant therapy; principles and procedures of routine and special hemostasis assays.

**MLSC 413 Clinical Hematology and Hemostasis Practicum** **Summer; 4**
*Prerequisites: MLSC 411, 412 and permission of program director.* Professional health care laboratory practicum; emphasis in patient-care application of hematology and hemostasis procedures.

**MLSC 421 Clinical Immunology and Molecular Diagnostics** **Fall; 2**
*Prerequisites: BIOL 415 and permission of program director.* Theory and application of immunologic/serologic and basic molecular techniques, including detection, analyses and epidemiology. Emphasis on correlation patient conditions with test results for vial and bacterial diseases and cancers.

**MLSC 423 Clinical Immunology, Virology and Molecular Diagnostics Practicum** **Summer; 1**
*Prerequisites: MLSC 421 and permission of program director*. Professional health care laboratory practicum: emphasizes patient-care applications of immunology, serology, virology and molecular techniques.

**MLSC 431 Clinical Bacteriology** **Fall; 4**
*Prerequisites: MLSC 230 and permission of program director.* Emphasis on specimen collection, culture, identification and clinical significance of bacterial pathogens. Simulated clinical practice for the separation of normal flora from pathogenic microorganisms encountered in various body sites, including the study of antimicrobial susceptibility testing.

**MLSC 432 Clinical Mycology and Parasitology** **Spring; 2**
*Prerequisites: MLSC 431 and permission of program director.* Study of fungi and parasites associated in human infections. Emphasis on specimen collection and preservation, culture and identification procedures.

**MLSC 433 Clinical Microbiology Practicum** **Summer; 4**
*Prerequisites: MLSC 431, MLSC 432 and permission of program director.* Professional health care laboratory practicum; emphasis in patient-care applications of bacteriology, mycology and parasitology.

**MLSC 441 Immunohematology** **Fall; 3**
*Prerequisites: MLSC 240, BIOL 415 and permission of program director.* Blood grouping and typing; blood group antigen systems; compatibility testing; antibody identification; quality control and quality assurance; donor recruitment and selection; component preparation; blood-banking records; grouping and compatibility problem-solving; patient clinical state correlations.

**MLSC 442 Transfusion Medicine** **Spring; 1**
*Prerequisites: MLSC 441 and permission of program director.* In-depth study of immunohematology testing results, clinical patient manifestations, blood component therapy and blood product requirements.

**MLSC 443 Clinical Immunohematology Practicum** **Summer; 4**
*Prerequisites: MLSC 441, 442 and permission of program director.* Professional health care laboratory practicum; emphasis in patient-care applications of immunohematology.

**MLSC 451 Clinical Chemistry I** **Fall; 4**
*Prerequisites: MLSC 350 and permission of Program director*. Carbohydrate, lipid, enzyme, electrolyte, acid-base balance, trace element, protein systems and gastric functions. Correlations with normal physiology and selected pathological conditions. Analysis of relevant blood and body fluids constituents.

**MLSC 452 Clinical Chemistry II** **Spring; 2**
*Prerequisites: MLSC 451 and permission of program director.* Liver function, renal function, endocrinology, toxicology and therapeutic drug monitoring. Correlations with normal physiology and selected pathological conditions.

**MLSC 453 Clinical Chemistry Practicum** **Summer; 4**
*Prerequisites: MLSC 451, 452 and permission of program director.* Professional health care laboratory practicum. Emphasis on patient care applications in clinical chemistry.

**MLSC 461 Body Fluids** **Spring; 1**
*Prerequisites: MLSC 451 and permission of the program director.* Analysis of various body fluids such as serous fluids, synovial fluids, amniotic fluid and urine. Correlations with normal physiology and selected pathological conditions.

**MLSC 463 Body Fluids Practicum** **Summer; 1**
*Prerequisites: MLSC 461 and permission of program director.* Professional health care laboratory practicum. Emphasis in patient-care applications of body fluids.

**MLSC 475 Medical Laboratory Management Concepts** **Spring; 2**
*Prerequisite: Permission of the program director.* Discussion in selected areas that include health care delivery systems; problem-solving in the clinical laboratory; human resource management; supply and equipment acquisition; financial management; performance standards and assessment; ethics; laboratory information systems; and regulatory processes.

**MLSC 493 Practicum Project** **Summer; 1**
Designed to be an integral component of the clinical year practical experience. Introduces students to the principles, practices and performance of clinical laboratory projects expected of practicing professional clinical laboratory scientists.

# Music

When offered; credit hours

**MUED 333 Music for the Elementary School Specialist** **As needed, Fall; 3**
*Prerequisite: MUHL 252 or equivalent.* Music in the education of children 6 to 12 years of age. Students develop their philosophy of music education as they practice methods for guiding children in musical experiences of listening, performing and creating to foster aesthetic and cognitive growth. Covers organization of subject matter, objectives, lesson planning, teaching techniques and methodologies, assessment, curricula and technology, approaches and materials for general music classes. Two class hours per week plus observations in elementary schools. A laboratory session is required for any student who is deficient in basic performance skills on classroom instruments such as guitar and recorder. *Cross-listed as EDUC 333.*

**MUED 355 Music in the Secondary School** **As need, Spring; 3**
*Prerequisite: MUHL 252 or equivalent.* Music education in junior and senior high school. Covers objectives, organization of subject matter, lesson planning, teaching techniques and methodologies, assessment, curricula and technology, approaches and materials for general music classes. Two class hours per week, plus observations in secondary schools.

**MUHL 120 Elements of Music** **Spring; 3**
A rudimentary course in the language of music, including notation, scales, keys, intervals, elementary harmonic concepts, musical styles and structures. Designed as a developmental course for prospective music majors and minors whose placement theory test indicates unreadiness for Theory I or students who are taking music as an elective subject. Credit not applicable to music major or minor requirements.

**MUHL 171; 172; 271; 272 Musicianship I, II, III, IV** **Fall and Spring; 1; 1; 1; 1**
Development of musicianship through listening, ear training, dictation and sight singing. Four hours are required of all music majors and are taken concurrently with the theory.

**MUHL 220 Computer Technology for Musicians** **As needed, Fall; 2**
A basic computer technology course for musicians, designed around Sibelius notation software, including notation, refinement of scores, the extraction of performance parts, transposition, exportation of notation files into other programs and music printing and binding.

**MUHL 251; 252 Theory I, II** **Fall and Spring; 3; 3**
*Prerequisite: MUHL 120 or qualification by examination.* An integrated study of harmony, keyboard harmony, counterpoint and form and style at a comparatively elementary level.

**MUHL 270 Music in Twentieth Century America** **Fall; 3**
Emphasizes listening and evaluation of musical influences in American culture, including periods, major performers and composers, trends, influences, stylistic features and related materials. Credit not applicable to music major requirements. *Cross-listed as HMNT 270.*

**MUHL 325 Orchestration** **Spring, even-numbered years; 2**
*Prerequisite: MUHL 252 or equivalent.* A study of the nature of the various orchestral instruments and scoring for ensembles and band and orchestra combinations. (A duplicate from MUPF in MUHL area)

**MUHL 340 Introduction to Music Technology** **As needed, Spring; 3**
An introductory course to music technology, designed for music majors and minors, focusing on computer-assisted notation, recording techniques and digital editing and the integration of audio with video.

**MUHL 351; 352 Theory III, IV** **Fall and Spring; 3; 3**
*Prerequisites: MUHL 252 and approval of instructor.* An integrated study of harmony, keyboard harmony, counterpoint, form and style at a more advanced level.

**MUHL 361 Music History I** **Fall; 2**
*Prerequisite: MUHL 252.* A study of the history, style and musical forms of Western Art Music from its origins through the Renaissance. Music analysis and readings supplement lectures and discussions.

**MUHL 362 Music History II** **Spring; 3**
*Prerequisite: MUHL 252.* A study of the history, style and musical forms of Western Art Music from the Baroque through the early Romantic period. Music analysis, readings, listening and performance supplement lectures and discussions. Applies for the History General Education requirement for Bachelor of Music in Performance (Voice) and the Bachelor of Music in Music Education.

**MUHL 363 Music History III** **Fall; 2**
*Prerequisite: MUHL 252.* A study of the history, style, musical forms of Western Art Music from the middle Romantic through the late 20th century period. Music analysis, readings, listening assignments and performances supplement lectures and discussions.

**MUHL 380A Piano Literature I** **As needed, Fall; 2**
*Prerequisite: MUPI 274.* Study and performance of keyboard music from the pre-Baroque period through the Classical period.

**MUHL 380B Piano Literature II** **As needed, Spring; 2**
*Prerequisite: MUHL 380A.* Study and performance of piano music from the Romantic period to the present.

**MUHL 380C; 380D Organ Literature I and II** **As needed, Fall and Spring; 2; 2**
*Prerequisite: MUPI 274.* Survey of organ literature from pre-Bach to present.

**MUHL 380E Song Literature I** **As needed, Fall; 2**
*Prerequisite: MUPI 274.* Study and performance of art song from its beginning to the Romantic period; emphasis on early English song, classical solo song, baroque aria and solo cantata.

**MUHL 380F Song Literature II** **As needed, Spring; 2**
*Prerequisite: MUHL 380E.* Study and performance of German lied, French art songs and art songs from the 20th century.

**MUHL 380G; 380H String Literature I and II** **As needed, Fall and Spring; 2; 2**
*Prerequisite: MUPI* 274. Study and performance of string literature from the Baroque to the present.

**MUHL 380J; 380K Instrumental Literature I and II** **As needed, Fall and Spring; 2; 2**
Study and performance of literature from the earliest examples to works of the 20th century for those instruments not specifically listed above.

**MUHL 385 Sacred Music through the Eyes of Faith** **Fall, even-numbered years; 3**
*Prerequisite: Restricted to music, theology and religion majors.* A theological and historical in-depth study of sacred music from Biblical times to the present. This course is designed to help provide a theological and philosophical foundation for the place and application of sacred music in Christian worship: implications for the Seventh-day Adventist church musician and pastor. *Cross-listed as RELP 385.*

**MUHL 430 Singers' English and Italian Diction** **As needed, Fall; 2**
A foundation course for clear and correct English and Italian diction in solo and choral singing, with oral and written drill using the international Phonetic Alphabet (IPA). The class emphasizes individual singing and coaching.

**MUHL 431 Singers' German and French Diction** **As needed, Spring; 2**
A continuation of Singers' English and Italian Diction with concentration upon the standard rules for singing in German and French.

**MUHL 455 Counterpoint** **Fall, even-numbered years; 2**
*Prerequisite: MUHL 252.* A comprehensive study of 16th century polyphony as exemplified in the works of Palestrina. Imitation of the style culminating in the writing of motets.

**MUHL 460 Composition** **Fall, odd-numbered years; 2**
*Prerequisite: MUHL 252* An overview of progressive music since circa 1945 and a study of recent compositional technique with an introduction to support technologies such as music notation software, MIDI and sampling.

**MUHL 464 Music History Topics** **Spring; 2**
*Prerequisite: MUHL 361, 362, 363, or permission of instructor.* This course examines issues related to the musical heritage of the Seventh-day Adventist church and previews music of non-Western cultures. Required of music majors and open to non-music majors upon instructor's approval.

**MUHL 465 Form and Analysis** **Spring, odd-numbered years; 2**
*Prerequisite: MUHL 351.* A study of the structure of musical composition from simple to complex with emphasis on how individual composers utilized and adapted each standard form.

**MUHL 470; 471 Pedagogy; Practicum** **As needed, Fall and Spring; 1; 1**
A laboratory course designed to equip performance majors with skills necessary for successful studio teaching. Components of the course include observing lessons at all levels, reading books devoted to the technical and physical aspects of tone production, comparing available teaching materials and compiling a repertory list for each level of proficiency. The second semester includes practical application of principles learned through actual teaching.

**MUHL 481 Advanced Composition I** **As needed; 2**
*Prerequisite: MUHL 460.* Composing short musical forms in a contemporary idiom for various media using appropriate support technologies.

**MUHL 482 Advanced Composition II** **As needed; 2**
*Prerequisite: MUHL 481.* Composing in a contemporary idiom, including a major work (at least 15 minutes duration) which will reveal some mastery of developmental writing culminating in a public performance of approved compositions.

**MUHL 491 Research Methods** **As needed; 2**
An introduction to the materials and methods of musical research through an investigation of source materials, bibliography, as well as concepts and techniques of research. Students will also choose and develop the topic of their senior thesis.

**MUHL 495 Independent Study** **As needed; 2**
In consultation with the department chair, students will select a topic for independent study and a qualified faculty member will be chosen to help direct that study. Students will have regular conferences with the faculty director and will meet at scheduled times to present progress reports on their topic and receive appropriate evaluation and direction. Topics selected should find their basis in composition, counterpoint, orchestration, or analysis.

**MUHL 499 Senior Thesis** **As needed; 2**
*Prerequisite: MUHL 491.* A continuation of the work begun in the prerequisite class through continued research, writing and successful completion of the thesis project.

**MUPF 105 Concert Attendance** **Fall and Spring; 0**
All music majors are expected to attend a minimum of seven recitals/concerts during each semester with at least three being off campus. Students are required to submit a program to the Music office as proof of attendance.

**MUPF 120 Band (Washington Concert Winds)** **Fall and Spring; 1**
**MUPF 120P Band (Washington Concert Winds)** **Fall and Spring; 0**
This course is designed to acquaint the students with standard band literature. Performances are given regularly in conjunction with university activities or as special programs. Open to all students by audition.

**MUPF 227 Orchestra (New England Youth Ensemble)** **Fall and Spring; 1**
**MUPF 227P Orchestra (New England Youth Ensemble)** **Fall and Spring; 0**
This chamber orchestra is open to all by audition. It studies standard chamber orchestral material as well as choral/orchestral material and maintains a heavy performance schedule.

**MUPF 228 Ensemble** **Fall and Spring; 1**
Practical experience in the performance of selected ensemble works. May be repeated for maximum of four hours credit.

**MUPF 230 BrassWorks** **Fall and Spring; 1**
*Prerequisite: By audition.* Music of Gabrielli, Purcell, Bach and other 16th century composers, along with some contemporary literature, is performed by the brass choir. Two rehearsals a week and performances as scheduled.

**MUPF 235 Columbia Collegiate Chorale** **Fall and Spring; 1**
**MUPF 235P Columbia Collegiate Chorale** **Fall and Spring; 0**
A large choral organization performing both standard a cappella and accompanied repertoire. Audition may be required. It maintains a heavy performance schedule.

**MUPF 245 Performance Workshop** **Fall and Spring; 1**
*Prerequisite: Permission of the instructor.* Musical and dramatic preparation of scenes from opera, operetta, musical theater, or oratorio literature for public performance. Rehearsal attendance strictly required. Enrollment in private voice lessons highly recommended. Audition may be required for certain roles.
*MUPF 250 Pro Musica Fall and Spring; 1*

**MUPF 250P Pro Musica** **Fall and Spring; 0**
*Prerequisite: By audition.* The 20 members of this highly select mixed choir perform sacred and secular concerts and all members receive scholarships.

**MUPF 327A Vocal Accompaniment** **As needed, Fall; 1**
*Prerequisite: Approval of the department chair.* Training in accompanying singers, focusing primarily on art songs, but also works that utilize the piano as orchestral substitute. International Phonetic Alphabet (IPA) will be introduced. Practical experience working with singers and accompanying in studios will be important components to this class.

**MUPF 327B Instrumental Accompaniment** **As needed Spring; 1**
*Prerequisite: Approval of the department chair.* Training in instrumental accompanying. Works where the piano serves in an equal collaborative role will be studied and performed. Practical experience accompanying in studios will be expected.

**MUPF 359 Conducting I** **Fall, odd-numbered years; 2**
The study and drill of basic conducting techniques. Coordination of hand techniques, breath control, sound control, articulation, dynamics and baton techniques. When possible, practical application in active musical organizations.

**MUPF 360 Conducting II** **Spring, even-numbered years 2**
*Prerequisite: MUPF 359.* Conducting patterns applied to elements of interpretation. Emphasis on score reading, rehearsal techniques and conducting problems. Emphasis may be on either choral or instrumental mediums. Practical application in active musical organizations.

**MUPF 427 Orchestral Excerpts** **As needed; 1**
A performance course, for music majors, that will expose students to standard audition protocol and orchestral repertoire specific to their instrument in preparation for auditions.

**MUPF 475 Performance Techniques for Singers** **As needed; 1**
A course designed for voice performance majors, taken concurrently with applied voice lessons, to provide techniques that will assist them in effective public performance and audition processes. Non-performance majors may seek permission from the chair to register for this course.

**MUPI 134 Applied Music** **Fall and Spring; 1-2**
Weekly private instruction in piano, voice, organ, brass, woodwinds, percussion and strings. Not applicable to a major or minor in music.

