2019-2020

ACADEMIC BULLETIN

WAU.EDU

WASHINGTON ADVENTIST UNIVERSITY

INTERACTIVE

2019–2020 **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*.

The university reviews periodically its policies and procedures on an annual basis. This initial review is conducted by the Dean's Council, Academic Council and Faculty Senate.

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 7.

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

Campus Directory and Map

Accounting Services	426 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	19 Morrison Hall, lower level | Bldg. 9
Campus Dining Hall	Wilkinson Hall, second floor | Bldg. 1
Campus Life	104 Wilkinson Hall | Bldg. 1
Career Services	123 Wilkinson Hall | Bldg. 1
Cashier	104A Wilkinson Hall | Bldg. 1
Center for Law and Public Policy	205 Richards Hall | Bldg. 10
Chaplain's Office	104 Wilkinson Hall | Bldg. 1
Columbia Room	210 Wilkinson Hall | Bldg. 1
Communication, Department of	11 Wilkinson Hall | Bldg. 1
Computer Labs	Science Building, second floor | Bldg. 3
Computer Science, Department of	17 Science Building | Bldg. 3
Dean of Betty Howard Center for Student Success	133 Wilkinson Hall | Bldg. 1
Dean of SASS and SHPSW	17 Morrison Hall, lower level | Bldg. 9
Dean of SGPS	343 Wilkinson Hall | Bldg. 1
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.
Fireside Room	103A Wilkinson Hall, first floor | Bldg. 1
Gymnasium	Building 5
Health Services	13 Wilkinson Hall | Bldg. 1
Health, Wellness and Physical Education, Department	108 Boyer Health Profession & Wellness Center | Bldg. 14
History and Political Studies, Department of	204 Richards Hall | Bldg. 10
Honors College	204A 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.
International Student Program	133 Wilkinson Hall | Bldg. 1
Mailroom	124 Wilkinson Hall | Bldg. 1
Math and Physics, Department of	315 Science Building | Bldg. 3
Medical Imaging, Department of	105 Health Science Building | Bldg. 7
Men's Residence Hall	Morrison Hall | Bldg. 9
Museum	105 Science Building | Bldg. 3
Music, Department of	Leroy & Lois Peters Music Center | Bldg. 11
Nursing, Department of	205 Health Science Building | Bldg. 7
Photography Darkrooms	109, 111 Science Building | Bldg. 3
President	Admin. Suite, 336 Wilkinson Hall | Bldg.
Provost	Admin. Suite, 336 Wilkinson Hall | Bldg.
Psychology, Department of	441 Wilkinson Hall | Bldg. 1

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

Registrar	316 Wilkinson Hall | Bldg. 1
Religion, Department of	102 Richards Hall | Bldg. 10
Respiratory Care, Department of	343 Wilkinson Hall Bldg. 1
Richards Hall, H.M.S.	Richards Hall, lower level | Bldg. 10
Safety and Security	GS-4, General Services Building | Bldg. 6
School of Art and Social Sciences	17 Morrison Hall, lower level | Bldg. 9
School of Graduate and Professional Studies	343 Wilkinson Hall | Bldg. 1
School of Health Professions, Science and Wellness	17 Morrison Hall, lower level | Bldg. 9
Sligo Church	7700 Carroll Ave. | Bldg. 12
Social Work, Department of	408 Wilkinson Hall | Bldg. 1
Student Accounts	428 Wilkinson Hall | Bldg. 1
Student Association	108 Wilkinson Hall | Bldg. 1
Student Activity Center	Building 5
Student Financial Services	351 Wilkinson Hall | Bldg. 1
Student Life	104 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 | Bldg. 6
Women's Residence Hall	Halcyon Hall | Bldg. 8
Writing Center	Wilkinson Hall | Bldg. 1

Academic Calendar 2019-2020

School of Arts & Social Sciences (SASS)
School of Health Professions, Science and Wellness (SHPSW)

For School of Graduate and Professional Studies Academic Calendar, see Page 302

FALL **First Semester** **2019**

Registration opens for Fall 2019	Mar 29 F
Residence halls open for new students	Aug 18 Su
New student orientation and registration	Aug 19-25 M-Su
Last day to register for Fall 2019	Augt 23 F
Deadline for students to be financially cleared	Aug 23 F
Deadline for traditional students to register for SGPS courses	Aug 23 F
Classes begin	Aug 26 M
Add & drop period without receiving a "W"	Aug 26 M- Sept. 4 W
Labor Day holiday	Sep 2 M
Last day to add or drop a class without receiving a "W"	Sep 4 W
Withdrawal period	Sep 5 Th – Nov. 14 Th
WISE (Week of Prayer)	Sep 9-14 M-Sa
Faculty deadline to submit "AW" for never-attended students	Sep 9 M
December graduation applications due	Sep 16 M
Fall Service Learning Day	Oct 2 W
MIDTERM BREAK	Oct 11-14 F-M
Midterm grades due at noon	Oct 17 Th
Student deadline to submit incomplete "I" work from last semester	Oct 21 M
Faculty deadline to enter grades for outstanding Incomplete contracts	Oct 28 M
Registration opens for Spring 2020 semester	Oct 28 M
First day to withdraw from classes without jeopardizing financial aid	Oct 30 W
Deadline for off-campus grades, DG grades, challenge tests, projects, CLEP, etc. for December graduates	Nov 1 F
May 2020 graduation applications due	Nov 4 M
Last day to withdraw from classes and receive a "W"	Nov 14 Th
WF/WP drop period	Nov 15 F – Dec. 5 Th
Thanksgiving holiday	Nov 28-Dec 1 Th-Su
Final deadline to withdraw from classes with a "WF"/"WP"	Dec 5 Th
Study day	Dec 9 M
Final examinations	Dec 10-12 T-Th
End of semester	Dec 12 Th
Grades due for Fall Semester at noon	Dec 18 W
Christmas break	Dec 13-Jan 5 F-S
Degree conferral date	Dec 27 F
Diplomas for Fall graduates available	Jan 13, 2020 M

SPRING **Second Semester** **2020**

Registration opens for Spring 2020	Oct 28, 2019 M
May 2020 graduation applications due	Nov 4, 2019 M
Residence halls open for new students	Jan 5 Su
New student orientation and registration	Jan 5-12 Su-Su
Last day to register for Spring 2020	Jan 10 F
Deadline for students to be financially cleared to start classes	Jan 10 F
Deadline for traditional students to register for SGPS classes	Jan 10 F
Classes begin	Jan 13 M
Add & drop period without receiving a "W"	Jan 13-22 M-W
Diplomas for Fall graduates available	Jan 13 M
Martin Luther King Jr. holiday	Jan 20 M
Last day to add or drop a class without receiving a "W"	Jan 22 W
Withdrawal period	Jan 23 Th - Mar 26 Th
Faculty deadline to submit "AW" for never-attended students	Jan 27 M
WISE (Week of Prayer)	Jan 27 M – Feb 1 Sa
Pre-financial clearance deadline for potential graduates (See Student Financial Services)	Feb 3 M
SPRING BREAK	Feb 29 Sa – Mar 8 Su
Midterm grades due at noon	Mar 4 W
First day to withdraw from classes without jeopardizing financial aid	Mar 16 M
Last day to withdraw from classes and receive a "W"	Mar 26 Th
WF/WP drop period	Mar 27 F – Apr 9 Th
Deadline for off-campus grades, challenge tests, projects, CLEP, etc. for May graduates	Mar 30 M
Registration opens for Summer classes and Fall 2020 semester	Mar 30 M
Student deadline to submit incomplete "I" work from last semester	Mar 30 F
Spring Service Learning Day	Apr 1 W
Deadline for potential graduates to have zero balance/financially cleared	Apr 1 W
Faculty deadline to enter grades for outstanding incomplete contracts	Apr 6 M
Student recognition awards	Apr 8 W
Final deadline to withdraw from classes with a "WF"/"WP"	Apr 9 Th
Academic awards	Apr15 W
Study day	Apr 27 M
Final examinations	Ap 28-30 T-Th
End of semester	Apr 30 Th
Senior/potential graduates final grades due	May 1 F
Grades due for Spring Semester by noon	May 6 W
Consecration Service	May 8 F
Baccalaureate	May 9 Sa
Commencement	May 10 Su
Degree conferral date	May 10 Su
Diplomas for Spring graduates available	May 11 M

SUMMER SESSIONS 2020

Deadline for students to be financially cleared to start Session I classes ..... May 8 F
Last day for early registration for Summer Session I 2019 ..... May 8 F

Session I begins — May 11 M

Add & drop period without receiving a "W" ..... May 11-15 M-F
Summer graduation contracts due ..... May 18 M
Faculty deadline to submit "AW" for never-attended students ..... May 18 M
Withdrawal period ..... May 18-22 M-F
Last day to withdraw from Session I classes and receive a "W" ..... May 22 F
Memorial Day holiday ..... May 25 M
WF/WP period ..... May 26-29 T-F
Last day to withdraw from Session I classes with a "WF"/"WP" ..... May 29 F
Grades for Summer Session I due at noon ..... Jun 1 M
Deadline for students to be financially cleared to start Session II ..... Jun 5 F
Last day for early registration for Summer Session II ..... Jun 5 F

Session II begins — Jun 8 M

Add & Drop Period without receiving a "W" ..... Jun 8-12 M-F
Faculty deadline to submit AW never-attended students ..... Jun 15 M
Withdrawal Period ..... Jun 15-19 M-F
Last day to withdraw from Session II classes and receive a "W" ..... Jun 19 F
WF/WP period ..... Jun 22-26 M-F
Last day to withdraw from Session II classes with a "WF"/"WP" ..... Jun 26 F
Student deadline to submit incomplete "I" work from last semester ..... Jun 26 F
Faculty deadline to enter grades for outstanding incomplete contracts ..... Jun 26 F
Last day of Session II ..... Jul 2 Th
Deadline for students to be financially cleared to start Session III ..... Jul 2 Th
Last day for early registration for Summer Session III ..... July2 Th
Independence Day holiday ..... Jul 3 F
Grades for Summer Session II due at noon ..... Jul 6 M

Session III/Capital Summer Session begins — Jul 6 M

Deadline for off-campus grades, challenge tests, projects, etc.
for Summer graduates ..... Jul 6 M
Add & drop period without receiving a "W" ..... Jul 6-10 M-F
Faculty deadline to submit AW for never-attended students ..... Jul 13 M
Withdrawal period ..... Jul 13-17 M-F
Last day to withdraw from Session III classes and receive a "W" ..... Jul17 F
WF/WP drop period ..... Jul 20-24 M-F
Last day to withdraw from Session III classes with a "WF"/"WP" ..... Jul 24 F
Degree conferral date ..... Jul 31 F
Diplomas for Summer graduates available ..... Aug 10 M
Grades from Summer Session III due at noon ..... Aug 10 M
Session III ends ..... Aug11 T
Degree conferral date ..... Jul 31 W

NOTE: The withdrawal deadline for courses that extend beyond one or more summer sessions is two weeks before the end date of the class.

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General Information

About Washington Adventist University

Washington Adventist University is a private university with a liberal arts tradition, offering a dynamic blend of professional and liberal arts undergraduate and graduate programs. Founded in scenic Takoma Park in 1904, it is owned by the Seventh-day Adventist Church and offers a Christian education to students of differing faiths from around the world. Its vision is to produce graduates who bring competence and moral leadership to their communities.

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, in accordance with its mission to develop competent moral leaders, WAU students will demonstrate competencies in the following areas:

■ COMPETENT

Critical Skills and Information Literacy

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

Discipline-specific Competency

- Be able to show competency in a major field of study.
- Understand the relationship of their particular discipline to the General Education Core of their Liberal Arts Training.

■ MORAL

Spiritual Identity

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

Aesthetic Appreciation

- Be able to recognize, distinguish and understand the nature and value of beauty, both natural and humanly constructed, as well as the aesthetic heritage found in a variety of cultures.

■ LEADERS

Communication

- Be able to communicate effectively through reading, writing, speaking and listening.
- Become proficient in the use of electronic modes of communication.

Effective Citizenship

- Be aware of the characteristics and needs of a diverse community.
- Understand the value of contributing time and effort to achieve community goals.
- Accept responsibility for personal actions.
- Exhibit in the community which will reflect the importance of creating and maintaining a safe, orderly, healthy and attractive environment.

Teamwork

- 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 goals.

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. | 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 Nursing programs are accredited (2017-present) by the **Commission on Collegiate Nursing Education**, One Dupont Circle, NW Suite 530, Washington, DC 20036, 202-887-6791 | aacnnursing.org/CCNE
- **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 | cswe.org

WAU is approved by:

- **Maryland Higher Education Commission**, 839 Bestgate Road, Suite 400, Annapolis, MD 21401-3013, 410-260-4500 | mhec.maryland.gov
- **The American Music Therapy Association,** 8455 Colesville Road, Suite 1000, Silver Spring MD 20910, 301-589-3300 | musictherapy.org
- The Medical Imaging program is approved, with warning, by the **Joint Review Committee on Education in Radiologic Technology**, 20 N. Wacker Dr., Suite 2850, Chicago, IL 60606-3182, 312-704-5300. | jrcert.org
- The WAU Education Unit teacher preparation programs are approved by the **Maryland State Department of Education,** 200 West Baltimore St., Baltimore, MD 21201-2595, 410-767-0100 | marylandpublicschools.org
- The programs in education for teacher preparation are approved by the **North American Division of Seventh-day Adventists Education Ministry**, 9705 Patuxent Woods Drive, Columbia, MD 21046-1565, 443-391-7285. | nadadventist.org

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 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.

Two-year Program Leading to Associate Degrees | Minimum 18 months

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

Radiologic Technology

Four-year Programs Leading to Baccalaureate Degrees | Minimum 48 months

WAU has established the Honors College for those pursuing a bachelor's degree, whereby students can pursue Honors Interdisciplinary tracks, which contain a unique curriculum for students to enhance their individual degrees. See Page 137 for more details.

Bachelor of Arts (B.A.)

Biology
Chemistry
Early Childhood Education/
Special Education
Early Childhood Care and Education †
Elementary Education/
Special Education
English
English Education
General Studies
History
*Pre-Law***
Music
Political Studies
*Pre-Law***
Psychology
Public Communication
*Intercultural Communication**
*Public Relations**
Religion
*Urban Ministry**
Theology

Bachelor of Music (B.M.)

Music Performance
Music Therapy ***

Bachelor of Science (B.S.)

Accounting
Biochemistry
Biology
Business Administration
*Entrepreneurship**
*Finance**
*International Business**
*Management**
*Marketing**
Business Administration
(Newbold College, England, only)
Chemistry
Computer Science
Counseling Psychology
Fitness & Sport Science
General Studies
Health Care Administration
Health/Fitness Management
Health Science
Information Systems
Mathematics
Medical Imaging
Nursing

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

Off-campus at Andrews University

† *Offered through School of Graduate and Professional Studies only.*
* *Concentration or track*
** *Pre-Professional Program*
*** *5-year program (minimum 60 months)*
**** *4.5-year program (minimum 54 months); Local completion option required.*

Programs Leading to Graduate Degrees | 18 to 36 months

Master of Arts
- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Counseling Psychology
- Master of Arts in Health Care Administration

Master of Business Administration
- Master of Business Administration

Master of Education
- Master of Education in School Counseling

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

Cohort-dependent Programs

The following are designated cohort-dependent programs. For maximum student learning, a minimum of seven students is required.

Associate degrees
- Associate of Arts in General Studies
- Associate of Science in General Studies
- Associate of Applied Science in Accounting
- Associate of Applied Science in Computer Science
- Associate of Applied Science in Information Systems

Bachelor degrees
- Bachelor of Arts in Mathematics
- Bachelor of Arts in Mathematics Education
- Bachelor of Arts in Philosophy and Religion
- Bachelor of Music in Music Education
- Bachelor of Science in Mathematics Education
- Bachelor of Science in Medical Laboratory Science ****
- Bachelor of Science in Physical Education
- Bachelor of Science in Respiratory Care

Master degrees
- Master of Arts in Public Administration
- Master of Arts in Religion
- 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
- Arabic ††
- Behavioral Science
- Biology
- Business Administration
- Chemistry
- Computer Science
- Counseling Psychology
- English
- Forensic Psychology
- French ††
- German ††
- Health Care Administration
- History
- Information Systems
- Intercultural Communication
- International Studies
- Italian ††
- Management
- Marketing
- Mathematics
- Music
- Philosophy
- Political Studies
- Portuguese ††
- Psychology
- Public Relations
- Religion
- Secondary Education
- Social Work
- Spanish ††
- Sports Administration/Coaching
- Urban Ministry
- Web Design and Development
- Writing

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

Teacher Education Programs

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

- Early Childhood/Special Education
- Elementary Education/Special Education
- English Education
- Mathematics Education*
- Music Education*
- Physical Education*
- Religious Education

**Cohort-dependent program*.

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.
- Determines award of "XF" grade and refers all "XF" grades to the Office of 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 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 an "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 Standing

Academic Warning

A student enrolled in any of the WAU undergraduate schools/programs whose cumulative grade point average (GPA) is less than 2.0 at the end of any semester will be placed on academic warning. The Betty Howard Center for Student Success staff and the student's academic adviser will monitor his/her progress and impose limitations on class load (no more than 13 credits). A student on academic warning is ineligible for appointed or elective office in student organizations and may not participate in more than one co-curricular campus activity. The warning standing is removed when a GPA of 2.0 is achieved.

Academic Probation

A student on academic warning who fails to maintain a cumulative GPA of 2.0 will be placed on academic probation. He/she must consult with an academic adviser and with the staff in the Betty Howard Center for Student

Success regarding course selection which will include a study skills course. Limitation on class load (no more than 13 credits) will be enforced. The student is also required to consult with a counselor regarding issues that may be interfering with academic success and present evidence of this to the Betty Howard Center for Student Success staff before the end of the second week of the semester. He/she is ineligible for appointed or elective office in student organizations and may not participate in more than one co-curricular campus activity.

Academic Suspension

Any student on academic probation whose cumulative GPA remains below a 2.0 cumulative GPA will be placed on academic suspension. Students may submit an appeal in writing to the chair of the Academic Appeals Committee. At the end of the Fall semester, students at risk for academic suspension will be notified of this pending determination. The suspension will be implemented at the end of the Spring semester. Students who meet the cumulative 2.0 GPA requirement during this Spring semester will fulfill the suspension remediation requirements and therefore be restored to satisfactory academic standing and allowed to progress at WAU.

At the end of the Spring semester, students at risk for academic suspension will be notified of this pending determination. The suspension will be implemented immediately. The suspended student must withdraw from WAU for one semester and complete at least nine semester hours of transferable credits at another college or university, earning at least a 2.0 cumulative GPA before becoming eligible to apply for readmission to WAU.

APPEAL: Any appeal of academic suspension should be made in writing to the chair of the Academic Appeals Committee.

CONTACT INFORMATION: It is the responsibility of all students to update their contact information in the Office of the Registrar so that timely information can be communicated to them. WAU will not be responsible if students fail to receive communication sent to the street or email address that is on file.

Advanced Placement Program

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

Credits earned by examination will be recorded consistent with current program criteria. If planning to attend graduate school, please confirm the individual requirements of each university and graduate program accepting AP credit.

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 4 on the AP examinations.

Students must pay the recording fee of $50 per credit hour in order to have their transcripts reflect the appropriate credit earned for passing any AP exam.

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 I, II*
Chemistry	8	CHEM 151; 152 College Chemistry I, II*
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 Composition*
and/or English/Literature and Composition	3	ENGL 102 Research and Literature*
French Language	6	FREN 201; 202 Intermediate French I, II
French Literature	6	FREN elective
German Language	6	FLNG 15X Intermediate Foreign Language
Government and Politics/Comparative	3	PLST elective
Government and Politics, U.S.	3	PLST 250 American Government
History, European	6	HIST elective
History, United States	6	HIST 275, 276 US History I, II
Latin/Latin Literature	6	LITR/HMNT elective
Latin/Virgil	6	FLNG/HMNT elective
Mathematics/Calculus AB	4	MATH 151 Contemporary Calculus I
Mathematics/Calculus BC	4	MATH 252 Contemporary Calculus II
Music Theory	6	MUHL 251; 252 Theory I, II
Psychology	3	PSYC 105 Introduction to Psychology
Spanish	6	SPAN 201; 202 Intermediate Spanish I, II
Spanish Literature	6	SPAN elective
Statistics	4	MATH 110 Probability and Statistics

**Not recommended for pre-professional 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 201; 202	Human Anatomy and Physiology I, II	4; 4
CHEM 114	Foundations of General, Organic, and Biochemistry	4
CPTR 105	Introduction to Computers	3
NUTR 260	Nutrition	3

There may be challenge tests available for additional classes. Students who pass challenge exams shall earn credit for the course. See General Policies for Credit by Examination, Page 28.

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.

Attends one or more classes: A student who is not present for at least 80 percent of class instruction, during an academic session or semester, may be withdrawn for lack of attendance by the instructor and receive a grade of "WA" for the course. The instructor must submit this grade within the semester in which the student was registered for the course.

Never attended a class: If a student has never attended a class the instructor must submit an "AW" grade by the designated deadline following the last day to add/drop a class without receiving a "W." See Academic Calendar, Page 8.

Class Load

Units of Credit

Credit is indicated in semester hours and, in accordance with federal regulations, a credit hour is an amount of student work, represented in intended learning outcomes and verified by evidence of student achievement, that is an institutionally established equivalency that reasonably approximates not less than:

1. One semester credit hour is awarded for a minimum of 750 minutes of formalized classroom or directed faculty instruction and a minimum of 1500 minutes, based upon two additional hours of student work for each hour in class, for each week for approximately 15 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in Paragraph 1 of this definition for other academic activities as established by the university, including laboratory work, internships, practica, studio work, and other academic work leading to the award of a credit hour.

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 12-18 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) (National exam)
- Advanced Placement (AP) program tests administered by CEEB to students whose secondary schools offer Advanced Placement courses (National exam)
- DANTES subject standardized tests (Subject exam)
- Foreign Language Achievement Testing Service (FLATS) examinations (Proficiency exam)
- Excelsior College examinations (Subject exam)
- Examinations prepared by WAU instructional departments (challenge exams) (Institutional exam)
- Validation Exams (Institutional exam)
- 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 consistent with current program criteria. Students planning to attend graduate school are advised to understand the requirements for each University and/or program for accepting AP credit.
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
Recording fee (per credit hour gained by examination) $50

Note: The list of examinations officially used by Washington Adventist University to grant credit by examination are listed above, along with the general policies for credit by examination.

A recording fee will apply to each examination that a student wishes to receive credit. If students elect to take an Institutional exam (challenge exam or validation exam), an exam fee that will be charged.

Please note there is an additional recording fee if a student elects to receive credit for the exam. (See above for fees).

College Level Examination Program (CLEP)

There are two kinds of College Level Examination Program (CLEP) tests: general examinations and subject examinations. Washington Adventist University only accepts subject examinations.

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.)

Students must pay the recording fee of $50 per credit hour in order to have their transcripts reflect the appropriate credit earned for passing CLEP exams.

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	U.S. History I
American History II	3	HIST 276	U.S. History II
American Literature	6	LITR 225, 226	American Literature I, II
Biology, General	8	BIOL 161, 162	College Biology I, II**
Business Law, Introductory	3	BUAD 375	Business Law I *
Calculus	8	MATH 151, 252	Contemporary Calculus I, II

Chemistry, General	8	CHEM 151, 152	College Chemistry I, II**
College Algebra	4	MATH	Mathematics elective
College Level I French	6	FREN 101, 102	Introductory French I, II
College Level II French	6	FREN 201, 202	Intermediate French I, II
College Level I German	6	FLNG elective	Foreign Language elective
College Level II German	6	FLNG 15X	Intermediate Foreign Language
College Level I Spanish	6	SPAN 101, 102	Introductory Spanish I, II
College Level II Spanish	6	SPAN 201, 202	Intermediate Spanish I, II
Educational Psychology	3	PSYC	Psychology elective
Introduction to English Literature	3	LITR	Literature elective
Human Growth and Development	3	PSYC 210	Developmental Psychology
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 310	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	Mathematics elective
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 pre-professional 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 and/or program chair. 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

Note: *See above for Experiential Learning policy.*

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 (Consent to Release) 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.....*Faculdade Adventista da Bahia (FADBA)*, San Paulo
France.....*Campus Adventiste du Salève*
Germany.....*Friedensau Adventist University*, Sachsen-Anhalt
Italy.....*Instituto Avventista Villa Aurora*, Florence
Lebanon.....*Middle East University,* Beirut
Spain.....*Escuela Superior de Español de Sagunto,* Sagunto
(Centro Universitario Adventista de Sagunto)
United Kingdom.....*Newbold College of Higher Education,* Bracknell, England

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

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FYE: First-Year Experience

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

The FYE program begins during the week of New Student Orientation each semester (See Academic Calendar, Page 8) and continues as a class for the first semester a student enrolls. Co-curricular activities continue throughout the student's entire first year. The program is designed to 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.

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	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	
RELT 160	Introduction to Religion	
RELT 190	Ellen G. White and Gift of Prophecy	
RELT 250	Principles of Christian Faith	
RELT 270	Adventist Heritage and Mission	
RELP 220	Knowing and Sharing Christ	

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. In some cases, students pursuing of a second bachelor's degree may have the General Education waived, excluding the religion 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	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 120, 205, 251, 252, 270, 325, 351, 352, 371, 372, 455, 460, 464, 465	
	— See Page 428 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 Gift of Prophecy
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 beginning on Page 168.

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

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.

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.

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

I	Incomplete	WP	Withdrawal Passing
AU	Audit	WF	Withdrawal Failure
AW	Administrative Withdrawal *	P	Pass
W	Withdrawal	DG	Deferred Grade
WA	Withdrawn for Lack of Attendance **	NC	Taken for No Credit

** Only for students who never attended a class*
*** Only for students who attended at least one class (refer to Attendance Policy)*

Grade Change Policy

Once grades are submitted, they are final and cannot be changed except in the event of an administrative error. Grades will not be changed by allowing the student to do additional work (for example: retaking an exam, redoing a paper or submitting extra credit work, etc.) or by using criteria other than those applied to all students in the class.

Note: After a degree has been awarded to a student, his or her record is closed and no grade changes will be allowed.

If it is believed that a final grade is incorrect please refer to the Academic Grievance Procedure on Page 24.

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, in consultation with the professor, 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 default grade that the student will receive if the Incomplete grade is not removed within the designated time.

If a default grade is not submitted, a grade of "F" will be recorded. Any request for an extension beyond the time period allowed must be approved by the instructor prior to the designated deadline and a new Incomplete request form must be submitted with the new deadline stipulated.

Deferred Grade

A deferred grade ("DG") is issued by the faculty when a student is enrolled in a course that is scheduled to last beyond a particular semester. DG grades are reserved for students in practicums, internships, and guided research projects.

The instructor will designate on the Deferred Grade request form the time limit (not to exceed 1 year) as well as the default grade that the student will receive if the Deferred Grade is not removed within the designated time.

If a default grade is not submitted, a grade of "F" will be recorded. Any request for an extension beyond the time period allowed must be approved by the instructor prior to the designated deadline and a new Deferred Grade request must be submitted with the new deadline stipulated.

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 withdrawal is not completed by the deadline date, 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.

Leave of Absence — Students may take a Leave of Absence (LOA) for up to one year. After a year, the student must request readmission or reinstatement whichever is applicable based upon the students' program of study and approved by that department. Students should be advised that financial aid will be recalculated if the student takes a leave of absence prior to completing 60 percent of the semester. See Return of Title IV Funds on Page 98 for details.

Process — Students must submit a Withdraw form with the appropriate signatures, found on www.wau.edu/current-students/registrar/transcript-requests/ through the Office of the Registrar and indicate their planned date of return from a leave of absence.

Returning from a Leave of Absence

When the student is ready to return, they must contact the Office of the Registrar and Student Financial Services as applicable to initiate the process.

A student who fails to return from a Leave of Absence after the designated time frame shall be withdrawn from the University.

Repeat Course Policy

When a student repeats a course, both the original and repeat grades are entered on the student's permanent record, but only the most recent attempted grade and credits 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 community colleges will be accepted. Upper-division credit may be allowed for courses taken at a community 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 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 Alpha Pi | National Society of Leadership and Success

The National Society of Leadership and Success (NSLS) is the nation's largest leadership honor society. Students with a GPA of 3.0 or higher are invited to apply for membership. Candidacy is a nationally recognized achievement of honorable distinction. With 658 chapters, the NSLS has more than 1 million members nationwide.

In addition to honorable distinction, the NSLS provides a step-by-step program for members to build their leadership skills. Members are able to list their affiliation on all statements of personal accomplishment including their resume.

Membership is for life and provides access to benefits including scholarships and awards, exclusive on-campus events, employer recruitment through an online job bank, and discounts on computers, textbooks, grad school prep courses and insurance. | www.nsls.org

SALUTE | National Veterans Honor Society

SALUTE is the Veterans National Honor Society for university undergraduate and graduate students. The requirements for membership are high. Undergraduate members must have been released from active duty with an honorable discharge or have current orders, have a cumulative GPA of a 3.0 or higher, and completed at least 12 credits of academic work at WAU. Graduate student candidates must have at least a 3.5 cumulative GPA and have completed 9 credit hours of graduate coursework. The other criteria for graduate student membership are the same as for the undergraduate candidate.

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.

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 earned 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

Procedures for Requesting Your Official Transcript

1. Transcript request forms must be filled out entirely and to the best of the student's knowledge. Requests will not be processed without student's signature. Phone requests will not be accepted.

2. Payment must be received at the time of the request. Requests will not be processed without payment. **Note:** *If you have a financial hold on your account when your request is received, your request will not be processed.*

Processing Options

1. **Standard transcript requests** are processed in the order they are received. Normal processing time is three to five business days after the request has been received.
2. **Rush transcript requests** will be processed within 24 hours (one business day) after the request has been received. Please allow up to five extra business days for students who attended from 1989 and before. Please note that the rush option only applies to the processing time of the transcript request within the Office of the Registrar. Transcripts requested to be processed "Rush" are mailed via regular service of the U.S. Postal Service.

Delivery Options

1. **Pick-up** — Transcripts are available for pick-up during normal business hours. **Note:** *Transcripts requested for pick-up will not be released without valid photo ID.*
2. **Mail** — Transcripts will be mailed immediately after the three to five business days processing time. Please allow for an additional three to 10 business days (USPS prediction of mail delivery) for the transcript(s) to be received at the requested destination.

Once a transcript request has been processed, changes cannot be made.

Changing the delivery option or recipient will require a new transcript request and payment.

An official transcript contains a signature of the University registrar authorizing its authenticity. Official transcripts are sensitive official documents and require a written authorization and signature to release by the person whose record is being requested.

Third-party requests will not be accepted; it is against the law for WAU to release your transcript to a third party without written permission, even if the person is related to you.

If you need a family member or friend to pick up a copy of your official transcript for you, please give your written permission on the request form or forward a signed letter to us and include the person's name that you are allowing to pick up your transcript (a valid photo ID will be required by the person picking up the transcript).

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 Philosophy

At Washington Adventist University, we care about each student. Accordingly, our Admissions Committee carefully reads each application. We do not have simple or formulaic ideas about the profile of an admitted student; rather we believe that there are many indicators of your potential for success — academically, professionally and as a positive contributor to our community of students and global society.

For regular admission it is expected that our students have a 2.5 GPA on a 4.0 scale, and an ACT verbal score of 17 or SAT composite score of 800.

To help ensure your success, student with a GPA of 2.3 to 2.49 and SAT score of 470 verbal/800 composite or ACT 17 will be accepted into the Enrichment Program and limited to 14 hours for the first semester. *See next page*.

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 52.

Subjects Required for Admission

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

- 4 units/credits of English and literature
  OR 3 units/credits of English and 1 unit of speech
- 2 units/credits of mathematics
- 2 units/credits of laboratory sciences
- 1 unit/credit of American history
- 1 unit/credit of world history
- 4 units/credits 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 education high school program such as Griggs International Academy, with a grade-point average (GPA) of at least 2.50 on a 4.0 scale and have an ACT verbal score of 17, SAT verbal score of 470 or SAT composite score of 800 (verbal and math).

2. Pass the General Education Development (GED) test with at least a score of 410 on each of the four subject exams or equivalent scores on other GED versions.
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. GED test scores with at least a score of 410 on each of the four subject exams or equivalent scores on other GED versions.
   b. Minimum ACT verbal score of 17 or SAT composite score of 800 (verbal and math).

Enrichment Program

The Enrichment Program, upon review, grants admission to students who do not meet regular admission requirements. Students with a cumulative GPA between 2.3 and 2.49 are eligible for this and must meet the following stipulations:

- SAT score of 470 verbal/800 composite or ACT 17
- GPA of 2.5 and above and SAT score of 400 verbal or ACT 16
- Limited to 14 credit hours for the first semester

WAU Bridge Program

Applicants with a cumulative high school GPA between 2.0 and 2.49 may be admitted conditionally and required to participate in the WAU Bridge Program, which is a semester-long, academic coaching resource that provides the tools and support to help them succeed in college and persist towards graduation.

The following stipulations apply:

- Must enroll in a prescribed curriculum that includes Math, English, FYE, Study Skills, Communications and Critical Thinking.
- Will be limited to 13 credits during the first semester.
- Must attend an on-boarding session for the program as well as new student orientation activities.
- Must meet with the designated staff in the Betty Howard Center for Student Success and the academic success coach as required throughout the semester.
- Will be assigned an academic success coach for the first semester enrolled at WAU.
- Must become an active, engaged learner and develop life coping skills that will contribute to enhanced personal development.
- Along with parent(s) or guardian(s), must complete and sign a WAU Bridge Program Reservation Contract upon confirming acceptance of the WAU admissions offer.

Admission of Transfer Students

All prospective transfer students must submit a complete application packet as outlined below that includes a transcript from a regionally 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. For more information regarding acceptance of transfer credit see Transfer Credit section on Page 38.

To ensure writing competency and enhance opportunities for successful completion of coursework, WAU may require transfer students who have not completed ENGL 101 with a "C" grade or better to complete the first-year English placement test.

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 Composition and the Academic Appeals Committee.

International Students

International students who are accepted and 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 $2,000;
- 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.

All international students coming from countries whose native language is not English must take the English proficiency exam in order to be considered for admission to WAU.

Note: If your native language is English, you should provide a standardized test score from your country. If the SAT is available in your country you are encouraged to take it. If you have not done so, you must take the English and math placement exams after your acceptance.

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 IELTS.

The following scores will be used to determine admission status:

	TOEFL PB	TOEFL CB	IELTS	IBET*
Nonrestricted Admission	>550	>213	>6.0	>78
Restricted Admission A	500-549	190-212	5.5	46-59
Restricted Admission B	450-499	150-189	5.0	35-45
Further testing required	<450	<150	4.5	32-34
English at Second Language program			<4.0	0-31

**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 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.

WAU students who left the university to join the military will be readmitted to the same academic standing. The length of absence cannot be greater than five years. This exception does not apply to any veteran receiving a dishonorable discharge, a bad conduct discharge, or court marshaled. Students who meet the criteria will complete an application to update their information. When they register they must be sure to go to the Office of the Registrar to be reinstated under the correct *Academic Bulletin* for continuance in their degree completion.

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. (*See Special Notes About Transcripts, below)* Official transcripts from foreign institutions must be accompanied by a WES ICAP (World Education Services International Credential Advantage Package) evaluation. For more information regarding acceptance of transfer credit see Transfer Credit section on Page 38.
- 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.

Special Notes About Transcripts

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

Official high school and college/university 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.

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

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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 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 credit hours of college credit are expected to enroll in INTD 105 First-Year Experience.

The FYE program begins during the week of New Student Orientation each semester (see Academic Calendar, Page 8) and continues as a class for the first semester a student enrolls. Co-curricular activities continue throughout the student's entire first year. The program is designed to 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.

Tutoring

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

Weis Library

Weis Library is the main library on campus. It supports the learning community of the university by providing information resources and services for students, faculty, and staff that sustain excellence in education and service.

Individuals can access the library's resources and services in person, by telephone, through e-mail, and on the library's website. Weis Library is open over 70 hours a week; and during these times the learning community can explore the library's collections, make use of its computers, and consult with library staff.

The library contains over 98,000 books and more than 13,000 periodicals. These resources can be located through the library's online catalog. Weis Library also provides access to more than 590,000 electronic books, journals and media through over 50 multidisciplinary and specialized online databases. These research tools are continually available to students, faculty, and staff — both on and off campus — through the Internet.

Weis Library has three special collections: The Adventist Heritage Room, which includes items about Seventh-day Adventists; the Curriculum Library, which contains resources for education majors and professionals; and the Music Library, which includes works that support the music program. The latter is located in the Music Department.

Weis Library is a member of OCLC, a library cooperative that includes nearly 17,000 academic, public, and special libraries in 120 countries. Through this membership and interlibrary loan services, the library can access information resources located throughout the United States.

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 and in the *Student Handbook*.

Health Services

The university is concerned for the health and well-being of each student. Visits for immunizations and other treatments may 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 all students. (WAU ID must be shown for proof of enrollment.)

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

For students who do not have other coverage, application forms are available at the Student Life office, and are to be completed by the student during registration.

If students do have coverage, a waiver form must be filled out and proof of other insurance provided so the insurance charge is not applied to their account.

The health insurance application or waiver must be signed in the Office of Student Life during the registration process. 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.

For detailed information regarding Health Services, please see the *Student Handbook*.

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, weight room and outdoor turf 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 21 years of age.

Safety and Security

The safety and security of our students, faculty and staff is of utmost importance to WAU. The Public Safety 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/pre-professional, 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.

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Staff

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

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

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

Nedelka Sellers |
Administrative Assistant
301-891-4106 nsellers@wau.edu

Information

The Betty Howard
Center for Student Success

Wilkinson Hall, Suite 123
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

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 Betty Howard Center for Student Success is home to these programs and services:

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

The Betty Howard Center for Student Success is also the home of Alpha Chi, Omicron Delta Kappa, Phi Eta Sigma, and SALUTE national honor societies and coordinates and hosts the annual career fair.

Academic Support

The Betty Howard Center for Student Success 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.

WAU Bridge Program

The WAU Bridge Program is required for all WAU conditionally admitted students. It is designed to provide students with tools to help them succeed in college, as well as help them earn academic credit towards graduation. Through WAU Bridge, students sharpen their study and writing skills and work with an academic success coach who will assist them in making a smooth transition from high school to college. Through a prescribed curriculum, this program allows students to focus on academics while building confidence to succeed in college. Participants will grow by practicing learning and study strategies, while building connections with their academic advisers, faculty and staff.

Career Services

Career advising is provided by staff in the BHCSS, as well as by individual faculty members. Fitzroy Thomas coordinates career services campuswide.

■ **Information** | 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	Patrick Williams
Biochemistry	Melvin Roberts
Business Administration	Andrea Baldwin
Chemistry	Melvin Roberts
Communication	Jarilyn Conner
Computer Science	Michael Lee
Education	Andrew Smith
English	Brad Haas
Health Science	Denise R. Hinds
Finance	Andrea Baldwin
Information Systems	Andrea Baldwin
Mathematics	Issa Kagabo
Pre-Law	Joan Francis

Requirements

For those departments/majors participating in the Co-op program, baccalaureate degrees require the completion of a full-time internship. 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, for a minimum of 360 clock hours. Departments may require more hours depending on best practices and accreditation 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
Computer Science
English
Fitness & Sport Science
Health Science
Information Systems
Mathematics
Public Communication

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) or an equivalent course 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's Office. 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 or an equivalent course. 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 checklist 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, Suite123. 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

First-Year Experience | FYE

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

The FYE program begins during the week of New Student Orientation each semester (see Academic Calendar, Page 8) and continues as a class for the first semester a student enrolls. Co-curricular activities continue throughout the student's entire first year. The program is designed to 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.

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

General Studies Degree Program

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

■ **Information** | *For full details, please see* Page 130.

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. There are several options for taking the tests.

1. Students may take the test on the WAU campus at no cost during regular office hours: Monday through Thursday, 8:30 a.m. to 5 p.m. and Friday, 8:30 a.m. to noon. Students should call ahead and schedule a testing time so preparations can be made. It generally takes one hour to take each of the two tests. Students should make sure they arrive early enough to accommodate for the time needed to complete the test(s) during the regular office hours listed for the BHCSS.
2. Students may take the test at a commercial testing site such as Sylvan Learning Center, Huntington Learning Center or at any college or university testing center that allows remote testing. Typically, there is a fee for this service. Students wishing to test at a remote site must contact the Betty Howard Center to obtain a voucher number that is needed to test remotely. Students must then identify a testing site and schedule a time to take the test(s). Once the test(s) are completed, the results will be automatically sent to the BHCSS.
3. Students may take the test at home or any other private place using the **Virtual Remote Proctoring** process, as long as they have access to a web camera and a computer with a stable Internet connection in a secure location. Students must contact the BHCSS at 301-891-4106 to get a testing voucher number, and there is a $25 fee, payable when the student logs into the **Virtual Remote Proctoring** site. To use this service and schedule a proctored test date, go to accuplacerlive.onlineproctornow.com. Once the test(s) are completed, the results will automatically be sent to the BHCSS.

WAU provides all confirmed students access to free online resources to help them do as well as possible on their placement tests. Students will first be asked to do an assessment. Then they will be given feedback and practice exercises to help improve their scores. Students can begin preparing for their placement tests online at any time by contacting the Betty Howard Center for Student Success to obtain the login information.

Once students take their placement test(s), they may see an adviser and register for classes.

■ **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 as follows:

- Standardized testing: ACT, GRE, LSAT, Praxis and other national tests

■ **Information** | Nedelka Sellers 301-891-4106 | nsellers@wau.edu

Tutoring

Tutoring is arranged by the Betty Howard Center for Student Success. Students needing assistance should contact the Betty Howard Center for Student Success to be assigned a tutor. At the beginning of the semester, the schedule for in-person tutoring is posted on the Desire2Learn (D2L) learning management system online. *Smarthinking* and *Grammarly*, which are online tutorial resources, may also be accessed through D2L.

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

Academic Warning, Probation and Suspension

The Betty Howard Center for Student Success oversees the academic warning, probation and suspension process. See Pages 24-25 for criteria of these academic standings and any applicable appeal process.

Office of the International Student Program

Mission Statement

The mission of the Office of the International Student Program is to meet the needs of our international students and provide services and resources that will support them in achieving their personal and professional goals and empower them to become moral global leaders.

Introduction

The Office of the International Student Program serves the incoming and continuing international students with:

- Immigration advising: rights and requirements
- Assistance with academic/non-academic issues
- Assistance with cultural adjustment and integration
- Cross-cultural workshops and programs

Staff

Beulah Manuel | Director
and Principal Designated School Official (PDSO)
301-891-4184 bmanuel@wau.edu

Seheno Reilly | Designated School Official (DSO)
and Counselor
301-891-4163 sreilly@wau.edu

Nedelka Sellers | Administrative Assistant
301-891-4106 nsellers@wau.edu

Information

Office of the International Student Program
Wilkinson Hall, Suite 123
Washington Adventist University
7600 Flower Avenue
Takoma Park, MD 20912-7796
301-891-4106 | Fax: 301-891-4548

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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 (WAU) is committed to giving every student the opportunity to obtain a Christian education. The Student Financial Services Office assists students and families in making a high-quality private education affordable. Parents and students are encouraged to plan early and be aware of the costs associated with obtaining a degree at Washington Adventist University.

In addition to WAU's participation in the federal and state student aid programs, the University offers institutionally funded academic scholarships, need-based grants, music scholarships, and athletic scholarships. Additional financing options are available to parents of dependent undergraduate students and graduate students through the Federal Direct Parent PLUS Loan program, WAU Payment Plan, and private alternative loans.

The Student Financial Services Office, located in Wilkinson Hall, Room 351, assists students with financial planning and financial aid. The Office of Student Accounts helps students with financial clearance, payment plans, questions regarding charges, credits, discounts, refunds, and collections. Account statements are sent through the Office of Student Accounts located in Wilkinson Hall, Room 428B.

The Student Financial Services Office and the Office of Student Accounts have compiled helpful information about fees and expenses. Our goal is to make planning for education at WAU as stress-free as possible. Student Financial Services hours are Monday through Thursday, 8:30 a.m. to 5 p.m. and Friday, 8:30 a.m. to noon. Student Accounts office hours are Monday through Thursday, 9 a.m. to 5 p.m. and Friday, 9 a.m. to noon. Both are closed for Convocation on Wednesdays from 11 a.m. to 12:30 p.m.

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 costs are billed monthly and are due the last day of the month.

Semester Tuition Charges

Under 12 semester credit hours	$960 per hour
12-18 semester hours package	$11,500 per semester
Over 18 semester credit hours	$11,500 plus $960 per hour above 18

Estimated Student Budget

	Residence Hall		Nonresidence Hall	
	Semester	*Year*	*Semester*	*Year*
Tuition (12-18 hours)	$11,500	$23,000	$11,500	$23,000
General fee (12+ hours)*	$450	$900	$450	$900
Technology fee (12+ hours)*	$450	$900	$450	$900
Books/supplies (estimate)	$600	$1,200	$600	$1,200
Double room and board	$4,808	$9,616		
Single room and board	$5,823	$11,646		
Total estimated costs	**$17,808**	**$35,616**	**$13,000**	**$26,000**

** Note: Less than six hours, $100 per semester general and technology fee. Six to 11 hours, $200 per semester general and technology fee.*

Special Fees and Charges

Application fee ..... Cash payment of $25
Applied music fee $165
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
Foreign Language Assessment Test Service (FLATS)
Recording fee per credit hour $50
Cooperative Education fee $50
Credit by examination *(recording fee per credit hour)* $50
SGPS registration fee *(one-time fee)* $275
Experiential learning evaluation fee (SGPS) $150
Online Technology Fee (SGPS) ..... Per SGPS online course $200
Nonrefundable graduation application fee $85
Insufficient funds check fee and penalty $50
Parking fee $50
Portfolio fee (teacher certification) $50
Private music instruction, non-tuition ..... Half-hour session $350
Residence hall room reservation ..... Cash payment of $150
Senior Class dues ..... Determined by the senior class
Student ID card replacement ..... Cash payment of $50
Transcript fee (non-rush) $5
Transcript fee (rush) ..... Cash payment of $10
WAU payment plan administrative fee $150
Withdrawal fee $100

Laboratory fees are assessed for courses requiring clinical supervision, specialized equipment or laboratory supplies. Additional fees are assessed for courses requiring specific materials. Nursing students may be assessed extra fees by the Nursing department.

General Fee

The general fee applies to all students. If the student is registered for 12 or more hours per semester, the cost is $450. For a student enrolled for six to 11 hours per semester, the fee is $225. If the student is registered less than six hours per semester, the fee is $125.

This fee is charged at registration and is nonrefundable, except for complete withdrawals. If the student completely withdraws from the University, the fee is refundable on a prorated basis per WAU's refund policy. The general fee makes contributions to campus activities, health services, Student Association and Campus Life, library resources, and intramural sports programs. The general fee does not cover transcript or rush transcript request fees.

Technology Fee

The technology fee applies to all students and defrays the cost for WAU's computer labs available to all students, classroom technology, instructional technology, telecommunications, wireless, and other technology on campus. The fee is $450 per semester for students registered for 12 or more hours and $225 for students enrolled for six to 11 hours. For students registered for

less than six hours, the fee is $125. The fee is charged at registration and is nonrefundable except for complete withdrawals. If the student completely withdraws from the University, the fee is refundable on a prorated basis per WAU's refund policy.

Housing and Meal Plan

Students who live in the residence halls are required to be on the meal plan. The cost for the meal plan for one semester is $2,573. The cost of the meal plan 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. Please contact Dining Services for more information about the balance card.

RESIDENCE HALL COSTS — Single students under 21 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 $2,235 (double occupancy) or $3,250 (single occupancy). Students will not be refunded for absences from the residence hall during regular vacation or for other reasons as long as the student's personal effects remain in the room.

Before checking into the residence hall at the beginning of a semester, students must be financially cleared. Likewise, students already domiciled in the residence hall must be financially cleared to remain in the residence hall at the beginning of each semester. Financial clearance is obtained through the Office of Student Accounts located in Wilkinson Hall, Room 428.

A $150 reservation deposit will be refunded once the student correctly checks out with the residence hall dean. The deposit will be applied to the student's account. A student will be charged for any loss or damage to the room or its furnishings

Bookstore

Books required for classes may be purchased at the University Bookstore All currently registered and financially cleared students with valid identification codes may charge books and school supplies to their student accounts. If students reach the maximum amount available, they will not be allowed to make an additional purchase without the approval of the Office of Student Accounts. The WAU bookstore accepts cash, checks, Visa, American Express, Discover and MasterCard.

Financial Clearance Agreement

Financial clearance must be obtained each semester 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 the Office of Student Accounts. Students will not be allowed to register for any subsequent semesters or obtain financial clearance until all outstanding balances are $1,000 or less. Students will not be able to move into the residence halls after August 25 for the fall semester or the Sunday before the first day of classes for the spring semester. Students who do not obtain

financial clearance by the Friday before classes begin will be dismissed and deregistered from their courses.

Payment Plan

For students who are not able to make payment in full for each semester's expenses, Washington Adventist University offers an interest-free payment plan. Payment plans for the 2019 Fall semester begin in September and end in December. Payment plans for students who enroll for the 2020 Spring semester start in January and end in April.

Any obligation(s) incurred during the semester will be billed by the University and will be due as noted on the itemized monthly statements. Failure to make payments by the 25th of the month may result in the student's immediate dismissal. Students will not be allowed to register for any subsequent semesters or obtain financial clearance until all outstanding balances are $1,000 or less. A $150 processing fee will be applied and included in the first month's payment.

Balances due after financial aid, scholarships, and subsidies are subtracted will be divided into monthly installments for the semester only. The monthly installment amount is due by the 25th of each month irrespective of pending aid. *Please contact the Office of Student Accounts for more information about the WAU Tuition Payment Plan.*

International Students

In addition to the academic requirements, international students must:

- Deposit $2,000 before an I-20 student visa is granted. (Students from Canada, Bermuda and the Bahamas are exempt from the escrow deposit). The deposit will be held in escrow until the student's academic program is 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, and the like) and complete an Affidavit of Support (Form I-134).

International students are eligible to participate in the WAU Payment Plan. *Please check with the Office of Student Accounts, Room 428, Wilkinson Hall, for additional information.*

Statements

Itemized statements are issued each month and reflect the account activity 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 are mailed to the preferred address provided to Washington Adventist University by the student.

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

Payments can be made online through WebAdvisor at webadvisor.wau.edu. Checks or money orders can be made payable to Washington Adventist University and sent to:

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

Please include student identification number on check or money order. Students are required to keep their addresses current with the Office of the Registrar to ensure timely notification of their itemized statements.

Collection Policy

Students completing or terminating their studies with the University are required 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 an excellent 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.

Student Employment

Washington Adventist University is committed to assisting students with job placement. Opportunities exist for part-time work on and off campus. The Office of Human Resources posts job opportunities. The employment postings appear online at wau.catsone.com/careers and on the bulletin board outside the Office of Human Resources located in Wilkinson Hall, Room 431. The student must be eligible to work in the United States, have a Social Security number, and be a registered and financially cleared full-time student. Students need to consider their class schedule when determining their work availability.

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 employed on campus who wish to credit a percentage of their earnings directly to their account may do so by completing a Payroll Deduction form. The form is available in the Office of Human Resources. Once the account is paid in full, the student can discontinue the payroll deductions by indicating the change on a new Payroll Deduction Form. The student may

request the money from their account when a payroll deduction creates a credit balance.

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

Student employees may pick up their payroll checks at the Accounting Services cashier window every other Thursday after 1 p.m. The office hours are 9:30 a.m. to 5:30 p.m. Monday through Thursday and 8:30 a.m. to noon on Friday. The office is closed from 11 a.m. to 1 p.m. Mondays and Wednesdays, and from noon to 1 p.m. on Tuesdays and Thursdays, except during the summer.

Family Discount

When two students from the same immediate family are both enrolled as traditional full-time 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 traditional full-time students.

The discount will not be given to students receiving WAU Tuition/Education Assistance or to students admitted into the School of Graduate and Professional Studies (SGPS). The Office of Student Accounts must receive written notice from the financial sponsor to receive this discount.

Alumni Tuition Discount Policy

All alumni of Washington Adventist University who have earned a Bachelor of Arts, Bachelor of Science 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 pursue 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 students paying full tuition.
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 regular tuition rate.*

Eighth Semester Free Program

Freshmen who qualify for the Eighth Semester Free (four years) program can obtain their eighth semester tuition-free. The discount is available to incoming freshmen, including international, who sign and submit a Commitment Form in the Office of Admissions and commit to completing their degree in eight consecutive semesters (four years) or 10 consecutive semesters (five years) if enrolled in a five-year program.