**MUPI 134A Piano**
**MUPI 134B Voice**
**MUPI 134C Organ**
**MUPI 134D Trumpet**
**MUPI 134E Trombone**
**MUPI 134F Tuba**
**MUPI 134G French Horn**
**MUPI 134H Clarinet**
**MUPI 134J Saxophone**
**MUPI 134K Oboe**
**MUPI 134L Bassoon**
**MUPI 134M Percussion**
**MUPI 134N Violin**
**MUPI 134P Cello**
**MUPI 134Q Flute**
**MUPI 134R Guitar**
**MUPI 134S Viola**
**MUPI 134T String Bass**
**MUPI 134U Harp**
**MUPI 134W Baritone Horn**
**MUPI 134X Recorder**

**MUPI 144 Applied Music** **Fall and Spring; 1-3**
*Prerequisite: By audition.* Weekly private instruction with major teacher in piano, voice, organ, brass, woodwinds, percussion and strings. *See MUPI 134 (above) for letter designations.*

**MUPI 274 Applied Music** **Fall and Spring; 1-3**
*Prerequisite: By audition.* Weekly private instruction with major teacher in piano, voice, organ, brass, woodwinds, percussion and strings. *See MUPI 134 (above) for letter designations.*

**MUPI 344 Applied Music** **Fall and Spring; 1-3**
*Prerequisite: By audition.* Weekly private instruction with major teacher in piano, voice, organ, brass, woodwinds, percussion and strings. *See MUPI 134 (above) for letter designations.*

**MUPI 474 Applied Music** **Fall and Spring; 1-3**
*Prerequisite: By audition.* Weekly private instruction with major teacher in piano, voice, organ, brass, woodwinds, percussion and strings. *See MUPI 134 (above) for letter designations.*

# Nursing

When offered; credit hours

**NUED 500 Fundamental Skills for MSN Graduate Study** **2**
This course is designed to introduce students to the Mission and Philosophy of Washington Adventist University's Nursing Department and to the requirements for successful participation in the MSN-Ed program. The course will also provide a foundation for the student's academic and professional success as a scholar and educator. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to the practice of nursing. *This course is a prerequisite to* **all** *other courses in the MSN-Ed program.*

**NUED 515 Advancing the Profession of Nursing** **3**
The focus is on the characteristics of professionalism and the need to value the profession and its future. Selected concepts and roles that highlight the dynamics of the profession and practice are examined. Students will participate in inquiry and critical analysis of scholarly literature as the foundation for evidence-based practice. Strategies for utilizing research are examined.

**NUED 525 Theoretical Foundations of Teaching and Learning in Nursing** **3**
This course focuses on the application of learning theory and teaching methods that identify the diverse learning needs of adults. Student-centered strategies are presented. Topics include socialization, motivation, critical thinking, learning styles and the impact of values on the learning environment. The distinctive needs of nontraditional, multicultural and educationally disadvantaged students are addressed. Students will discover that learners have individual and collective needs and how to facilitate a supportive learning environment.

**NUED 535 Analysis of Evidence-Based Practice/Inquiry and Research** **3**
While this course is designed to provide the student with advanced knowledge and experience with the research process, it will also emphasize the skills necessary to read critically and interpret and evaluate findings. Exploring the practical application of the research, based on the scientific evidence, to the profession of nursing practice is emphasized. Critical analysis of research studies utilizing technology is explored.

**NUED 545 Ethics and the Adult Educator** **3**
A comprehensive introduction to ethics in academic settings is explored. This course focuses on the role of being a nurse educator and societal influences on both the educator and adult-learners. Professional, legal and ethical expectations are emphasized in reading and case studies. Course assignments focus on nursing practice applications.

**NUED 555 Population-based Nursing Considerations** **3**
An interdisciplinary approach to caring for populations is explored. Focus is on the application of epidemiological frameworks and concepts in health promotion. Topics include health and wellness promotion, levels of prevention, global and local health issues and control of health problems. Students will complete a group project, utilizing the nursing process, which will impact health care in local communities. Integrative approaches to working with groups in the community are examined and applied.

**NUED 565 The Nurse Educator: Facilitator of Learning** **4**
This course focuses on educational theories and principles of the unique learning needs of adults. Teaching strategies based on the learners' cultural background, past clinical experiences, past educational and life experiences are emphasized. Learning needs in the context of content, critical thinking, learner needs, learning styles and desired learner outcomes are studied. Major concepts include instructional strategies, effective communication, reflective thinking and student engagement. Evidence-based teaching strategies are examined. Personal and professional teacher attributes that demonstrate positive role-modeling are presented.

**NUED 575 Curriculum Development, Assessment and Evaluation** **3**
The focus of this course is to expose students to the history, theories, education and testing taxonomies and critical thinking that influence curriculum development both in academia and the clinical setting. Educational trends, frameworks, competencies, outcomes and selection of learning activities are examined. The process of curriculum assessment is defined and program evaluation is examined in the context of education evaluation models and accreditation in the academic and practice setting.

**NUED 580 Scholarly Teaching Strategies** **3**
*Prerequisite: Successful completion of NUED 535.* Students will utilize methodological and statistical dimensions of the research process in order to develop the master's thesis or scholarly project. Students will delve into scholastic inquiry of topics such as: Teaching strategies, professional development, role demands, using evidence to improve teaching, advocacy and student-centered learning needs. The goal of the academic nurse educator is to effectively utilize current evidence-based outcomes into the practice of teaching and learning. This course is designed to promote the practice of nursing and encourage the discovery of learning trends for the future. Students will meet with thesis/project adviser regularly to guide and facilitate completion of the thesis or project.

**NUED 585 The Nurse Educator: Change Agent, Service and Leadership** **3**
This focus of this course is for students to develop leadership skills and to promote innovative practices in educational environments. Students will participate in interdisciplinary efforts to address health care and educational needs within educational institutions and the community. Course content will explore utilizing legal and ethical principles to influence, design and implement policies and procedures related to learners, faculty and the educational environment. As part of the role of a change agent, students will learn to support changes and adapt to changes created by external factors.

**NUED 595 Program Synthesis — Practicum I** **3**
This course provides students with the opportunity to apply the principles and methods learned from their course work. Working in collaboration with their preceptor and instructor, the student engages in applying new knowledge and strategies in teaching and learning in academic or service settings. Self-assessment of teaching, discussion of the nurse educator role and exploration of issues related to the teaching-learning environment will occur in weekly seminars. Practicum hours: 100.

**NUED 605 Program Synthesis — Practicum II** **3**
This course enables students will apply their master's thesis or scholarly project to the clinical world. Based on the outcomes of their individual scholarly papers/projects, students will actually teach classes in college/university set-

tings and/or hospital/health care facilities utilizing their statistical findings to enhance adult learning. The goal of academic nurse educators is to research and address the nursing needs of society and prepare graduates for practice in diverse settings. This course elevates the student to the level of scientist by applying the principles of their research. Practicum hours: 100.

**NURS 201 Nurses as Writers** **1**
*Prerequisite: ENGL 101.* An introduction to the theoretical foundations of professional writing in the nursing sphere. Included are the different styles of basic writing using APA format, learning to write progress notes, professional papers and various types of writing styles as identified within the profession of nursing and higher education. Writing styles and assignments will assist the writer in obtaining a skill level which will reflect that of the baccalaureate nurse. In addition, the development of fundamental professional nursing skills in writing will be taught. Focus of the writing will be on concepts, models and theories related to health, nursing and professional writing styles.

**NURS 202 Math for Nurses** **1**
*Prerequisite: 34th percentile on ACT/SAT mathematics, MATH 052, or placement test.* This course will assist the beginning nursing student in garnering skills needed to pass the nursing medication tests on the first attempt. It will teach math skills needed for dosage calculations, rationale for such and will demonstrate as well as review the basic math skills needed for today's nurse to practice safely in a health care setting.

**NURS 222 Professional Nursing Foundations I** **5**
*Prerequisite: Admission to Nursing program. Corequisites: NURS 233, 244.* An introduction to the theoretical foundations of professional nursing, including concepts and skills to provide basic safe nursing care. 3 credits theory; 1 credit lab total 56 hours and 1 credit clinical total of 56 hours

**NURS 233 Pathophysiology** **3**
*Prerequisite: Admission to Nursing program. Corequisites: NURS 222, 244.* Focus in the pathophysiological changes that impact human needs and the integrity of human systems.

**NURS 244 Health Assessment and Health Promotion** **4**
*Prerequisite: Admission to Nursing program. Corequisites: NURS 222, 233.* Focuses on the core knowledge and competencies necessary to perform health assessments and promote health across the lifespan in multicultural society. 3 credits theory; 1 credit lab 4 hours per week.

**NURS 308R: Transition into Professional Nursing Practice** **4**
*Prerequisite: Admission to Nursing program. Corequisite: NURS 310R*. Focus is on selected concepts, models and theories and processes related to professional nursing practice. Emphasis is on the introduction to leadership skills, research application and evidence-based practice.

**NURS 310R: Health Assessment and Health Promotion** **4**
*Prerequisite: Admission to the nursing program. Corequisite: NURS 308R.* Focuses on the core knowledge and competencies necessary to perform health assessment and promote health across the lifespan in a multicultural society. 3 credits theory; 1 credit lab 4 hours per week.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**NURS 333 Pharmacology** **3**
*Prerequisites: NURS 222, 233, 244. Corequisites: NURS 344, 354, 366.* Focuses on the pharmacological principles of major drug classifications, therapeutic modalities, complimentary treatments and substance abuse.

**NURS 344 Advanced Nursing Skills** **2**
*Prerequisites: NURS 222, 233, 244. Corequisites: NURS 333, 354, 366.* Focus is on Integration of foundational knowledge and skills as the student continues to develop critical thinking, communication and psychomotor skills to promote health and prevent disease in increasingly complex situations. 1 credit theory; 1 credit lab 4 hours per week.

**NURS 354 Mental Health Nursing** **4**
*Prerequisites: NURS 222, 233, 244. Corequisites: NURS 333, 366, 344.* Focuses on the core knowledge and competencies necessary to apply the nursing process with individual experiencing mental health issues.

**NURS 366 Adult Health Nursing I** **4**
*Prerequisites: NURS 222, 233, 244. Corequisites: NURS 333, 354, 344.* Focuses on knowledge and competencies necessary to apply the nursing process an Individual experiencing illness. Three credit hours theory, one credit clinical,four hours per week.

**NURS 377 Nursing Care of Women and the Evolving Family** **4**
*Prerequisites: NURS 333, 344 354, 366. Corequisites: NURS 388, 399.* Focuses on the core knowledge and competencies when applying the nursing process with childbearing families that includes health promotion and basic human needs interventions. Included will be concepts related to women's' health. 3 credit hours theory; 1 credit clinical 4 hours per week.

**NURS 388 Nursing Research and Informatics** **3**
*Prerequisites: NURS 333, 344, 354, 366. Corequisites: NURS 377, 399.* Focuses on nursing research and Informatics to support evidence-based practice and organizational efficiency.

**NURS 388R Nursing Research and Informatics** **3**
*Prerequisites: NURS 305R, 331R. Corequisite: NURS 422R.* Focuses on nursing research and Informatics to support evidence-based practice and organizational efficiency.

**NURS 394 Topics in Health** **As needed; 1-4**
*Prerequisite: Permission of instructor.* Selected topics on health that are of interest and concern to the professional. Theory and/or clinical experience as arranged.

**NURS 395 Independent Study in Nursing** **As needed; 1-3**
*Prerequisite: Permission of the instructor.* Study on an independent basis in collaboration with the instructor on a topic in nursing at the lower-division level.

**NURS 399 Pediatric Health Nursing** **4**
*Prerequisites: NURS 333, 344, 354, 366. Corequisites: NURS 388, 377.* Focuses on the core knowledge and competencies in applying the nursing process with Infants, children, adolescents and their families. Three credit hours theory, one credit clinical four hours per week.

**NURS 422 Leadership and Resource Management** **4**
*Prerequisites: NURS 377, 388, 399. Corequisites: NURS 433, 444.* Focuses on knowledge and competencies necessary to act as a leader, a direct provider of care, a manager of care and a member of the profession.

**NURS 422R Leadership and Resource Management** **4**
*Prerequisites: NURS 305R, 331R. Corequisite: NURS 388R.* Focuses on knowledge and competencies necessary to act as a leader, a direct provider of care, a manager of care and a member of the profession.

**NURS 433 Adult Health Nursing II** **4**
*Prerequisites: NURS 377, 388, 399. Corequisites: NURS 422, 444.* This course advances the application of core knowledge and competencies by using the nursing process with Individual's experiencing complex illness. Three credit hours theory, one credit clinical four hours per week.

**NURS 440 Concepts of Psychiatric/Mental Health Nursing for the Graduates of Foreign Nursing Schools** **3**
*Prerequisite: Graduation from a foreign school.* The focus of this course is on the use of the nursing process in caring for young, middle-aged and older adults experiencing impaired mental health. Emphasis is on using theoretical knowledge; appreciate research findings, applying components of the leadership process and selecting resources to assess clients in human fulfillment.

**NURS 444 Community Health Nursing** **4**
*Prerequisites: NURS 377, 388, 399. Corequisites: NURS 422, 433.* Focus on knowledge and competencies necessary to promote health and prevent illness within communities. 3 credit hours theory, 1 credit clinical 4 hours per week.

**NURS 444R Community Health Nursing** **4**
*Prerequisites: NURS 388R, 422R. Corequisite: NURS 477R.* Focus on knowledge and competencies necessary to promote health and prevent illness within communities. 3 credit hours theory, 1 credit clinical 4 hours per week.

**NURS 477 Professional Foundations II** **3**
*Prerequisites: NURS 422, 433, 444.* Focus in health care policy, professional practice issues and transition to professional practice.

**NURS 477R Professional Foundations II** **3**
*Prerequisite: NURS 388R. Corequisite: NURS 444R.* Focus in health care policy, professional practice Issues and transition to professional practice.

**NURS 481 Pain and Suffering Across Cultures** **As needed; 1**
Focuses on the impact of human pain and suffering across various cultures. There is an emphasis on the human reactions to physical and psychological pain and suffering. *Cross-listed as HLSC 481, PSYC 481.*

**NURS 482 Caring Across Cultures** **As needed; 1**
Focuses on the impact of selected health issues on a multicultural society throughout the life span. There is an emphasis on the development of caring behaviors in a variety of cultures which are influenced by multiple disciplines. *Cross-listed as HLSC 482, PSYC 482.*

**NURS 488 Nursing Synthesis** **6**
*Prerequisites: NURS 422, 433, 444. Corequisite: NURS 488.* Focus on integration of the professional nursing role into practice with the assistance of a preceptor. Two credits for seminar; two hours per week with four credits for clinical 16 hours per week.

**NURS 488R Nursing Synthesis** **6**
*Prerequisites: NURS 444R, 477R.* Focus on integration of the professional nursing role into practice with the assistance of a preceptor. Two credits for seminar; two hours per week with four credits for clinical 16 hours per week

**NURS 494 Topics in Nursing** **As needed; 1-4**
*Prerequisite: Permission of the instructor.* Selected topics on health that are of interest and concern to the professional. Topics include addictions in contemporary society, coping with loss, computers in nursing, etc. Registered nurses may take selected courses for continuing education credit. Theory and/or clinical experience as arranged. *Selected courses are cross-listed under PSYC 494 and/or SOCI 494.*

**NURS 495 Independent Study in Nursing** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in nursing at the lower-division level.

**NURS 500/MSBL 500 Fundamentals Skills for MSNBL Graduate Study** **2**
Consists of considerations of the progression in graduate learning, including time management skills; teaming skills; social intelligence; and career planning and preparation. Also includes an overview of the nursing process, care settings and the preventive, rehabilitative and curative aspect of nursing and health care management in which students will exercise their applied writing and presentation skills.

*Note: Students must pass this course with a grade of "B" or higher to enroll in any other NUED or MSNBL program course. Only two attempts to pass this course at the designated levels are permitted. Students who do not pass at the appropriate level on the first attempt will be counseled and guided in terms of their individual graduate study skill development. This course is a prerequisite to all other courses in the MSNBL program.*

**MSBL 510 Nursing Problem-solving Skills Development** **3**
*Prerequisite: NURS 500.* Includes a conceptual, theoretical and technique-driven framework for problem-solving and decision-making in nursing and health care. Through case studies, students will be challenged to use practical and innovative techniques to resolve professional issues and situations as well as to make and support sound decisions. Current trends in nursing and health care management will be the basis of problem-solving activities in this course.

**MSBL 520 Applied Research Techniques** **3**
*Prerequisite: NURS 500.* Includes scientific and business methodologies to examine how health care research is planned, implemented and evaluated. Outcomes stemming from evidence-based practice will be critiqued to determine effective research practices. Exploratory and descriptive research will be emphasized on current issues where nursing intersects business management.

**MSBL 530 Nursing Operations and Delivery Systems** **3**
*Prerequisite: NURS 500.* Includes an overview of the complexities within the US health care system. This course will address driving factors of the current system and why process improvement is such an important skill in health care. Quality assurance in preventive, rehabilitative and curative nursing and business processes is emphasized.

**MSBL 540 Nursing Leadership as Change Management** **3**
*Prerequisite: NURS 500.* This course teaches the skills needed to become effective leaders in different nursing and business situations. It includes skills of personal mastery, mental models, shared visions, critical thinking, systems design, business models and change assessment. Students will learn how to design an effective change needs assessment and how to implement their findings into effective change initiatives.

**MSBL 545 Professional Ethics in Nursing** **3**
*Prerequisite: NURS 500.* Part I is a comprehensive introduction to ethics in the workplace. Part II employs nursing case studies and shadow assignments to understand and apply ethics in nursing and health care environments. Ethical, legal and professional aspects of nursing and health care business practice are emphasized in readings and cases.

**MSBL 550 Practicum: Business Management in Health Care Organizations** **3**
*Prerequisite: NURS 500*. Includes an examination of structures, processes and techniques to understand how optimal health care organizations function. Analysis of a variety of management styles, initiatives and business techniques within health care and nursing units will be employed. Practicum hours for semester: 100.

**MSBL 600 Seminar in Health Care Strategic Management** **3**
*Cross-listed as MGMT 689. See MGMT 689 on* Page 410 *for course description.*

# Nutrition

When offered; credit hours

**NUTR 260 Nutrition** **Fall and Spring; 3**
*Prerequisites: BIOL 112 and CHEM 105 or CHEM 110.* General knowledge of nutrition and health — the functions and importance of carbohydrates, fats, proteins, vitamins and minerals, the relationship of nutrition and exercise to weight management, with an understanding of diet modifications in disease.