WAU will cover the final semester of tuition, up to the block rate of tuition, for students who pass a review by the Office of the Registrar and Student Financial Services for graduation by the end of their seventh or ninth semester. The discount does not apply to fees or room and board. To qualify for the Eighth-Semester Free program, a student must:

1. Apply for Eighth Semester Free Program with Admissions immediately after being accepted to WAU and before the start of their first semester
2. Sign the Eighth Semester Free Commitment form
3. Be a new traditional undergraduate full-time freshman pursuing a degree
4. Maintain continuous full-time enrollment at WAU for eight consecutive semesters, or 10 consecutive semesters (five years) if a program requires an additional year, including Adventist Colleges Abroad (ACA) semester(s).
5. Maintain a minimum 2.0 cumulative grade point average and maintain a minimum of a "C" or better in all major courses. Nursing students must also fulfill eligibility requirements as defined by the Nursing Department
6. Remain in good disciplinary standing per the University's Standards of Conduct
7. Complete their degree in eight or 10 consecutive semesters
8. Apply for graduation before their final semester

The Eighth Semester Free Program is awarded as a scholarship and does not apply to transfer students, SGPS students, and courses completed in the final semester at outside colleges and universities, including Griggs University.

Students receiving their Eighth Semester Free are ineligible for other institutional aid including athletic scholarship, music, academic scholarship, Student Association scholarship, Need grant, Alumni scholarship, WAU grant, Mock Trial scholarship, and the like.

Students may withdraw their Eighth Semester Free Commitment if accepting the scholarship results in the loss of institutional aid totaling more than the

Eighth Semester Free amount. An Eighth Semester Free recipient who does not graduate when expected will forfeit the free tuition and will be required to pay for the semester.

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 within 14 days after the date the balance occurred on the student's account. Credit refunds are issued at the Accounting Services cashier window on Tuesdays and Thursdays.

Should students want to hold their credit balance until the next semester, they must submit a Federal Student Aid (FSA) Credit Balance Authorization form to Student Accounts. 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

After the sixth week of classes, no refund will be given.

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 98.

Residence hall students withdrawing from all classes must contact the residence hall dean and complete 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 visit 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 18) without incurring other charges or receiving a refund.

Release of Transcript or Diploma

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

- The student's account is paid in full.*
- The student's Federal Perkins and Federal Nursing loans are current.
- The student completes the Federal Perkins Loan, Nursing Loan, or Direct Loan Exit interview(s)

** In the case of professional exams or for internships, a transcript will be sent directly to the professional examiners or the student's employer (for an internship).*

A money order can be used to cover the balance of the student's account to expedite the release of transcripts, diplomas, and other legal documents. 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.

Adventist Colleges Abroad

The Adventist Colleges Abroad (ACA) is an opportunity for qualified undergraduate students to learn a foreign language and become immersed in a new culture while completing requirements of their programs at WAU. Students.

Please see Academic Information — Foreign Language and Culture Study, Page 32 *for participating institutions, eligibility and application procedures.*

Before participating in ACA, students must:

1. Be accepted into a matriculating program.
2. Attend WAU for one academic year before participating in the ACA program.
3. Pay in full the remaining ACA balance after financial aid is applied to their account before attending ACA. The total cost to study abroad varies by ACA institution.
4. Before leaving to participate in ACA, the student's past and current account balances must be paid in full.

Students 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, excluding Eighth Semester Free, cannot be used for ACA. Financial aid covers tuition only. Room and board, flight, and other costs are not covered by financial aid and must be paid independently by the student.

Dependents and spouses of WAU employees can participate in ACA. WAU Educational Benefit will be 70 percent of WAU's rate of tuition. The amount is determined once earned ACA quarter hours are converted to semester hours. Generally, 18 quarter hours are the equivalent of 12 semester hours. An ACA student must complete 18 quarter hours to receive the full Pell Grant and Maryland State Grant amounts.

WAU's ACA faculty adviser can provide any information students, and their families may need to assist in planning a study abroad experience.

■ Information

Alexandra Engelkemier | Executive Assistant to the Provost
Wilkinson Hall, Room 326
301-891-4116 | aengelke@wau.edu

Student Missionary Program

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

Graduation

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

1. Account balance and estimated charges must be paid in full by April 1, 2020, for spring graduation.
2. Debts owed to the Collections Department due to a bad debt account must be paid in full.
3. Employee account expenses incurred due to student employment must be paid in full.
4. Rent account expenses due to living arrangements in school housing must be paid in full.
5. Federal and Perkins loan exit interviews must be completed.

Please contact the Office of Student Accounts for more information.

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 personal insurance while enrolled at the University.

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. As part of the larger Enrollment Services team, Student Financial Services works alongside Enrollment Services to make it possible for students to enjoy the benefits of a small, private, affordable and affirming university with a Christian atmosphere.

The Student Financial Services team includes professional financial advisers who understand the needs of students and are committed to helping students identify resources

Receiving Financial Aid

Washington Adventist University assists students and their families identify resources to help finance a university education. A family's ability to pay is based on the following assumptions:

- Students and parents have the primary responsibility to pay for the cost of a WAU education.
- A family's current financial condition will determine the amount of financial assistance they can receive.
- Families will be evaluated consistently and equitably, recognizing that exceptional circumstances can 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). The application is available on October 1 of each year and can be found online at 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, students must submit their FAFSA online or by paper to the Department of Education by January 1 of the calendar year in which they wish to attend WAU. Maryland residents who wish to be considered for Maryland state grants, the FAFSA deadline 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 the data and send the student an award letter listing the combination of available grants, loans, and institutional scholarships.

Typical financial aid awarded to students:

- **Grants** — Grants do not need to be repaid.
- **Scholarships** — Scholarships do not need to be repaid. The award may have certain qualifying restrictions such as grade-point average (GPA) or test scores.
- **Student loans** — Loans must be repaid after the student leaves school for any reason or drops below half-time status.

Federal Aid Eligibility

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

- Be a citizen or an eligible noncitizen of the United States
- Complete a Free Application for Federal Student Aid (FAFSA)
- Register with Selective Service (if required)
- Work toward a degree or certificate
- Make satisfactory academic progress
- Not owe a refund on a federal grant or be in default on a federal loan

In addition:

1. Students must register 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.
2. Some federal financial aid is available to part-time students. Please contact the Student Financial Services office for additional information.
3. Students in the Adventist Colleges Abroad program are eligible for federal financial aid through WAU after completing an academic year at WAU.
4. Most financial aid is dependent upon financial need. The federal government utilizes a formula to analyze a student's and their parents' income and resources. After the calculation, the federal government providesWAU with the family's Expected Family Contribution (EFC). The Student Financial Services office uses the EFC and other factors to determine the financial aid package for each student.

Federal Grants

Federal Pell Grant Program — Full and part-time students with proven financial need may receive up to $6,195 during the 2019-2020 school year, depending on federally determined eligibility, cost of education, and number of credits per year. Applications are available online at fafsa.ed.gov or from any financial aid office or high school counselor beginning on October 1 for the following academic year.

Federal Supplemental Educational Opportunity Grant Program (FSEOG) — Awards from this federally sponsored program are 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

On September 30, 2017, the Federal Perkins Loan program expired, and Washington Adventist University no longer offers Perkins awards. The university is required to inform Perkins Loan borrowers of their rights and responsibilities.

The Federal Perkins Loan is low-interest (5 percent) campus-based loan program. The federal government pays the interest on your Perkins Loan 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.

As a borrower:

- 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; specific 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 Heartland ECSI as its servicer to collect and process payments and deferments. You must also notify Heartland ECSI directly of a name or address change by writing to Heartland ECSI, 100 Global View Dr., Warrendale, PA 15086 or calling 888-549-3274.
- When you graduate, you must complete 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 Heartland 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 inability 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. The 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

The Subsidized Loan is a need-based loan and is available to students enrolled at least half-time (six credits) with demonstrated financial need. The federal government pays the interest while the student is enrolled for at least six semester hours (half-time).

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 grade level.

Semester hours for progression:

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

Students are allowed subsidized loans for 150 percent of the published timeframe 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 a program of study does not restart the clock. Time already used is subtracted from the maximum time allowed. Students later seeking a four-year degree must deduct eligibility already used from the six-year limit as well.

A student who reaches the 150 percent limitation, whether seeking a certificate, two-year or four-year degree, could continue to receive Unsubsidized Direct 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 reaches the 150 percent limitation, eligibility for an interest subsidy also ends for all outstanding subsidized loans, even if the student does not complete their program of study. At that point, interest on the previously borrowed loans will begin to accrue and will be payable in the same manner as interest on unsubsidized loans.

Unsubsidized Direct Federal Loan Program

Unsubsidized Loans are non need-based loans and available to dependent and independent borrowers. Dependent borrowers whose parents are not able to get approved for a Direct Parent PLUS Loan may receive additional unsubsidized loan funds.

Unsubsidized loans accrue interest while the student is in school. The interest can be paid monthly or deferred until studies are terminated.

Semester hours for progression for a dependent student:

Less than 24 hours	Freshman	$2,000
24 to 55.5 hours	Sophomore	$2,000
56 to 89.5 hours	Junior	$2.000
89.6 or more hours	Senior	$2,000

Semester hours for progression for an independent student or dependent student whose parent was denied the Parent PLU Loan:

Less than 24 hours	Freshman	$6,000
24 to 55.5 hours	Sophomore	$6,000
56 to 89.5 hours	Junior	$7.000
89.6 or more hours	Senior	$7,000

Direct Federal PLUS Loans

PLUS Loans are credit-based loans available to parents of dependent students (Parent PLUS Loan) and graduate students (Graduate PLUS Loan) who are enrolled at least half-time. PLUS loans can replace or compliment the student's Federal Direct Loan. The Direct Parent PLUS Loan and the Graduate PLUS Loan are non-need-based, variable interest rate loans. The loan disbursement is one-half each semester. 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 Direct PLUS Loan funds for charges other than tuition, fees, and room and board.

To authorize the University to use the PLUS loan for additional charges, the parent (Parent PLUS Loan) or student (Graduate PLUS Loan) must submit a signed Federal Student Aid Miscellaneous Charges Authorization Form for Parents. The forms are located in Office of Student Accounts, and completed forms must be returned there.

Annual and Aggregate Limits for Subsidized and Unsubsidized loans

YEAR and LOAN LIMITS	DEPENDENT STUDENTS (Except students whose parents are unable to obtain PLUS Loans)	INDEPENDENT STUDENTS (And dependent undergraduates whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	**$5,500** No more than $3,500 of this may be in subsidized loans.	**$9,500** No more than $3,500 of this may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	**$6,500** No more than $4,500 of this may be in subsidized loans.	**$10,500** No more than $4,500 of this may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	**$7,500** No more than $5,500 of this may be in subsidized loans.	**$12,500** No more than $5,500 of this may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	**Not Applicable** All graduate and professional students are considered independent	**$20,500** (unsubsidized only)
Subsidized and Unsubsidized Aggregate Loan Limit	**$31,000** No more than $23,000 of this may be in subsidized loans.	**$57,500 for undergraduates** No more than $23,000 of this may be in subsidized loans. **$138,500 for graduate or professional students** No more than $65,500 of this may be in subsidized loans. Graduate aggregate limit includes all federal loans received for undergraduate study

Federal Consolidation Loan Program

Consolidation loans are available to students who have federal loans from various lenders, including the Perkins Loan, and who would like to obtain one loan with one interest rate and repayment schedule. A borrower must be in the grace period or repayment status on all loans being consolidated. Federal Consolidation Loans are also available to married students with individual loans.

The repayment schedule varies from 12 to 30 years depending on the amount of consolidated loans. The interest rate for Direct Consolidation Loans made based on applications received before July 1, 2013, will not exceed 8.25 percent. For Direct Consolidation Loans made based on applications received on or after July 1, 2013, there is no cap on the interest rate.

Master Promissory Note

A student is required to complete a Master Promissory Note (MPN) before receiving a loan from the Federal Direct Loan Program. The (MPN) is a legal document where the borrower promises to repay your federal student loan(s) and any accrued interest and fees. There is one MPN for Direct Subsidized/Unsubsidized Loans and a different MPN for Direct PLUS Loans. The MPN can be completed online at studentloans.gov.

Loan Counseling

Completion of an entrance interview is required for first-time WAU applicants before receiving loan funds. The federal government requires the completion of an entrance interview to ensure that borrowers understand the responsibilities and obligations they are assuming.

An exit interview is required when a student graduates or terminates their studies at WAU. Exit counseling provides valuable information to prepare a borrower to repay their federal student loan(s). A student's diploma cannot be released until the exit interview process is completed. Both Entrance and Exit Counseling can be completed online at studentloans.gov.

Federal Work-Study Program

Full-time students with demonstrated financial may be eligible for specific on and off-campus employment. Students are required to sign a Federal Work-Study Program contract.

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 residency (driver's license, voter registration, state income tax returns, and the like) 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.

However, Maryland recently made changes to its credit hour requirement for some programs. Please refer to the information under Maryland State Scholarships and Grants for program updates.

Students in the ACA program are eligible for Maryland state financial aid if they qualify through Maryland Higher Education Commission (MHEC) after spending an academic year at WAU.

Maryland State Scholarships and Grants

Howard P. Rawlings Educational Assistance Grant

The 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. The 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.

Maryland Guaranteed Access Grant

The 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 WAU SAP policies and the income requirements. The FAFSA application deadline is March 1 for the following school year. WAU fill the gap up to the cost of tuition and fees minus the GA award amount. The amount of the grant includes tuition, fees and room and board, less the Federal Pell Grant amount up to the amount charged at the University of Maryland, College Park.

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.

Maryland Delegate Scholarship

The 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.

The 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.

Maryland Senatorial Scholarship

The state-funded scholarship is available to full- and part-time students who are Maryland residents attending Maryland institutions. The four-year renew-

able 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.

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 airspace 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 airspace 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.

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-time (six to 11 credits per semester for undergraduate; six to eight credits per semester for graduate).

Maryland state scholarship and grant information

Additional information on Maryland's Financial Aid Assistance programs:
800-974-1024 | mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx

Credit Completion Requirements for Maryland Grant Renewals

All Guaranteed Access Grant (GA), Educational Assistance Grant (EAG), and Campus-Based Educational Assistance Grant (CBEAG) recipients must earn 30

credits in their second year of receiving the award to receive the same amount in the third year (assuming all eligibility requirements are met).

Students who fail to meet the 30-hour requirement risk having their grant award prorated.

For example:

- *Educational Assistance Grant (EAG) — A student earning 24 credits in their second year of receiving the award may expect their $3,000 EA grant to be adjusted in the third year by calculating 24/30 x $3,000 for a total award of $2,400*
- *Guaranteed Access Grant (GA) — A student earning 24 credits in their second year of receiving the award may expect their $18,400 GA grant to be adjusted in the third year by calculating 24/30 x $18,400 for a total award of $14,720.*

For more information, visit Maryland's Fast Track to Finish credit completion requirements page:

mhec.maryland.gov/preparing/Pages/FinancialAid/EEAProgramChanges.aspx

Please note: Washington Adventist University will not offset lost Maryland Grant award funds due to proration.

Scholarships from Other States

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

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 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 pass Satisfactory Academic Progress (SAP).
3. The Scholastic Achievement Award is awarded for four years only, and the student must maintain a GPA of 3.0 or higher.
4. Students 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. Contact Student Financial Services for additional information.
5. Employees of WAU who receive employee benefits do not qualify for any institutional scholarships.
6. Children of WAU employees receiving 100 percent employee benefits are not eligible for institutional scholarships.

7. 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, and the Student Missionary/Taskforce Scholarship.
8. Scholarships based on a percentage of tuition will be based on the block rate of tuition.
9. Washington Adventist University institutional scholarships apply to fall and spring semesters only and are not available for summer session due to the heavily discounted summer tuition rate
10. The Scholastic Achievement Scholarships and other full-tuition scholarships are not available during the summer session.
11. Only eligible traditional students can receive institutional aid.

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.

New Freshman

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 and Atlantic 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).

Transfer Students

Dean's Scholarship .....$3,000 per year
Founder's Scholarship .....$1,500 per year

To be eligible, transfer students attend Washington Adventist University full time (12 or more credit hours).

Other Institutional Grants

Leadership Scholarships

Washington Adventist University is pleased to offer Gateway Leadership Scholarships to first-time WAU students in the School of Arts and Social Sciences and the School of Health Professions, Science and Wellness.

These scholarships are for the student's first year only and are not renewable. Students are eligible based on elected or appointed offices held during their junior or senior years of high school. If a student has held more than one office, only one scholarship can be awarded and will be given for the highest office held.

Offices

Student Association president	$2,000
Senior Class president	$2,000
Student Association vice president	$1,500
Senior Class vice president	$1,500
Junior Class president	$1,500
Junior Class vice president	$1,250
Other student association or class office	$1,000
School publication editor (yearbook, newspaper)	$1,000
Church, community organization leader*	$750

Verification letter — Before a scholarship is awarded, a letter must be received from the high school, church, or community organization verifying the office held, and the period the office was held.

* Students wishing to receive church or community organization leadership scholarships must meet the following criteria:

- The student must hold an elected or appointed office which duties include, but are not limited to, planning, leading or creating events and activities, coordinating the use of resources including people and funds;
- Participation in such activities a minimum of once a week.

Transfer and returning students — Transfer and returning students are eligible for a range of awards based on merit and need.

Contact the Student Financial Services office for an assessment of your eligibility for institutional grants.

Eligibility for Cooperative Education Students

Cooperative Education (Co-op) students who are eligible for federal and institutional financial aid must meet the following requirements 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 work 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 Student Finance Committee to request an exception to receive institutional 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 student's financial aid awards may be adjusted.

Financing the Rest of Your Bill

Additional financing options are available to parents of dependent undergraduate students and graduate students through the Federal Direct PLUS Loan program, private alternative loans, and WAU Tuition Payment Plan. Please contact your financial adviser for assistance regarding the Federal Direct PLUS Loan program and private alternative loans. For help with WAU Tuition Payment Plans, please see a Student Accounts adviser.

Financial Aid Refund Policy

When students reduce their class load below 12 hours (full time) or withdraw from all classes, 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 received assistance.
- 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.

Return of Title IV Funds

- 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 before 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 before 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. The percentage is also the percentage of assistance earned. 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
- Subsidized Direct 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

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.

Financial Aid
Satisfactory Academic Progress (SAP) Policy

Financial Aid Satisfactory Academic Progress Defined

The standard used to measure a student's successful completion of coursework toward a degree is called Satisfactory Academic Progress (SAP). Under the Title IV, Higher Education Act of 1965 (HEA) programs, an institution must establish a reasonable SAP Policy for determining whether an otherwise eligible student is making satisfactory academic progress in their educational program and is eligible to receive financial assistance.

The U.S. Department of Education and Washington Adventist University (WAU) institutional policies require that a student receiving financial assistance make real and measurable progress in their educational program. SAP affects federal, state, and institutional aid opportunities.

WAU establishes standards for SAP to measure a student's progress toward degree completion using qualitative and qualitative methods in accordance with federal regulations.

WAU's SAP standards ensure students successfully completes their coursework and can continue to receive financial aid while enrolled at WAU. The SAP Policy evaluates the quality (grade-point average), and quantity and maximum timeframe (credit hours completed) of the student's academic work. Students are evaluated at the end of the Fall and Spring semesters. The policy is applied consistently to all Title IV, state, and institutional programs and recipients.

Although WAU's financial aid SAP policy is similar to the Academic Policy published under Academic Information in the *WAU Bulletin*, the WAU Financial Aid SAP Policy is separate and distinct from the University's Academic Policy. The Financial Aid SAP Policy is the same or stricter than the University's Academic Policy.

The Financial Aid SAP Policy is specific to maintaining eligibility for financial assistance programs and does not replace or supersede Washington Adventist University's academic and departmental policies, guidelines, and procedures about academic standing and degree progression.

Students are expected to comply with the Financial Aid SAP Policy and the Academic Policy. WAU strongly encourages to students carefully review both policies. Students can direct questions regarding the Financial Aid SAP Policy to the Student Financial Services Office. Questions regarding WAU's Academic Policy should be directed to the student's academic dean's office.

Making and Maintaining SAP

To successfully make and maintain Satisfactory Academic Progress, students must meet the following minimum standards:

- Maintain a cumulative grade point average of 2.0 ("C" average) or higher at the end of the sophomore year for undergraduate students enrolled in programs of study longer than two academic years in length.
  - — School of Graduate and Professional Studies (SGPS) professional undergraduate students must maintain a cumulative grade point average of 2.0 ("C" average) or higher.
  - — SGPS graduate students must maintain a cumulative grade point average of 3.0 ("B" average or higher.)
- Earn 67 percent of total attempted hours.
- Not exceed 150 percent of the published length of the program for undergraduate programs (traditional and SGPS professional undergraduate students).
  - — For SGPS graduate students, the maximum timeframe of seven years is defined by the University and based on the length of the programs.

Consequences of Not Making SAP

A student who does not make satisfactory progress towards completing their degree program loses the eligibility to receive Title IV, state, and institutional financial aid as of the date the school determines the student failed SAP.

Students Monitored Under the Policy

The following students attending WAU are monitored under the Financial Aid SAP policy:

1. Traditional undergraduate students
2. School of Graduate and Professional Studies (SGPS) undergraduate and graduate students

Financial Aid Programs Subject to WAU's SAP Policy

Programs subject to WAU's Financial Aid SAP Policy include all federal, state, and institutional financial aid programs.

Note: *Some private alternative loan lenders and outside scholarships, grants, and tuition assistance or reimbursement programs may require that a student meet SAP. WAU will adhere to the parameters set forth by private alternative loan lenders and other external financial aid programs or opportunities.*

SAP Components

To remain eligible for financial assistance at WAU, a student must maintain both quantitative (time-based) and qualitative (grade-based) standards to be making satisfactory academic progress. When a student meets SAP standards, the student is eligible for federal, state, and institutional financial aid. When a student does not meet SAP standards, the student is ineligible for federal, state, and institutional financial aid.

There are three components to WAU's SAP Policy that must be met:

1. Pace of Progression – Quantitative
2. Maximum Timeframe – Quantitative
3. Minimum Grade Point Average (GPA) – Qualitative

1. PACE

Pace is the measure of a student's quantitative progress in a program. In other words, students must earn a minimum number of units for credit per semester. Students must maintain a pace consistent with graduation in a maximum timeframe to complete a degree to remain eligible for federal, state, and institutional aid. The pace of progression (credit hour completion rate) is calculated by dividing the cumulative number of credits completed (hours earned) by the cumulative number of credits attempted (hours attempted).

Pace of Progress = Cumulative hours earned ÷ Cumulative hours attempted

Credits attempted include college-level courses, remedial, repeated classes, transfer credits, and credits earned toward a prior degree. All W's earned past the add/drop period are counted as attempted coursework. Additional information is available on Page 113 for exceptions to the number of credits attempted for remedial credits. Audited classes, Challenge, and CLEP exams are not included in attempted or completed credits.

Students are required to successfully complete at least 67 percent (two-thirds) of cumulative attempted credits. The Policy includes both hours attempted at WAU and all transfer hours accepted by the university at the time of evaluation.

Pace of Progress ≥ 67% = SAP eligible for Pace

2. MAXIMUM TIMEFRAME

To be eligible for financial aid at WAU, a student must complete their degree within the maximum timeframe. Maximum timeframe is the amount of time a student is expected to complete their program of study and is interrelated to Pace. Completing a degree within a maximum number of semesters enrolled and a maximum number of amount of attempted units ensures compliance with a maximum timeframe.

Maximum timeframe is measured in two ways:

- Semesters enrolled
- Credit hours attempted

Credit hours included in the maximum timeframe consists of the following credits applied to a student's degree program:

- All transfer credits applied to the student's academic program
- All credits attempted, regardless of passing or failing grades, and including incomplete grades, an unsatisfactory faculty rating, no grade, or a withdrawal from a course
- Courses taken for credit or no credit
- All classes taken, irrespective of a student's change of academic program, and regardless of multiple majors or academic concentrations
- Remedial courses
- Repeated coursework

Note: *Audited courses are not counted towards maximum timeframe.*

WAU's Financial Aid SAP enables students to complete their program within the defined maximum timeframe. The policy applies to traditional and SGPS Professional undergraduate and SGPS graduate students.

Traditional and SGPS Professional Undergraduate Students

The maximum timeframe for undergraduate students is 150 percent of the published length of the program. A student meets the maximum timeframe requirement when they graduate with less than 150 percent of the credits required to complete a degree.

> *Example: The maximum timeframe with a published length of 120 credits is 180 credits, which is 120 multiplied by 150 percent.*

A student becomes ineligible for financial aid when it is mathematically impossible to complete a program within the maximum timeframe. A student is ineligible at the evaluation point when they will exceed max timeframe NOT at the point when they reach the maximum timeframe.

> *Example: At the end of the payment period, a student has attempted 165 credit-hours out of a possible 180 credit-hours allowed under max timeframe but has 20 hours left to earn to complete his degree. The student is not meeting SAP due to exceeding the maximum timeframe. He has more hours to earn than what is allowed to graduate within the maximum timeframe.*

Hours Completed Requirements

Program	Degree	Maximum Time to Receive Financial Aid
Traditional and SGPS Undergraduate	Baccalaureate	192 attempted hours
	Associate	96 attempted hours
BSRN	Baccalaureate	180 attempted hours

SGPS Graduate Students

The maximum timeframe for graduate students to complete their program is seven years as determined by SGPS and based on the length of their programs.

3. MINIMUM GRADE POINT AVERAGE (GPA)

Grade Point Average (GPA) measures a student's academic achievement. WAU calculates GPA by dividing the total number of grade points earned by the total number of credit hours completed. Traditional and SGPS Professional undergraduate students must maintain a minimum cumulative grade point average (GPA) 2.0 ("C" average) or higher at the end of the second academic year. SGPS graduate students must maintain a minimum cumulative grade point average (GPA) 3.0 ("C" average) or higher. A second academic year is interpreted as the student being at the school for four semesters, regardless of a student's enrollment status.

To demonstrate SAP, a student must maintain the following minimum cumulative GPA:

Traditional and SGPS Professional Undergraduate Students	SGPS Graduate Students
2.0 GPA	3.0 GPA

The following completed grades are counted in the cumulative GPA calculation: A +/– B+/– C +/– D +/– F

The following grade notations **do not** affect the computation of the cumulative GPA:

I ..... Incomplete
AU ..... Audit
AW ..... Administrative Withdrawl
W ..... Withdrawal
WA ..... Withdrawn for Lack of Attendance
WP ..... Withdrawal Passing
WF ..... Withdrawal Failing
P ..... Pass
DG ..... Deferred Grade
NC ..... Not Taken for Credit

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

Evaluation

WAU accesses the qualitative (grade-based), quantitative (time-related), and maximum timeframe SAP components simultaneously when evaluating SAP.