# Office Administration Credit

When offered; credit hours

*Offered by examination only for the following courses:*

**OFAD 101 Beginning Keyboarding** **1**
Basic keyboarding skills and techniques with a minimum speed of 30 words per minute.

**OFAD 102 Intermediate Keyboarding** **1**
Keyboarding skills, techniques and applications with a minimum speed of 45 words per minute.

**OFAD 130 Business English** **2**
Business applications of grammar, spelling and punctuation.

**OFAD 140 Records Management** **2**
Understanding and using the rules for business records management as set forth by the American Records Management Association.

**OFAD 175 Medical Terminology** **2**
Medical vocabulary, including spelling, abbreviations and definitions of medical terms as found in case histories and other medical records.

**OFAD 205 Advanced Keyboarding** **1-3**
Keyboarding skills, techniques and advanced applications with a minimum speed of 50 words per minute. If a student has not already earned credit for OFAD 101 and OFAD 102, a single challenge examination may be taken for all three keyboarding courses. If the combined challenge examination is passed, the student may also obtain credit for Beginning and Intermediate Keyboarding, earning a total of three credits.

**OFAD 240 Office Communications and Procedures** **2**
Business ethics, office procedures and techniques used by the executive secretary.

**OFAD 252 Word Processing 1** **1**
Use of the main applications of word processing as it is used in the standard business environment.

**OFAD 253 Word Processing 2** **1**
Use of more advanced applications of word processing such as the use of macros, merge, document assembly, etc.

**OFAD 254 Spreadsheet Applications** **1**
Practical use of electronic spreadsheets, including constructing, editing, storing and printing spreadsheets in a variety of standard and graphic formats.

# Public Administration

When offered; credit hours

**PADM 500 Graduate School Fundamentals** **† SGPS only; 1**
This two-part preparatory course prepares and assesses incoming students for critical skills required by this graduate program. Part I covers key issues in graduate learning, including time management skills; teaming skills; social intelligence; and career planning and preparation. Part II consists of an overview of the public sector and the curriculum with an emphasis on critical thinking, presentation and writing skills.

*Note: Students must pass this course in order to enroll in any other program courses. Only two attempts to pass this course are permitted. Students who fail this course on the first attempt will be counseled and guided in terms of their individual graduate study skill development. This course is a prerequisite to all other courses in the program.*

**PADM 505 American Democracy and Public Administration** **† SGPS only; 3**
This course focuses on the need to combine effective public administration processes and practices with an understanding of the basis on which American democracy was created and is practiced today. The course discusses the historical background of American democracy and the influence that this history has had on the development of governing institutions and practices.

**PADM 510 Introduction to Public Policy Analysis** **† SGPS only; 3**
This course addresses the theories, concepts and models of public policymaking, including problem definition; use of research and evidence; policy evaluation; and economic and environmental impacts through a series of public sector case studies. The focus is upon issues of equity, efficiency, security and utility in implementation.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

**PADM 520 Public Sector Research** **† SGPS only; 3**
This course includes proven methods and practices to examine how public sector research is planned, implemented and evaluated. Outcomes stemming from evidence-based research will be critiqued to determine and reinforce effective research practices. Exploratory and descriptive research will be emphasized on current issues that affect public policy.

**PADM 530 Public Service Budgeting and Fiscal Controls** **† SGPS only; 3**
This course focuses on budgeting as a key process that sets goals and objectives to carry out the missions and initiatives for which agency executives are responsible. Realities of fiscal and economic situations are fully considered. Through a series of analytical discussions and detailed program analyses, the course addresses underpinnings of public finance, including revenue and taxation; revenue estimating; debt management; capital budgeting; cash flow management; fiscal and budgetary controls; public appropriation accounting; and impacts of taxation.

**PADM 540 Public Service Ethics** **† SGPS only; 3**
Part I is a comprehensive introduction to issues in ethics in the workplace. Part II employs public sector case studies and assignments to analyze, understand and apply ethics in the public arena, including prevention of fraud, waste and abuse. Ethical, legal and professional aspects of public service are emphasized in readings and cases which lead to integrity, wise decision and a commitment to serve the greater good. *Cross-listed under MGMT 622.*

**PADM 550 Public Analysis and Decision Support** **† SGPS only; 3**
This course involves a conceptual, theoretical and technique-driven framework for problem-solving and decision-making in public agencies. Through case studies, students will be challenged to use practical and innovating techniques to resolve professional issues and situations as well as to make and/or support sound decisions in terms of costs, benefits and trade-offs. Current public sector practices and cases, including the Government Performance and Results Act, will be the basis of individual and group problem-solving activities in this course.

**PADM 600 Public Service Team-building** **† SGPS only; 3**
This course involves influencing others and forming networks, across agencies in some cases, that fosters the best interests for all concerned. By understanding team and organizational culture and dynamics, students learn to be more effective as agents of constructive transformational change. Assignments involve nurturing and guiding units and teams toward high performance to achieve a greater understanding of the human side of change management. *Cross-listed under MGMT 621.*

**PADM 610 Public Sector Information Technology Project Management** **† SGPS only; 3**
This course comprehensively covers IT project management in terms of: planning; reporting; risk management; clarity of communication; critical path management; system life cycles; process improvement techniques; managing project scope and schedules; managing vendors and consultants; technology insertion; and development, implementation, operations and support of Public sector IT projects. The perspective is that of a public sector chief information officer (CIO).

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**PADM 620 Leadership as Change Management** **† SGPS only; 3**
This course involves how students become effective leaders in different public sector situations. It includes skills of personal mastery, mental models, shared visions, critical thinking, systems re-design, business cases, models and change assessment. Students will learn how to design an effective change needs assessment and how to implement their findings in terms of negotiating styles; multiparty negotiations; facilitation; and mediation. The perspective is that of the servant leaders who lead others to achieve important outcomes in the public interest, engaging innovation and accountability.

**PADM 630 Sustainability and Environment Resource Management † SGPS only; 3**
Sustainability is no longer an environmental priority setting tool, but a method of doing business throughout the world. The way we manage our natural resources and build-in processes to sustain the ecological and economic development and integrity of public systems is critical to their effectiveness. This course will examine the practices and systems that have developed to ensure our economic performance is not at the cost, but for the betterment of our natural resources stock — on which our entire civilization depends.

**PADM 680 Public Service Consulting Practicum** **† SGPS only; 3**
Under the guidance of a faculty member and an organizational manager, students perform a public service consulting project that examines structures, processes and techniques to understand how public organizations improve services. Analysis of a variety of management styles, initiatives and business techniques within the public sector.

**PADM 690 Public Strategy-as-a-Service Capstone** **† SGPS only; 3**
This course includes discussion, research, group exercises and projects to assess long-range planning and performance measurement initiatives supporting public sector at local, state and national levels. Strategic case studies will be used to explore and resolve critical organizational issues in public organizations by linking mission, vision and values with direction, goals, objectives, in the face of economic and political constraints, expressed in effective planning, improved services and organizational agility in the face of change. Students will participate in an organizational strategy simulation as a capstone to their MPA studies.

# Physical Education

When offered; credit hours

**PEAC 155 Weight Training** **1**
This course will provide basic principles and skills designed to develop the muscular system of the body. Circuit training is included. (This course cannot be applied to physical education major or minor.)

**PEAC 160 Physical Fitness for Life** **Fall and Spring; 1**
This course attempts to improve cardiorespiratory fitness, muscular strength and endurance,, flexibility and body composition. Overall wellness and w,lifestyle enhancement across the lifespan will be an integral part of the course. Students will develop their own individualized fitness programs utilizing the knowledge and skills learned in the course.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

**PEAC 165 Racquetball** **1**
Fundamental skills, rules and regulations of racquetball will be taught. (Course cannot be applied to a physical education major or minor.)

**PEAC 166 Badminton** **1**
Fundamental skills, rules and regulations of badminton will be taught. (Course cannot be applied to a physical education major or minor.)

**PEAC 167 Floor Hockey** **1**
Fundamental skills, rules and regulations of floor hockey will be taught. (Course cannot be applied to a physical education major or minor.)

**PEAC 168 Volleyball** **1**
Fundamental skills, rules and regulations of volleyball will be taught. (Course cannot be applied to a physical education major or minor.)

**PEAC 170 Tennis** **1**
Fundamental skills, rules and regulations of tennis will be taught. (Course cannot be applied to a physical education major or minor.)

**PEAC 176 Basketball** **1**
Fundamental skills, rules and regulations of basketball will be taught. (Course cannot be applied to a physical education major or minor.)

**PEAC 177 Soccer** **1**
Fundamental skills, rules and regulations of soccer will be taught. (Course cannot be applied to a physical education major or minor.)

**PEAC 184 Aerobic Activities** **1**
This course emphasizes physical conditioning and cardiorespiratory fitness employing such activities as jogging, rhythmic aerobics, exercise cycles, treadmills and stair climbing. (Course cannot be applied to a physical education major or minor.)

**PEAC 185 Independent Activity** **As needed; 1**
*Prerequisite: Permission of the Chair, Health, Wellness and Physical Education Department.* For individuals whose program requires additional PEAC credits, this course allows students to create a customized activity. The student and instructor will meet by appointment to evaluate the program and the progress. The following activities are examples for the typical student: cross-country running, swimming, cycling and other conditioning activities. Athletes may receive academic credit for PEAC 185 when participating on athletic teams provided they register for the course while concurrently participating on an athletic team. Grade is assigned by the chair of the department. Student-athletes may take the course only once per sport. Course is graded pass/fail.

**PETH 250 Fitness and Wellness** **2**
This course is designed to give students the practical means of assessing, describing and managing their fitness and wellness goals in major areas of health enhancement including cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition. This course emphasizes the Seventh-day Adventist philosophy of health expressed in the writings of Ellen G. White. Laboratory work will be included in this course.

**PEAC 251 Professional Activities I Analysis** **3**
This course will prepare students for teaching elementary Physical Education. The relevant materials, methods, classroom management and teaching progressions will be emphasized. Gymnastics, aerobics, spatial awareness (dance) and coordination (loco-motor skills) games and activities will be highlighted through lecture, curriculum design, lesson plans, presentations and laboratory experience. Seventh-day Adventist and Christian values will be included in the instruction.

**PEAC 252 Professional Activities II Analysis** **3**
This course will prepare students for teaching middle school Physical Education. The relevant materials, methods, classroom management and teaching progressions will be emphasized. Fitness, strength, flexibility and balance will be highlighted through various games, activities, lecture, curriculum design, lesson plans, presentations and laboratory experience. Seventh-day Adventist and Christian values will be included in the instruction.

**PEAC 253 Professional Activities III Analysis** **3**
This course will prepare students for teaching Individual/dual sports in a variety of secondary educational settings. The relevant materials, methods, classroom management and teaching progressions will be emphasized in this course through lecture, curriculum design, lesson plans and laboratory experiences. Seventh-day Adventist and Christian values will be included in the instruction.

**PEAC 254 Professional Activities IV Analysis** **3**
This course will prepare students for teaching team sports in a variety of secondary educational settings. The relevant materials, methods, classroom management and teaching progressions will be emphasized in this course through lecture, curriculum design, lesson plans and laboratory experiences. Seventh-day Adventist and Christian values will be included in the instruction.

**PETH 275 Introduction to Physical Education** **2**
This course is an introduction to the science of physical education with particular attention to providing appropriate health and wellness information, including Adventist health principles, that brings forth basic facts and makes it possible for students to translate them into meaningful action. The role of physical activity in the prevention of cardiovascular disease is emphasized. The history of physical education will also be covered.

**PETH 284 Officiating I — Flag Football, Soccer, Volleyball** **2**
This course teaches the rules, interpretations and mechanics of game administration for flag football, soccer and volleyball through lectures, films and discussions. Laboratory experience is included.

**PETH 285 Officiating II — Basketball, Track and Field, Softball** **2**
This course teaches the rules, interpretations and mechanics of game administration for basketball, track-and-field and softball through lectures, films and discussion.. Laboratory experience is included.

**PETH 290 Care and Prevention of Athletic Injuries** **3**
This course covers the prevention and rehabilitation of athletic injuries in various sport activities; the use of proper personal and field equipment, support methods and conditioning exercises; and the clinical examination of injuries and use of therapeutic aids. Laboratory work includes bandaging and taping various injuries.

**PETH 315 Sports Ethics** **2**
This course will explore sport in a philosophical context. Students will study the various reasons that people participate in sport and how sport can enhance or detract from human experience. Ethical considerations will be explored in an attempt to understand the place sport should occupy in the life of a Christian athlete.

**PETH 325 Kinesiology** **3**
*Prerequisites: BIOL 111, BIOL 112.* This course provides a foundational knowledge and understanding of the science of human movement, involving principles of biomechanics, applied anatomy and the application of the knowledge of anatomy to improving performance.

**PETH 330 Physiology of Exercise** **3**
*Prerequisites: BIOL 111, BIOL 112.* This course is a study of the physiological effects of exercise on the body. Special emphasis will be placed on the application of exercise to the development and maintenance of physical fitness and designing effective exercise programs.

**PETH 340 Psychosocial Aspects of Sports** **3**
This course is a study of the principles of psychology applied in a sport or exercise setting. It is designed to enhance both the athlete's performance and the social and psychological experience of sport and competition.

**PETH 345 Motor Learning** **3**
This course is a study of the principles dealing with the learning of motor skills, including individual differences, specificity, proprioceptive control of movement, motivation, timing, transfer, retention and current concepts of motor control and coordination with applications to sport and athletic performance.

**PETH 355 Measurement in Physical Education** **3**
*Prerequisites: MATH 110, PETH 275.* This course is a study of elementary statistics and methods of testing in health and physical education. Practical experience will be given in testing and scoring.

**PETH 360 Theory of Coaching Athletics** **2**
The course provides students with knowledge and experience in the theory and practice of coaching selected competitive sports found in a variety of settings, including secondary schools and community recreation programs.

**PETH 370 Theory of Coaching a Specific Sport** **2**
The course covers the philosophy, preparation for season, practice organization, scouting, film analysis and strategies in selected sports.

**PETH 410 Adapted Physical Education** **3**
*Prerequisites: PETH 325, PETH 330.* This course is designed to help prospective teachers meet the exercise needs of those students with physical, mental and emotional disabilities.

**PETH 425 Administration in Physical Education** **3**
*Prerequisite: PETH 275.* This course provides the principles and practical applications for administering and supervising a physical education program

**PETH 496 Practicum in Coaching** **3**
The course is designed to give senior students pursuing the coaching option practical experiences in live, ongoing athletic programs. Students are required to spend a minimum of 60 hours under professional supervision and to provide extensive reports of their activities.

**PETH 497 Practicum in Sports Administration** **3**
The course is designed to give students pursuing the sports administration/coaching minor practical experience in a live, on-going athletic program. Students are required to spend a minimum of 120 hours under professional supervision and to provide extensive reports of their activities.

**PETH 499 Senior Seminar** **1**
This course is designed to give seniors in physical education pursuing a non-teaching option practical experience in synthesizing their core curriculum into a unified theme, leading to an oral and written presentation of a scholarly paper.

# Philosophy

When offered; credit hours

**PHIL 150 Introduction to Philosophy** **3**
An introduction to the basic philosophical systems. The nature and place of philosophy in human thought and its traditional as well as more recent concerns and approaches.

**PHIL 250 Introduction to Logic** **3**
Inquiry into the nature of reasoning and argument, with an emphasis on informal methods of critical thinking; practice in recognizing and evaluating argument forms found in everyday reading, including an emphasis on informal fallacies; student projects that explore and illustrate how reasoning patterns can vary from discipline to discipline.

**PHIL 294 Topics in Philosophy** **As needed; 1-3**
A study of an area of philosophy based on student needs and faculty consent.

**PHIL 330 Philosophy of War and Peace** **3**
A critical and historical investigation of how philosophical traditions (just war theory, realism, feminism and pacifism) and major religious traditions (Christian, Jewish and Muslim) have been interpreting the causes of war and peace and the possible justifications for war. Students will read and evaluate excerpts from both classical and contemporary thinkers such as Cicero, Thomas Aquinas, Francisco de Vitoria, Hugo Grotius, Carl von Clausewitz, Michael Walzer, Stanley Hauerwas and John Howard Yoder. *Cross-listed as PLST 330.*

**PHIL 350 Social and Political Philosophy** **3**
A critical and historical study of the major social and political ideals of our time, including an emphasis on the concepts of fairness, justice, liberty, law, authority and the common good. Students will investigate general approaches, such as welfare liberalism (with its ideal of fairness), libertarianism (with its ideal of liberty), socialism (with its ideal of equality), feminism (with its ideal of androgyny), communitarianism (with its ideal of the common good) and multiculturalism (with its ideal of respect for diversity). Specific social issues will also be explored, such as the control of technology and the environment, militarism, racism, sexism, civil disobedience and rebellion. *Cross-listed as PLST 350.*

**PHIL 450 History of Philosophy** **Spring, even years; 3**
A history of philosophy, concentrating mainly on western philosophy from the sixth century B.C. through the 20th century. Students will read a primary narrative text and will also read excerpts from influential original philosophi-

cal texts. Emphasis will be placed both on critical evaluation of historical authors and schools of thought and also upon the influence of earlier periods on later periods of philosophical thinking.

**PHIL 455 Law and Human Nature** **3**

This course seeks to engage students in examination of modern Christian thinkers' views on the most vital legal, political and ethical issues of our time. Students will investigate the diversity and richness of modern Christian legal and political thought from the end of the 19th century to the present. Through careful reading of excerpts from primary and secondary sources students will reflect on present debates about the family, state, role of religion in society and human nature. Among the major figures covered by this course are Gustavo Gutiérrez, Jacques Maritain, Pope John Paul II, Dorothy Day, Karl Barth, Susan B. Anthony, Reinhold Niebuhr, Dietrich Bonhoeffer, Martin Luther King Jr., Vladimir Lossky and Nikolai Berdyaev. *Cross-listed as PLST 455.*

**PHIL 494 Topics in Philosophy** **As needed; 1-3**

A study of an area of philosophy on the upper-division level. Based on student needs and faculty consent.

# Physics

When offered; credit hours

**PHYS 150 Descriptive Astronomy** **As needed; 4**

*Prerequisite: 30th percentile on ACT/SAT mathematics, MATH 052, or placement test.* A non-quantitative course designed especially for the liberal arts student. A look at how our view of the universe has developed and what that current view is. Topics include solar systems and their components, galaxies (composition and types) and life cycles of stars. One four-hour lecture-laboratory per week and at least one observational field experience.

**PHYS 160 Survey of Physics** **Spring; 4**

*Prerequisite: 30th percentile on ACT/SAT mathematics, MATH 052, or placement test.* The principles of physics that will be of importance when applied to the health professions. Also designed for liberal arts and education students. Topics include motion and its causes, work and energy, properties of liquids and gases, heat and temperature, practical electronics, sound and wave motion and atomic and nuclear radiations. Three lectures and one three- hour laboratory per week.

**PHYS 230 Introductory Weather Studies** **Fall, even years; 4**

The study of fundamental scientific principles through their application to everyday weather events. The course covers properties of the atmosphere, the interactions between the atmosphere and other components of the Earth system and the principles that govern weather and climate i.e. topics treated in most weather and climate courses but it is delivered in a sequence that builds on investigations in real time through the use of the latest weather data, maps, forecasts and satellite and radar imagery delivered via the Internet. The course is designed to fulfill General Education physical science requirement, to transfer to other institution and to increase your appreciation of the beauty and power of weather phenomena. Two lectures and two 1.5-hour laboratories per week.

**PHYS 240 Introduction to Oceanography** **Fall, odd years; 4**
An introductory course providing the background on physical, chemical, geological and biological foundations of oceanography, which helps the student to understand major contemporary environmental issues, such as climate change and pollution. The course is based on the use of real-time ocean data and investigations and utilizes information age technology. The class includes a Sunday field trip (on boat) to the Chesapeake Bay. This course satisfies the General Education requirements for science. Two lectures and two 1.5- hour laboratories per week.

**PHYS 271; 272 College Physics** **Fall; Spring; 4; 4**
*Prerequisite: MATH 126 with at least a grade of "C" and CPTR 105 with at least a grade of "C." PHYS 272: Prerequisite: MATH 126 and PHYS 271.* This course assumes a prior knowledge of secondary level physics. Topics include methods of physics, elementary mathematics, mechanics of matter and waves, kinetic theory of fluids; electric, magnetic and electromagnetic phenomena; atomic nature of matter and the nucleus together with radiation; optics and vision, sound and hearing and other biological implications of physics. Attention is given to the needs of the biological and premedical scientists. Three lectures and one three-hour laboratory per week.

**PHYS 281; 282 Physics for Scientists and Engineers** **Fall; Spring; 4; 4**
*Prerequisite: MATH 151 with at least a "C" grade and CPTR 105 with at least a grade of "C." Corequisites: MATH 252 with PHYS 281 and MATH 260 with PHYS 282 maintaining at least "C" standing. PHYS 282: Prerequisite: PHYS 281.* This course is designed for those students who have had physics at the secondary level and assumes a working knowledge of calculus. Topics include vectors, mechanics of systems of particles, energy, harmonic motion, electro/magneto dynamics and modern physics. Three lectures and one three-hour laboratory per week.

**PHYS 294 Topics in Physics** **As needed; 1-4**
Designed for students who wish a course not listed in the regular offerings. A current topic in physics will be explored.

**PHYS 295 Independent Study in Physics** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in physics at the lower-division level.

**PHYS 305 Electromagnetic Fields** **As needed; 4**
*Prerequisites: PHYS 282 and MATH 260 both with at least a "C" grade.* Static electric and magnetic fields, electric and magnetic properties of materials and Maxwell's equations.

**PHYS 310 Optics** **As needed; 4**
*Prerequisites: PHYS 305, MATH 260 and MATH 288 each with at least a "C" grade.* Matrix methods of geometrical optics, interference, diffraction, polarization, spectroscopy, electro- and magneto -optics, lasers and holography.

**PHYS 320 Elementary Modern Physics** **As needed; 3**
*Prerequisites: MATH 252 and PHYS 272 or PHYS 282 each with at least a "C" grade.* Topics include theory of relativity, thermal radiation and Planck's postulate, duality of particles and radiation, Bohr's model of the atom, quantum mechanics and Schroedinger's equations, X-rays, semiconductors and nuclear reactions. Experiments on Planck's constant, properties of electrons in electric

and magnetic fields and studies of nuclear reactions by Am-Be neutron source, using appropriate radiation detectors.

**PHYS 415; 416 Theoretical Mechanics** **As needed; 2; 2**
*Prerequisites: MATH 260 and PHYS 282 each with at least a "C" grade.* A theoretical approach to the study of the mechanics of systems of particles, continuous media, moving coordinate systems and gravitation using Newtonian principles and Lagrangian formulations. Note that ENGR 208 may be substituted for PHYS 415. Also, note that physics credit cannot be given for both PHYS 415 and ENGR 207.

**PHYS 425 Experimental Physics** **As needed; 2**
*Prerequisite: Permission of instructor.* Classical and modern physics experiments are chosen for their instructional value to synthesize the principles studied in PHYS 305, 310, 320, 415, 416. Some experiments are performed off campus at cooperating laboratories, including the National Bureau of Standards, the Carnegie Institution of Washington and the Department of Physics and Astronomy at the University of Maryland. Two laboratories per week. May be repeated once for credit.

**PHYS 494 Selected Topics in Physics** **As needed; 1-4**
*Prerequisite: Permission of instructor.* Thermostatistics, solid state physics, quantum mechanics, nuclear physics, biophysics, acoustics, history of physics, astrophysics, or other topics of common interest to students and instructor. May be repeated for credit.

**PHYS 495 Independent Study in Physics** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in physics at the upper-division level.

# Political Studies

When offered; credit hours

**PLST 115 Political Studies Colloquium** **Spring; 1**
Participation in the department's academic and preprofessional development program, including Monday morning departmentals, department-sponsored activities, recommended events and related assignments throughout the academic year. May be repeated for up to three hours of credit. Students taking a major in political studies should register for the course in the Falls of the freshman, sophomore and junior years. Required activities continue into the Spring; issuing of grades deferred until completion of activities. Graded pass/fail.

**PLST 150 Introduction to Political Studies** **3**
An introductory course in political studies. It provides an overview of the discipline, enabling students to comprehend the breadth and depth of the discipline and to understand the relationships between other courses in the discipline. It provides a consideration of the range of political thinking and analysis in a way that will enhance other studies of human behavior and participation as citizens in politics.

**PLST 250 American Government** **Spring; 3**
The structure and functions of the government of the United States with some attention to state and local levels and references to the international. Democratic institutions and principles with emphasis on the modern day.

**PLST 260 International Relations** **Fall; 3**
International relations in the contemporary world and the historical sources behind modern-day foreign policy issues. *Cross-listed as HIST 260.*

**PLST 265 Principles of Economics I – Macro** **Fall and Summer, odd years; 3**
*Prerequisites: Placement in at least ENGL 101 and placement in MATH 120.* An introductory course that explores topics such as economic growth, inflation, unemployment, fiscal and monetary policies, money supply, banking and the central banking system within the context of major economic theories. *Cross-listed as ECON 265.*

**PLST 275 American Judicial System** **1-3**
A seminar-style introduction to the United States judicial system and trial procedures through training for and participation in a court trial advocacy competition. Open only to declared pre-law students; enrollment only by permission of instructor. Fall with required activities continued into the spring; issuing of grades deferred until completion of activities.

**PLST 291 Political Studies: Methods and Theories** **3**
*Prerequisites: ENGL 102 and at least one college Political Studies course with "C" or above.* An introduction to the craft of political studies, methods, skills and philosophy. This class should be taken by majors during their sophomore year. *Cross-listed as HIST 291.*

**PLST 294 Topics in Political Science** **As needed; 1-3**
Selected topics of current interest in political science based on student need and faculty consent.

**PLST 295 Independent Study in Political Science** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in political science at the lower-division level.

**PLST 330 Philosophy of War and Peace** **3**
A critical and historical investigation of how philosophical traditions (just war theory, realism, feminism and pacifism) and major religious traditions (Christian, Jewish and Muslim) have been interpreting the causes of war and peace and the possible justifications for war. Students will read and evaluate excerpts from both classical and contemporary thinkers such as Cicero, Thomas Aquinas, Francisco de Vitoria, Hugo Grotius, Carl von Clausewitz, Michael Walzer, Stanley Hauerwas and John Howard Yoder. *Cross-listed as PHIL 330.*

**PLST 335 International Human Rights** **Spring; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Study of theory of human rights and the issues and conflicts over their implementation in the modern world.

**PLST 337 Revolution in the Modern World** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Revolutions and revolutionary movements and their impact on world societies in the 18th-20th centuries. *Cross-listed as HIST 337.*

**PLST 350 Social and Political Philosophy** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* A critical and historical study of the major social and political ideals of our time, including an emphasis on the concepts of fairness, justice, liberty, law, authority and the common good. Students will investigate general approaches, such as welfare liberalism (with its ideal of fairness), libertarianism (with its ideal of liberty), socialism (with its ideal of equality), feminism (with its ideal of androgyny), communitarianism (with its ideal of the common good) and multiculturalism (with its ideal of respect for diversity). Specific social issues will also be explored, such as the control of technology and the environment, militarism, racism, sexism, civil disobedience and rebellion. *Cross-listed as PHIL 350.*

**PLST 352 Comparative Political Systems** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* A study of governments of different types of countries, including large and small, democratic and authoritarian, former colonial powers and former colonies. In short, a study of the type of governments worldwide.

**PLST 360 American Social Movements** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Movements for social and political change in the 19th and 20th centuries, particularly for gender and racial equality and for social and economic justice. *Cross-listed as HIST 360.*

**PLST 375 Road to American Freedom: Jamestown to the Constitutional Convention** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The emergence of the freedoms central to the American identity during the colonial era, the American Revolution, the framing of the Constitution and the establishment of the new republic. *Cross-listed as HIST 375*.

**PLST 380 Civil War, Reconstruction and American Culture 1850-1877** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The causes of the Civil War, the decisive military conflicts and the consequences as worked out in the Reconstruction era, with analysis of the political, racial and religious dimensions this epoch as a defining moment for American society. *Cross-listed as HIST 380.*

**PLST 383 The United States as a World Power, 1898 to present** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* The emergence and development of the United States as a world power beginning in the era of the Spanish-American war and analysis of the impact of its international role both on the world and the nation itself. *Cross-listed as HIST 383*.

**PLST 387 The Urban American Experience** **3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Study of the political, social and cultural dimensions of the urban American experience from the colonial era to the present. *Cross-listed as HIST 387.*

**PLST 395 Washington Experience Internship** **3-6**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Internship in law, government, politics, social service, public issues advocacy, or news media with supervised reading on topics connected with the internship. *Cross-listed as HIST 395.*

**PLST 455 Law and Human Nature** **3**
This course seeks to engage students in examination of modern Christian thinkers' views on the most vital legal, political and ethical issues of our time. Students will investigate the diversity and richness of modern Christian legal and political thought from the end of the 19th century to the present. Through careful reading of excerpts from primary and secondary sources students will reflect on present debates about the family, state, role of religion in society and human nature. Among the major figures covered by this course are Gustavo Gutiérrez, Jacques Maritain, Pope John Paul II, Dorothy Day, Karl Barth, Susan B. Anthony, Reinhold Niebuhr, Dietrich Bonhoeffer, Martin Luther King Jr., Vladimir Lossky and Nikolai Berdyaev. *Cross-listed as PHIL 455.*

**PLST 491 Research Seminar** **Fall; 3**
*Prerequisite: ENGL 102 with a minimum grade of "C."* Senior research project. Open to seniors majoring or minoring in political studies and to others with the consent of the instructor. *Cross-listed as HIST 491.*

**PLST 494 Topics in Political Science** **As needed; 1-3**
The topics of concentration will be different each semester. A typical term would consist of the special study of international organization, the presidency, Congress, or another aspect of political science. This course is designed to make use of the unique features of the Washington, D.C., area.

**PLST 495 Independent Study in Political Science** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in political science at the upper-division level.

# Public Relations

When offered; credit hours

**PREL 210 Essentials of Public Relations** **Fall; 3**
A survey of the professional concepts and skills required for public relations and development officers in various organizations. Practical skills of public relations research, analysis, planning and evaluation are emphasized. Desktop publishing experience is not required but is highly recommended.

**PREL 355 Public Relations Writing** **Spring; 3**
*Prerequisite: Minimum grade of "C" in PREL 210, proficiency in word processing.* A course intended to familiarize the student with the various forms of public relations writing, to develop competence in writing for various media and to understand the role of media relations. Proficiency in graphic design and composition, photo and illustration software and video editing is highly recommended.

**PREL 400 Public Relations Management** **Fall; 3**
*Prerequisite: PREL 210 or equivalent.* Study of public relations management as applied to contemporary institutions. Covers media, community, internal, external, governmental and client relations. A major project is required.

**PREL 420 Public Relations Campaigns** **Spring; 3**
*Prerequisite: PREL 210 and PREL 355.* This course is designed to apply critical thinking and problem-solving skills to public relations. Students will use the principles and techniques of public relations to analyze case studies, monitor public relations issues and develop a public relations campaign for a client. The development of a personal essay on ethics in public relations practice is also required.

# Psychology

When offered; credit hours

**PSYC 105 Introduction to Psychology** **Fall and Spring; 3**
The basic principles and concepts in psychology, including the principles of motivation, learning and perception. Designed to introduce university students to history, development and present scope of psychology with additional emphasis on non-Western psychological approaches. A prerequisite for all other courses in psychology.

**PSYC 210 Developmental Psychology** **Fall and Spring; 3**
*Prerequisite: PSYC 105.* Developmental Psychology is the study of human development from conception till death. The study of life-span development is accomplished by examining the stages of infancy, childhood, adolescence and adulthood. The course covers the cognitive, moral, physical, social and emotional changes that are typical at each stage of development.

**PSYC 235 Health Psychology and Human Sexuality** **Spring; 3**
*Prerequisite: PSYC 105.* An introductory study of the application of theories of psychology and behavioral sciences in various health areas, including normal sexual functions and dysfunctions. Health knowledge, beliefs, attitudes and disease prevention will also be included.

**PSYC 240 Stress Management** **Spring, odd years; 3**
*Prerequisite: PSYC 105.* A study of the positive and negative aspects of stress, its control, and utilization for building and improving the personality pattern.

**PSYC 260 Systems and History of Psychology** **Spring, even years; 3**
*Prerequisite: PSYC 105.* The developing concepts and philosophies in the field of psychology from ancient times to the present.

**PSYC 285 Adolescent Psychology** **Spring; 3**
*Prerequisite: PSYC 105.* A study of the psychological dynamics underlying the attempted resolution of problems specific to adolescents in modern society.

**PSYC 294 Topics in Psychology** **Fall and Spring; 1-4**
*Prerequisite: Approval of the department chair.* A study of an area of psychology not listed as a regular course. Based on student needs and faculty consent.

**PSYC 295 Independent Study in Psychology** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in psychology on the lower-division level.

**PSYC 305 Social Psychology** **Fall; 4**
*Prerequisite: PSYC 105.* A study of the psychological foundations of social attitudes and behavior, prejudice, individual adjustments, interaction, groups and social situations. Study, analysis and evaluation of the psychological factors involved in the individual's perception, judgments and involvement in society. The measurement and change of human attitudes. Study of group composition, conformity and dynamics. Recommended for education, religion and business majors also.

**PSYC 315 Organization and Work** **3**
*Prerequisite: PSYC 105.* This is an introduction to the field of organizational behavior focusing on the essential concepts and practices of the discipline. It addresses organizational justice, ethics and corporate social responsibility. On the individual level, it examines personality, stress, prejudice, motivational

and job satisfaction. Other topics covered include group and team development, leadership, corporate culture and change management. Cross-listed under MGMT 315.

**PSYC 320 Forensic Psychology** **3**
*Prerequisite: PSYC 105.* Forensic psychology is the study of psychological principles as it applies to the criminal justice system. The course covers such topics as criminal investigations, police work, eyewitness identification, the court system, corrections, jury selection and criminal profiling. The content of this course provides an excellent background for students majoring in or pursuing careers in social work, counseling, clinical psychology, political science, law enforcement and criminology.

**PSYC 330 Psychology and the Law** **3**
*Prerequisite: PSYC 105.* A critical examination of the relationship between the legal system and psychological theory, research and practice. Topics include: civil government, rights of mental patients, standards of legal competence, psychological testimony, predictions of violent behavior, the insanity defense, child custody disputes and ethical issues in psychology and the law.

**PSYC 355 Learning and Motivation** **Fall; 3**
*Prerequisite: PSYC 105.* An examination of the major approaches to learning theory and their applications for psychology. Various motivational systems and theories used to predict and understand human behavior will also be covered.

**PSYC 360 Abnormal Psychology** **Fall; 3**
*Prerequisites: PSYC 105 and/or permission of instructor.* A study of deviant human behavior and methods of dealing with consequent problems.

**PSYC 370 Physiological Psychology** **Spring, odd years; 3**
*Prerequisite: PSYC 105.* An analysis of the relationships between bodily processes and behavior, including the effects of drugs, nutrition, hormone iM.B.A.lance and brain damage on behavior. An understanding of the physical structures affecting perception and behavior.