Student Financial Services Office evaluates SAP at the end of the Fall and Spring semesters corresponding with the end of the payment periods.

SAP Determinations

1. Satisfactory SAP
2. SAP Warning
3. Unsatisfactory SAP
4. Probation
5. Maximum Timeframe

Definitions are as follows:

1. Satisfactory SAP

When a student meets SAP standards, the student has Satisfactory SAP and is eligible for financial aid.

2. SAP Warning

SAP Warning is a status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal.

A student who does not meet the minimum requirements for the rate of completion or cumulative GPA will be sent an SAP Warning and will have one semester to meet SAP requirements. A student is allowed a 'warning term' to raise their GPA or credit hour completion rate to the minimum requirements. WAU will send a notification to students who are on SAP warning by U.S. Postal Service or to the student's WAU email address.

At the end of the next period of enrollment, the student must successfully complete all courses attempted for the semester with a minimum GPA of a 2.0 ("C" average) for undergraduate and SGPS professional students. SGPS graduate students must successfully complete all courses attempted for the semester with a minimum GPA of 3.0 ("B" average). If the student does not meet the required minimum GPA or credit hour completion rate at the end of your warning term, their financial aid will be suspended.

A student will continue on a warning status if their cumulative GPA remains below the minimum requirements, but continues to meet the semester requirements. Warning status only lasts for one payment period. It is Possible for the student to receive more than one nonconsecutive warning period during their academic career.

Removal of Warning Status

The warning status will be removed once the student meets the minimum cumulative requirements.

When a Warning Status Becomes an Unsatisfactory Status

An SAP Warning status becomes an Unsatisfactory SAP status if the student fails to meet SAP requirements. The student will be ineligible for financial assistance.

3. Unsatisfactory SAP

Students on Unsatisfactory SAP are ineligible for student financial aid unless they submit an appeal and the appeal is approved. Students who do not meet SAP standards (unsatisfactory) will receive a notification stating ineligibility for financial aid. Notification will be sent by USPS or email to the student's WAU email address and will outline the academic standards, reason(s) the student failed, and other pertinent information regarding appeal procedures.

If a student is placed on Unsatisfactory SAP, their financial aid awards will be canceled after the second week of the semester.

If a student's appeal is granted, and it is reasonable for the student to meet SAP standards in one semester, the student is placed on Financial Aid Probation and can receive financial aid for one term. At the end of the term, the student must meet the criteria for satisfactory academic progress. If not, the student is once again placed on Unsatisfactory Academic Progress and is ineligible for aid. The student can appeal again, but the later appeal must be based on a different reason from the first appeal.

If a student's appeal is approved, their aid will be reinstated, based on what funds are available at that time. As a result of financial aid suspension, a student's original award(s) may be reduced or lost.

4. Probation

Financial Aid SAP Probation is a status a school assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period. Probation status is only granted after a student appeals by submitting an Appeal form and Academic Plan of Study form, and the appeal is approved. The student is expected to make SAP in the next semester or follow their Academic Plan of Study successfully. The Academic Plan of Study is implemented to help the student meet SAP by a specific point in time.

If a student's appeal is approved for the next semester, the student must successfully complete all classes attempted and maintain a minimum GPA requirement. If a student does not meet minimum SAP requirements after the probationary period, the student loses eligibility for financial aid and must then submit another appeal. Probation status only lasts for one payment period. A student can be placed on Probation for one payment period per appeal and can be placed on Probation more than once during their academic career. The student cannot be placed on Probation during back-to-back payment periods.

Probation allows a student to regain financial aid eligibility and receive aid for one payment period. A student on Probation may not receive aid for the subsequent payments except for the following situations:

- The student is now making SAP

  Example: A student successfully completes all courses during the next period of enrollment, and their cumulative GPA meets the minimum requirements. The probation status will be removed and eligibility reinstated.

- It is determined that the student met requirements specified by the Academic Plan of Study and is still covered by the academic plan

  Example: A student successfully completes all courses attempted with the minimum semester GPA, but their cumulative GPA remains below the guidelines. The student may stay on probation and receive subsequent financial aid until the minimum cumulative requirements are met.

Note: *A student may be placed on probation only twice during an academic year.*

5. Maximum Timeframe

As stated above, a student's Academic Plan of Study must confirm the student can make SAP standards by a specific point in time. At times, the maximum timeframe would be extended based on the student's approved appeal.

Notification of Satisfactory Academic Progress Status

Students who meet SAP requirements will not receive a notification.

Student Financial Services notifies students in writing of a Warning status and an Unsatisfactory status. Notifications outline the academic standards, reason(s) for the status, and other pertinent information regarding appeal procedures.

Notifications also explain how to access the Appeal and Academic Plan of Study forms.

Notifications will be sent by USPS or email to the student's WAU email address.

Regaining Title IV Financial Aid Eligibility

Students who fail to make satisfactory academic progress and lose eligibility for Title IV financial aid can regain eligibility by:

- Registering for at least six credits for traditional and SGPS Professional undergraduate students or three credits for SGPS graduate students without receiving financial aid and paying for classes on their own to:
  - — Increase the pace of progression
  - — Raise the cumulative GPA
- Taking classes at another institution and transferring the credits to WAU to:
  - — Increase the pace of progression
  - — Raise the cumulative GPA
- Appealing, having the appeal approved, and being placed on Probation
- Meeting the SAP standards or the conditions outlined in their Academic Plan of Study
- Being placed on Warning Status and meeting SAP at the end of the Warning period.

SAP Appeal Defined

An SAP appeal is the reconciliation process allowing a student who is not meeting WAU's SAP standards to petition for the reconsideration of eligibility to receive financial aid. As stated above, WAU evaluates SAP at the end of the Fall and Spring payment periods. The student may appeal the pace of progression, maximum timeframe, and GPA elements of the WAU SAP policy.

A student must submit an appeal if they fail to meet SAP following a financial aid Warning Status.

Students Who Do Not Appeal

Students who choose not to appeal lose eligibility for financial aid at WAU. The student will be required to meet the Satisfactory Academic Progress standards before regaining eligibility for financial aid.

A student who does not file an appeal may be able to regain eligibility by attempting at least six credits for traditional and SGPS Professional undergraduate students or three credits for SGPS graduate students at their expense. If the student successfully passes all attempted courses with a term GPA of 2.0 for traditional and SGPS Professional undergraduate students or 3.0 for SGPS graduate students or better, WAU will review the student's status at the end of the enrollment period for the following term. The student may also secure an alternative loan, or enter into a Payment Plan with Student Accounts to arrange monthly payments.

Once the student regains SAP, the student is eligible to receive financial aid. However, the student cannot automatically restore eligibility by paying for classes for a semester, sitting out a semester, or by taking courses elsewhere. SAP requirement must be met at the next evaluation.

SAP Appeal Conditions and Circumstances

Initiating an Appeal

To be considered, a student must submit an Appeal form and Academic Plan of Study form. An appeal must explain why the student failed to make satisfactory academic progress and what has changed in their situation that will allow them to make SAP at the next evaluation. Both forms are available in the Student Financial Services office.

Appeals must be submitted no later than the following deadlines:

- **October 1, 2019**, to receive aid in **Fall 2019**
- **February 14, 2020**, to receive aid in **Spring 2020**

An appeal is expedited when a student submits a detailed, complete, and signed Appeal and Academic Plan of Study forms to the Office of Student Financial Services. All documents must be submitted together. Incomplete or late forms may jeopardize the reviewing of the appeal in a time frame that would allow disbursement of financial aid if the appeal is approved.

Specific SAP Appeal Circumstances

An SAP appeal must describe and clearly define the mitigating or extraordinary situation that caused the student to fail SAP. The following circumstances for an appeal include, but are not limited to:

- Death of a relative
- Injury or illness of the student
- Other exceptional circumstances as determined by the school, for example:
  - — Family problems like divorce, accident, and illness
  - — Interpersonal issues with friends, roommates, significant other, and the like
  - — Difficulty balancing school and work, athletics, family responsibilities, and the like
  - — Financial difficulties
- Military service

Items a Student Must Include in the Appeal Documentation

WAU requires a student wishing to submit an SAP appeal to submit:

1. A completed SAP Appeal Form
2. A completed Academic Plan of Study Form
3. The reason the student believes they failed to make SAP
4. What has changed in the student's situation that will allow them to demonstrate SAP at the next SAP evaluation
5. Documentation supporting the mitigating circumstance such as, but not limited to:
   - Signed testimony from a third party professional or unbiased third party familiar with the student's extraordinary issue
   - Statement from a physician or mental health counselor
   - Letter from the student's academic adviser
   - Police report
   - Hospital bills
   - Obituary or death certificate
   - Divorce decree or letter from an attorney
   - Financial difficulties

The Academic Plan of Study is developed and monitored by the student's academic adviser. The plan is tailored to the individual needs of the student and considers the student's circumstances described in the Appeal. Plans may limit the number of credits hours or stipulate particular courses for which the student may enroll.

Appeal Review Process

Appeals will be reviewed by either the Director of Student Financial Services, the Financial Aid SAP Committee or both on a case-by-case basis, and the student may be required to have an in-person interview before a decision is made. The student's circumstances outlined in the appeal documentation are considered during the review process.

The Financial Aid SAP Committee

The Financial SAP Committee, composed of members with Title IV expertise from the Student Financial Services office and other institutional personnel, will review appeals and decide whether to approve or deny the appeal.

Action Taken on an Appeal

WAU documents the following actions taken as a result of an Appeal:

- Date of the Appeal decision
- Why the decision was made
- Who made the decision
- That the school notified the student of the outcome

Outcomes of Appeals

An appeal may be approved on probation with an Academic Plan of Study for one or more semesters, approved for the remainder of the academic year without conditions, or denied.

1. Approved on Probation
2. Denied

Definitions are as follows:

1. Approved on Probation

If the appeal is approved, the student will be placed on probation and will be eligible to receive financial aid for one semester or more in some circumstances. The student must satisfy the specific conditions outlined in the Academic Plan of Study to demonstrate progress toward degree completion.

Student Financial Services evaluates all students that have an Academic Plan of Study at the end of the Fall and Spring semesters. If a student meets the terms of the plan but is not back in compliance, the Academic Plan of Study may be extended for another semester. However, a student that fails to meet the terms of the plan will lose financial aid eligibility until the student meets all the SAP standards.

If the student is not meeting SAP at the end of their probationary semester, but they are meeting the terms of their Academic Plan of Study, their Plan may be rolled over to the next semester, and the student will continue to be aid eligible.

If the student is on probation and does not meet the SAP requirements or the terms of their Academic Plan of Study, they will be suspended from receiving financial aid in future semesters.

In approving the appeal, the Director of Student Financial Services or the Financial Aid SAP Committee may establish additional requirements that a student must fulfill to receive aid, such as accessing the services of the Betty Howard Center for Student Success, campus tutoring, or the Counseling Center.

Note: *If it is not mathematically possible for a student who is appealing to reach satisfactory academic progress by the end of the next term, the student can be placed on an Academic Plan of Study for a specific number of terms. The Academic Plan of Study will be used to evaluate the student's satisfactory academic progress at the same time as other students until it expires.*

2. Denied

An appeal may be denied based on missing the deadline to submit the Appeal and Academic Plan of Study or insufficient detail, documentation, or evidence of academic or personal difficulties being addressed or resolved. As stated above, appeals must be submitted no later than the following deadlines:

- **October 1, 2019**, to receive aid in **Fall 2019**
- **February 14, 2020**, to receive aid in **Spring 2020**

If an appeal is denied, the student may pay for the classes out of pocket, secure an alternative loan, or enter into a Payment Plan with Student Accounts to arrange monthly payments.

Students will regain eligibility for federal, state, and institutional aid once they meet SAP standards.

Regaining Title IV Financial Aid Eligibility After a Denial

A student whose appeal is denied and loses eligibility for Title IV financial aid can regain eligibility by:

- Registering for at least six credits for traditional and SGPS Professional undergraduate students or three credits for SGPS graduate students and paying for classes on their own to:
  - — Increase the pace of progression
  - — Raise the cumulative GPA
- Taking classes at another institution and transferring the credits to WAU to:
  - — Increase the pace of progression
  - — Raise the cumulative GPA

Notification of Committee's Decision

The Student Financial Services director's or the committee's decision may be communicated to the student verbally by telephone or in person, or via email to the student's WAU email address.

Note: *All decisions by the committee are final. Second appeals are not accepted.*

SAP Professional Judgment

The WAU Student Financial Services director is allowed to use professional judgment on a case-by-case basis to make an SAP appeal determination exception. Professional judgment determinations consider:

- Why the student failed to make SAP
- What has changed that will allow the student to make SAP the next time the SAP calculation is run

Appeal Limit

A student may submit an SAP appeal twice within an academic year. If the second appeal is based on the same circumstances as the previous appeal, the student must provide information about what has changed to allow SAP during the next evaluation. All SAP appeal decisions are final and cannot be reopened.

If a student fails to meet SAP standards again after being granted an appeal, they will be ineligible for financial aid and placed on Unsatisfactory SAP.

Additional Information

Academic Standing

A student who is academically suspended from the University is not eligible to receive financial aid. Academic standing is administered through the Betty Howard Center for Student Success.

Change of Major

If a student transfers into a new program or graduates from WAU and returns in a new program, credits attempted toward their previous program are counted when calculating the length of time it takes to complete the new program requirements. As a result, the student may not be able to complete the new program within the 150 percent limit. The student will be required to submit a Plan of Study once they reach 130 percent mark. Credits and grades that do not count toward the new major are excluded in the satisfactory progress determination.

A student who graduated from WAU and is enrolling in a new program must submit a Plan of Study. A student who has not met the entrance requirements for a new program and must enroll in General Studies to complete prerequi-

sites may not be eligible for financial aid. A student must notify Student Financial Services once they have been accepted into their program of choice.

Example: A student who graduated from WAU with a degree in Communication/Public Relations and is now applying to the Nursing program. However, the student is not accepted into Nursing because they need specific prerequisites. Instead, the student is accepted into General Studies. The student is not eligible for financial aid.

Note: *You cannot graduate from WAU and return in the same program.*

Periods of Enrollment

All periods of the student's enrollment count when assessing progress, even periods in which the student did not receive federal financial aid.

Incomplete Grades and Deferred Grades

A student whose SAP status was unsatisfactory in part due to an incomplete grade and deferred grades must contact the Student Financial Services office immediately upon receiving a grade change. Student Financial Services will recalculate the student's SAP based on the grade change.

Remedial Coursework

A student may receive aid for remedial coursework 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 over 30 credits are included in the total number of attempted credits.

Example: AAS in Computer Science is a 64-credit program. A student can attempt up to 126 credits; 96 credits of college-level courses plus 30 credits of remedial coursework. The student is not eligible to receive financial aid for remedial coursework above the 30-credit limit. If the student attempted 30 remedial credits and needs to enroll for additional remedial coursework, the cost of the other course will be at the student's expense.

Repeated Coursework

The Financial Aid SAP policy follows the University policy on repeated courses. Students may repeat a course once to be counted toward federal aid; however, only the last grade will be used to calculate the GPA.

All repeated courses are included in attempted courses.

Transfer Credits

Transfer credits accepted toward the completion of the student's program are included in the number of credits attempted, calculated in the GPA, and counted toward rate of completion.

Double Majors and Second Degrees

Students with double majors and second degrees are monitored like any other students under WAU's Financial Aid SAP Policy.

Students pursuing double majors and second degrees should note that once a student has completed the requirements for one major or degree, financial aid eligibility may be limited.

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 coursework during the valid academic year in which they also received a Pell Grant, 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 their studies.

Situations such as family problems, serious illness for you or your immediate family member, severe 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 describing why academic credit was not earned during any period in which you received a Pell Grant and didn't successfully complete your courses/studies.

   The letter should include how the circumstance leading to your academic difficulties has been resolved and the steps you have taken to ensure your academic success. This letter serves to inform the Student Financial Services office of your previous situation and shows 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.

Student Financial Services' Responsibilities

1. Verify 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.
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 to the Student Financial Services Office.

   You may regain eligibility by attending one term at Washington Adventist University without federal aid assistance, passing each course for the term and requesting 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.

Student Consumer Information

Washington Adventist University is committed to providing valuable consumer information to all prospective and enrolled students as required by the Higher Education Opportunity Act.

Details regarding consumer information on a variety of topics including general institutional information, financial aid, health and safety, student retention and graduation rates, equity in athletics information, and other required topics can be found online at wau.edu/student-consumer-information.

Upon reasonable notice, paper copies of any specific consumer information disclosure can be obtained by contacting the WAU employee listed in the website consumer information list during regular administrative working hours.

Graduation Requirements

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Graduation Requirements

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

- General education requirements
- Major
- Minor or concentration (for all Bachelor of Arts degrees and some Bachelor of Science degrees)
- Met the minimal cumulative GPA requirements, major and applicable minor GPA requirements
- A minimum of 120 credits, except as otherwise specified.

Please check the appropriate section of the *Academic Bulletin* for more information about each of the requirements listed above, as well as your Degree Audit, which can be accessed through Web Advisor.

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*	120	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 *(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.*

Residency 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 credits (15 upper division)
For an associate degree.....15 semester credits

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 credits of coursework (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 by the beginning of the final term in which the degree is expected on:

- All credits attempted at WAU
- All cumulative course work (overall GPA)

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 commencement weekend 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 commencement weekend program.

Commencement Versus Graduation

WAU recognizes that there are important differences between **participating in commencement** and actually **graduating** from the University.

WAU holds one commencement ceremony a year, traditionally in April/May. Although we confer degrees in July and December as well, this is the official time when degrees are conferred during a ceremony.

COMMENCEMENT: Commencement refers to the ceremony, officiated by the provost and president of the university. It is an opportunity whereby potential graduates (graduates and participants in the ceremony) are acknowledged for their academic achievements in the presence of their family, friends, and fellow colleagues. It is also a time for the university, president, deans, program directors/chairs, faculty,and staff to pay special tribute to students for the outstanding efforts they have shown while trying to earn their degree.

GRADUATE: Refers to the official title a graduation candidate is given whereby a student has completed all academic requirements (according to their specified bulletin). Those considered a "graduate" have their conferral date recorded on their transcript and they are issued a diploma. In order to receive a diploma and transcript, all financial obligations to the university must be met (must have a zero balance and done exit interview).

Note: *Conferral dates are defined as the date by which a degree is officially awarded. Diplomas are issued after the degree conferral date, to students who have graduated and are financially cleared.*

PARTICIPANT: Refers to those who have not completed their academic requirements, but who wish to take part in the upcoming commencement ceremony. Students who would like to do this must obtain permission to participate. This is done by submitting a Petition to Participate request to the Office of the Registrar, no later than the deadline designated each year.

In order for the request to be considered for approval, certain conditions must be met, such as being within six credits of completing degree requirements.

Those who have received permission may participate with their classmates in the commencement ceremony. However, they will not be considered a graduate of the university.

It is important to note that someone's eligibility status is subject to change if the conditions on which they were approved to participate change during the semester.

Reasons for a change in eligibility status can be, but are not limited to, the following: dropping a course after being approved to participate, outstanding grades have not been submitted by the deadline stipulated, required courses that have yet to receive a grade are not passed, or a student receives a disciplinary action from the university.

Graduation regalia and fees

All those who wish to attend commencement (graduates and participants) will be responsible for securing their own academic regalia and for any costs affiliated with traveling to the ceremony location.

In addition, all participants and graduates will be charged non-refundable graduation fees and class dues, as determined by the senior class officers. Everyone must also be cleared financially by the deadlines stipulated, in order to be allowed to take part in commencement.

Graduation Application

Formal application for graduation must be submitted by the deadline printed in the Academic Calendar for the semester the degree is expected. (Please note there is an $85 non-refundable fee charged each time an application is submitted). 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.

Students are not considered an actual graduate of WAU unless all of their graduation requirements have been completed prior to the diploma issue date, for the term in which they applied to graduate. If a student is given special permission to participate in the Spring commencement ceremony (those who submitted a petition to participate to the Office of the Registrar and it was ap-

proved) are not considered Spring graduates and must make sure they submit a graduation application, by the deadline, for the term in which they intended to complete their requirements.

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 Graduation on Page 83 in Financial Policies.

The student's account must be paid in full before he or she will be permitted to participate in any of the commencement weekend programs. Students must pay balance plus estimated charges for the remainder of the term by the designated deadline stipulated in the Financial Policies section of the *Academic Bulletin.*

Please contact the Office of Student Accounts 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) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records.

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
- School email address
- Marital status
- Fields of study
- Registration status
- 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 school officials who have a legitimate educational interest such as personnel employed by the university, contractor, consultant and other parties the university has outsourced for service on behalf of the university.

Students have the right to inspect and review their education records kept by any office of the university. Students wishing to review their records must submit a written request 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	Office of the Registrar
Disciplinary matters	Conduct and Guidance	Student Life and Retention
Financial matters	Student Finance	Financial Administration
Housing matters	Campus Life	Student Life and Retention
Social/co-curricular	Campus Life	Student Life and Retention

Interdisciplinary Academic Programs

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Other Pre-Professional Programs | 135

■ Information

General Studies

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

Pre-Professional Programs

Program coordinators listed on Pages 131-135

wau.edu

General Studies

Degrees Offered

Bachelor of Arts | General Studies
Bachelor of Science | General Studies

Cohort-dependent Programs

For maximum student learning, a minimum of seven students required

Associate of Arts | General Studies
Associate 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.

Students should declare by their junior year their intention to pursue a General Studies major with the Office of the Registrar.

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. The *Academic Bulletin* year designates the minimum amount of credits (120 or 128) needed to earn the bachelor's degree. However, some majors will require more than the minimum.

Note: *When two fields comprise a single concentration (e.g. Social Science and Religion), there must be a minimum of 9 credits from each field.*

An associate degree would require 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 at fthomas@wau.edu *for more information.*

Pre-Professional Programs

Introduction

Washington Adventist University has arranged its course offerings so that students planning to enter certain professional careers (e.g. medicine, dentistry, physician assistant, etc.) 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 pre-professional 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 pre-professional 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 pre-professional 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 pre-law curriculum are:

COMM 320	Persuasion and Propaganda	3
ENWR 230*	Expository Writing	3
ENWR 330*	Advanced Expository Writing	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)	
RELT 385	Christian Ethics in Modern Society (3)	
PLST **	Topics: Constitutional Law	

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

*** PLST 494 is the department's course number for any of their upper-division topics courses. Students must make sure they enroll in the topics course titled: Topics: Constitutional Law in order to fulfill requirement*

School of Health Professions, Science and Wellness

Pre-Dental Hygiene Curriculum

Program Coordinator Melinda Ekkens-Villanueva, Ph.D | mvillanu@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 114	Foundations of General, Organic, and Biochemistry	4
CHEM	Chemistry elective	4
BIOL 201; 202	Human Anatomy and Physiology I, II (4; 4)	8
BIOL 150	Microbiology	4
MATH	College-level math	4

There are additional non-science requirements such as observation or shadowing hours. It is therefore 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 Coordinator Melinda Ekkens-Villanueva, Ph.D | mvillanu@wau.edu

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

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	Composition	3
ENGL 102	Research and Literature	3
BIOL 161; 162	College Biology I, II (4; 4)	8
CHEM 151; 152	College Chemistry I, II (4; 4)	8
CHEM 221; 222	Organic Chemistry I, II (4; 4)	8
CHEM 461	Biochemistry I	3
PHYS 271; 272	College Physics I, II (4; 4)	
– or –		
PHYS 281; 282	Physics for Scientists and Engineers I, II (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 330	Animal Physiology	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 II; Biochemistry Labs I, II (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 Melinda Ekkens-Villanueva, Ph.D. | mvillanu@wau.edu
Sam Perez, Ph.D. | sperez@wau.edu

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

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

Regardless of a student's major, the minimum courses normally required for admission to medical school include the following:

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

Students who are planning to attend medical or osteopathy school, regardless of their major, should also endeavor 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 I, II (3; 3)	6

In addition to these courses, 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.

Typically, medical schools require that prerequisite courses be taken from an accredited college or university and that science sequences be completed within five years of admission to medical school. A final consideration is to take the required courses in a normal semester with a full load. Classes taken as AP, CLEP, summer, or on-their-own are discouraged.

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 variations exist in physician assistant's pre-professional 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 typically required to build up work hours in the health care field while completing their pre-professional requirements to improve their ability to matriculate. The quantity and nature of the work experience varies, but a requirement of 800-2,500 work hours is typical for successful applicants.

Pre-Physical Therapy Curriculum

Program Coordinators Denise R. Hinds | drhinds@wau.edu
Melvin Roberts, Ph.D. | mroberts@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 201; 202	Human Anatomy and Physiology I, II (4; 4)	8
MATH 110	Probability and Statistics	4
PHYS 271; 272	College Physics I, II (4; 4)	8
CHEM 151; 152	College Chemistry I, II (4; 4)	8
HLSC 175	Medical Terminology	2

Other Pre-Professional 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** Melvin Roberts, Ph.D. | mroberts@wau.edu
- **Pre-Veterinary Medicine** Melvin Roberts, Ph.D. | mroberts@wau.edu

WASHINGTON ADVENTIST UNIVERSITY
HONORS COLLEGE

PROGRAMS OFFERED

Bachelors Degrees
Track 1: Honors Interdisciplinary
Track 2: Honors Double Major

Minor
- Honors Interdisciplinary

Bradford Haas, M.A. | Director

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301-891-4594 | bhaas@wau.edu

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7600 Flower Avenue
Takoma Park, MD 20912-7796

Information

General Inquiries | honorscollege@wau.edu
Online Application | wauhonorscollege.org

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Faculty

Joan Francis, Ph.D. | History
John Gavin, M.A. | Leadership & Service
Richard Grant, M.A. | English
Bradford Haas, M.A. | English
Olive Hemmings, Ph.D. | Religion
Mikhail Kulakov, Ph.D. | Religion
Melvin Roberts, Ph.D. | Biology & Chemistry
Bogdan Scur, M.A. | Religion
Melinda Villanueva, Ph.D. | Biology & Chemistry

Newbold College of Higher Education, United Kingdom
Robin Antony, M.A. | History
Peter Balderstone, M.A. | English

wau.edu

Honors College

Introduction

The Honors College at Washington Adventist University strives to provide high achieving students with the opportunity to engage in and explore subject material in greater depth and breadth, inspiring them to excel as independent learners within a collaborative learning community.

An emphasis of learning-on-location gives students the opportunity to study in Washington, D.C. as well as at our sister institution Newbold College of Higher Education in the United Kingdom. The Honors College also focuses on service learning by requiring students to participate in activities that serve communities at university, local, national and international levels.