**PSYC 380 Correctional Psychology** **3**
*Prerequisite: PSYC 105.* Correctional Psychology explores the major psychological themes of rehabilitation and punishment of the offender. The management of criminals through the courts and correctional systems will also be studied. Prisoner classification and assessment, prison violence, functions of the correctional psychologist and security officers will also be discussed.

**PSYC 385 Psychological Testing** **Spring; 3**
*Prerequisites: PSYC 105 and MATH 110.* The broad range of concepts and principles of psychological testing will be examined with special emphasis on intelligence, personality and personnel assessment. Some individual experience with testing will be offered.

**PSYC 425 Psychology of Criminal Behavior** **3**
*Prerequisite: PSYC 105.* Psychology of criminal behavior is the study of the psychological bases and dynamics of criminal behavior. Topics to be discussed include the antisocial personality, the psychopath and crime, alcoholism and drug abuse, the adolescent offender, female offender, sex offenders and white-collar crime. The study of criminal behavior also identifies and analyzes the causes, rates and patterns of crime. Some emphasis will be given to the study of criminal profiling.

**PSYC 435 Dynamics of Individual Counseling** **Fall; 3**
*Prerequisite: PSYC 105.* A study of the dynamics of operating in the counseling process and the basic principles facilitating the same. An examination of directive and nondirective approaches. Handling typical student, employee, client, or mentally sound patient and parishioner problems is explored by means of role-playing, tape recordings, written reports, etc. Recognition of cases requiring referral, ethics and relations with the counselee's family are considered.

**PSYC 440 Dynamics of Group Counseling** **Spring; 3**
*Prerequisites: PSYC 105 and PSYC 435 or permission of the instructor.* A study of the dynamics of groups with special emphasis being placed on patterns of leadership, solidarity, cohesion, conflict, accommodation and cooperation.

**PSYC 450 Forensic Anthropology** **3**
*Prerequisite: PSYC 105.* Forensic anthropology provides additional support for law enforcement and medical technicians as they attempt to identify the victims of crime and analyze crime scenes. Forensic investigations include such techniques as facial reconstruction, blood typing and analyzing bone fragments. The course will also cover the major categories of trauma — ante mortem, perimortem and postmortem. Some attention will be given to chemical aspects of decomposition, decay and mummification and degradation of DNA.

**PSYC 465 Theories of Personality** **Spring; 3**
*Prerequisites: PSYC 105 and PSYC 210; Juniors or Seniors only or by permission of the chair.* A capstone experience for senior psychology majors that includes a review and synthesis of the concepts, principles and theories of personality. The course seeks to enhance the student's understanding of human nature. An advanced-level project is required that demonstrates the student's skills and competencies in the discipline.

**PSYC 471 Experimental Psychology** **Fall; 4**
*Prerequisites: PSYC 105 plus 9 hours of psychology and MATH 110 or permission of the instructor.* A step-by-step analysis of the procedures of experimentation with emphasis on experimental design and planning, experimental control, statistical treatments and report presentation. The completion of an experimental research project is required.

**PSYC 481 Pain and Suffering Across Cultures** **As needed; 1-2**
*See NURS 481 on Page 425 or course description.*

**PSYC 482 Caring Across Cultures** **As needed; 1-2**
*See NURS 482 on Page 425 course description.*

**PSYC 491 Seminar in Psychology** **Fall; 2**
*Prerequisite: Junior or Senior status.* This course is designed to review the basic psychological issues and topics in order to prepare students for graduate school admission and taking the Graduate Record Examination. The course will assist students to assess and evaluate their interest, values and personal fit with various professions in psychology. The course is designed to enhance the student's ability to prepare for a career in psychology. Graduate school admission procedures and requirements are covered. As a part of the review process, students select a special course of study not offered by the department and complete a literature review.

**PSYC 494 Topics in Psychology** **As needed; 1-4**
*Prerequisite: Approval of the department chair.* A study of an area of psychology not listed as a regular course. Based on student needs and faculty consent. *Selected subjects are cross-listed under NURS 494 on* Page 426 *and SOCI 494.*

**PSYC 495 Independent Study in Psychology** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in psychology at the upper-division level.

**PSYC 496 Practicum in Psychology** **Fall and Spring, Summer; 3**
*Prerequisite: Approval of the department chair.* This course is designed to give senior psychology majors practical experience in a live, ongoing situation in an accredited institution. Students are required to spend a minimum of 120 hours under professional supervision and are required to participate in the program of the institution and to provide extensive reports of their activities. Students must apply one semester in advance through the department chair.

# Radiologic Technology

When offered; credit hours

**RADT 101 Radiographic Positioning and Procedures I** **2**
An introduction to the terminology, positioning and procedures of chest, abdomen and upper extremity radiography. This clinical competency based program provides the practical application of anatomical and positioning information in both the Anatomy and Physiology and Positioning and Procedures courses. This section begins building a base of knowledge and confidence in the activities of the department. Clinical assignments in the diagnostic and fluoroscopic rooms of the department, provide students with practice of positioning skills and competency in the performance of chest, abdomen, portable, upper extremity and pediatric exams. Additional rotations are required in reception, file room, transportation, coordinator and dark room to be completed during the junior year providing experience in film organization, reception activities, hospital organization, dark room operation and other non-patient needs. In addition, students will bring films to this class and make a presentation on a particular study. Following this presentation the remainder of the class will have the opportunity to ask questions regarding the presentation. This will give each student the opportunity to evaluate radiographs, discuss techniques and relate their knowledge to pathology. Laboratory experience in small groups of students working with instructors to practice radiographic positioning that has recently been learned in their course.

**RADT 102 Physics I** **2**
This course deals with the mathematics used in physics, basic concepts of energy, the structure of matter and magnetism.

**RADT 111 Radiographic Positioning and Procedures II** **2**
*Prerequisite: RADT 101.* A continuation of RADT 101, including the positioning for the lower extremities, alimentary, biliary and urologic systems. The students will bring films to present to the class for evaluation and discussion of technique and pathology.

**RADT 112 Physics II** **2**
*Prerequisite: RADT 102*. Subjects covered in this course are electromagnetism, electric motors and generators, transformers, current control and rectification.

**RADT 121 Radiographic Positioning and Procedures III** **3**
*Prerequisite: RADT 111.* A continuation of RADT 111, to include the positioning for examinations of the bony thorax, spine and skull.

**RADT 131 Radiographic Positioning and Procedures IV** **1**
*Prerequisite: RADT 121*. A continuation of R 121 to include the positioning and procedures used in semi-special procedures.

**RADT 202 Medical Terminology** **2**
This course introduces the student to the terminology used by medical personnel. This enables them to communicate efficiently with other health care professionals.

**RADT 203 Introduction to Radiography and Patient Care** **2**
*Prerequisite: Acceptance into program.* This course is designed to introduce the first-year student to the field of radiology. Included will be an orientation to the school program, radiation protection, Radiology department, hospital and proper ethical standards. The student will learn the essentials of caring for a patient, vital signs, aseptic technique, isolation procedures and the handling of various pieces of frequently used medical equipment. This course is designed to give the student a more thorough knowledge of caring for the patient. Some of the topics included are medical emergencies, pharmacology and venipuncture.

**RADT 204 Biomedical Ethics** **3**
Although some ethical topics are discussed in Introduction to Radiologic Technology, this class is devoted to the moral, legal and ethical issues facing modern medicine.

**RADT 230 Radiographic Exposure I** **3**
This course is devoted to instruction in the areas of contrast, recorded detail density and distortion. The student in conjunction with classes does experiments. In addition, this course provides an in-depth investigation into the relationships between radiographic density, contrast, detail and distortion and how all four of those factors effect radiographic quality.

**RADT 305 Radiation Protection and Radiation Biology** **2**
*Prerequisites: All first -year courses*. General survey of radiation hazards and the potential consequences to both technologist and patient. Also covered is the use of ionizing radiation in the treatment of cancer. A course given to teaching the student rules and regulations governing radiation protection of radiation personnel and the public.

**RADT 307 Radiographic Equipment and QA** **2**
*Prerequisite: RADT 203.*This course is designed to introduce the student radiographer to the variety of equipment encountered in radiology and how the computer is used in the field of radiology. This is a course designed to introduce the student to the importance of quality control in a radiology department. Students will complete quality assurance test projects in the radiology department.

**RADT 309 General Review** **1**
*Prerequisite: Completion of all course work.* This course is given at the end of the senior year and is designed to review the entire two-year program in preparation for the National Registry. Mock registries are given periodically throughout this course. In addition to this course it will be required that 3 hours of computer-based testing be completed each quarter.

**RADT 324 Image Production** **2**
Covered in this course are manual processing, automatic processing, radiographic film, intensifying screens, cassettes and radiographic imaging.

**RADT 329 Digital Equipment** **2**
This course details the inner working of computed radiography and digital radiography systems. It describes how the image is captured and interpreted by the computer to become the electrical signal then transformed into the digital image.

**RADC 110 Clinical Experience II** **2**
*Prerequisites: RADC 100, RADT 101 and BIOL 111.* A continuation of C 100, with additional practice and competency in lower extremity, fluoroscopic studies and urologic exams. Clinical rotations resume in all of the routine and additional areas described above. Continuation of laboratory experience in small groups of students working with instructors to practice radiographic positioning that has recently been learned in their Radiographic Positioning class. During this class, the areas covered will be positioning of the lower extremity, alimentary and urological systems.

**RADC 120 Clinical Experience III** **4**
*Prerequisites: RADC 110, RADT 111 and BIOL 111.* A continuation of C 110, with additional practice and competency in radiography of the skull, spine and bony thorax. Continuation of laboratory experience in small groups of students working with instructors to practice radiographic positioning that has recently been learned in their Radiographic Positioning class. During this class, the areas covered will be positioning of the bony thorax, spine and skull.

**RADC 130 (C 130) Clinical Experience IV** **1**
*Prerequisites: RADC 120, RADT 121 and BIOL 112.* A continuation of C 120, with additional practice and competency in semi-special radiographic procedures. Continuation of laboratory experience in small groups of students working with instructors. During this class, the students will be presented with possible patient-related problems and will problem-solve.

**RADC 300 Clinical Experience V** **3**
*Prerequisite: RADC 130, RATD 131.* A continuation of C 130, providing the practical application of anatomical and positioning information in both the Anatomy and Physiology and Positioning and Procedures courses. Senior clinical assignments continue in routine and fluoroscopic rooms in the department, but have additional rotations through the following specialized areas: CT Scan, Special Procedures Ultrasound, Nuclear Medicine, Heart Cath Lab, Radiation Oncology and Mammography. In addition, it includes the positioning of the non-routine views of the chest, abdomen, upper and lower extremities, bony thorax and spine.

**RADC 310 Clinical Experience VI** **2**
*Prerequisite: RADC 300.* A continuation of RADC 300, with completion of all competency examinations.

**RADC 320 Clinical Experience VII** **3**
*Prerequisite: RADC 310.* A continuation of C 210, with completion of all competency examinations. This course examines diseases and disorders which occur throughout the human body. This is accomplished through lecture, radiographs and physical specimens. This course is also designed to familiarize the student with anatomy as seen on CT, MRI and ultrasound films.

**RADC 330 Clinical Experience VIII** **1**
*Prerequisite: RADC 320.* A continuation of RADC 320, with completion of all competency examinations.

# Religion

When offered; credit hours

**RELB 160 Jesus and the Gospels** **Fall and Spring; 3**
An introductory study of Jesus' life and teaching through the close readings of the four canonical gospels.

**RELB 170 Celebrating the Experience of Scripture** **Spring; 3**
An exploration of the stories, hymns, poetry and sayings that make up the Christian Bible. Students learn that the texts emerged from human experience while exploring possible connections to contemporary faith and life.

**RELB 294 Topics in Religion** **As needed; 1-4**
Designed for students who wish a course not listed in the regular offerings. A selected topic in religion will be explored.

**RELB 295 Independent Study in Religion** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in biblical studies at the lower-division level.

**RELB 307 Introduction to the Old Testament** **Spring; 3**
An interdisciplinary introduction to the Old Testament with emphasis on the narratives and wisdom writings. While learning the history of Israel as a people, students will explore the theological convictions that created this sacred text.

**RELB 310 Hebrew Prophets** **Fall; 3**
An introduction to the 16 prophetic books of the Old Testament. As agents of change in their societies, the prophets challenged economic exploitation and other forms of social injustice. Students will consider people who speak within the prophetic tradition today.

**RELB 345 Introduction to the New Testament** **Fall; 3**
*Prerequisite: RELB 160.* An introduction to the theological convictions of the earliest Christians through a study of the literature found in the New Testament. Students will consider the social situations of the writers and their churches, as well as the convictions concerning Jesus Christ that shaped their writings.

**RELB 420 Daniel** **Fall; 3**
Apocalyptic literature was first created by Jewish communities as they wrestled with the problem of evil. After a brief overview of apocalyptic writings found the Old Testament, students will study this unique style by doing a close reading of the book of Daniel.

**RELB 425 Revelation** **Spring; 3**
*Prerequisite/Corequisite: RELL 251 or permission of instructor.* Christians modified Jewish apocalyptic literature by including and emphasizing the life and work of Jesus Christ. In this course, students will be challenged to learn principles for interpretation and to experience this final book of the Bible as they explore its relevance for contemporary faith and life.

**RELB 492 Biblical Exegesis** **3**
*Prerequisite: theology and religion majors only.* This course deals with the principles, practice and resources of biblical exegesis. It focuses on careful literary, historical, social and theological analysis of selected biblical texts. Special attention is given to the basis on which exegetical decisions are made and to the relevance of exegesis for theology and ministry.

**RELB 494 Topics in Religion** **As needed; 1-4**
Designed for students who wish a course not listed in the regular offerings. A selected topic in religion will be explored.

**RELB 495 Independent Study in Religion** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in biblical studies at the upper-division level.

**RELL 201; 202 Elementary Greek I; II** **Fall, Spring; 3; 3**
An introduction to the elements of grammar and syntax of New Testament Greek, including vocabulary study and exercises in translation.

**RELL 211; 212 Elementary Biblical Hebrew I; II** **3; 3**
These courses cover basic elements of the Hebrew grammar, particularly morphology and syntax, basic Hebrew vocabulary and exercises in reading of the Old Testament. Students will also familiarize themselves with the basic grammar and lexical reference tools.

**RELL 231; 232 Latin I; II** **As needed; 3; 3**
*Prerequisites: ENGL 101 and ENGL 102.* This is a two-semester sequence introductory course for beginners in Latin which provides the basic skills for reading and translating original texts in poetry and prose. The course focuses on the basic elements of grammar, vocabulary and syntax of the Latin language while offering a general introduction to Roman history and culture through texts by classical authors.

**RELL 251; 252 Intermediate Greek I; II** **Fall, Spring; 3; 3**
*Prerequisite: RELL 202.* A study of the syntax of New Testament Greek, with practice in reading and translating selected New Testament books.

**RELP 105 Introduction to Ministry** **1**
*Restricted to theology and religion majors only.* This course offers a concise introduction to the process of study for ministry. It explores the significance of the basic segments of the curriculum (biblical, theological and pastoral) and the roles and responsibilities of the students in the process of education.

**RELP 220 Knowing and Sharing Christ** **Spring; 3**
Explores how Christians can both better understand their faith in Christ and comfortably, yet winsomely, share it in the context of today's busy, multifaith society. The course will help students discover powerful motives and effective, easily implemented strategies that will enable them to communicate the gospel actively in ways that are compatible with their personality and abilities.

**RELP 222 Small Group Ministry** **Spring, Summer Session; 3**
Equips the student to develop and lead small groups in the context of a local church setting. Focuses on group dynamics, leadership styles, small group communication, methods of evaluation and various types and purposes of small groups.

**RELP 226 Biblical Spirituality for Ministry** **3**
The course is designed to explore theological foundations of Christian spirituality and offer practical guidance for inner spiritual transformation of the human being as applicable to ministry. Course procedure will combine readings from classic and contemporary spiritual works and practice of traditional Christian spiritual disciplines such as: study, prayer, worship, fasting, simplicity and service.

**RELP 260 Christian Worship and Church Music** **3**
In this course the variety of worship styles and church music will be explored and examined. Attendance at local churches that do Christian worship in many different ways will be an important component of this course. Church music and other essential components of liturgy will be studied.

**RELP 294 Topics in Pastoral Theology** **As needed; 1-4**
Designed for students who wish a course not listed in the regular offerings. A selected topic in religion will be explored.

**RELP 295 Independent Study in Pastoral Theology** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in biblical studies at the lower-division level.

**RELP 305 Ministry in the City** **Fall; 3**
Surveys a number of existing models of urban ministry and involves the student in a program of guided reading and discussion.

**RELP 360 Pastoral Leadership and Externship Fall, Practicum continues** **Spring; 3**
*Prerequisite: Enrollment as a theology or religion major.* An introduction to the gospel ministry. The class studies the nature and function of pastoral ministry with the intent of acquainting the prospective minister with the unique combination of roles and responsibilities carried by a pastor in a local congregation. Students will reflect on what it means to receive a "call" to ministry in the light of their experience and will come to understand the sensitive skills and gifts that contribute to effective pastoral leadership. The course includes directed field experience that further provides an understanding of the dynamics of church life and organization. The course is enriched by visits of those specialists in selected areas of ministry.

**RELP 370 Field School of Evangelism** **As needed, Summer; 3**
*Prerequisite: Enrollment as a theology or religion major.* A study of the principles employed in conducting various types of public evangelistic outreach and the challenge of reaching people for Christ within today's context. This course combines the theory and practice of bringing people to Jesus Christ in larger groups. Students will learn how to plan, develop and conduct a public evangelistic program through contemporary approaches and techniques. Involvement in an area evangelistic effort is the major part of this course. Students are expected to attend pre- and post-series programs, attend all evening meetings and Sabbath worship services held during the series, carry specific responsibilities of the evangelistic team, make in-home visits and give personal Bible studies.