The Honors College curriculum is designed to work with any field of study. Honors courses differ in design, as they often explore topics from interdisciplinary perspectives and often employ learning strategies designed specifically for the Honors learning community.

Being an Honors College Student Means:

- Taking Honors-designated interdisciplinary courses that 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 on-location in the Washington, D.C. area and beyond
- Engaging in a learning environment composed of motivated and thoughtful students
- Having the opportunity to develop an Honors 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

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 College.

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 College is competitive and limited.

For an application or for more information regarding the program, please email honorscollege@wau.edu

■ **Information** | wauhonorscollege.org

Selection Criteria

Admission to the Honors College is competitive and based on a limited number of openings each year.

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 and writing sample portions of the application process

Students who do not meet the minimum selection criteria may still be considered on an individual basis.

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

- A cumulative college GPA of 3.4 or higher
- Superior writing skills as demonstrated by a submitted writing sample
- A letter of recommendation from a college or university faculty member.

Community Participation Requirements

The Honors College is an active academic and social community. To remain a member of the Honors College 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 Commiseration Brunch.

Study-on-Location Requirements

Honors College students are required to have at least six credit hours of designated study-on-location courses. Study-on-location courses will be offered using the WAU campus as a base, and in special collaboration with our sister institution in the United Kingdom, Newbold College of Higher Education.

The study-on-location courses offered in collaboration with Newbold will occur each Spring semester as a suite of two hybrid courses. Students will remain in residence at WAU and participate in distance learning courses. After graduation students will then travel to the U.K. for the learning-on-location elements of the two courses.

To participate in these hybrid courses, Honors College students must be in good academic, financial, and social standing. Students must also be at least 18 years of age at the start of the excursion to the U.K.

Learning-on-location credits may also be earned by taking at least six credit hours of a second language through Adventist Colleges Abroad. Other international coursework or significant international experience (such as serving as a student missionary) that may meet the requirements will be considered on a case-by-case basis.

While six credit hours is the minimum requirement for learning-on-location, students are encouraged to participate in as many of these courses as possible.

Graduation Recognition and Requirements

Students completing either of the Honors College tracks will:

- Wear a medallion
- Receive a degree with an Honors Interdisciplinary designation
- Be given recognition during the commencement ceremony
- Have Honors College Interdisciplinary curriculum completion reflected on their transcript

Students completing the Honors Interdisciplinary Minor will:

- Wear a medallion
- Be given recognition during the commencement ceremony
- Have Honors College minor curriculum completion reflected on their transcript

Students must have a 3.4 GPA in the Honors College curriculum in order to receive the Honors designation on their degrees.

Students taking either of the Honors College tracks need to have a 3.4 in their second major(s) or in their pre-professional program to also meet the Honors curriculum requirements.

Students completing the Honors College curriculum with a GPA lower than 3.4 but above the University's minimum satisfactory GPA of 2.00 are eligible to receive an Interdisciplinary Studies designation or Interdisciplinary Minor without the Honors designation.

Bachelors degrees

The Honors College allows high-achieving students the opportunity to combine majors for a customized degree that helps them meet their educational and career goals.

Honors College curriculum must conform to one of the following two tracks:

TRACK 1: HONORS INTERDISCIPLINARY. This track combines the depth of a major area of study (such as Religion, Biology, Psychology, English, et. al.) or a pre-professional program (such as Pre-Law, Pre-Medicine, Pre-Physical Therapy, or Pre-Dentistry) with the breadth and flexibility of the Honors

Interdisciplinary curriculum, which includes the Honors Core general education requirements.

This track offers the most options for custom-tailoring the student experience.

TRACK 2: HONORS DOUBLE MAJOR. This track is for students who choose to complete two degree programs, or a degree program and a pre-professional program, along with the Honors Core General Education requirements as well as required Honors elective hours beyond the Honors Interdisciplinary Minor.

Students taking this track will have a more defined curricular path conditioned by the degree areas they have chosen. Examples of combinations of degree and/or pre-professional programs are: Music Performance + Pre-Med; Biology + Religion; Business + Pre-Law; English + Psychology, et. al.

Both tracks require students to complete the Honors Core general education, study-on-location, leadership and service, capstone thesis, and Honors religion course requirements.

Acceptance into the Honors College

Students accepted into the Honors College in their first year enter as Honors Interdisciplinary minors. At the end of the first year, students interested may apply for either of the Honors Interdisciplinary tracks.

Acceptance is based on success in the Honors Core curriculum, good standing in the Honors community, recommendation letters from two university professors, and on overall GPA at the college level (minimum considered: 3.25).

Students who are not accepted into either of the Honors Interdisciplinary tracks may continue in the Honors College as an Interdisciplinary minor.

Track 1 **Honors Interdisciplinary**

Honors Core (Equivalent to General Education requirements)		**26 hours**
HNRS 115	Honors Seminar (Take six times)	0
INTD 105H	Honors First-Year Experience	1
HLSC	Health elective	2
PEAC	Physical Education elective	1
ENGL 101H	Honors Rhetoric	3
	Note: Covers ENGL 101 and COMM 105 requirements	
ENGL 102	Research and Literature	3
HNRS 125	Biblical and Classical Roots I	3
HNRS 126	Biblical and Classical Roots II	3
RELB 160	Jesus and the Gospels (3)	
– or –		
RELT 160	Introduction to Religion (3)	
– or –		
RELT 250	Principles of Christian Fair (3)	3

HNRS 2xx*	Technology and Ethics	3
	NOTE: CPTR 105 Introduction to Computers and INSY 110 Computer Concepts I are equivalent in transition	
HNRS 291	Interdisciplinary Data Analysis	4

Honors Leadership and Service **6 hours**

HNRS 200	Service learning elective *	3
HNRS 212	Leadership and Service I	1
HNRS 312	Leadership and Service II	1
HNRS 412	Leadership and Service III	1

** Denotes course in development (specific course number may not have been assigned)*

Honors Interdisciplinary Courses **25-29 hours**

Honors students need to take seven Honors elective courses plus produce a capstone thesis, for a total of eight courses. Courses can be cross-listed in multiple subjects, and for both lower and upper division credit, as needed.

At least 6 credit hours of designated "learning-on-location" courses are required. These would include courses focused on resources in Washington, D.C., in the United Kingdom, study tours, or Adventist Colleges Abroad language programs.

Honors courses not listed with prefix HNRS are denoted with an "H" at the end of the course number. For example, a regular RELT Topics course would be listed as RELT 294, whereas an Honors RELT Topics course would be listed as RELT 294H.

Students do not need to take an Honors elective in the area of their second major.

Honors interdisciplinary Science		4
Honors interdisciplinary Religion		9
Honors interdisciplinary History		3
Honors interdisciplinary Literature		3
HNRS 499	Honors Thesis	3
Additional Honors Interdisciplinary electives		3-7

Required cognate **0-12 hours**

Intermediate level Foreign language ..... 0-12 hours

Minimum grade of "C" required. NOTE: Competency based. May have requirement waived through exam or receive credits through challenge exam.

HONORS CORE TOTAL **26 hours**

HONORS INTERDISCIPLINARY TRACK TOTAL **31-47 hours**

SECOND MAJOR or PRE-PROFESSIONAL PROGRAM*

Electives**

** Total credits will vary depending on what program students are undertaking for their second major*

*** Number of elective hours will vary. Minimum total hours required for graduation is 120. Hours remaining after Honors Core, Honors Program and Second Major or Pre-Professional Program requirements have been met will be the number of elective hours needed.*

TOTAL **120 HOURS**

Track 2 **Honors Double Major**

Honors Core (Equivalent to General Education requirements) **30 hours**

HNRS 115	Honors Seminar (Take six times)	0
INTD 105H	Honors First-Year Experience	1
HLSC	Health elective	2
PEAC	Physical Education elective	1
ENGL 101H	Honors Rhetoric *Note: Covers ENGL 101 and COMM 105 requirements*	3
ENGL 102	Research and Literature	3
HNRS 125	Biblical and Classical Roots I	3
HNRS 126	Biblical and Classical Roots II	3
RELB 160 – or – RELT 160 – or – RELT 250	Jesus and the Gospels (3) Introduction to Religion (3) Principles of Christian Faith	3
HNRS 2xx*	Technology and Ethics *NOTE: CPTR 105 Introduction to Computers and INSY 110 Computer Concepts I are equivalent in transition*	3
HNRS 291	Interdisciplinary Data Analysis	4
BIOL/CHEM/PHYS	Science elective *NOTE: if the Science elective is listed as an Honors course, the course will also count towards Honors elective credits.*	4

Honors Leadership and Service **6 hours**

HNRS 200	Service learning elective *	3
HNRS 212	Leadership and Service I	1
HNRS 312	Leadership and Service II	1
HNRS 412	Leadership and Service III	1

** Denotes course in development (specific course number may not have been assigned)*

Honors Interdisciplinary Elective Courses **12-15 hours**

Honors students need to take three Honors electives courses plus produce a capstone thesis, for a total of four courses. Courses can be cross-listed in multiple subjects, and for both lower and upper division credit, as needed.

At least 6 credit hours of designated "learning-on-location" courses are required. These would include courses focused on resources in Washington, D.C., in the United Kingdom, study tours, or Adventist Colleges Abroad language programs.

Honors courses not listed with prefix HNRS are denoted with an "H" at the end of the course number. For example, a regular RELT Topics course would be listed as RELT 294, whereas an Honors RELT Topics course would be listed as RELT 294H.
Students do not need to take an Honors elective in the area of their second major.

Honors interdisciplinary electives (3 courses)		9-12
HNRS 499	Honors Thesis	3

Required cognate	**0-12 hours**
Intermediate level foreign language	0-12 hours

Language requirement only if one or more major areas requires for completion of degree. Minimum grade of "C" required.

NOTE: Competency based. May have requirement waived through exam or receive credits through challenge exam.

HONORS CORE TOTAL	**26 hours**
HONORS DOUBLE MAJOR TRACK REQUIREMENTS (beyond the Honors Core)	**12-27 hours***
FIRST MAJOR	**31-47 hours****
SECOND MAJOR or PRE-PROFESSIONAL PROGRAM	**31-47 hours****
Electives***	

* Honors curriculum requirements vary dependent on what types of courses are taken (SASS courses tend to be 3 credits while many Science courses tend to be 4 credits, for example), and whether or not chosen degree areas have Modern Language requirements.

** Total credits will vary depending on what program students are undertaking for their selected majors and pre-professional programs

*** Number of elective hours will vary. Minimum total hours required for graduation is 120. Hours remaining after Honors Core, Honors Program and Second Major or Pre-Professional Program requirements have been met will be the number of elective hours needed.

TOTAL	**120 HOURS**

Honors Interdisciplinary Minor

Honors Core plus 18 or more Honors credits

Students entering the Honors College are registered as Honors Interdisciplinary minors. Minors must complete the Honors Core curriculum, plus 18 hours of other Honors credits, including 6 hours of Leadership and Service and 12 hours of electives.

Honors General Education (Equivalent to General Education requirements)		**30 hours**
HNRS 115	Honors Seminar (Take six times)	0
INTD 105H	Honors First-Year Experience	1
HLSC	Health elective	2
PEAC	Physical Education elective	1
ENGL 101H	Honors Rhetoric	3
	Note: Covers ENGL 101 and COMM 105 requirements	
ENGL 102	Research and Literature	3
BIO/CHEM/PHYS**	Science elective	4
HNRS 125	Biblical and Classical Roots I	3
HNRS 126	Biblical and Classical Roots II	3
RELB 160	Jesus and the Gospels (3)	
– or –		
RELT 160	Introduction to Religion (3)	
– or –		

RELT 250	Principles of Christian Faith	3
HNRS 2XX*	Technology and Ethics *NOTE: CPTR 105 Introduction to Computers and INSY 110 Computers Concepts I are equivalent in transition*	3
HNRS 291	Interdisciplinary Data Analysis	4

** Denotes course in development (specific course number may not have been assigned)*

*** If the Science elective is listed as an Honors cours, the course will also count toward Honors elective credits.*

Honors Leadership and Service		**6 hours**
HNRS 200	Service learning elective	3
HNRS 212	Leadership and Service I	1
HNRS 312	Leadership and Service II	1
HNRS 412	Leadership and Service III	1

Honors Electives	**12 hours**

TOTAL	**48 HOURS**

Including General Education requirements fulfilled by Honors Core

Note on Modern Languages: Students attempting a Bachelor of Arts major with an Honors College Interdisciplinary minor are required be proficient in a modern language at the Intermediate level.

Students attempting a Bachelor of Science degree and an Honors College Interdisciplinary minor are recommended to be proficient in a second modern language at the intermediate level.

Depending on proficiency level upon entrance to study at WAU, credit hours for modern languages may be 0-12 credit hours on top of other requirements.

SASS **School of Arts and Social Sciences**

- Department of Business | 148
- Department of Communication | 161
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- Department of Religion | 217
- Department of Social Work | 227

Patrick A. Williams, Ph.D. | Dean

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wau.edu

School of Arts and Social Sciences

Department of Business

PROGRAMS OFFERED

- **Bachelor of Science** | Business Administration
  Concentrations: Entrepreneurship, Finance, International Business, Management or Marketing
- **Bachelor of Science** | Accounting
- **Bachelor of Science** | Business Administration
  at Newbold College of Higher Education
- **Bachelor of Science** | Business Administration
  See School of Graduate and Professional Studies, Page 317
- **Bachelor of Science** | Health Care Administration
  See School of Graduate and Professional Studies, Page 319

Minors ■ Accounting ■ Management ■ Marketing

GRADUATE PROGRAM | See Graduate Studies Program, Page 330

- **Master of Business Administration**
- **Master of Arts** | Health Care Administration

COHORT-DEPENDENT PROGRAMS

For maximum student learning, a minimum of seven students required

- **Associate of Applied Science** | Accounting
- **Master of Arts** | Public Administration
  See School of Graduate and Professional Studies, Page 342

Information

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

Mission Statement

The mission of the Department of Business is to provide quality, market-driven business educational programs that foster the development of learners to become technically competent leaders in their respective fields, while nurturing strong spiritual, ethical and moral values within the Seventh-day Adventist Christian vision of excellence and service.

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 309 *for requirements.*

Business 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 concentration.
- 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.

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 concentration areas have unique Cooperative Education requirements. Check each concentration 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 concentration areas, within the Business Administration degree, may require passage of concentration 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.

Sigma Beta Delta

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.

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 ever-more 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 five concentrations to fulfill graduation requirements:

- Entrepreneurship
- Finance
- International Business
- 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 I	3
MGMT 485	Business Strategy and Policy	3
MKTG 310	Principles of Marketing	3

Required Cognates		11 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 351	Parallel Work Experience (0)	
— and/or —		
COOP 360	Alternating Work Experience (0)	0
	See the Cooperative Education Program, Page 63, for more details.	
CSYS 265	Advanced Computer Applications	3
INTD 100	Community Service	0

Recommended Cognates

CPTR 105	Introduction to Computers	3
MATH 151	Contemporary Calculus I	4

General Education Courses **41-44 hours**

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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency.)	
PSYC 105	Introduction to Psychology (3)	
– or –		
SOCI 105	General Sociology (3)	3
RELB/RELT	Religion electives	12
HIST	History elective	3
BIOL/CHEM/PHYS	Science elective	4
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education Activity elective	1
HLSC	Health elective	2

Business Administration Concentration **21-24 hours**

Choose one of the five concentrations described below: Entrepreneurship, Finance, International Business, Marketing or Management

Electives **0-5 hours**

Note: Pre-law curriculum requires 12 hours of upper-division electives.

TOTAL **120-121 HOURS**

Entrepreneurship Concentration

The entrepreneurship concentration is intended for those students who would like to own and operate their own businesses.

Entrepreneurship Concentration **21 hours**

BUAD 300	Principles of Entrepreneurship	3
BUAD 376	Business Law II	3
MKTG 340	Entrepreneurial Marketing	3
MGMT 355	Negotiation Strategies for Business	3
MGMT 450	Advanced Management	3

MGMT 482	Small Business Development	3
Choose one of the following:		3
BUAD 460	Logistics & Operations Management (3)	
BUAD 480	Organizational Design (3)	
– or –		
MKTG 455	Retailing (3)	

Finance Concentration

The finance concentration 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 Concentration		**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

International Business Concentration

The international business concentration is intended to help students understand non-United States approaches to business and to develop the skills necessary to interact with other businesses and cultures.

International Business Concentration		**21 hours**
BUAD 460	Logistics & Operations Management	3
FNCE 455	International Finance	3
MKTG 425	International Marketing	3
PLST 260	International Relations	3
	Elementary Foreign Language or a semester at an ACA program *(Minimum grade of "C" required for Elementary Foreign Language)*	6
Choose one of the following:		3
BUAD 480	Organizational Design (3)	
COMM 220	Introduction to Intercultural Communication (3)	
ECON 305	Money & Banking (3)	
– or –		
GEOG 270	World Geography (3)	3

Required Cognates		**3 hours**
RELT 280	Moral Issues in World Religions (3)	
	1 semester of foreign study	
– or –		
COOP 360	Alternating Work Experience	

Highly recommended prior to International Business Internship:

COMM 235	Understanding the Intercultural Assignment (1)	

Marketing Concentration

The marketing concentration is intended for students interested in careers as market managers, marketing researchers, advertising specialists, or direct-mailing and telemarketing specialists.

Marketing Concentration		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	3

Management Concentration

The management concentration is intended for students interested in careers as managers, HR specialists, governmental, and nonprofit organizations, preparing them to be moral leaders in the global marketplace.

Management Concentration		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 I	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 **11 hours**

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 265	Advanced Computer Applications	3
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.

Recommended Cognates

CPTR 105	Introduction to Computers	3
MATH 151	Contemporary Calculus I	4

General Education Courses **41-44 hours**

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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency.)	
PSYC 105	Introduction to Psychology (3)	
– or –		
SOCI 105	General Sociology (3)	3
RELB/RELT	Religion electives	12
HIST	History elective	3
BIOL/CHEM/PHYS	Science elective	4
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education Activity elective	1
HLSC	Health elective	2

TOTAL **121-124 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 121 hours for the Bachelor of Science in Accounting degree. (Choose 22 hours that are not included in the 121 hours above):

Additional Business Courses for CPA Exam		**27 hours**
ACCT 410	Auditing Problems and Cases	3
ACCT 449	CPA Review Problems I	3
ACCT 450	CPA Review 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

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 201	Introduction to Management I	3
MGMT 355	Negotiation Strategies for Business	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
MKTG 310	Principles of Marketing	3
MKTG 480	Marketing Strategy	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 Administration

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 administration 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 Administration program at Newbold College of Higher Education in the United Kingdom, please see that college's admissions criteria.

Business Core Courses		75 hours
ACCT 211N, 212N	Principles of Accounting I, II	3, 3
ACCT 309N	Managerial Accounting	3

BUAD 201N	Business Skills	3
BUAD 305N	Advanced Business Skills	0
BUAD 346N	Business Research Methods	3
BUAD 360N	Ethics and Professionalism in Business	3
BUAD 375N	Business Law	3
BUAD 460N	Logistics and Operations Management	3
CPTR 300N	Microcomputer Applications	3
ECON 265N	Principles of Economics I – Macro	3
FNCE 305N	Business Finance	3
FNCE 480N	Financial Statement Analysis	3
MGMT 301N	Principles of Management	3
MGMT 305N	Management Information Systems	3
MGMT 310N	Organizational Behavior	3
MGMT 338N	Advanced Human Resource Management I	3
MGMT 405N	International Management	3
MGMT 476N, 477N	Management Project I, II	6, 6
MGMT 485N	Business Strategy and Policy	3
MKTG 310N	Principles of Marketing	3
MKTG 320N	Consumer Behavior	3
MKTG 425N	International Marketing	3

Required Cognates (Taken through Andrews University) **6 hours**

MATH 165	College Algebra	3
STAT 285	Elementary Statistics	3

General Education Requirements (Taken through Andrews University) **39 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		4
ANTH 200	Cultural Anthropology	3
History Module		3
Four Religion modules		3, 3, 3, 3
HLED 110	Health Principles	3

TOTAL **121 HOURS**

COHORT-DEPENDENT PROGRAM

The following is designated a cohort-dependent program. For maximum student learning, a minimum of seven students is required.

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	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
BIOL/CHEM/PHYS	Science elective	4
PEAC	Physical Education Activity elective..	1

TOTAL	**64 HOURS**

Department of Communication

PROGRAMS OFFERED

- **Bachelor of Arts** | Public Communication
  Concentrations:
  Intercultural Communication
  Public Relations

Minors
- Intercultural Communication
- Public Relations

Information

Jarilyn Conner, Ph.D. (Degree anticipated December 2019) | Chair
Department of Communication
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Takoma Park, MD 20912-7796
Phone: 301-891-4589

Faculty

Jarilyn Conner, M.A., Ph.D. (Degree anticipated December 2019)

Mission Statement

The Department of Communication believes in and seeks to develop communicators who are ethical in their practices, demonstrate competency within their professions, and understand the value the role of 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.

Lambda Pi Eta

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.

Public Relations Student Society of America

PRSSA is a network of more than 11,000 college students interested in public relations and communication. They connect you with resources and people to enhance your education, broaden your network and launch your career. The WAU local chapter is for the Communication majors to network and learn from professionals in the field.

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 **48-51 hours**

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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency.)	
RELB/RELT	Religion electives	9
BIOL/CHEM/PHYS	Science elective	4
MATH	Mathematics elective	4
PSYC 105	Introduction to Psychology (3)	
– or –		
SOCI 105	General Sociology (3)	3
HIST	History elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education Activity elective	1
HLSC	Health elective	2
	Intermediate Foreign Language	6
	(Minimum grade of "C" required)	
	If elementary proficiency is not met, add six more hours.	

Electives **19-22 hours**

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

TOTAL **120 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 **50-53 hours**

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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency.)	
PSYC 105	Introduction to Psychology (3)	
– or –		
SOCI 105	General Sociology (3)	3
RELB/RELT	Religion electives	12
HIST	History elective	3
BIOL/CHEM/PHYS	Science elective	4
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education Activity elective	1
HLSC	Health elective	2
	Intermediate Foreign Language	6
	(Minimum grade of "C" required)	

If elementary proficiency is not met, add six more hours.

Electives **15-18 hours**

Upper-division courses must total at least 36 hours.
Note: A minor or a second major or a double concentration is required.

TOTAL **120 HOURS**

Communication Minors

The communication minors require 21 hours, or an individually designed eclectic minor with departmental approval, (designated as a Communication Minor.) Note: Communication minors cannot be declared by those majoring in any Communication program.

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

- **Bachelor of Arts**
  Early Childhood Education Pre-K to Grade 3
  Early Childhood Special Education Birth-Grade 3
- **Bachelor of Arts**
  Elementary Education Grades 1 to 6
  Special Education Grades 1 to 8
- **Bachelor of Arts** | English Education Grades 7 to 12 (Page 182)

Minor

- Secondary Education

COHORT-DEPENDENT PROGRAMS

For maximum student learning, a minimum of seven students is required

- **Bachelor of Arts** | **Bachelor of Science**
  Mathematics Education Grades 7 to 12 (Page 276)
- **Bachelor of Music** | Music Education Pre-K to Grade 12 (Page 208)
- **Bachelor of Science** | Physical Education (Page 267)

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Faculty

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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 early childhood, 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 providing learning for students with special needs, as well as 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 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 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 and learning.

Program Approval

Program approval received from the Maryland State Department of Education and the North American Division of Seventh-day Adventists includes majors in Early Childhood Education/Special Education and Elementary Education/Special Education as well as English Education, Mathematics Education, Music Education and Physical Education. Also offered is a minor in Secondary Education for specific subject areas.

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 the Maryland State Department of Education Content Assessment exams and meet all of the requirements leading to graduation as evidenced with a diploma in the specific program area.

Washington Adventist University's Teacher Education program has dispositions that include integrity: professionalism, supportive interaction, culture and cultural diversity, and service.

Career Opportunities

Programs in Education are designed to prepare students for teaching careers in early childhood and elementary education, special education, and secondary education, as well as for educational work in trades and industries.

With appropriate training and/or licensing, students may also prepare to find positions in curriculum development, education policy, child care programs, 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.

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 for review and approval by the Teacher Education Council.
2. A cumulative college GPA of 2.75 or above.
3. Passing scores on one of three tests: (1) Praxis Core tests -- Mathematics, Reading, and Writing. Required score for each based on the specific test; or (2) SAT: minimum score requirement is 1100 for combined Mathematics and Verbal (Critical Reading); or (3) ACT: minimum composite score of 24..
4. Proof of a recent (within two years) tuberculosis test.
5. An interview with the department faculty.
6. Demonstrated professional behavior and dress.
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:

BIOL/CHEM /PHYS		4
EDUC 120	Educational Philosophy and Trends	2
EDUC 242	Human Learning	3
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
MATH	Math electives	8
MATH 115	Survey of Mathematics	4
PSYC 210	Developmental Psychology	3
RELT 250	Principles of Christian Faith	3

Choose one of the following courses: 3	
HIST 125	History of World Civilization I (3)
HIST 126	History of World Civilization II (3)
HIST 275	United States History I (3)
HIST 276	United States History II (3)
HIST	History elective (3)

Admission to Teaching Internship

1. Meeting all requirements for admission to the Professional Teacher Education Program.
2. An application submitted to the department chair for review. Applications are due the semester prior to teaching internship. The application must be approved by the Teacher Education Council.
3. A cumulative college GPA of 2.75 or above.
4. Proof of a recent (within two years) tuberculosis test.
5. Demonstrated professional behavior and dress.
6. Two letters of recommendation, one from a faculty member in the Department of Education and one from your major area adviser.
7. Eighty semester hours of college credit hours that include professional education methods courses where observations and team teaching in classroom settings are included in the course and listed in the syllabus.

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 community service for each year they are in the Professional Education Program. The minimum number of hours required may be completed in one year or over a two-year period. However, students may complete as many hours as desired.

Guest Students

Guest students 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 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 Education 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 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, music, and physical education), 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.

Bachelor of Arts

Early Childhood Education/Special Education

A program leading to degrees in Early Childhood Education (Pre-K-3rd grade) and Early Childhood Special Education (Birth – Age 8)

I. UNIFIED THEME – PROFESSIONAL EDUCATION **59 HOURS**

EDEC 207	Foundations of Early Childhood Education	3
EDEC 305	Promoting Literacy and Language in Young Children	3
EDEC 306	Methods of Religious Instruction for Young Children	3
EDEC 308	Early Childhood Social Studies Methods	2
EDSP 315	Inclusive Practices in Early Childhood Education	2
EDEC 317	Integrated Arts in Early Childhood Education	3
EDEC 320	Positive Behavior Support Strategies in Early Childhood	2
EDEC 322	Early Childhood Mathematics Methods	4
EDEC 323	Methods and Materials for Teaching Science in Early Childhood	4
EDEC 351	Materials/Methods for Assessment and Instruction of Reading and Language Arts	3
EDEC 354	Methods for Assessment of Reading	3
EDEC 391	Working with Young Children, Families and Community	2
EDEC 424	Observation and Assessment in Early Childhood Education	3
EDEC 460	Teaching Internship I	3
EDEC 466	Teaching Internship II	6
EDEC 493	Senior Seminar I	1
EDEC 497	Senior Seminar II	1
EDSP 470	Student Teaching – Special Education I	1
EDSP 476	Student Teaching – Special Education II	2
EDUC 321	Techniques for Integrating Educational Technology in the Classroom	3
EDUC 341	Processes and Acquisition of Reading	3
EDUC 449	Student Teaching – Mulitgrade	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 — 37 HOURS

Cultural Studies — 7 hours

EDUC 120	Educational Philosophy Trends	2
EDUC 297	Issues in Multicultural Education	2
EDUC 418	Education of Exceptional Children and Youth	3

Scientific Studies — 12 hours

MATH 115	Survey of Mathematics	4
MATH	Math electives	8

Societal Studies — 9 hours

PSYC 210	Developmental Psychology	3
HIST 125	History of World Civilizations I (3)	
– or –		
HIST 126	History of World Civilizations II (3)	3
EDUC 242	Human Learning	3

Required Cognates — 9 hours

HIST 275	United States History I (3)	
– or –		
HIST 276	United States History II (3)	3
RELT 250	Principles of Christian Faith	3
RELT 270	Adventist Heritage and Mission	3

III. GENERAL EDUCATION COURSES — 35-38 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
BIOL/CHEM/PHYS	Science elective	4
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency.)	
LITR 220	Children's Literature for Educators (3)	
– or –		
LITR 235	World Literature and Fine Arts I (3)	
– or –		
LITR 236	World Literature and Fine Arts II (3)	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 — 131-134 HOURS

Bachelor of Arts

Elementary Education/Special Education

A program leading to degrees In Elementary Education (Grades 1-6) and Special Education (Grades 1-8)

I. UNIFIED THEME — PROFESSIONAL EDUCATION		49 HOURS
EDSP 425	Applied Measurement and Assessment for Exceptional Students	2
EDSP 440	Instructional Methods for Students with Disabilities	3
EDSP 470	Student Teaching – Special Education I	1
EDSP 476	Student Teaching – Special Education II	2
EDUC 305	Health/Science Methods	4
EDUC 308	Social Studies Methods	2
EDUC 312	Methods of Religious Instruction for Young Adults	3
EDUC 320	Classroom Management	2
EDUC 321	Techniques for Integrating Educational Technology in the Classroom	3
EDUC 322	Elementary Mathematics Methods	4
EDUC 341	Processes and Acquisition of Reading	3
EDUC 351	Materials and Methods for the Assessment and Instruction of Reading and Language Arts	3
EDUC 354	Methods for Assessment of Reading	3
EDUC 424	Educational Assessment	3
EDUC 460	Teaching Internship I	3
EDUC 466	Teaching Internship II	6
EDUC 493	Senior Seminar I	1
EDUC 497	Senior Seminar II	1

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 — 49 HOURS

Cultural Studies — 7 hours

EDUC 120	Educational Philosophy and Trends	2
EDUC 297	Issues in Multicultural Education	2
EDUC 418	Education of Exceptional Children and Youth	3

Scientific Studies — 24 hours

BIOL 140	Human Body in Health and Disease	4
BIOL/CHEM/PHYS	Science electives	8
MATH 115	Survey of Mathematics	4
MATH	Mathematics electives	8

Societal Studies — 9 hours

EDUC 242	Human Learning	3
HIST 125	History of World Civilizations I (3)	
– or –		
HIST 126	History of World Civilizations II (3)	3
PSYC 210	Developmental Psychology	3

Required Cognates — 9 hours

HIST 275	United States History I (3)	
– or –		
HIST 276	United States History II (3)	3
RELT 250	Principles of Christian Faith	3
RELT 270	Adventist Heritage and Mission	3

III. GENERAL EDUCATION COURSES — 31-34 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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency.)	
LITR 220	Children's Literature for Educators (3)	
– or –		
LITR 235	World Literature and Fine Arts I (3)	
– or –		
LITR 236	World Literature and Fine Arts II (3)	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 — 129-132 HOURS

Secondary Education Minor

Professional Education		36 hours
PSYC 210	Developmental Psychology	3
EDUC 120	Educational Philosophy and Trends	2
EDUC 320	Classroom Management	2
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 460	Student Teaching Internship I	3
EDUC 466	Student Teaching Internship II	6
EDUC 493	Senior Seminar I	1
EDUC 497	Senior Seminar II	1

Required Cognates		16 hours
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

TOTAL **52 HOURS**

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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Washington Adventist University
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Faculty

Deborah Brown, M.A. | Director, Writing Center
Richard Grant, M.A. | Director of Composition Program
Bradford Haas, M.A. | Chair

Mission Statement

Through the study of literature and language within an academic community, students will become lifelong learners who are skilled in critical thinking and writing, problem solving, communication, ethical use of technology and teamwork. 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 skills learned in the English major 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 perspectives;
2. Communicate ideas clearly, fairly and effectively in writing, oral communication, and other media;
3. Synthesize original thought with scholarly research and data;
4. Present written works verbally;
5. Demonstrate knowledge of the disciplines and professions encompassed by the English major and show awareness of world literature and culture;
6. Exhibit an appreciation of aesthetics and their importance in professional and private settings..

Career Opportunities

English is a highly adaptable major that leads to many career possibilities. Students graduating with English majors are successfully entering such diverse fields as law, education, advertising, public relations, library science, copy editing, technical writing, medicine, media, digital humanities, business, technology, social services, international relations, international development, and ministry.

Because the English major requires only 33 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 and transferable skills for success in graduate education and professional pursuits. Combined with areas such as data analysis and computer coding, English can provide a powerful combination of hard and soft skills that employers are looking for.

Students interested in teaching English at 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 students 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 3.0 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 also participates in 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 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 through the Betty Howard Center for Student Success. Based on their test results, students may be placed in one of several courses specifically designed for their learning style and needs, including English as a second language, ENGL 101S (a composition course with extra emphasis on structuring essays), ENGL 101A (a composition course with an additional hour language support lab), ENGL 101 (regular college Composition), or ENGL 101H (an Honors section of Composition that also meets the general education Communications requirement).

Exceptions must be petitioned to and approved by Professor Richard Grant, Director of Composition.

Students whose level of English proficiency does not qualify them for placement in the courses offered by the English Department will need to receive further instruction in English elsewhere until they are capable of satisfying the entrance requirements for the any of the courses listed above.

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 51, *for placement requirements.*

Bachelor of Arts in English

English Major Core — **33 hours**

ENGL 314	Linguistic Study and Development of English Language	3
ENGL 317	Approaches to the Study of English	3
ENGL 496	Capstone Seminar in Research	3
LITR	Literature Electives	21
	Electives must be 200 level or above. At least nine hours must be upper-division	
ENWR	English Writing Elective	3

Required Cognates — **4 hours**

PHIL 150	Introduction to Philosophy	3
COOP 210	Introduction to Career Planning	1
COOP 351	Parallel Work Experience (0)	
– and / or –		
COOP 360	Alternating Work Experience (0)	0

Note: students must complete a minimum of 360 COOP hours through internships and other work experiences.

See details of Cooperative Education Program, Page 63.

General Education Courses — **48-57 hours**

See details of General Education Requirements, Page 33.

INTD 105	First-Year Experience	1
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
COMM 105	Introduction to Human Communication	3
RELB/RELT	Religion electives	12
BIOL/CHEM/PHYS	Science elective	4
MATH	Mathematics elective	4
PSYC 105	Introduction to Psychology (3)	
– or –		
SOCI 105	General Sociology (3)	3
HIST	History elective	3
	Social Science elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2
	Intermediate Foreign Language	6-12
	(Minimum grade of "C" required)	

(Based on placement and competency; if a student is just starting a second language, then 12 hours should be figured into the overall load for both Beginner and Intermediate courses; students competent in a second language may also test to either waive the requirement (for no credit) or challenge (for the credit, with a small fee for the credit hours).

Electives **26-35 hours**

Upper-division courses must total at least 36 hours.
Note: A minor is required; a second major is strongly recommended.

TOTAL **120 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 **33 hours**

English Education Major | Professional Requirements **29 hours**

Please see Department of Education, Page 172*, for information about admission to teaching internship. Students must be approved by the Teacher Education Council before enrolling in EDUC 345 or EDUC 460, 466, 493 or 497.*

EDUC 120	Philosophy and Trends in Education	2
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 460	Student Teaching I	2
EDUC 465	Student Teaching II	2
EDUC 493	Senior Seminar I	1
EDUC 497	Senior Seminar II	1
PSYC 210	Developmental Psychology	3

Required Cognates **8 hours**

BIOL/CHEM/PHYS	Science elective	4
MATH	Mathematics elective	4

Recommended Cognates **[9 hours]**

LITR 223	Young Adult Literature for Educators	3
HIST 126	History of World Civilizations II	3
HIST 275	U.S. History I (3)	
– or –		
HIST 276	U.S. History II (3)	3

General Education Additional Requirements **43-46 hours**

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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
RELB/RELT	Religion electives	6
RELT 250	Principles of Christian Faith	3
RELT 270	Adventist Heritage and Mission	3
HIST	History elective	3
	Social Science elective	3
	Humanities elective	3
PSYC 105	Introduction to Psychology	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2
	Intermediate Foreign Language	6
	(Minimum grade of "C" required)	
	If elementary proficiency is not met, add six more hours.	

Electives	**3-6 hours**
Upper-division courses must total at least 36 hours.	

TOTAL	**120 HOURS ***

** Total does not include Recommended Cognates.*

English Minor

A minor in English requires a total of 18 hours beyond ENGL 101, 102.

ENGLISH MINOR		**18 hours**
ENGL 314	Linguistic Study and Development of English Language (3)	
– or –		
ENGL 310	Language Study/Grammar (3)	3
ENGL 317	Approaches to the Study of English	3
ENWR	English writing elective	3
LITR	Upper-division Literature elective	3
LITR	Other Literature electives	6

Writing Minor

WRITING MINOR		**18 hours**
ENWR 230	Expository Writing	3
ENWR 235	Technical Writing	3
ENWR 240	Introduction to Creative Writing	3
ENGL 310	Language Study/Grammar	3
ENWR 330	Advanced Expository Writing	3
PREL 355	Public Relations Writing	3

Modern Languages

Minors

- Arabic
- French
- German
- Italian
- Portuguese
- Spanish

Information

Adventist Colleges Abroad
Foreign Languages
Wilkinson Hall, Room 15

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7600 Flower Avenue
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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. However they are not 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 du Salève, 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 Bahia Adventist College (FADBA), 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 Escuela Superior de Español de Sagunto (ESDES), 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** | Political Studies

Minors

- American Religious History
- American Studies
- History
- International Studies
- Political Studies

Center for Law and Public Policy

Pre-professional Pre-Law Curriculum

Information

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Faculty

William Ellis, Ph.D.
Joan A. Francis, D.A.
Douglas Morgan, Ph.D.

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 demonstrate 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 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 387	The Urban American Experience	3
HIST 491	Research Seminar	3
HIST	History electives	12
	At least nine hours must be upper-division	

General Education		48-51 hours
	See details of General Education Requirements, Page 33.	
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
INTD 105	First-Year Experience	1
MATH	Mathematics elective	4
BIOL/CHEM/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 electives	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2
	Foreign Language (Intermediate level)	6
	(Minimum grade of "C" required)	
	If elementary language proficiency is not met, add six more hours.	

Electives	33-36 hours
Upper-division courses must total at least 36 hours.	
Note: A minor or a second major is required.	

TOTAL	120 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: Method and Theory	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		33 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 Theories	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	Research Seminar	3
PLST	Political Studies electives	6

General Education		51-54 hours
See details of General Education Requirements, Page 33.		
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
INTD 105	First-Year Experience	1
MATH	Mathematics elective	4
BIOL/CHEM/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 elective	1
	Health elective	2
	Foreign Language (Intermediate level)	6
	(Minimum grade of "C" required)	
	If elementary language proficiency is not met, add six more hours.	

Electives **33-36 hours**

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

TOTAL **120 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 of 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		21 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)	3
PLST 395	Washington Experience Internship	3

Political Studies Minor

POLITICAL STUDIES MINOR		24 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

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Pre-Professional Pre-Law Curriculum

The pre-law curriculum 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 curriculum are:

COMM 320	Persuasion and Propaganda	3
ENWR 230*	Expository Writing	3
ENWR 330*	Advanced Expository Writing	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	
BUAD 376	Business Law II	
COMM 325	Communication Law	
PLST 275	American Judicial System	
PSYC 320	Forensic Psychology	
RELT 385	Christian Ethics in Modern Society	
PLST**	Topics: Constitutional Law	

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

***PLST 494 is the department's course number for any of its upper-division topics courses. Students must make sure they enroll in the topics course titled: Topics: Constitutional Law in order to fulfill this requirement.*

Students may combine their major with pre-law curriculum in the following manner:

BACHELOR OF ARTS IN HISTORY / PRE-PROFESSIONAL PRE-LAW CURRICULUM

The pre-law curriculum 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 Curriculum	21 hours
General Education	48-51 hours
Electives	12-15 hours
TOTAL	**120 HOURS**

BACHELOR OF ARTS IN POLITICAL STUDIES / PRE-PROFESSIONAL PRE-LAW CURRICULUM

The pre-law curriculum focuses on the development of skill in analytical thinking and persuasive discourse, along with introductory study of the American legal system and government.

Political Studies Core	33 hours
Pre-Law Curriculum	21 hours
General Education	51-54 hours
Electives	12-15 hours
TOTAL	**120 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 Therapy

Minor

- Music

COHORT-DEPENDENT PROGRAM

For maximum student learning, a minimum of seven students is required

- **Bachelor of Music** | Music Education

Information

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Program Director, Music Therapy | *Vacant*

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Preston Hawes, D.M.A.
Daniel Lau, D.M.A.
Brian Liu, D.M.A.
Anwar Ottley, M.M.
Jose Oviedo, M.M.
Deborah Thurlow, D.M.A.

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

The Department of Music objectives are:

- To provide distinguished musical training, building upon a liberal arts foundation.
- To demonstrate the spiritual dimension of music in the performance of both sacred and secular music.
- To develop sound judgment, evaluation and appropriate discrimination in the literature of music and its performance.
- To demonstrate pedagogical methods appropriate to the instrument, possess knowledge of standard literature in the performance field and apply music technology skills to the performance area.
- To prepare students for the teaching of music in both private and public K-12 grade schools.
- To equip students to enter and succeed in graduate music programs.

Bachelor of Arts in Music

Program Learning Outcomes

Students completing the Bachelor of Arts in Music will be able to:

- Describe, analyze, and demonstrate music fundamentals and develop listening skills.
- Perform a variety of repertoire appropriate to their selected instrument, both as soloists and as ensemble participants.

Bachelor of Music in Music Performance

Program Learning Outcomes

Students completing the Bachelor of Music in Music Performance will be able to:

- Describe, analyze, and demonstrate music fundamentals and develop listening skills.
- Perform a variety of repertoire appropriate to their selected instrument, both as soloists and as ensemble participants.
- Demonstrate pedagogical methods appropriate to their instrument, possess knowledge of standard literature in their performance field and apply music technology skills to their performance area.

Bachelor of Music in Music Education

Program Learning Outcomes

Students completing the Bachelor of Music in Music Education will be able to:

- Describe, analyze, and demonstrate music fundamentals and develop listening skills.
- Perform a variety of repertoire appropriate to their selected instrument, both as soloists and as ensemble participants.
- Design culturally responsive, classroom-based instruction and activities to meet a variety of student needs and supervise their implementation in the school setting, according to professional, state, church, and institutional standards.

Bachelor of Music in Music Therapy

Program Learning Outcomes

Students completing the Bachelor of Music in Music Therapy will be able to:

- Describe, analyze, and demonstrate music fundamentals and develop listening skills.
- Perform a variety of repertoire appropriate to their selected instrument, both as soloists and as ensemble participants.
- Design culturally responsive, clinical instruction and activities to meet a variety of therapeutic needs and supervise their implementation across distinct population groups, according to professional, national, and institutional standards.

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

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. Students enrolled in a Bachelor of Arts program must perform a junior recital but may choose other options for their senior project. Students enrolled in Bachelor of Music in Music Therapy will be required to present only a junior recital. All students 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 majors 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 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 pre-professional 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		**39-43 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 371	Music History I	2
MUHL 372	Music History II	3
MUHL 373	Music History III	2
MUHL 464	Music History Topics	2
MUPF 105	Concert Attendance (*Must register each semester)*	0
MUPF 200	Piano Proficiency *(May require piano lessons)*	0
MUPF 359	Conducting I	2
MUPF 300	Junior Recital	0
	Senior Project	0-4
	(Options to fulfll requirement are listed in the Senior Project section below)	

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 (MUPF 300)
- Pass Senior Project *(See below for options to fulfill requirement)*
- Pass Piano Proficiency (MUPF 200) *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.

MUPF 400	Senior Recital	0

Thesis: Student must enroll in the following courses:

MUHL 491	Research Methods	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 **45-48 hours**

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
CPTR 105	Introduction to Computers *(Can be fulfilled by computer proficiency)*	0-3
MATH	Mathematics elective	4
PSYC 105 – or – SOCI 105	Introduction to Psychology (3) General Sociology (3)	3
RELB/RELT	Religion electives	12
HIST	History elective	3
	Social Science elective	3
BIOL/CHEM/PHYS	Science elective	4
LITR	Literature elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Electives **29-32 hours**

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

TOTAL **120 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 371	Music History I	2
MUHL 372	Music History II	3
MUHL 373	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 200	Piano Proficiency *(May require piano lessons)*	0
MUPF 300	Junior Recital	0
MUPF 359	Conducting I	2
MUPF 360	Conducting II	2
MUPF 400	Senior Recital	0

Four hours from the following, according to major performance area 4

MUHL 230	Singers' English and Italian Diction (2)
MUHL 231	Singers' German and French Diction (2)
MUPF 228	Ensemble (1;1 or 1; 1; 1; 1)
MUPF 327A	Vocal Accompaniment (1)
MUPF 327B	Instrumental Accompaniment (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)
MUPI/MUHL/MUPF	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 (MUPF 300)
- Pass Senior Recital (MUPF 400)
- Pass Piano Proficiency (MUPF 200) *May require piano lessons*
- Register for MUPF 105 Concert Attendance each semester

General Education — 51-54 hours

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
CPTR 105	Introduction to Computers *(Can be fulfilled by computer proficiency)*	0-3

MATH	Mathematics elective	4
PSYC 105 – or – SOCI 105	Introduction to Psychology (3) General Sociology (3)	3
RELB/RELT	Religion electives	6 or 9
MUHL 385 – or – RELP 260	Sacred Music through the Eyes of Faith (3) Christian Worship and Church Music (3)	3
RELT 320	Religion and American Culture (for Voice Majors)	3
HIST	History elective	3
	Fulfilled by RELT 320/HIST 320 for Voice majors	
	Social Science Elective	3
	Fulfilled by MUHL 372 for Voice majors	
BIOL/CHEM/PHYS	Science elective	4
	Foreign Language Elective (for Voice majors)	6
	Elementary or Intermediate; minimum grade of "C" required	
LITR	Literature elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Upper-division courses must total at least 36 hours.

TOTAL **134-137 HOURS**

Bachelor of Music in Music Therapy

This curriculum is designed as a four-year program that prepares students for careers in which they intentionally use music, in various settings, to therapeutically assist people of all age groups with varied psychological, cognitive, physical, emotional, and spiritual strengths and needs.

Following the completion of the degree, which includes a culminating internship at an American Music Therapy Association (AMTA) approved site or one affiliated with Washington Adventist University, students are eligible to take the music therapy national examination administered by the Certification Board for Music Therapists (CBMAT). Upon passing the examination, the credential "Music Therapist-Board Certified" (MT-BC) is granted, allowing the newly credentialed clinician to practice as a music therapist, within the CBMT scope of practice, in the United States.

All students must present a half recital on their major performance instrument to fulfill their Junior Recital requirement.

Students completing the Bachelor of Music in Music Therapy will be able to:

- Demonstrate music foundations and clinical skills central to the practice of music therapy.
- Describe the relationship between music therapy, research and practice.
- Utilize a variety of music therapy methods and implement services in clinical settings across distinct population groups.
- Document music therapy services according to the AMTA Standards of Clinical Practice.

- Practice music therapy in a professional and ethical manner as delineated by the AMTA Professional Documents.

Please consult the *Music Handbook* for further specific requirements and for information concerning the Sophomore Evaluation requirements and admittance into upper division music therapy (MUTH) coursework.

Music Major **59 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 371	Music History I	2
MUHL 372	Music History II	3
MUHL 373	Music History III	2
MUHL 464	Music History Topics	2
MUPF 105	Concert Attendance (*Must register each semester)*	0
MUPF 200	Piano Proficiency *(May require piano lessons)*	0
MUPF 300	Junior Recital	0
MUPF 359	Conducting I	2

Applied Music: private instruction/organizations

MUPI 144	Applied Music	4
MUPI 274	Applied Music	4
MUPI 344	Applied Music	4
MUPF	Music Organization	6
	Participate in a musical organization each semester of residence	
MUPI 133	Applied Music Piano and Keyboard Harmony (8)	
– or –		
MUPI 134*	Applied Music (8)	8
MUPI 134B	Applied Voice (1)	
– or –		
MUPI 134R	Applied Guitar (1)	1
MUPI 134A	Applied Piano (1-2)	
– or –		
MUPI 134B	Applied Voice (1-2)	
– or –		
MUPI 134M	Applied Percussion (1-2)	3

** If a piano major, must take in an area other than piano*

Music Therapy Professional Requirements **38 hours**

MUTH 110	Introduction to Music Therapy	3
MUTH 115	Music Therapy Musicianship	3
MUTH 220	Standards of Clinical Practice	3

MUTH 230	Music Therapy Methods	3
MUTH 335	Psychology of Music	3
MUTH 375	Music Therapy Practicum I	3
MUTH 376	Music Therapy Practicum II	3
MUTH 441	Music Therapy Seminar	2
MUTH 476	Music Therapy Practicum III	3
MUTH 485	Music Therapy Internship (12)	
– or –		
MUTH 486	Music Therapy Internship I (3)	
MUTH 487	Music Therapy Internship II (3)	
MUTH 488	Music Therapy Internship III (3)	
MUTH 489	Music Therapy Internship IV (3)	12

Other Departmental Requirements

- Participate in a musical organization each semester for credit or noncredit
- Pass Junior Recital (MUPF 300)
- Pass Piano Proficiency (MUPF 200) *May require piano lessons*.
- Register for MUPF 105 Concert Attendance each semester

General Education **33 hours**

See details of General Education Requirements, Page 33.

INTD 105	First-Year Experience	1
ENGL 101	Composition	3
MATH 110	Probability and Statistics	4
PSYC 105	Introduction to Psychology	3
PSYC 360	Abnormal Psychology	3
PSYC 440	Dynamics of Group Counseling	3
RELB/RELT	Religion electives	9
RELP 460	Cross-Cultural Ministry	3
BIOL 201	Human Anatomy and Physiology I	4

Upper-division courses must total at least 36 hours.

TOTAL **130 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 205	Music Appreciation (3	
– or –		
MUHL 270	Music in 20th Century America (3)	
– or –		
MUHL 372	Music History II (3)	3
MUPI 144	Applied Music	3

MUPI 274	Applied Music	3
MUHL	Upper-division electives	3

Other Departmental Requirements

- Participate in a musical organization for four semesters of residency for credit or noncredit

COHORT-DEPENDENT PROGRAM

The following is designated a cohort-dependent program. For maximum student learning, a minimum of seven students is required.

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.

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 Teaching Internships (EDUC 461, 462) must have prior approval from the Department of Education.

Music Education Core		**58 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 371	Music History I	2

MUHL 372	Music History II	3
MUHL 373	Music History III	2
MUHL 464	Music History Topics	2
MUPF 105	Concert Attendance (*Must register each semester)*	0
MUPF 200	Piano Proficiency *(May require piano lessons)*	0
MUPF 300	Junior Recital	0
MUPF 359	Conducting I	2
MUPF 360	Conducting II	2
MUPF 400	Senior Recital	0
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 (MUPF 300)
- Pass Senior Recital (MUPF 400)
- Pass Piano Proficiency (MUPF 200) *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 461	Music Education: Teaching Internship I *	2
EDUC 462	Music Education: Teaching Internship II *	6
EDUC 493	Senior Seminar I	1
EDUC 497	Senior Seminar II	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 172, for information about admission to teaching internship. Students must be approved by the Department of Education before enrolling in EDUC 461, 462, 493 and 497.*

General Education **45-48 hours**

At least a "C" grade is required in these courses.

INTD 105	First-Year Experience	1
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
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 372)	
BIOL/CHEM/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**

**Three credits of requirement can be fulfilled by MUHL 385 or RELP 260*

Department of Psychology and Counseling

PROGRAMS OFFERED

- **Bachelor of Arts** | Psychology
- **Bachelor of Science** | Counseling Psychology
- **Bachelor of Science** | Counseling Psychology
  See School of Graduate and Professional Studies, Page 318

Minors

- Behavioral Science
- Forensic Psychology
- Psychology

Graduate Programs

See School of Graduate and Professional Studies, Page 339

- **Master of Arts** | Counseling Psychology
- **Master of Arts** | Clinical Mental Health Counseling
- **Master of Education** | School Counseling
  See Appendix, Page 499

Information

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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 & Counseling offers two Master of Arts degree programs. One master's degree program is offered in Counseling Psychology and the other is offered in Clinical Mental Health Counseling. Both master's 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.

Objectives

A graduating senior with a major in psychology will be able to demonstrate mastery of the following six objectives as described by the Psychology & Counseling Department and by the American Psychological Association:

1. Demonstrate a knowledge base in psychology by describing key concepts, principles, and overarching themes in psychology.
2. Demonstrate an attitude of scientific inquiry and critical thinking through the application of scientific reasoning to Interpret psychological phenomena.
3. Demonstrate ethical and social responsibility in a diverse world by the application of ethical standards to evaluate psychological science and practice.
4. Demonstrate effective presentation skills for different purposes.

5. Demonstrate professional development through the application of psychological content and skills to career goals.
6. Describe a biblical worldview for the discipline of psychology and counseling.