**RELP 385 Sacred Music through the Eyes of Faith** **3**
*Prerequisite: Restricted to music, theology and religion majors.* A theological and historical in-depth study of sacred music from Biblical times to the present. This course is designed to help provide a theological and philosophical foundation for the place and application of sacred music in Christian worship: implications for the Seventh-day Adventist church musician and pastor. *Cross-listed as MUHL 385.*

**RELP 391 The Theory and Practice of Urban Ministry** **Spring, Summer; 3**
Explores the nature of the city from a global perspective, noting the history and development of cities, their relationship to the mission of God and the church. Will also explore ways in which the church has and may impact the cities. The city of Washington, D.C., will be used in case study, as it is an acceptable microcosm of the global urban reality and will give the student practical, hands-on experience in urban ministry in a variety of settings throughout the metroplex of Washington, D.C. and Baltimore. The student will be exposed to ministries with the hungry, the homeless, the battered, the addicted and the alien, as well as to a variety of public and private agencies that deal with these issues. An integral part of the practicum will be a supervised urban immersion consisting of three days and two nights on the streets.

**RELP 398 Practicum in Ministry** **Spring, 2-3**
*Prerequisite: RELP 220 or concurrent registration.* A specialized field training program for religion or theology majors in which the student is a participant in one or more of the following settings: (1) urban ministry, (2) public or personal evangelism, (3) clinical pastoral ministry and (4) church/school teaching. The student's experience is carefully supervised and evaluated. Graded pass/fail. Course may be repeated for credit.

**RELP 450 Christian Mission** **Spring, Summer; 3**
Explores the history and purpose of Christian mission from the apostolic period to the present and projects into the future. Various paradigms of mission will be studied and evaluated. The purpose of the course is to prepare urban (and other) missionaries to understand how they fit into the total picture of Christian missions and how this may best be practiced into the multicultural 21st century.

**RELP 460 Cross-cultural Ministry** **3**
This course is built on three foundational positions: (1) All communication is cross-cultural to some degree. (2) Culture is the way people organize their experiences to develop a worldview, values, beliefs, a social framework and behavioral patterns. (3) Communication is the human part of proclamation and discipling. Course focuses on communication and mission, communication and culture, world-views, ways of thinking, behavioral patterns and social structures as they relate to ministry in a multicultural context.

**RELP 461 Metro Ministry Practicum** **3**
This course encompasses direct field experience in a metropolitan church in the greater Washington/Baltimore area providing and understanding of the dynamics of church life, mission and organization in the urban and/or suburban setting. The course will be enriched by visits to different churches in the metropolitan area and guest lectures by specialists in urban ministry.

**RELP 462 Metro Ministry Field School** **3**
A study of the principles employed in conducting various types of public outreach within the metropolitan context. This course studies the dynamics of

serving the community and people in the urban and suburban areas of Washington and Baltimore and other large metropolitan areas within our territory. Practical involvement in a metropolitan setting is an essential part of this course. Students are expected to experience a hands-on first-hand and night 'gateway to service' in a city setting.

**RELP 490 Biblical Preaching and Practicum** **Fall; 3**
*Prerequisite: COMM 105.* An introduction to the principles governing sermon construction and the development of a theology of preaching. Careful attention is given to the structuring of various types of sermons as well as to the dynamics of delivery styles. Course requirements include required videotaped sessions and evaluation by the instructor and fellow students. Further opportunities are created to apply the homiletical principles through class presentations, guest lecturers and specialized assigned readings. Students are assigned to preach in area churches, where they are monitored and evaluated.

**RELP 491 The Art of Preaching: Seminar in Contemporary Preaching** **2**
This seminary-type course builds on the courses in Biblical Exegesis and Biblical Preaching and explores the ways to constructively and compellingly engage contemporary audiences through a variety of rhetorical strategies, forms and expressions. The course seeks to understand preaching as oral/aural word event and focuses on the performative/artistic aspects of preaching. It assists students in developing their distinctive preaching voice, building on their previous academic training and their unique creative skills and gifts. Central methods of instruction in this course are listening and analysis of sermons by prominent contemporary preachers, representative of various preaching styles and rehearsing and performing sermon delivery.

**RELP 505 Expository Preaching** **3**
A study of the basic theological, theoretical, procedural and communication principles required for the construction of effective biblical sermons.

**RELP 535 Clinical Pastoral Training I** **3**
This clinically-based course will utilize the examination of personal ministry within the dynamics of supervised group process. Students will function as chaplains assigned to units of health care institution (or other appropriate institutions). They will write verbatims and pastoral analyses of their ministry, engage in case studies, role playing and do pastoral reflection upon the theological and practical implications of their person and work. Each portion of the course will culminate with a written evaluation by student and training supervisor. Training supervisors will be certified by appropriate professional organizations.

**RELP 555 Pastoral Care and Counseling** **3**
*Prerequisite: An undergraduate course in general psychology.* Introduction to the processes and function of counseling as practiced by the helping professions, particularly of the pastor actively engaged in ministry to a congregation. Lab experience required.

**RELP 571 Pastoral Ethical and Theological Issues Surrounding Death and Dying** **3**
This course will look into aspects of death and dying from pastoral theological and ethical perspectives. The purpose of the course is not only to theoretically address issues that a pastor might face in clinical and church-life situation regarding trauma and stress of death and dying but also how to help the dying person and his/her family members through the grieving process.

**RELP 585 Nonprofit Leadership I** **3**
This course is conducted in cooperation with the North American Division Adventist Community Services. The classes are taught in a one week concentration in May at various venues throughout North America. These intensives are followed by written and practical assignments. The course is designed to provide leaders and perspective leaders with basic strategies and professional skills to lead nonprofit faith-based organizations successfully in the 21st century. This course will include learning modules in: The Church's calling to holistic ministry, theological concepts of social justice, the Church and social issues, leadership and team development, volunteer management, resource development, managerial communication, public relations, community needs assessment, board development and management and strategic planning.

**RELP 586 Nonprofit Leadership Training Practicum** **1**
*Prerequisite: RELP 585 or 587.* This practicum requires 40 hours of direct field experience in a nonprofit leadership environment. Participants must submit an analysis of the practicum experience based on the lessons learned in RELP 585 or 587.

**RELP 587 Nonprofit Leadership II** **3**
This course is conducted in cooperation with the North American Division Adventist Community Services. The classes are taught in a one week concentration in May at various venues throughout North America. These intensives are followed by written and practical assignments. The course is designed to provide leaders and perspective leaders with basic strategies and professional skills to lead nonprofit faith-based organizations successfully in the 21st century. This course will include learning modules in: planting ministries and growing churches, social ethics, social action from relief to public policy, social entrepreneurship and marketing strategies, nonprofit accounting and budgeting, the environment of the nonprofit sector (partnerships, networking and government), program development and evaluation, organizational change and behavior, negotiating and conflict resolution, risk management and legal issues.

**RELP 494 Topics in Pastoral Theology** **As needed; 1-4**
Designed for students who wish a course not listed in the regular offerings. A selected topic in religion will be explored.

**RELP 591 Church Leadership and Administration** **3**
Principles and strategies for developing an effective Scripture-based leadership role. The pastor as church leader and administrator.

**RELP 611 Church Growth in Metropolitan Setting: Survey and Practicum** **3**
This course will identify and analyze factors of church growth in various metropolitan areas. Students will examine best practices and case studies in a variety of cultural settings. Student involvement in a church growth program is required.

**RELP 618 The Foundations of Christian Spirituality** **3**
Nurturing a personal relationship with God through involvement with various spiritual disciplines such as prayer, meditation, devotional reading and journaling under the guidance of an instructor.

**RELP 621 Incarnational Mission Among the World's Urban Poor: Survey and Practicum** **3**

Urban areas around the world are magnets for masses of people searching for a better life away from their isolated village or rural setting. This course examines the plight of the urban poor and ways in which faith motivated Christians can minister to their felt needs. Student participation in urban programs is required.

**RELP 631 Creating Metropolitan/Urban Community** **3**

This course provides an introduction to principles and practices of church-based community development. Presents the relationship between biblical faith and development practice through site visits to effective models and an overview of the resources and leadership skills necessary for effective community development.

**RELP 635 Clinical Pastoral Training II** **3**

This clinically-based course will utilize the examination of personal ministry within the dynamics of supervised group process. Students will function as chaplains assigned to units of a health care institution (or other institutions as appropriate). They will write verbatims and pastoral analyses of their ministry, engage in case studies, role playing and do pastoral reflection upon the theological and practical implications of their person and work. Each portion of the course will culminate with a written evaluation by student and training supervisor. Training supervisors will be certified by appropriate professional organizations.

**RELP 685 Principles of Hermeneutics** **3**

An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation with application to selected texts.

**RELT 190 Ellen G. White and the Gift of Prophecy** **3**

A study of the key events in the life and ministry of Ellen G. White and her major theological influence on the Seventh-day Adventist history and theology.

**RELT 225 Biblical Spirituality** **3**

The course is designed to explore theological foundations of Christian spirituality and offer practical guidance for inner spiritual transformation of the human being. Course procedure will combine readings from classic and contemporary spiritual works and practice of traditional Christian spiritual disciplines such as: study, prayer, worship, fasting, simplicity and service.

**RELT 240 Foundations of Religious Education** **3**

A study of the biblical, philosophical, historical and curricular issues in the church setting of religious education.

**RELT 250 Principles of Christian Faith** **Fall, Spring; 3**

A study of the basic Christian teachings as derived from Scripture and understood within the Seventh-day Adventist faith.

**RELT 270 Adventist Heritage and Mission** **Fall; 3**

An investigation of Seventh-day Adventist church history with a preliminary review of backgrounds and foundations of the Advent message from apostolic times. Concentration on the church's beginnings in America; the 1844 experience; history, organization and development of the Seventh-day Adventist denomination in America and in the world, with special attention being given to the writings of the prophets, particularly Ellen G. White.

**RELT 280 Moral Issues in World Religions** **3**
A general study of major world religions and contemporary expressions of faith. Special emphasis will be given to examining the various ways in which different religions react to moral dilemmas and how they implement their beliefs in a variety of worship styles and ethical lifestyles. The advantage of headquarters, worship places and educational institutions of major world religions in the Metropolitan Washington area will be utilized as much as possible for practical exposition to the world faiths studied in this course.

**RELT 291 Readings in Christian Social Thought** **1-3**
Reading and responding to texts of enduring influence on the meaning of Christianity for a general audience with the relevance of specific portions to contemporary social and political issues. Course may be repeated for up to 3 credits.

**RELT 299 Research Methods in Theological and Religious Studies** **3**
*Prerequisite: ENGL 102 with "C" or above.* Restricted to theology and religion majors only. This course exposes the student to basic steps in preparing a research paper in religious and theological studies. The steps of the research covered include the collection, organization, citation and documentation of research materials, as well as the use of appropriate language and other writing skills in the presentation of a coherent research paper.

**RELT 320 Religion and American Culture** **Spring; 3**
A study of the role of religion in American history and contemporary culture. The beliefs and structures of mainstream Protestant denominations as well as American Catholicism, selected sects and cults, American Judaism and the role religion has played in American history and culture. Regular visits to local churches and synagogues provide firsthand experience of the various forms of worship, liturgy and beliefs. *Cross-listed as HIST 320.*

**RELT 335 Paul and His Letters** **3**
*Prerequisite: RELB 345 or permission of instructor.* An investigation of Paul as a person, pastor and theologian will be the focus of this course. A comprehensive study of the Pauline corpus and Paul's theological influences on the development of early Christian theology will help students in their theological and missionary endeavors.

**RELT 340 Issues in Faith Development** **3**
A survey of biblical concepts of faith as they relate to current paradigms of faith development, human development and moral development.

**RELT 350; 351 Faith Seeking Understanding: Christian Doctrines I and II** **3; 3**
*Prerequisite: Course restricted to Theology and Religion majors.* These courses seeks to engage students in reflection on some of the central Christian theological topics according to the distinct emphasis of the Adventist tradition. An in-depth inquiry into the nature, function and practice of constructive theological activity as an essential component in the life and mission of the church. Anselm's phrase "faith seeking understanding" underscores the continual theological reflection: What? Why? How? of doing theology.

**RELT 375 Philosophy of Religion** **Fall; 3**
Explores the philosophical questions surrounding religious belief, experience and practice. Issues such as the meaning of religious language, the validity of religious experience, the certainty of religious knowledge and the reality of God will be considered.

**RELT 385 Christian Ethics and Modern Society** **Spring; 3**
The nature and principles of the Christian life as revealed in the New Testament and historically developed in the Christian community, with application to problems of personal conduct and to family and social institutions.

**RELT 491 Seminar in Contemporary Theology** **Spring; 3**
*Prerequisite: RELT 410 or permission of the instructor.* Restricted to theology and religion majors. An analytical study through group discussion of subjects and topics current in theological circles today.

**RELT 494 Topics in Theology** **As needed; 1-3**
Designed for students who wish a course not listed in the regular offerings. A selected topic in theology will be explored.

**RELT 495 Independent Study in Theology** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in theology at the upper-division level.

**RELT 498 Thesis in Philosophy of Religion** **4**
*Prerequisite: Permission of instructor. Thesis is open only to the final year students in the Philosophy and Religion major whose accumulative GPA is 3.00 and higher (students with accumulative GPA below 3.00 should do an independent study or an additional elective course instead of the thesis).* It is intended to give students the opportunity to explore a topic of their choice in greater depth and sophistication than is possible in other modules. Quality of thought, coherence of argument and the competence and judgment shown in investigating the chosen topic are more important than the length or quantity of work, but the essay has a word limit of between 8,000 and 12,000 words.

**RELT 572 Healer Representations in Contemporary Texts** **3**
The healer and the practice of healing are modeled in many modern cultural texts such as literature, poetry, drama, film and other forms of art expression. This course will address such contemporary forms of descriptive art and attempt to connect healing processes and the healer as an important person of such processes in contemporary cultural texts.

**RELT 591 Theological and Ethical Issues in Death and Dying and Crisis Counseling** **3**
An introduction to ministry-based counseling, including basics of stress and crisis theory, basic pastoral interventions and the matter of referrals. Special emphasis will be given on understanding death and dying and bereavement process and how to minister effectively in such crisis situations.

**RELT 615 The Doctrine of the Church** **3**
The nature, attributes, marks and government of the Christian Church. Its relation to Christ, to the Scriptures, to its Mission and to the Holy Spirit. Its ordinances and the ministry.

**RELT 616 Biblical Ethics** **3**
Study of Ethical issues and concerns through the biblical examination of issues of concern in the Jewish and Christian Scriptures. Special emphasis will be paid to Pentateuch themes such as "Genesis of Morality," Ten Commandments and Concerns of God in social and personal morality, Ethical Aspects of Wisdom Literature, Prophetic Social Concern, Jesus and the Kingdom of God in the New Testament Ethics, Epistles and the early Christian Moral Dilemmas.

**RELT 622 Developing Ethical Leadership** **3**
Effective leaders create conditions that enable followers to be maximally effective in their roles and that lead them to act in the most ethical way. The purpose of this course is to develop students' effectiveness as leaders by (1) introducing them to frameworks that are useful for diagnosing problems involving human behavior and (2) helping them learn how to exercise leadership in developing ethical approaches to problem-solving.

**RELT 636 The Doctrine of Salvation** **3**
The Adventist approach to a Christ-centered interpretation of the way of salvation in the progressive revelation of the Old and New Testaments, focusing on the interrelationship of justification and sanctification.

**RELT 674 Development of Seventh-day Adventist Theology** **3**
The development of doctrines unique to the SDA Church such as the Sabbath, Second Coming, sanctuary, atonement, righteousness by faith and similar. The class will further examine the stages of development in Adventist theology in the church's historical setting.

**RELT 671 Ethics and Theology Through Film** **3**
This course looks at ethics of human behavior through the most popular of contemporary communication tools, i.e. film. Films and other contemporary texts will be used to discuss and discern morality and determine the right line of action to become ethical.

**RELT 672 Reading in Feminist Ethics** **3**
A survey of the major feminist theologicans/ethicists of the 19th to 21st centuries and their contributions to religious reformation and cultural reconstruction as these relate to ecological justice and gender relations.

**RELT 691 Social Ethics and Christian Responsibility** **3**
This course will explore the importance of Social ethics from biblical and theological perspective. Christian responsibility in the realm of human rights, especially concerns about the poverty, economic justice, peacemaking and race and gender relations will be explored and distinct prophetic and Christ-centered approaches will be developed to engage in such essential Christian concerns.

# Respiratory Care

When offered; credit hours

**RESP 105 Foundations in Respiratory Care and Patient Assessment** **Fall; 5**
*Prerequisites: Acceptance into the Respiratory Care program, placement and enrollment into ENGL 101 and placement into MATH 110/120.* A study of the foundations of the respiratory care profession to include: history, entities, quality, evidence-based medicine, literature evaluation, fundamentals of health care financing and reimbursement, patient safety, communications, record keeping, infection control, ethical and legal, physical principles of respiratory care (chemistry, physics), computer applications, introduction to cardiopulmonary anatomy and physiology and patient assessment. Does not include therapeutic modalities other than oxygen therapy. Includes three didactic sessions, a problem-solving lab and a skills lab each week. *Course fee.*

**RESP 165 Respiratory Care Pharmacology** **Fall; 2**
*Prerequisites: RESP 215, RESP 291 with grades of "C" or better in each.* A study of drugs relevant to respiratory care as it relates to whole body homeostasis. Emphasis is placed on assessing respiratory care drug therapy and the treatment of cardiopulmonary collapse according to current emergency treatment guidelines. Specific drug interactions and legal aspects of pharmacology are included.