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 Cognate		**4 hours**
MATH 110	Probability and Statistics	4
General Education		**44-47 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	*(*Can *be fulfilled by computer proficiency)*	
INTD 105	First-Year Experience	1
RELB/RELT	Religion electives	12
HIST	History elective	3
BIOL/CHEM/PHYS	Science elective	4
LITR	Literature elective	3

	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2
	Computer (CPTR 230) or Foreign Language	6
	(Foreign Language can be Elementary or Intermediate level. Minimum grade of "C" required)	

Electives **35-38 hours**

Upper-division courses must total at least 36 hours.
Note: A minor is required or a second major is recommended.

TOTAL **120 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 Cognate **4 hours**

MATH 110	Probability and Statistics	4

General Education **38-41 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Composition	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
INTD 105	First-Year Experience	1
RELB/RELT	Religion electives	12

HIST	History elective	3
BIOL/CHEM/PHYS	Science elective	4
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Electives **38-41 hours**

Upper-division courses must total at least 36 hours.
Note: A minor or a second major in an area not listed in the Psychology Department is strongly recommended.

TOTAL **120 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: Its History and Development	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**

Department of Religion

PROGRAMS OFFERED

- **Bachelor of Arts** | Theology
- **Bachelor of Arts** | Religion
  Concentration: Urban Ministry

Minors

- Religion
- Urban Ministry
- Philosophy

COHORT-DEPENDENT PROGRAMS

For maximum student learning, a minimum of seven students is required

- **Bachelor of Arts** | Philosophy and Religion
- **Master of Arts in Religion**
  See School of Graduate and Professional Studies, Page 344

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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 worshipping 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.

Bachelor of Arts in Theology

The Bachelor of Arts in Theology requires the theology core curriculum, urban ministry curriculum, required cognates, and the General Education block. A minor or the pre-law curriculum is highly recommended.

Theology Core Curriculum		**46 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 430	Daniel and 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

Urban Ministry Curriculum		**24 hours**
RELP 226	Biblical Spirituality for Ministry	3
RELP 260	Christian Worship and Church Music	3
RELP 307	Introduction to Urban Ministry	3
RELP 315	Urban Contextual Analysis	3
RELP 410	Social and Religious Ecology of Greater Washington, DC	3
RELP 412	Incarnational Ministries In the City	3
RELP 360	Pastoral Leadership and Externship	3
RELP 490	Biblical Preaching and Practicum	3

Required Cognates		**24 hours**
HIST 326	History of Christianity II	3
PHIL 150	Introduction to Philosophy	3
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

General Education		**27-30 hours**
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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
MATH	Mathematics elective	4
BIOL/CHEM/PHYS	Science elective	4
PSYC 105	Introduction to Psychology	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Upper-division courses must total at least 36 hours.
Note: A minor is recommended.

TOTAL **121-124 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 an Urban Ministry Concentration is optional. A second major, minor, or the pre-law curriculum is required. *See concentration 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 and 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 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)

Urban Ministry Concentration

Concentration Requirements		24 hours
HIST 387	The Urban American Experience	3
RELP 226	Biblical Spirituality for Ministry	3
RELP 260	Christian Worship and Church Music	3
RELP 307	Introduction to Urban Ministry	3
RELP 360	Pastoral Leadership and Externship	3
RELP 315	Urban Contextual Analysis	3
RELP 410	Social and Religious Ecology of Greater Washington, DC	3
RELP 412	Incarnational Ministries in the City	3

Required Cognates		6 hours
HIST 326	History of Christianity II	3
PHIL 150	Introduction to Philosophy	3

General Education		33-36 hours

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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
MATH	Mathematics elective	4
BIOL/CHEM/PHYS	Science elective	4
PSYC 105	Introduction to Psychology	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Electives	14-17 hours

Upper-division courses must total at least 36 hours.
Note: Second major, pre-law curriculum or a minor required.

TOTAL	120 HOURS

Religion Minor

RELIGION MINOR		21 HOURS
RELB 160	Jesus and the Gospels	3
RELB 430	Daniel and Revelation	3
RELT 250	Principles of Christian Faith	3
RELT 270	Adventist Heritage and Mission	3
RELT 385	Christian Ethics and Modern Society	3
RELB/RELT	Upper-division elective	6

Urban Ministry Minor

URBAN MINISTRY MINOR		18 hours
HIST 387	The Urban American Experience	3
RELP 307	Introduction to Urban Ministry	3
RELP 315	Urban Contextual Analysis	3
RELP 410	Social and Religious Ecology of Greater Washington, DC	3
RELP 412	Incarnational Ministries In the City	3
	Religion elective*	3

** RELP 226 Biblical Spirituality for Ministry 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

COHORT-DEPENDENT PROGRAMS

The following are designated as cohort-dependent programs. For maximum student learning, a minimum of seven students is required.

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 curriculum 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 – or – RELB 310	Introduction to the Old Testament (3) Hebrew Prophets (3)	3
RELB 420	Daniel and Revelation	3
RELB 345 – or – RELT 335	Introduction to the New Testament (3) Paul and His Letters (3)	3
RELT 190 – or – RELT 270	Ellen G. White and the Gift of Prophecy (3) 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		**12 hours**
HIST 320	Religion and American Culture	3
HIST 360	American Social Movements	3
LITR 235	World Literature and Fine Arts	3
LITR 335	Great Books	3

General Education **30-33 hours**

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
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
MATH	Mathematics elective	4
BIOL/CHEM/PHYS	Science elective	4
PSYC 105	Introduction to Psychology	3
PEAC	Physical Education activity elective	1
	Health elective	2
	Intermediate foreign language	6

Minimum grade of "C" required.
Biblical Languages cannot be used to fulfill this requirement.

Electives **23-26 hours**

Upper-division courses must total at least 36 hours.
Note: Second major or the pre-law curriculum is required.

TOTAL **120 HOURS**

Graduate Program

For information on the Master of Arts in Religion program, see School of Professional and Graduate Studies, Page 344.

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

Minor

- Social Work

Information

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Andrews University Off-Campus Program | Social Work

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Faculty

John Gavin, M.S.W. | Associate Director Andrews University Off-Campus Program

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 (B.S.W.) 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 (M.S.W.) program with advanced standing. The Andrews University B.S.W. 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 B.S.W. 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.

Located just outside of Washington, D.C., the Social Work Program at Washington Adventist University affords unique learning opportunities including exceptional adjunct faculty and speakers, exciting internships, interesting field trips, and career networks. Our location also provides exceptional career opportunities on Capitol Hill, and with thousands of government offices, healthcare organizations, non-profit organizations, and businesses.

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 SOWK 100, SOWK 101, SOWK 315, SOWK 320, SOWK 325. Maintain a GPA of at least 2.5 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive an acceptance letter from the Undergraduate Program Director.

ENGLISH LANGUAGE REQUIREMENT — For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
   - TOEFL ITP (paper-based) — A minimum score of 550
   - TOEFL iBT (internet-based) — 80 with a minimum of 20 on each section
   - MELAB — 80 with a minimum of 80 on each section
   - IELTS (Academic version) — 6.5
   - PTE (Academic version) — 54
2. Nelson Denny — Score of 13.
3. Personal interview with BSW program director or designee

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

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 andrews.edu/cas/socialwork.

Field Education

Students are required to complete a 400-hour field placement in a local human-service agency. Students are not eligible to take SOWK 401 or SOWK 402 or SOWK 435 before being admitted into the B.S.W. program. The practicum is normally completed during the student's senior year. Prerequisites include the following courses (which must be completed with a grade of "C–" or above): SOWK 331, SOWK 332, SOWK 350 and SOWK 402, and a human biology course.

Students may be dropped from the program or be required to complete additional practicum hours for the following reasons:

- Inability to demonstrate the skills, knowledge, and professional responsibilities required of a baccalaureate-level social work intern.
- Clear violation of the NASW Code of Ethics.

Past experience strengthens all B.S.W. student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Bachelor of Science in Social Work

Off-Campus Program of Andrews University

BACHELOR OF SCIENCE IN SOCIAL WORK Core Curriculum		**40 hours**
SOWK 100	Introduction to Social Work	3
SOWK 101	Orientation to Human Services	2
SOWK 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	Field Seminar (0.5 x 2) *This course is repeated.*	1

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 **27 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
MATH 110	Probability and Statistics	4
SOWK	Social Work electives	4

Note: Students are also required to choose four credits of upper-division social-work electives, in consultation with their advisers.

General Education **35-38 hours**

See details of General Education Requirements, Page 33.

ENGL 101	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
LITR 235	World Literature and Fine Arts	3
CPTR 105	Introduction to Computers	0-3
	*(*Can *be fulfilled by computer proficiency)*	
	Science elective	4
HLSC 110	Healthier Living	2
PEAC	Physical Education activity elective	1

Electives **15-18 hours**

Upper-division courses must total at least 36 hours.

TOTAL **120 HOURS**

Social Work Minor

The Social Work minor consists of nine courses (21-22 credit hours) and creates eligibility for reduced credit entry into the Andrews University M.S.W. program. However, acceptance into the M.S.W. program is NOT guaranteed by completing the minor. Students MUST complete all 21-22 credit hours to become eligible for this reduced credit entry.

SOCIAL WORK MINOR		21-22 HOURS
SOWK 100	Introduction to Social Work	3
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 and the Social Environment I	2
SOWK 332	Human Behavior and the Social Environment II	2
SOWK 350	Social Policy	3
SOWK 461	Social Work Research I *	2
SOWK 462	Social Work Research II *	2

** Students who take research courses that are equivalent to, or more advanced than, the social work research sequence may substitute social work electives in place of these credits.*

ACCREDITATION

Minors in social work and human services are NOT accredited by the Council on Social Work Education.

In addition, a minor in Social Work does NOT qualify the student as:

- a professional social worker;
- a member of the professional social work organization;
- eligible for licensure by the State of Maryland or other state license;
- eligible for full advanced standing in a graduate school of social work or,
- social work practice in an employment situation.

Students who are accepted into the MSW degree program at Andrews University are eligible to reduce their master's degree requirements by 10 credits.

All courses eligible for course load reduction must have a grade of "B–" or better or must be retaken at either the Bachelor's or Master's degree level.

PREREQUISITES

SOWK 100 must be completed before taking SOWK 320 and SOWK 350.

SOWK 331 must be completed before proceeding to SOWK 332.

SOWK 461 must be completed before proceeding to SOWK 462.

Social work practice courses (SOWK 401; SOWK 402), field placement courses (SOWK 420; SOWK 435), and professional seminar classes (SOWK 489) are not available to minors.

SHPSW **School of Health Professions, Science and Wellness**

- Department of Biology | 234
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- Department of Computer Science | 248
- Department of Health, Wellness and Physical Education | 259
- Department of Mathematics and Physics | 269
- Department of Medical Imaging | 279
- Medical Laboratory Science Program | 289
- Department of Nursing | 294

Patrick A. Williams, Ph.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**

Information

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Faculty

Melinda Ekkens-Villanueva, Ph.D.
Sam Perez, Ph.D.
Melvin Roberts, 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, and to pursue various biology-oriented careers.

Departmental Student-Learning Objectives

In addition to meeting the university student-learning objectives, students graduating with a degree in Biology will:

1. Analyze and interpret scientific information (research, news, articles, etc.) based on their knowledge of biology;
2. Conduct standard laboratory procedures and employ safety behaviors for all phases of the experimental process including: design, execution, and closure.

Career Opportunities

The 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

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.

Biology Major		**32 hours**
BIOL 161	College Biology I	4
BIOL 162	College Biology II	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 I (3) and CHEM 463 Biochemistry Lab I (1)	
BIOL	Upper-division biology electives	6

Required Cognates		**27 hours**
CHEM 151	College Chemistry I	4
CHEM 152	College Chemistry II	4

CHEM 114	Foundations of General, Organic, and Biochemistry (4)	
– or –		
CHEM 221	Organic Chemistry I	4
	Foreign Language (Intermediate level)	6
	(Minimum grade of "C" required.)	
	(CPTR 150 and/or CPTR 230 can be used to help fufill requirement)	
MATH 110	Probability and Statistics	4
PHYS 160	Survey of Physics (4)	
– or –		
PHYS 271	College Physics I (4)	
– or –		
PHYS 281	Physics for Scientists and Engineers I (4)	4
SCI 100	Foundations of Science Laboratory Safety	1
SCI 115	Science Seminar	0
	Must be taken a total of three semesters	

Recommended Cognates

CHEM 222	Organic Chemistry II	4
CPTR 150	Computer Science I	4
ENWR 235	Technical Writing	3
MATH 126	Precalculus	4
PHYS 272*	College Physics II	4
PHYS 282*	Physics for Scientists and Engineers II	4
COOP 210	Introduction to Career Planning	1
COOP 351	Parallel Work Experience (0)	
– and/or –		
COOP 360	Alternating Work Experience (0)	0

** Can be used to fulfill Physics requirement (PHYS 160 or PHYS 271 or PHYS 281) in Required Cognate section.*

General Education **40-43 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency.)	
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
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Electives	**18-21 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	**120 HOURS**

Bachelor of Science in Biology

The Bachelor of Science program in biology is designed for students seeking careers in biology, or seeking further education in the biological sciences, either in graduate school or in professional school (e.g. medical, dental, veterinary).

Biology Major		**42 hours**
BIOL 161	College Biology I	4
BIOL 162	College Biology II	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 I	1
BIOL 492	Senior Seminar II	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 I (3) and CHEM 463 Biochemistry Lab I (1)	
BIOL	Biology electives *At least eight hours must be upper division.* *Biochemistry is recommended.*	10

Required Cognates		**33 hours**
CHEM 151	College Chemistry I	4
CHEM 152	College Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
MATH 110	Probability and Statistics	4
MATH 126	Precalculus	4
PHYS 271 – or – PHYS 281	College Physics I (4) Physics for Scientists and Engineers I (4)	4
PHYS 272 – or – PHYS 282	College Physics II (4) Physics for Scientists and Engineers II (4)	4

SCI 100	Foundations of Science Laboratory Safety	1
SCI 115	Science Seminar	0
	Must be taken a total of three semesters	

Recommended Cognates

CHEM 331	Quantitative Analysis I	4
CHEM 332	Quantitative Analysis II	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	Foreign Language (Elementary or Intermediate)	3
	(Minimum grade of "C" required)	

General Education **40-43 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency.)	
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
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Electives **2-5 hours**

Upper-division courses must total at least 36 hours.

TOTAL **120 HOURS**

Biology Minor

BIOLOGY MINOR		18 HOURS
BIOL 161	College Biology I	4
BIOL 162	College Biology II	4
BIOL 305	Genetics	4
BIOL 425	Life Origins and Speciation	2
BIOL	Electives	4

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 355 *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.

Department of Chemistry

PROGRAMS OFFERED

- **Bachelor of Science** | Biochemistry
- **Bachelor of Arts |** Chemistry
- **Bachelor of Science** | Chemistry

Minor

- **Chemistry**

Information

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Faculty

Melvin Roberts, Ph.D.
Olivier Nsengiyumva, 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.

Departmental Student-Learning Objectives

In addition to meeting the university student-learning objectives, students graduating with a degree in Chemistry or Biochemistry will:

1. Analyze and interpret scientific information (research, news, articles, etc.) base on their chemical knowledge;
2. Conduct standard laboratory procedures and employ safety behaviors for all phases of the experimental process including: design, execution, and closure.

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 on* Page 361*, 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, dental, veterinary, pharmacy, and other post-baccalaureate programs

Biochemistry Major		**41 hours**
CHEM 151	College Chemistry I	4
CHEM 152	College Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
CHEM 331	Quantitative Analysis I	4
CHEM 332	Quantitative Analysis II	4
CHEM 421	Physical Chemistry I	4
CHEM 422	Physical Chemistry II	4
CHEM 461	Biochemistry I	3
CHEM 462	Biochemistry II	3
CHEM 463	Biochemistry Lab I	1
CHEM 464	Biochemistry Lab II	1
CHEM 491	Senior Seminar	1
Required Cognates		**30 hours**
BIOL 161	College Biology I	4
BIOL 162	College Biology II	4
MATH 126	Precalculus (or equivalent)	4
MATH 151	Contemporary Calculus I	4
MATH 252	Contemporary Calculus II	4
PHYS 281; 282	Physics for Scientists and Engineers I,II (4; 4)	
– or –		
PHYS 271; 272	College Physics I, II (4; 4)	8
SCI 100	Foundations of Science Laboratory Safety	1
SCI 115	Science Seminar	0
	Must be taken a total of three semesters	
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 **40-43 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	0-3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
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
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Electives **6-9 hours**

Upper-division electives must total at least 36 hours.

TOTAL **120 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 I	4
CHEM 152	College Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
CHEM 331	Quantitative Analysis I	4
CHEM 332	Quantitative Analysis II	4
CHEM 421	Physical Chemistry I	4

CHEM 422	Physical Chemistry II	4
CHEM	Upper-division chemistry elective	3

Required Cognates **27 hours**

MATH 126	Precalculus (or equivalent)	4
MATH 151	Contemporary Calculus I	4
MATH 252	Contemporary Calculus II	4
SCI 100	Foundations of Science Laboratory Safety	1
SCI 115	Science Seminar	0
	Must be taken a total of three semesters	
PHYS 281; 282	Physics for Scientists and Engineers I, II (4; 4)	
– or –		
PHYS 271; 272	College Physics I, II (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 **40-43 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
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
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Electives **15-18 hours**

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

TOTAL **120 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 **39 hours**

CHEM 151	College Chemistry I	4
CHEM 152	College Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
CHEM 331	Quantitative Analysis I	4
CHEM 332	Quantitative Analysis II	4
CHEM 340	Inorganic Chemistry	3
CHEM 421	Physical Chemistry I	4
CHEM 422	Physical Chemistry II	4
CHEM 491	Senior Seminar	1
CHEM	Upper-division electives	3

Required Cognates **32 hours**

MATH 126	Precalculus (or equivalent)	4
MATH 151	Contemporary Calculus I	4
MATH 252	Contemporary Calculus II	4
PHYS 281; 282	Physics for Scientists and Engineers I, II (4; 4)	
– or –		
PHYS 271; 272	College Physics I, II (4; 4)	8
SCI 100	Foundation of Science Laboratory Safety	1
SCI 115	Science Seminar	0
	Must be taken a total of three semesters	
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.	
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

General Education **40-43 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Literature	3

COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers *(Can be fulfilled by computer proficiency)*	0-3
INTD 105	First-Year Experience	1
RELB/RELT	Religion Electives	12
PSYC 105 – or – SOCI 105	Introduction to Psychology (3) General Sociology (3)	3
HIST	History elective	3
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2
Electives		**6-9 hours**
	Upper-division courses must total at least 36 hours.	
TOTAL		**120 HOURS**

Chemistry Minor

CHEMISTRY MINOR		**18 HOURS**
CHEM 151	College Chemistry I	4
CHEM 152	College Chemistry II	4
CHEM	Upper-division chemistry electives	6
CHEM	Other Chemistry electives	4

School of Health Professions, Science and Wellness

Department of Computer Science

PROGRAMS OFFERED

- **Bachelor of Science** | Computer Science
- **Bachelor of Science** | Information Systems

Minors

- **Computer Science**
- **Information Systems**
- **Web Design and Development**

COHORT-DEPENDENT PROGRAMS

For maximum student learning, a minimum of seven students is required

- **Associate of Applied Science** | Computer Science
- **Associate of Applied Science** | Information Systems

Information

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Faculty

Babatunde Alaofin, Ph.D.
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	Composition	3
MATH 120*	College Algebra and Trigonometry	4
MATH 126	Precalculus	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 application 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.

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

** Must take two different computer language courses to total 4 credits.*
*** Nine of the 12 upper-division electives must be taken from the areas listed below.*

To fulfill 9 of the 12 hours of CPTR upper-division elective required above, choose one course from three of the following areas, or select one of the focus areas:

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 – and/or – COOP 360	Parallel Work Experience (0) 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 **11+ hours**

In order to broaden their understanding of scientific and technical issues, Computer Science majors must complete **one of the following:**

- A second major (number of hours will vary)
- A minor in Biology, Chemistry (18 hours)
- A minor in Web Design and Development and taking GART 120 (if CPTR 415 is taken for Computer Science major).
- 13 additional Math hours to include MATH 260 (4), MATH 311 (3) and 6 additional upper-division Math electives (not to include those listed as required cognates for the major)

General Education **44 hours**

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	12
BIOL/CHEM/PHYS	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
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Electives **0-1 hours**

Upper-division courses must total at least 36 hours.

TOTAL **120 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 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
- Any minor from the Business or Communication areas
- 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	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3

RELB/RELT	Religion electives	12
BIOL/CHEM/PHYS	Science elective	4
PSYC 105 – or – SOCI 105	Introduction to Psychology (3) General Sociology (3)	3
HIST	History elective	3
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	1
HLSC	Health elective	2

Upper-division courses must total at least 36 hours.

TOTAL **122+ 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 elective	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 Theory and Practice	3
CSYS 330	Analysis and Logical Design	3
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**

COHORT-DEPENDENT PROGRAMS

The following are designated as cohort-dependent programs. For maximum student learning, a minimum of seven students is required.

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	Upper-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	Composition	3
ENGL 102	Research and Literature	3
RELB/RELT	Religion electives	6
BIOL/CHEM/PHYS	Science elective	4
PSYC 105 – or – SOCI 105	Introduction to Psychology (3) 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 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	Composition	3
ENGL 102	Research and Literature	3
RELB/RELT	Religion Electives	6
BIOL/CHEM/PHYS	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**

Department of Health, Wellness and Physical Education

PROGRAMS OFFERED

- **Bachelor of Science** | Health/Fitness Management
- **Bachelor of Science** | Health Science
- **Bachelor of Science** | Fitness & Sport Science

Minors

- **Sports Administration / Coaching**

COHORT-DEPENDENT PROGRAM

For maximum student learning, a minimum of seven students is required

- **Bachelor of Science** | Physical Education

Information

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Faculty

Alvin Fuentes, M.S.
Denise R. Hinds, Dr.P.H.

Mission Statement

The mission of the Department of Health, Wellness, and Physical Education is providing a learning environment that fosters the development of students to become competent in the fields of health, wellness, and physical education while nurturing spiritual, ethical, and moral values within the framework of our faith.

We will also promote holistic health among our university community, the wider community, and the Church through health education, wellness services, and physical activities at the Boyer Health Professions and Wellness Center.

Introduction

The Department of Health, Wellness, and Physical Education (HWPE), emphasizes the implications of health practices on physical, mental, and spiritual health. The programs are designed to develop an understanding of the human body related to nutrition, physical activity, and stress management. Through a holistic perspective, students examine major health risks and diseases affecting communities, and explore the ways to promote health and wellness through lifestyle and behavioral change throughout the lifespan.

Career Opportunities

The **Health Science and Health/Fitness Management majors** prepare students for entry-level careers in traditional health settings such as hospitals, private medical offices, public health agencies, and non-profit organizations. Opportunities also exist in preventive health services for corporate wellness centers, college health services, and insurance agencies. Example professions include: Health Educators, Public Health Project Coordinators, Health Consultant, Wellness Coach, and Health Program Planners...to name a few. These degrees can integrate pre-professional curricula (such as Pre-physical therapy, Pre-occupational therapy, Pre-medicine, Pre-dentistry, and Pre-public health) which qualify students for graduate degree programs.

The **Physical Education and Fitness & Sport Science majors** prepare students for sport-related careers, including teaching physical education, coaching, sport facility management, and sport communication fields. Example professions include: PE Teacher, Athletic Coach, Personal Trainer, Fitness Facility Manager, Sports Reporter/Commentator, Sports Analyst, and many other opportunities.

The **minor in Sports Administration/Coaching** offers class work and practicum for students who are interested in sports administration and coaching individuals or team sports.

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.

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 wholistic health.
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. Promote health and wellness within the framework of the whole person within a Christocentric philosophical paradigm.

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 National Academy of Sports Medicine (NASM).

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 220	Prevention of Common 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 426	Principles of Fitness Assessment & Exercise Prescription	3
HLSC 490A	Internship	3
HLSC 490B	Internship	3
HLSC 490C	Internship	3
HLSC 492	NASM Health Fitness Specialist Certification	2
NUTR 260	Nutrition (Emphasis on Prevention and Health)	3
NUTR 450	Sport Nutrition	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 341	Sports Psychology	3
PETH 345	Motor Learning	3
PSYC 240	Stress Management	3

Required Cognates **19 hours**

BIOL 201	Human Anatomy and Physiology I	4
BIOL 202	Human Anatomy and Physiology II	4
CHEM 114	Foundations of General, Organic, and Biochemistry	4
CPTR 105	Introduction to Computers *(Can be fulfilled by computer proficiency)*	0-3
MATH 110	Probability and Statistics	4

General Education **35 hours**

See details of General Education Requirements, Page 33.

ENGL 101	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
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
	Humanities elective	3
PEAC 156L	Weight Training	1

Electives **8 hours**

Upper-division courses must total at least 36 hours.

TOTAL **120 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.

Health Sciences Core Curriculum **32 hours**

HLSC 175	Medical Terminology	2
HLSC 220	Prevention of Common Diseases through Health Promotion	3
HLSC 260	Consumer Health/ Fitness Industry	3
HLSC 340	Health Program Planning, Design & Management	3
HLSC 492	NASM Health Fitness Specialist Certification	2
NUTR 260	Nutrition	3
NUTR 450	Sport Nutrition	3
PETH 325	Kinesiology	3
PETH 330	Physiology of Exercise	3
PETH 345	Motor Learning	3
PETH 499	Senior Seminar	1
PSYC 240	Stress Management	3

Required Cognates **51 hours**

BIOL 201	Human Anatomy and Physiology I	4
BIOL 202	Human Anatomy and Physiology II	4
BIOL 161	College Biology I	4
BIOL 162	College Biology II	4
BIOL 330	Animal Physiology	3
CHEM 151	College Chemistry I	4
CHEM 152	College Chemistry II	4
MATH 110	Probability and Statistics	4
MATH 120	College Algebra and Trigonometry	4
MATH 126	Precalculus	4
PHYS 271	College Physics I	4
PHYS 272	College Physics II	4
PSYC 210	Developmental Psychology	3
COOP 210	Introduction to Career Planning	1
COOP 351	Parallel Work Experience (0)	
-and/or-		
COOP 360	Alternating Work Experience (0)	0

General Education **34-37 hours**

See details of General Education Requirements, Page 33.

INTD 105	First-Year Experience	1
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
HIST	History elective	3
	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

Electives **0-3 hours**

TOTAL **120 HOURS**

Bachelor of Science in Fitness & Sport Science

The major in Fitness & Sport Science 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 Fitness & Sport Science 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 majors and non-majors in proper coaching techniques.