**RESP 200 Perinatal and Pediatric Respiratory Care** **Fall; 2**
*Prerequisites: RESP 215, RESP 291 with grades of "C" or better in each.* A study of neonatal and pediatric anatomy, physiology and pathophysiology as compared to the adult. Included are assessment techniques, disease management and guidelines.

**RESP 215 Mechanical Ventilation** **Summer; 4**
*Prerequisites: CHEM 101 or equivalent, MATH 110/120, RESP 240, RESP 290 and RESP 301 with grades of "C" or better in each.* An in-depth study of mechanical ventilation and ventilators. Ventilator classification and characteristics are surveyed. Continuation of mechanical ventilatory support, management and related critical care monitoring. Includes class sessions and laboratory/problem-solving sessions. *Course fee.*

**RESP 240 Cardiopulmonary Anatomy, Physiology and Diagnostics** **Spring; 4**
*Prerequisite: BIOL 110 or equivalent, ENGL 101, HLSC 175, RESP 105 with grades of "C" or better in each.* A study of the anatomy and physiology of ventilation, respiration, circulation and perfusion; the diagnostic assessment and analysis of alterations in whole body homeostasis, cardiac assessment, pulmonary function measurements and sleep assessment. Includes three didactic sessions and a laboratory/problem-solving session each week. *Course fee.*

**RESP 260 Pulmonary Rehabilitation and Disease Management in Alternative Care Settings** **Spring; 3**
*Prerequisites: RESP 165, RESP 200, RESP 296, RESP 302 with grades of "C" or better in each.* Assessment, education, rehabilitation and disease management of the chronically impaired but stable pulmonary patient, including long-term oxygen therapy, other therapy modalities, artificial airways and mechanical ventilation, in a variety of out-of-hospital care settings for all ages. Includes hospital discharge planning, evaluation and preparation/set-up of the care setting, smoking cessation, cultural diversity, asthma education content, support structures, durable medical equipment, reimbursement, palliative/end-of-life, ethical and legal considerations. Includes one two-hour didactic class and one three-hour laboratory/ clinical practicum each week. *Course fee.*

**RESP 290 Therapeutic Modalities and Basic Respiratory Care Practicum** **Spring; 4**
*Prerequisites: BIOL 110 or equivalent, ENGL 101, HLSC 175, RESP 105 with grades of "C" or better in each.* In the classroom, laboratory and clinical settings, students master and apply the knowledge, skills and attributes of basic respiratory care modalities and procedures to provide patient care safely, efficiently and cost-effectively, including: patient assessment, oxygen therapy, humidity and aerosol therapy, bronchial hygiene, volume expansion and blood gas sampling and analysis. *Course fee.*

**RESP 291 Intermediate Respiratory Care Practicum** **Summer; 3**
*Prerequisites: CHEM 101 or equivalent, MATH 110/120, RESP 240, RESP 290, RESP 301 with grades of "C" or better in each.* Administration of general care procedures in the intensive care setting as well as blood gas sampling and analysis. An introduction to the use of mechanical ventilators is included. *Course fee.*

**RESP 294 Topics in Respiratory Care** **As needed; 1-4**
Designed for students who wish a course not listed in the regular offerings. A current topic in respiratory care will be explored.

**RESP 295 Independent Study in Respiratory Care** **1-3**
Study on an independent basis in collaboration with the instructor on an area of respiratory care.

**RESP 296 Emergency and Critical Care Practicum** **Fall; 3**
*Prerequisites: RESP 215, RESP 291 with grades of "C" or better in each*. Analysis and clinical application of the knowledge, skills and attributes required of the respiratory therapist for the complex team management of patients requiring mechanical ventilation and cardiovascular, neurological and/or renal support to include whole body systems assessment and recommendation, advanced cardiopulmonary life support and hemodynamic monitoring. *Course fee.*

**RESP 301 Cardiopulmonary Pathophysiology I** **Spring; 2**
*Prerequisites: BIOL 110 or equivalent, ENGL 101, HLSC 175, RESP 105 with grades of "C" or better in each.* Applications of theoretical knowledge of diseased states and pathophysiological changes in the body with special emphasis on the respiratory and cardiovascular systems. Included is an introduction to the basic management of the disease process. *Course fee.*

**RESP 302 Cardiopulmonary Pathophysiology II** **Fall; 2**
*Prerequisites: RESP 215, RESP 291, RESP 301 with grades of "C" or better in each.* Clinical disease management, including the assessment of homeostasis and the methods of pharmacological, hemodynamics and mechanical ventilator management of ventilatory and circulatory impairment. *Course fee*.

**RESP 395 Advanced Respiratory Care Practicum** **Spring; 3**
*Prerequisites: RESP 165, RESP 200, RESP 296, RESP 302 with grades of "C" or better in each.* Clinical exposure to advanced concepts of critical care management based on the foundation of mechanical ventilation. Opportunities for rotations through alternate sites related to respiratory care are provided, including neonatal and pediatric intensive care units. *Course fee.*

**RESP 491 Seminar in Respiratory Care** **Spring; 2**
*Prerequisite: RESP 165, RESP 200, RESP 296, RESP 302 with grades of "C" or better in each.* This seminar focuses on preparing the student majoring in Respiratory Care for postgraduate NBRC credentialing examinations. Topics include contemporary and technical issues relevant to Respiratory Care as an allied health profession. Students must achieve a minimum cut score on each of multiple course components to pass the course. Includes class sessions and laboratory/problem-solving sessions. *Course fee.*

**RESP 495 Independent Study in Respiratory Care** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in respiratory care on the upper-division level.

# Sociology

When offered; credit hours

**SOCI 105 General Sociology** **Fall and Spring; 3**
A general introduction to the basic forms of human association and interaction dealing with the social processes, institutions, culture and personality development. This course is a prerequisite to some Upper-division courses in sociology.

**SOCI 180 Introduction to Marriage and Family Life** **As needed; 3**
An introduction to marriage and family interaction. A multidisciplinary approach considering the social, psychological and physiological aspects of human life.

**SOCI 230 Urban Social Problems** **Fall; 3**
A study of the adjustments and changes that are constantly needed in wholesome, creative social-cultural growth in urban societies. Major urban social problems and tensions experienced in developed and developing countries, touching problems of ethnic and minority relations. Problems related to issues of women, aging, retardation and disability. The social pathological problems of crime and delinquency, drugs and mental and physical illnesses, including AIDS. Population and environmental issues and the means of intervention on the personal, community and national levels, with special emphasis on the role and responsibility of the Seventh-day Adventist church.

**SOCI 295 Independent Study in Sociology** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in sociology at the lower-division level.

**SOCI 425 Sociological Theory: Its History and Development** **As needed; 3**
*Prerequisite: SOCI 105.* A study of man's thinking, investigation and planning of his own society and communities and of human institutions and interrelationships. A brief historical survey of earlier civilizations. Emphasis on present day scientific efforts, leading current social theories, influential social philosophies and the contribution of social science thinking to humanity. Samplings of literature of social idealism and of social criticism.

**SOCI 494 Topics in Sociology** **As needed; 1-4**
*Prerequisite: Approval of the department chair.* A study of an area of sociology not listed as a regular course. Based on student needs and faculty consent.

**SOCI 495 Independent Study in Sociology** **As needed; 1-3**
Study on an independent basis in collaboration with the instructor on a topic in sociology at the upper-division level.

# Social Science | Organizational Management

When offered; credit hours

**SOSC 315 Systems Management and Organizational Behavior** **† SGPS only; 3**
Systems management and organizational behavior in light of how group functioning and behavior affects organizational effectiveness. Decision-making and resolving conflict in groups with emphasis on developing strategies for efficient and productive group management and determining which tasks are best handled by individuals or groups. A job-related research project is begun by the midterm examination.

**SOSC 330 Career Assessment and Planning** **† SGPS only; 3**
Each student prepares and submits a portfolio of personal life in a variety of ways such as work experience, volunteer activities, civic or community services, independent study, informal seminars and workshops that validate learning gained through experience. Career patterns are reviewed and analyzed and goals are assessed through exercises and activities. Future trends are viewed in relation to changing careers and lifestyles. An overview of the style recommended for research papers is included.

**SOSC 351 Statistical Methods** **† SGPS only; 3**
*Prerequisite: MATH 110.* Elementary descriptive/inferential statistical concepts and procedures used in organizational management and research. Designed to prepare students who have basic statistical skills and knowledge to understand research methodology. Emphasis is placed on the application of statistical methods to the problems and issues specifically encountered in management of organizations.

**SOSC 352 Research Methods** **† SGPS only; 3**
*Prerequisite: SOSC 351.* Designed to help the student conceptualize, implement and complete an independent research project. The student will be taught basic research designs and fundamental techniques.

**SOSC 355 Communication Management** **† SGPS only; 3**
Communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships through exercises, verbal and nonverbal readings and constructive feedback. Dealing with anger and conflict. Students develop a model for effective relationships.

**SOSC 375 Effective Interpersonal Relationships** **† SGPS only; 3**
A study of psychological foundations of social attitudes and behavior, individual adjustments, interaction and group and social situations. Factors involved in the individual's perception, judgments and involvements in society. Study of group composition, conformity and dynamics.

**SOSC 415 Dynamics of Group and Organizational Behavior** **† SGPS only; 3**
Students examine the formal and informal functions of organizations or an agency based on interpersonal communication skills and group performance. Discussions include theory and design, aspects of personnel relations, communication, personnel administration, training and development and management of change.

**SOSC 420 Multicultural Dimensions** **† SGPS only; 3**
Students use interviews and literature to explore values, beliefs, customs and perceptions of the racial and ethnic groups affecting social, economic and political life.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**SOSC 425 Management Techniques and Supervision** **† SGPS only; 3**
Motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice with an analysis of the effect on productivity and morale.

**SOSC 430 Human Resources Administration** **† SGPS only; 3**
Values and perceptions affecting the social and economic life of selected groups are explored by analyzing policies and practices of recruitment, selection, training, development and compensation of employees. Special emphasis is given to equal employment opportunity, safety and legislation. Case studies and simulation methods are used.

**SOSC 499 Guided Independent Research Project** **† SGPS only; 0**
The guided independent research project begins with the first course scheduled and ends with the last course. Students select the project in cooperation with an Adult Evening Program instructor and their work supervisor. The project may include such items as work-related studies, experimental studies, grant proposals and planning documents. This research project requires 250 hours of work directly related to the project. A comprehensive project write-up is required. The project receives a letter grade.

# Social Work

When offered; credit hours

**SWRK 100 Introduction to Social Work** **Fall; 3**
The professional activity of social workers in the U.S., including a brief history of the social work profession, its knowledge, values and skills base and its cross-cultural aspects. Emphasis on the response of social work to varied populations and diverse cultures.

**SWRK 101 Orientation to Human Services** **Spring; 2**
Required of all new and transfer social work students. Orientation to the social work program which includes academic information about the social work program, including the review of student handbook for the social work bachelor's program, professionalism and expectations for the program and a brief overview of key concepts in the helping professions are discussed. An opportunity to examine personal values and skills by observation at a community human services agency. Fifty hours of documented volunteer observation are required.

**SWRK 220 Critical Thinking** **Fall; 2**
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Content will challenge students to think abstractly by examining the construction of social work theory and applying theory in practice. Topics include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, the characteristics of various types of arguments and critical analysis.

*† SGPS only = Offered only in the School of Graduate and Professional Studies*

**SWRK 385 Issues in Alcohol and Drug Dependency** **2**
Addresses theories of addictive disorders, models for treatment and current treatment issues in alcohol and drug addiction such as HIV/AIDS, mental illness, eating disorders and domestic violence.

**SWRK 387 Ethical Practice in Alcohol and Drug Counseling** **1**
Introduces students to the legal and ethical considerations for alcohol and drug counselors. Within the context of drug and alcohol counseling this course stresses boundaries for professional therapeutic relationships, guidelines for ethical decision-making, confidentiality and informed consent, clients rights and professional expertise, value neutrality and imposing values as well as equality, inequality and limited resources. This course is required for Maryland certification.

**SWRK 483 Pharmacology of Psychoactive Drugs** **1**
Introduces students to all classifications of drugs and alcohol and their effects on the body. The alcohol use will be examined. Emphasis on the special issues of treatment needs of dual diagnosis, chronic relapses, HIV and clients.

**SWRK 485 Treatment of Substance Abuse** **3**
An overview of treatment techniques and basic prevention strategies, including specific training in assessment and therapeutic techniques and examines the relationship between etiology and treatment. This course also addresses treatment evaluation. At-risk and vulnerable populations will receive special consideration.

**SWRK 487 Family Counseling** **3**
Focuses on understanding family structure and functioning and surveys concepts and major theories with in the field of family counseling. Emphasizes skill development in family assessment and therapeutic intervention with families.

**SOWK 315 Values, Ethics and Diversity** **Spring; 2**
Special attention is given to core values and professional ethics expected of outstanding social workers. Emphasizing a Christian worldview, students develop appreciation for diversity and sensitivity toward issues related to culture, race, gender, class, age and sexual identity.

**SOWK 320 Introduction to Counseling Skills** **Spring; 3**
*Prerequisite: PSYC 101.* Exposes students to basic engagement, listening, assessment and interviewing skills. Students gain beginning skills to explore the problems of various client systems.

**SOWK 325 Social Welfare Institutions and Services** **Fall; 3**
*Prerequisites: SWRK 100 and HIST 125 or PLST 250*. An analysis of the factors which determine the manner in which social-welfare services are currently being delivered in the U.S. Factors include the value base, the historical development and the organization of the social welfare system.

**SOWK 331 Human Behavior and the Social Environment I** **Fall; 2**
Ecological model for studying human behavior and an overview of normal individual development throughout the life cycle. Psychosocial, learning and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health and minority status upon human development.

**SOWK 332 Human Behavior and the Social Environment II** **Spring; 2**
Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psychosocial, learning and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health and minority status upon human development. Prerequisite: SOWK 331. Spring

**SOWK 350 Social Welfare Policy** **Spring; 3**
Examines the determining factors affecting how social-welfare services are currently delivered in the U.S., including the value base, historical development and organization of the social-welfare system. The framework used to systematically identify, define and analyze social problems and policies is studied.

**SOWK 401, 402 Foundations of Practice I, II** **Fall and Spring; 4, 4**

**SOWK 401:** *Corequisites/Prerequisites: SOWK 325 and SOWK 340; Corequisite: SOWK 420 and SOWK 435.*

**SOWK 402:** *Prerequisite: SOWK 401 and corequisite SOWK 420 and SOWK 435.* Designed to develop the theory and knowledge and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families, groups and organizations in a variety of settings.

**SOWK 420 Social Work Methods Seminar** **Fall, Spring and Summer; 0.5, 0.5**
*Corequisite: SOWK 435.* Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement and is repeated each semester student is in SOWK 435.

**SOWK 435 Field Instruction** **Fall, Spring and Summer; 1-4**
*Prerequisites/corequisites: SOWK 401, 402; Corequisite: SOWK 420.* A lab course to give students experience and practice in a community agency under qualified supervision. A total of 400 clock hours required. Repeatable to 3 credits.

**SOWK 460 Death and Grief in Contemporary Society** **2**
Designed to help the student understand cultural and societal perspectives on death as well as develop and increased awareness and sensitivity to the personal and interpersonal dynamics of death, dying and loss. The student's personal encounters with dying, death and loss, as well as the experiences of guest speakers, provides topics for class discussion. The "art of condolence" is discussed for helping people deal with uncomplicated death and loss issues.

**SOWK 461 Social Work Research** **Fall; 2**
A broad range of research tools available to social workers to improve both the effectiveness and efficiency of their practice. Research methodologies both quantitative and qualitative, presented. Also includes a generalist overview of statistics. Students do a research project addressing a social problem.

**SOWK 462 Social Work Research II** **Spring; 2**
A broad range of research tools available to social workers to improve both the effectiveness and efficiency of their practice. Research methodologies both quantitative and qualitative, presented. Also includes a generalist overview of statistics. Students do a research project addressing a social problem.

**SOWK 475 Topics in Social Work** **1-4**
Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.

**SOWK 475 Crisis Intervention** **2**
Survey of brief treatment models. Direct application of the different approaches to population in crises.

**SOWK 489 BSW Professional Seminar** **Fall and Spring; 0.5; 0.5**
Introduces and monitors professionalism as evidenced in student's portfolio, scholarship skills and their ability to exhibit positive behaviors that will ensure success in social work practice.

**SOWK 495 Independent Study/Project/Teachings** **1-4**
Consent of the instructor is required.

# Speech-Language Pathology and Audiology

When offered; credit hours

**SPA 284 Introduction to Speech-Language Pathology and Audiology** **3**
Major types of disorders. Etiology and treatment. Survey course for students majoring in speech-language pathology and audiology, prospective teachers and others who may encounter speech-language or hearing disorders in their professions.

# Spanish

When offered; credit hours

**SPAN 101 Introductory Spanish I** **Fall; 3**
Emphasis on pronunciation, grammar and conversation.

**SPAN 102 Introductory Spanish II** **Spring; 3**
*Prerequisite: Completed SPAN 101 with the minimum grade of "C."* Emphasis on pronunciation, grammar and conversation. Increased emphasis on reading in second semester.

**SPAN 201 Intermediate Spanish I** **Fall; 3**
*Prerequisite: SPAN 102 completed with the minimum grade of "C" or equivalent (determined by placement exam).* Expansion of vocabulary through more extensive literary and cultural readings. Greater emphasis on conversation.

**SPAN 202 Intermediate Spanish II** **Spring; 3**
*Prerequisite: SPAN 151 completed with the minimum grade of "C."* Expansion of vocabulary through more extensive literary and cultural readings. Greater emphasis on conversation.

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# Board of Trustees

**Dave Weigley**, *Chair* | Maryland
**Rob Vandeman,** *Vice Chair* | Maryland
**Weymouth Spence**, *Secretary* | Maryland

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**Hanna Blake** | Virginia
**Larry Boggess** | West Virginia
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**Hamlet Canosa** | Maryland
**Vijayen Charles** | Maryland
**Henry Fordham III** | Pennsylvania
**José H. Cortés** | New Jersey
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**William Cox** | Ohio
**W. Duane Dorch** | Maryland
**Phyllis Edmonds** | Maryland
**Terry Forde** | Maryland
**Joan Francis** | Maryland
**Ray Hartwell** | Pennsylvania
**Sandra Loughlin** | Maryland
**Scott D. McClure** | Maryland
**Margaret McFarland** | Maryland
**Donald E. Melnick** | Pennsylvania
**William K. Miller** | Virginia
**Lois Peters** | Maryland
**Al Reece** | Maryland
**Rick Remmers** | Maryland
**Carol Stewart** | Maryland
**Charles A. Tapp** | Maryland
**Aaron Wilson** | Maryland

# University Administration and Staff

*Year shown next to the rank indicates the beginning year of employment at Columbia Union College / Washington Adventist University*

## OFFICE OF THE PRESIDENT

**Weymouth Spence** — *President* | 2008
A.S., Kettering College of Medical Arts
B.S., Atlantic Union College
M.S., Central Connecticut State University
Ed.D., Nova Southeastern University

**Marilyn Riley** — *Executive Assistant* | 2006

### ADVANCEMENT AND UNIVERSITY RELATIONS

*[Vacancy]* — *Vice President*

**Lahna Farver** — *Executive Assistant* | 2006

**Angie Crews** — *Interim Director of Corporate Communications* | 2011

**Ellie Barker** — *Director of Alumni Relations* | 2012

### ATHLETICS

**Patrick Crarey II** — *Director* | 2010
B.A., La Sierra University

**Tyronea Williams** — *Office Manager* | 2006

**Jered Lyons** — *Compliance Coordinator/ Sports Information Director* | 2014

**Benjamin Johnson** — *Athletic Support Specialist* | 1998

### HUMAN RESOURCES

**Erytheia Jones** — *Associate Vice President* | 2012
B.A., Hood College
M.A., University of Maryland University College

**Daniella Williams** — *Senior Generalist* | 2011

### INFORMATION TECHNOLOGY SYSTEMS

**David Almaraz** — *Director* | 2002
B.S., Columbia Union College
M.S., University of Maryland University College
M.B.A., Washington Adventist University

**Emerson David** — *Junior Technician* | 2001

**James Devakumar George** — *ERP Programmer* | 2011

**Welton Ingram** — *Senior Technician* | 1983

**Rosalee Pedapudi** — *Senior Technician* | 1999

**Roger Wright** — *Senior Programmer* | 1995

**Joshua Simbolon** — *Technical Support II* | 2012

INSTITUTIONAL RESEARCH AND EFFECTIVENESS

**Janette Neufville** — *Associate Vice President* | 2007
B.S.E.E., Swarthmore College

**Jonathan Peter** — *Associate Director* | 2010

OFFICE OF MINISTRY

**Baraka Muganda** — Vice President | 2010
B.Th., Solusi University
M.A., Ed.D. Andrews University

**Lorena Martinez** — *Administrative Assistant* | 2004

**Regina Johnson** — *Chaplain for Ministry* | 2012

**Kaneil Williams** — *Chaplain for Missions* | 2012

STUDENT LIFE

**Adrienne Matthews** — *Interim Vice President* | 2007
B.S., Athens State University
M.S., Alabama Agricultural and Mechanical University

**Cindy Ming** — *Executive Assistant* | 2009

COUNSELING SERVICES DEPARTMENT

*[Vacancy]* — *Professional University Counselor*

DINING SERVICES | Aladdin Food Management Services

**Michael Womack** — *Director*

**Jamie Villanueva** — *Executive Chef*

RESIDENCE HALLS

**Adrienne Matthews** — *Dean of Women* | 2007

**Linda Lowe** — *First-Year Residence Life Coordinator* | 2012

**Timothy Nelson** — *Dean of Men* | 1990

**Jean Innocent** — *Assistant Dean of Men* | *2013*

# ACADEMIC ADMINISTRATION

**Cheryl Kisunzu** — *Provost* | 2013
B.S., Ph.D. Andrews University
M.S., Rush University

**Patrick Williams** — *Associate Provost* | 2010
**Lissette Wright** — *Executive Assistant* | 2013

## THE BETTY HOWARD CENTER FOR STUDENT SUCCESS

**Ralph Johnson** — *Dean* | 2012
B.A., University of Alabama
M.S., Florida State University
Ph.D., University of South Carolina

**Becky Barker** — *Coordinator, First-Year Experience* | *2013*
**Sharon Grey-Coker** — *Assistant to the Dean* | 2013

## ENROLLMENT MANAGEMENT

**William Jackson** — *Vice President* | 1996
B.A., Columbia Union College

### ADMISSIONS AND RECRUITMENT

**Wanda Colón-Canales** — *Director* | 2013
**Krista Byrd** — *Admissions Counselor* | 2011
**Alana Pabón** — *Admissions Specialist* | 2011
**Desiree Dixon** — *Admissions Counselor* | 2012

## OFFICE OF THE REGISTRAR

**Lynn Zabaleta** — *Interim Registrar* | 2012
B.A., Atlantic Union College

**Laurel Bryant** — *Assistant Registrar* | 2013
**Anne Saggurthi** — *Assistant Registrar* | 1978
**Latoria Gordon** — *Registration Assistant* | 2014

## SCHOOL OF ARTS AND SOCIAL SCIENCES

**Patrick Williams** — *Dean* | 2010
B.S., Northern Caribbean University
M.B.A., Ph.D. Andrews University

## SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

**Nicole Currier** — *Interim Dean* | 2011
B.A., Atlantic Union College
M.A., University of Massachusetts-Boston

**Viola Battle** — *Business Manager* | 2011
**Jessica Mihos** — *Program Coordinator* | 2012
**Janet Brode** — *Program Coordinator* | 1995
**Carol Cogen** — *Program Coordinator* | 2012
**Devie Phipps** — *Student Support Services Manager* | 2002

SCHOOL OF HEALTH PROFESSIONS, SCIENCE AND WELLNESS

**Karen Marshall** — *Dean* | 2011
B.A., Oakwood College
M.S., Alabama A & M University
Ed.D., Morgan State University

WEIS LIBRARY

**Lee Wisel** — *Director* | 1974
B.S., Columbia Union College
M.L.S., University of Maryland

**Kathy Hecht** — *Serials Technician* | 1984
**Jane Ogora** — *Access Service Librarian* | 2005
**Genevieve Singh** — *Professional Cataloger* | 2000
**Deborah Szasz** — *Acquisitions Technician* | 1978

## ACADEMIC DEPARTMENTS SUPPORT STAFF

EDUCATION

**Dorrett McFarlane** — *Clerk, Office Secretary and Data Manager* | 2008
**Jamesa Everett** — *Program Manager* | 2008

MUSIC

**Jessica Baccus** — *Administrative Assistant* | 2001

NURSING

**Jo Ann Mackey** — *Nursing Interim Director* | 2013
**Shiana Barnes** — *Simulation Lab Technician* | 2010
**Veronica Hurst** — *Office Manager* | 2011
**Quiana Oates** — *Nursing Admissions and Progression Coordinator* | 2013
**Margaret Persaud** — *Retention Coordinator* | 2013
**Windolyn Spence-Graham** — *Nursing Education Clinical Coordinator* | 2012

SCHOOL OF HEALTH PROFESSIONS, SCIENCE AND WELLNESS | SHPSW

**Sophia Boswell** — *Administrative Grants Specialist* | 2013

# FINANCIAL ADMINISTRATION

**Patrick Farley**, C.F.M., C.M.A., C.P.A. — *Executive Vice President* | 2002
B.S., Columbia Union College
M.S., University of Maryland
M.S., University of Baltimore

**Dacia Barnwell** — *Campus Housing Manager* | 2001

## STUDENT FINANCIAL SERVICES

| | | |
|---|---|---|
| **Sharon Conway** | *Director* | 1996 |
| **Louise Lewis** | *Associate Director* | 1977 |
| **Lana Greaves-Benjamin** | *Assistant Director* | 2011 |
| **Joel Mercado** | *Financial Adviser* | 2012 |

## ACCOUNTING SERVICES

| | | |
|---|---|---|
| **Heidi Chow** | *Staff Accountant* | 2000 |
| **Shirley Copeman** | *Assistant Director* | 1970 |
| **Arelene Canong** | *General Ledger Accountant* | 2012 |
| **Jonelle Matthews** | *Director of Treasury Services* | 2007 |
| **Gordon McWatters** | *Director of Accounting Services* | 2005 |
| **Ezequiel Valladares** | *Accounting Assistant* | 2013 |

## FACILITY SERVICES

| | | |
|---|---|---|
| **Steve Lapham** | *Executive Director* | 2006 |
| **Esau Arrue** | *Technician* | 2006 |
| **Ellis Contee** | *Technician II* | 2006 |
| **David Smith** | *Technician III* | 2012 |
| **Denis Umanzor** | *Basic Technician* | 2006 |
| **Matthew Young** | *Technician III* | 2006 |

## SAFETY AND SECURITY SERVICES

| | | |
|---|---|---|
| **Edwin Monge** | *Director* | 2010 |
| **John Meier** | *Assistant Director* | 2007 |
| **George Baker** | *Security Officer* | 2009 |
| **Charles Bertsch** | *Security Officer* | 2007 |
| **Harry Childs** | *Security Officer* | 2007 |
| **Timothy Prue** | *Security Officer* | 2007 |
| **Rodney Tyson** | *Security Officer* | 2007 |

## TRANSPORTATION SERVICES

| | | |
|---|---|---|
| **Michael Polan** | *Director* | 1989 |
| **Philip Silver** | *Service Manager* | 2007 |
| **Carlos Correia** | *Bus Driver* | 2005 |
| **Cecil Polan** | *Bus Driver* | 1986 |
| **Roger Peters** | *Bus Driver* | 2012 |
| **Robert Stewart** | *Bus Driver* | 2012 |
| **Joseph Thomas** | *Bus Driver* | 2001 |
| **George Young** | *Bus Driver* | 2013 |

## UNIVERSITY BOOKSTORE

| | | |
|---|---|---|
| **Lloyd Yutuc** | *Manager* | 1998 |

# Instructional Faculty

**Veronique Anderson**
*Associate Professor* | 2010
B.S. Andrews University
M.S., University of Nebraska-Lincoln

**Glen Bennett**
*Professor* | 1993
B.A., Columbia Union College
M.A., Ph.D., University of Maryland
Ph.D., Argosy University

**James Bingham**
*Professor* | 1994
B.A., Avondale College
M.A., Ph.D. Andrews University

**Grethel Bradford**
*Assistant Professor* | 2011
B.S., Columbia Union College
M.A., Bowie State University
Ed.D., Argosy University

**Deborah Brown**
*Associate Professor* | 1982
B.A., Columbia Union College
M.A., Loma Linda University

**Jeanette Bryson**
*Associate Professor* | 2014
B.Sc., Pacific Union College
M.A., San Diego State University
Ph.D. Andrews University

**Gaspar Colón**
*Professor* | 2001
B.A., Atlantic Union College
M.Div. Andrews University
M.P.H., Loma Linda University
Ph.D., New York University

**Jarilyn Conner**
*Assistant Professor* | 2011
B.A., California State University
M.P.A., California State University, San Bernardino

**Nicole Currier**
*Associate Professor* | 2011
B.A., Atlantic Union College
M.A., University of Massachusetts-Boston

**Mark DiPinto**
*Assistant Professor* | 2003
B.A., Columbia Union College
M.M., D.M.A., Eastman School of Music

**Sonia Donaldson**
*Assistant Professor* | 2011
B.S., West Indies College
M.S.N., Adventist University Philippines

**Jude Edwards**
*Professor* | 2010
B.S., M.S., M.S., University of Maryland University College
D.B.A., Nova South Eastern University

**Melinda Ekkens-Villanueva**
*Professor* | 2005
B.S., Columbia Union College
M.S., Appalachian State University
Ph.D., Uniformed Services University of Health Sciences

**William Ellis**
*Professor* | 2010
B.A., Oberlin College
Ph.D., New York University

**Sandra Esteves**
*Associate Professor* | 2013
B.A., Universidade de Letras de Lisboa
M.A., Ph.D., University of Tennessee

**Joan Francis**
*Professor* | 2001
B.A., Atlantic Union College
M.A. Andrews University
D.A., Carnegie Mellon University

**José Alvin Fuentes**
*Assistant Professor* | *2011*
B.S., Atlantic Union College
M.S., Southern Adventist University and California University of Pennsylvania

**John Gavin**
*Associate Professor* | 2003
B.S.W, Walla Walla College
M.S.W., The Catholic University of America

**Richard Grant**
*Assistant Professor* | 2001
B.A., Newbold College
M.A. Andrews University

**Tijuana Griffin**
*Assistant Professor* | 2010
B.S., Columbia Union College
M.S., University of Maryland
M.S.N., University of Phoenix

**Gladstone Gurubatham**
*Professor* | 1964
B.A., Spicer Memorial College
M.A. Andrews University
M.A., University of Michigan
M.S., Ph.D., Catholic University of America

**Bradford Haas**
*Associate Professor* | 2004
B.A. Andrews University,
Newbold College Campus
M.A., Royal Holloway
and New Bedford College
University of London-Egham

**Doreen Hardware**
*Assistant Professor* | 2013
B.S.N, Northern Caribbean University
M.S.N., George Mason University

**Preston Hawes**
*Assistant Professor* | 2006
B.M., Columbia Union College
M.M., Yale University

**Olive Hemmings**
*Professor* | 2002
B.A., Northern Caribbean University
M.A. Andrews University
Ph.D., Claremont Graduate University

**Melissa Henley**
*Instructor* | 2014
B.S.W, Oakwood University
M.S.W., The University of Alabama

**Ralph Johnson**
*Professor* | 2012
B.A., University of Alabama
M.S., Florida State University
Ph.D., University of South Carolina

**Issa Kagabo**
*Professor* | 2001
B.S., MSc, National University
of Rwanda
M.Sc., Ph.D., University of Montreal

**Cheryl Kisunzu**
*Professor* | 2013
B.S., Ph.D. Andrews University
M.S., Rush University

**Michael Kulakov**
*Professor* | 2005
B.A., Newbold College
M.A. Andrews University
D.Phil., University of Oxford

**Daniel Lau**
*Associate Professor* | 2008
B.M., Loma Linda University
M.M., D.M.A., Peabody Institute
of the Johns Hopkins University

**Michael Lee**
*Professor* | 2000
B.S., M.S., Ph.D., University of Maryland

**Grant Leitma**
*Professor* | 1982
B.A., Columbia Union College
M.A., Central Michigan University
Ph.D., Illinois Institute of Technology

**Beulah Manuel**
*Professor* | 2007
B.A., Spicer Memorial College
M.A., M.Phil, Ph.D., University of Pune

**Karen Marshall**
*Professor* | 2011
B.A., Oakwood College
M.S., Alabama A & M University
Ed.D., Morgan State University

**Nellie McKenzie**
*Associate Professor* | 2013
B.S.N, Loma Linda University
B.S., Atlantic Union College
Pharm.D., Loma Linda University

**Douglas Morgan**
*Professor* | 1994
B.A., Union College
M.A., Ph.D., University of Chicago

**Jose Oviedo**
*Instructor* | 2013
B.A., Washington Adventist University
M.A., University of Maryland

**Bruce Peifer**
*Associate Professor* | 2004
B.A., Loma Linda University
M.S., Loma Linda University

**Herma Percy**
*Associate Professor* | 2013
B.A., Oakwood College
M.A., Ph.D., Howard University

**Kimberly Pichot**
*Associate Professor* | 2011
B.B.A., B.A., Pacific Union College
M.B.A., Monterey Institute of International Studies

**Annie Raney**
*Associate Professor* | 2010
B.A., Howard University
M.A., Bowie State University

**Melvin Roberts**
*Professor* | 1994
B.S., Southwestern Adventist College
Ph.D., Texas A & M University

**Vicki Rosette**
*Instructor* | 1988
B.S., Columbia Union College

**Dean Sadat-Aalaee**
*Professor* | 2010
B.S., Tehran University
M.S., Teacher's Training College
M.S., Western Illinois University
Ph.D., University of Massachusetts

**Bogdan Scur**
*Associate Professor* | 2001
B.A. Andrews University
M.A., University of Stellenbosch

**Selena Simons**
*Associate Professor* | 2013
B.S. Andrews University
M.S., Wayne State University and Vanderbilt University
Ed.S. Andrews University

**Denver Swaby**
*Associate Professor* | 1994
B.S., Northern Caribbean University
M.B.A., Howard University

**Khadene Taffe**
*Assistant Professor* | 2012
B.S.N, LaGrange College
M.S.N., Georgia College and State University

**Fitzroy Thomas**
*Professor* | 1998
B.A., West Indies College
B.A., Columbia Union College
M.A., Howard University

**Ronald Warren**
*Associate Professor* | 1989
B.S., Bluffton College
M.M.A., Bowling Green State University
D.M.A., University of Maryland

**Patrick Williams**
*Professor* I 2010
B.S., Northern Caribbean University
M.B.A., Ph.D. Andrews University

**Vashon Williams**
*Assistant Professor* | 2012
B.S., Oakwood College
M.S., American Public University

## Faculty Emeriti

**James M. Hammond** | Psychology
**Robert F. Schwindt** | Psychology
**Gerald L. Shadel** | History
**Joseph Wheeler** | English
**Margaret von Hake** | Librarian

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