Besides scholastic sports, the courses are also 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.

Fitness & Sport Science Core		**45 hours**
HLSC 426	Principles of Fitness Assessment & Exercise Prescription (NASM)	3
HLSC 492	NASM Health Fitness Specialist Certification	2
NUTR 260	Nutrition	3
NUTR 450	Sport Nutrition	3
PETH 250	Fitness and Wellness	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 341	Sports Psychology	3
PETH 345	Motor Learning	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
PETH 499	Senior Seminar	1

Required Cognates		**13 hours**
BIOL 201	Human Anatomy and Physiology	4
BIOL 202	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 **38-41 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
INTD 105	First-Year Experience	1
LITR	Literature elective	3
HIST	History elective	3
	Humanities elective	3
	Social Science elective	3
PEAC	Physical Activity	1
PSYC 105	Introduction to Psychology	3
RELB/RELT	Religion electives	12

Electives **21-24 hours**

Upper-division courses must total at least 36 hours.
Note: A minor is recommended.

TOTAL **120 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

COHORT-DEPENDENT PROGRAM

The following is designated as a cohort-dependent program. For maximum student learning, a minimum of seven students is required.

Bachelor of Science in Physical Education

The Bachelor of Science program in Physical Education 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 172*, for information about admission to teaching internship.*

Students must be approved by the Teacher Education Council before enrolling in EDUC 365, EDUC 366, EDUC 345F, EDUC 460 or EDUC 466.

PHYSICAL EDUCATION CORE (Theory & Activity) 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 341	Sports Psychology	3
PETH 345	Motor Learning	3
PETH 351	Professional Activities Analysis I	3
PETH 352	Professional Activities Analysis II	3
PETH 353	Professional Activities Analysis III	3
PETH 354	Professional Activities Analysis IV	3
PETH 355	Measurement in Physical Education	3
PETH 360	Theory of Coaching Athletics	2
PETH 410	Adapted Physical Education	3
PETH 425	Administration in Physical Education	3

Teacher Education Requirements 25 hours

Note: Students must be approved by the Teacher Education Admissions Committee before enrolling in EDUC 365, EDUC 366, EDUC 345F, EDUC 460 or EDUC 466.

EDUC 120	Philosophy and Trends in Education	2
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 460	Teaching Internship I	3
EDUC 466	Teaching Internship II	6
EDUC 493	Senior Seminar I	1
EDUC 497	Senior Seminar II	1

Required Cognates **15 hours**

PSYC 210	Developmental Psychology	3
BIOL 201	Human Anatomy and Physiology I	4
BIOL 202	Human Anatomy and Physiology II	4
MATH 110	Probability and Statistics	4

General Education **35-38 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
INTD 105	First-Year Experience	1
LITR	Literature elective	3
HIST	History elective	3
	Humanities Elective	3
PEAC	Physical Activity	1
PSYC 105	Introduction to Psychology	3
RELT 250	Principles of Christian Faith	3
RELT 270	Adventist Heritage and Mission	3
RELB/RELT	Religion electives	6

TOTAL **123-126 HOURS**

School of Health Professions, Science and Wellness

Department of Mathematics and Physics

PROGRAMS OFFERED

- **Bachelor of Science** | Mathematics

Minor

- **Mathematics**

COHORT-DEPENDENT PROGRAMS

For maximum student learning, a minimum of seven students is required

- **Bachelor of Arts** | Mathematics
- **Bachelor of Arts** | Mathematics Education
- **Bachelor of Science** | Mathematics Education

Information

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Faculty

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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 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 and MATH 312	Axiomatics: Logic (3) Axiomatics: Geometry (3)	
– or –		
MATH 319 and MATH 320	Differential Equations (3) Complex Variables (3)	
– or –		
MATH 331 and MATH 332	Real Analysis and Topology I (3) Real Analysis and Topology II (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 – and/or – COOP 360	Parallel Work Experience (0)** 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 **43-46 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition 3
ENGL 102	Research and Literature 3
COMM 105	Introduction to Human Communication 3
CPTR 105	Introduction to Computers ..... 0-3 *(Can be fulfilled by computer proficiency)*
RELB/RELT	Religion*** 12

**** For details on the Religion requirement, see the General Education section of the* Academic Bulletin.

BIO/CHEM/PHYS	Physical/Natural Science elective 4
PSYC 105 – or – SOCI 105	Introduction to Psychology (3) General Sociology (3) 3
HIST	History elective 3
	Social Science elective 3
LITR	Literature elective 3
	Humanities elective 3
PEAC	Physical Education Activity Elective 1
HLSC	Health elective 2

Electives **20-23 hours**

Upper-division courses must total at least 36 hours.

TOTAL **120 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	Mathematics electives numbered 129 or higher	13

COHORT-DEPENDENT PROGRAMS

The following are designated as cohort-dependent programs. For maximum student learning, a minimum of seven students is required.

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 and MATH 312	Axiomatics: Logic (3) Axiomatics: Geometry (3)	
– or –		
MATH 319 and MATH 320	Differential Equations (3) Complex Variables (3)	
– or –		
MATH 331 and MATH 332	Real Analysis and Topology I (3) Real Analysis and Topology II (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 **43-46 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition 3
ENGL 102	Research and Literature 3
COMM 105	Introduction to Human Communication 3
CPTR 105	Introduction to Computers 0-3
	(Can be fulfilled by computer proficiency)
RELB/RELT	Religion* 12
BIOL/CHEM/PHYS	Physical/Natural 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
	Humanities elective 3
PEAC	Physical Education activity elective 1
HLSC	Health elective 2

Electives **30-33 hours**

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

TOTAL **120 HOURS**

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 Education. There are, however, certain choices of classes that best prepare such a student, completion of which will provide eligibility for Content Assessment exams offered by Maryland State Department of Education (MSDE). The programs outlined here have been approved by MSDE and 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	Axiomatics: Logic	3	3
MATH 312	Axiomatics: Geometry	3	3
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	3
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
PSYC 210	Developmental Psychology	3	3

Recommended Cognates

PHYS 281	Physics for Scientists and Engineers I (4)
PHYS 282	Physics for Scientists and Engineers II (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.

		HOURS B.A.	B.S.
Education Component **		**34**	**34**
EDUC 120	Philosophy and Trends in Education	2	2
EDUC 242	Human Learning	3	3
EDUC 340	Materials and Methods of Secondary Teaching	3	3
EDUC 345E	Secondary School Mathematics Methods	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	Education of Exceptional Children and Youth	3	3
EDUC 424	Educational Assessment	3	3
EDUC 460 ***	Teaching Internship I	3	3
EDUC 466 ***	Teaching Internship II	6	6
EDUC 493 ***	Senior Seminar I	1	1
EDUC 497 ***	Senior Seminar II	1	1

*** The Education and General Education courses are designed to meet the General Conference of Seventh-day Adventist Department of Education requirements for teaching and the Maryland State Department of Education prerequisite for taking the state content assessment exams.*

**** 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 460, EDUC 466, EDUC 493, and EDUC 497.*

		HOURS B.A.	B.S.
General Education**		**37-40**	**37-40**
ENGL 101	Composition	3	3
ENGL 102	Research and Literature	3	3
COMM 105	Introduction to Human Communication	3	3
CPTR 105	Introduction to Computers	0-3	0-3
	(Can be fulfilled by computer proficiency)		
RELT 250	Principles of Christian Faith	3	3
RELT 270	Adventist Heritage and Mission	3	3
RELB/RELT*	Religion	6	6
BIOL/CHEM/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
	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	**3-6**	**NA**
TOTAL	**120**	**124-127**

Department of Medical Imaging

PROGRAM OFFERED

- **Associate of Applied Science** | Radiologic Technology
- **Bachelor of Science** | Medical Imaging

Information

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J. Brent Clemmer, B.S., RT(R)(MR)(ARRT) Clinical Coordinator
Kristin Mitas, M.S., R.T. (R) Program Director

Mission Statement

The mission of the Department of Medical Imaging is to educate professionals as radiologic technologists who are able to safely deliver clinical excellence and quality service to the community.

Program Goals

1. To produce competent, entry level graduates.
2. The student will develop problem solving and critical thinking skills.
3. The student demonstrates appropriate skills in communication and ethics.
4. The student will demonstrate professionalism.

Introduction

Washington Adventist University's A.A.S. 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.

Washington Adventist University's B.S. degree in Medical Imaging is a four-year degree program. This curriculum is structured as follows: (1) General Education courses, (2) Two years of didactic and clinical radiography courses in which students are required to attend classes during both summer sessions; (3) Fourth year is the bachelor completion component.

Accreditation

The A.A.S. in Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiographic Technology (JRCERT). | 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). | arrt.org

The B.S. in Medical Imaging program is approved by Maryland Higher Education Commission.

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:

- Adventist Medical Faculty Associates, LLC, Rockville, Md.
- Adventist Medical Faculty Associates, LLC, Germantown, Md.
- RadNet, Inc.
- Shady Grove Medical Center, Rockville, Md.
- Washington Adventist Hospital, Takoma Park, 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.

Associate of Applied Science in Radiologic Technology

Program Student Learning Outcomes

The following is 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 modify standard procedures as needed to provide quality patient care and comfort.
4. Apply principles of body mechanics.
5. Operate radiographic imaging equipment and accessory devices.
6. Position the patient and imaging equipment to perform radiographic examinations and procedures.
7. Determine exposure factors and practice radiation protection to obtain diagnostic quality imagines with minimum radiation exposure to the patient, self and others.
8. Recognize emergency patient conditions to initiate first aid and basic life-support.
9. Evaluate radiographic images for appropriate positioning and image quality.
10. Demonstrate knowledge and skills relating to quality assurance including reporting malfunctions to the proper authority for timely resolution.
11. Demonstrate expected ethical and professional behavior
12. Recognize the need for continuing education for professional growth.

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.

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.

1. Applications are accepted without regard to race, sex, creed, religion or national origin.
2. Applicants must be at least 18 years of age before entering the program.
3. Applicants must have graduated from an accredited high school or must have passed a state high school equivalency test (GED).
4. Students must pass a physical examination that includes drug screening.
5. Applicants must be proficient in the written and verbal use of the English language.
6. Applicants should have a minimum 2.5 GPA in all science and mathematical courses.
7. Applicants must have completed general education requirements (see requirements for the program).
8. Applicants must complete an application.
9. Applicants must submit three letters of recommendation.
10. Applicants must complete an observation day.
11. Applicants must appear for an interview with the Radiologic Technology Admissions Committee.

Transfer Students

Transfer students are considered for this program on the basis of the following:

1. The student left his/her previous program in good standing and has a recommendation from the director.
2. The student has all records from the previous program that are pertinent to his/her education in this program.
3. The student attends a personal interview with the Radiologic Technology Admissions Committee.
4. The student meets all of the admission requirements of the program.
5. Students will only be considered if program enrollment is not at maximum capacity.
6. Each student's eligibility will be reviewed and considered by the Radiologic Technology 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:

1. Visually distinguish gray shades on a radiographic image.
2. Immediately comprehend and respond to auditory instructions or requests.
3. Push and operate portable imaging equipment.
4. 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 within the program 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	1
RADT 203	Introduction to Radiography and Patient Care	2
RADT 204	Biomedical Ethics*	3
RADT 230	Radiographic Exposure	3
RADT 305	Radiation Protection and Radiation Biology	2
RADT 307	Radiographic Equipment and QA	3
RADT 324	Image Production	2
RADT 329	Digital Equipment	2
RADC 110	Clinical Experience II	2
RADC 120	Clinical Experience III	4
RADC 130	Clinical Experience IV	2
RADC 300	Clinical Experience V	2
RADC 310	Clinical Experience VI	2
RADC 320	Clinical Experience VII	2
RADC 330	Clinical Experience VIII	2
RADT 309	General Review	1

** Can be RELB/RELT/RELT elective*

General Education		17 hours
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
INTD 105	First-Year Experience	1
PSYC 105 – or – SOCI 105	Introduction to Psychology (3) 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 hours
RADT 202	Medical Terminology	2
BIOL 201	Human Anatomy and Physiology I	4
MATH 120	College Algebra and Trigonometry	4

TOTAL **73 HOURS**

Bachelor of Science in Medical Imaging

Program Student Learning Outcomes

The following is a list of competencies that are necessary to graduate with a Bachelor of Science degree in Medical Imaging:

- Demonstrate effective use of oral and written medical language and terminology.
- Identify standards of professional and ethical behavior.
- Recognize the need for further professional development and education.
- Demonstrate knowledge of the principles of the Christian faith.
- Display respect towards diversity.
- Develop comprehension of the basic foundational principles of business administration.
- Understand the principles of leadership and teamwork within health care services.
- Display a sense of informed perspective and a mature view of human nature.
- Demonstrate effective critical thinking and decision making skills.
- Acquire the ability to perform as a coordinator, leader and manager of care through collaborating, delegating, negotiating and evaluating within health care services.

Admission Requirements

Admission to the Washington Adventist University B.S. in Medical Imaging program requires:

- WAU acceptance
- A.A.S. degree in radiologic technology or equivalent
- American Registry of Radiologic Technologists certified and registered, or registry-eligible

Graduation Requirements

Before attending graduation and receiving the Bachelor of Science degree, the student must meet the following requirements:

- Successful completion of all required course work
- Paid in full all applicable tuition and fees

The B.S. Medical Imaging program is a four-year degree program. This curriculum is structured as follows: (1) General Education courses, (2) Two years of didactic and clinical radiography courses in which students are required to attend classes during both summer sessions; (3) Fourth year is the bachelor completion component.

The program commences with one year of General Education courses. As a faith-based institution, a number of religion courses are included as part of these general education requirements.

During the next two years of the Medical Imaging program, the student will learn the basics of radiography and receive supervised clinical instruction. Students will attend lectures in advanced subjects and complete clinical assignments involving complex radiologic procedures. These assignments will give students greater involvement and responsibility in patient care.

In addition, students will have rotations through many different and unique clinical areas and will learn to care for all types of patients in all stages of illness. Students will also have the opportunity to gain hands-on experience in Computed Tomography (CT), Magnetic Resonance Imaging (MRI), heart catheterization, angiography, mammography, nuclear medicine, radiation oncology and ultrasound.

At this time, the student may also elect the take the certification examination that is administered by the American Registry of Radiologic Technologists (ARRT).

A student can transfer into the program if they have passed the certification examination that is administered by the American Registry of Radiologic Technologist (ARRT).

The fourth year will be designed to build management and leadership skills in health care. Courses will strengthen the students' knowledge in the planning and implementation in health care. Emphasis will be placed on critical thinking skills and communication to provide the highest quality of care for the community.

Upon successful completion of the program, the graduate will receive a Bachelor of Science in Medical Imaging.

Bachelor of Science in Medical Imaging

Core Curriculum

Major Courses		49 hours
RADT 101	Radiographic Positioning and Procedures I	2
RADT 111	Radiographic Positioning and Procedures II	2
RADT 121	Radiographic Positioning and Procedures III	3
RADT 131	Radiographic Positioning and Procedures IV	1
RADT 204	Biomedical Ethics	3
RADT 230	Radiographic Exposure	3
RADT 304	Quality Assurance	2
RADT 305	Radiation Protection & Radiation Biology	2
RADT 307	Radiographic Equipment and QA	3
RADT 308	Pathology and Cross-Sectional Anatomy	3
RADT 309	General Review	1
RADT 324	Image Production	2
RADT 329	Digital Equipment	2
RADC 110	Clinical Experience II	2
RADC 120	Clinical Experience III	4
RADC 130	Clinical Experience IV	2
RADC 300	Clinical Experience V	2

RADC 310	Clinical Experience VI	2
RADC 320	Clinical Experience VII	2
RADC 330	Clinical Experience VIII	2
RADT 495	Independent Study	4

Required Cognate Courses **29 hours**

ACCT 211	Principles of Accounting I	3
BIOL 201	Anatomy and Physiology I	4
BIOL 202	Anatomy and Physiology II	4
COMM 397	Cultural Conceptions of Gender, Race and Class	3
HLSC 340	Health Program Planning, Design and Management	3
RADT 102	Physics I	2
RADT 112	Physics II	2
RADT 203	Introduction to Radiography and Patient Care	2
RADT 202	Medical Terminology	2
MATH 120	College Algebra and Trigonometry	4

General Education Courses **40-43 hours**

ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	.0-3
	(Can be fulfilled by computer proficiency)	
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
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education Activity elective	1
HLSC	Health elective	2

Electives **0-2 hours**

TOTAL **120-121**

Medical Laboratory Science Program

COHORT-DEPENDENT PROGRAM

For maximum student learning, a minimum of seven students is required

- **Bachelor of Science** | Medical Laboratory Science

Information

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Tasha Simpson, B.S.M.T., M.S.
Melissa Poua, B.S.C.L.S.
Ysabel Ramirez

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, located in 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. | naacls.org

The Washington Adventist University baccalaureate 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 WAU Medical Laboratory Science program is also designed to meet preprofessional 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 48.

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. In order to be competitive, a student's overall GPA should be 3.5 or higher.

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 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.

COHORT-DEPENDENT PROGRAM

The following is designated a cohort-dependent program. For maximum student learning, a minimum of seven students is required.

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 I	4
BIOL 162	College Biology II	4
BIOL 330	Animal Physiology	4
BIOL 415	Immunology	3
CHEM 151	College Chemistry I	4
CHEM 152	College Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
HLSC 101	Introduction to Health Care	2
HLSC 175	Medical Terminology	2
MATH 126	Precalculus	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 I	4
PHYS 272	College Physics II	4

General Education **40-43 hours**

See details of General Education Requirements, Page 33.		
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR 105	Introduction to Computers	0-3
	(Can be fulfilled by computer proficiency)	
INTD 105	First-Year Experience	1
RELB/RELT	Religion required electives	
	(See General Education requirements)	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
	Social Science elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education activity elective	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 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 135-138 HOURS

**Note: Upper-division courses must total at least 36 hours.*

The Edyth T. James Department of Nursing

PROGRAM OFFERED

- **Bachelor of Science** | Nursing

Information

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Staff

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Evelyn Khandagale I Clinical Coordinator
Raysa Creque | Nursing Office Manager

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

Washington Adventist University's nursing program has a rich 106-year history that includes being the first baccalaureate nursing program established in the state of Maryland.

In the early years the nursing school was named the Washington Sanitarium Training School for Missionary Nurses. The nursing program was first offered in 1909 as a three-year hospital-based program. The baccalaureate program was established in 1926.

Opportunities for nursing students to serve abroad are still provided and the University offers four short-term mission trips to foreign countries each year. The University faculty and staff work towards the goal of helping students complete their nursing degrees within a supportive, spiritual, Christian learning community. The nursing program has a new, comprehensive curriculum and many success strategies in place that will help students to progress successfully through the program, pass their R.N. state board exams, and reach their dreams of becoming registered nurses.

Washington Adventist University's nursing programs are approved by the Maryland Board of Nursing and the Maryland Higher Education Commission. The M.S. in Nursing and B.S.N. programs are in the process of being accredited by the Commission on Collegiate Nursing Education (CCNE). Washington Adventist University is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The University is also accredited by The Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities.

Multiple agencies utilized for clinical experiences include:

- Washington Adventist Hospital
- Shady Grove Adventist Hospital
- Prince George's Hospital Center
- Adventist Health Care Behavioral Health and Wellness Center
- Children's National Medical Center
- Medstar Washington Hospital Center
- Doctor's Community Hospital
- County Departments of Health
- Adventist Home Health, School Health and Parish Nursing agencies
- Sligo Creek Nursing and Rehabilitative Center

The nursing program is located in 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 R.N.-M.S.N. entry information can be found in the School of Graduate and Professional Studies section on Page 338.

Goal of B.S.N. Program

The goal of the B.S.N. program is to prepare generalist nurses who practice within a holistic, caring framework to help individuals, families, groups, communities, and populations meet their optimum health potential through human need fulfillment.

Expected Student Outcomes, B.S.N. Program

Graduates of the B.S.N. program are prepared to:

1. Integrate theoretical knowledge acquired through the study of the humanities, liberal arts, social sciences, and natural sciences to enhance the knowledge and values necessary to deliver professional nursing care to clients across the life span in a multicultural society.
2. Demonstrate the ability to provide quality health care within a framework of competent, moral, ethical, safe, and legal practices.
3. Demonstrate safe, quality outcomes of care through the competent use of patient care technologies, information management systems, and effective communication techniques.
4. Deliver nursing care as a provider, patient advocate, educator, and counselor within a humanistic caring framework, using the nursing process to assess, plan, implement, and evaluate outcomes of patient care.
5. Design holistic care based on the human needs theory by addressing the influences of physical, developmental, mental, behavioral, spiritual, cultural, socioeconomic, and environmental factors on health and wellness.
6. Design interventions that improve health promotion, risk reduction, disease and injury prevention, and illness and disease management throughout the lifespan from the individual through the population levels.
7. Demonstrate professional standards of nursing, including a commitment to caring, altruism, autonomy, human dignity, integrity, social justice, accountability, lifelong learning, and advancement of the profession.
8. Apply a Christ-centered spiritual process within a multicultural multi-faith environment to help self and others identify and meet self-care and spiritual needs and bring peace and comfort.
9. Integrate professional communication techniques, collaborative skills, and teamwork to deliver evidence-based patient-centered care as a member of an interdisciplinary team.
10. Apply best research evidence, systematic and logical reflective reasoning, clinical judgment and expertise, and consideration of patient values in the promotion of evidence-based nursing practice.

11. Describe the collaborative role of the nurse in the economic, legal, regulatory, and political processes that influence local, state, national, and global professional nursing practice and health care delivery.
12. Demonstrate the ability to perform as a designer, coordinator, and manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems.

Career Opportunities

If you are planning to apply to the Washington Adventist University nursing program, you have selected one of the best professions for future employment growth and career satisfaction. The Bachelor of Science degree with a major 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, missions, 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, administration, 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 admissions and progression coordinator. Once in the nursing program, students are advised by an assigned faculty adviser in the Department of Nursing.

Admission to the nursing program in the sophomore year requires:

- Acceptance to Washington Adventist University
- Completion of prerequisite courses with a "C" or better
- Submission of cumulative college GPA, preferably of 3.0 or above
- Proficient or higher level scores on the TEAS V and/or an associate's or bachelor's degree earned.
- Writing proficiency/typing of a proctored essay
- Letter of recommendation from a former professor, employer, co-worker, or pastor
- Personal interview

Students who apply for admission to the nursing program will be evaluated in six different areas. These include the personal interview, essay, cumulative college GPA, science courses grades, TEAS V test scores, and letter of recommendation.

Registration requirements for the nursing program include:

- Criminal background check with no negative history found
- Drug screen — negative
- Immunizations
- Physical exam
- CPR card (American Heart Association for health care providers only)

Nursing Prerequisite Courses

Students applying for admission to the nursing program must successfully complete the following courses with a minimum grade of "C" for each course. 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	Composition	3
ENGL 102	Research and Literature	3
BIOL 201	Human Anatomy and Physiology I	4
BIOL 202	Human Anatomy and Physiology II	4
BIOL 150	Microbiology	4
CHEM 114	Fundamentals of General, Organic and Biochemistry	4
BIOL 140	The Human Body in Health and Disease	
–or–		
BIOL	Biology elective	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 *(Completed by the first semester in the program)*	4
CPTR 105	Introduction to Computers	3
SOCI 105	General Sociology	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).*

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 R.N.-M.S.N. completion program for associate degree nursing graduates.

Admission information for the R.N.-M.S.N. program may be found in School of Graduate and Professional Studies on Page 338.

All nursing majors must complete a health history and physical examination as required by the Department of Nursing. Copies of the health history, physi-

cal exam, immunizations, background checks, CPR card, and other tests must be submitted via the Student Immunization Tracker before clinical courses can be taken. *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 in the junior year. Students will be expected to be available to attend clinical experiences and nursing classes and labs during the daytime, evenings, and possibly weekends.

Bachelor of Science in Nursing

The baccalaureate curriculum has been designed to develop professional competence in the scholarly practice of nursing. A comprehensive offering of nursing courses with a foundation in the humanities, social sciences, and natural sciences contribute to provide an exceptional curriculum. The program of study in nursing offers integrated 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 courses required for the traditional nursing 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 320.

Courses for Nursing Majors

Nursing Major		58 hours
NURS 222	Professional Nursing Foundations	5
NURS 244	Health Assessment and Promotion	4
NURS 254	Pharmacology	3
NURS 323	Pathophysiology	3
NURS 341	Advanced Patient Care Technology and Informatics	1
NURS 354	Psychiatric Mental Health Nursing	4
NURS 364	Adult Gerontology Health Nursing I	5
NURS 378	Maternal Child and Women's Health Nursing	5
NURS 389	Nursing Research and Evidence-Based Practice	3
NURS 392	Adult Gerontology Health Nursing II	5
NURS 399	Pediatric Health Nursing	4
NURS 423	Nursing Leadership and Management	3
NURS 446	Public Health Nursing and Population Health	5
NURS 478	Healthcare Policy and Politics	3
NURS 489	Synthesis of Complex Nursing Care	5

Required Cognates **42 hours**

BIOL 201	Human Anatomy and Physiology I *	4
BIOL 202	Human Anatomy and Physiology II *	4
BIOL 150	Microbiology *	4
CHEM 114	Fundamentals of General, Organic and Biochemistry*	4
BIOL 140	The Human Body in Health and Disease**	
–or–		
BIOL	Biology elective	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
SOCI 105	General Sociology *	3
RELT 320	Religion and American Culture (3)	
– or –		
RELT 280	Moral Issues in World Religions (3)	3

General Education **29-32 hours**

See details of General Education Requirements, Page 33.

ENGL 101	Composition **	3
ENGL 102	Research and Literature **	3
COMM 105	Introduction to Human Communication **	3
CPTR 105	Introduction to Computers	.0-3
	(Can be fulfilled by computer proficiency)	
INTD 105	First-Year Experience	1
RELT 385	Christian Ethics and Modern Society	3
RELB/RELT	Religion electives	6
	Note: Electives must be taken from the required list.	
HIST	History elective	3
LITR	Literature elective	3
	Humanities elective	3
PEAC	Physical Education Activity elective	1

** Prerequisites to be completed before traditional and transfer students are admitted to NURS 222.*

*** Prerequisites to be completed before traditional students are admitted to NURS 222, NURS 244 and NURS 254.*

TOTAL **129-132 HOURS**

NOTE: *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

SGPS **School of Graduate and Professional Studies**

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301-891-4092 | sgps@wau.edu

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

SGPS Academic Calendar 2019-2020

FALL **First Semester** **2019**

Session I **Aug 25 Su – Oct 17 Th**

Last day of enrollment without a late registration fee	Aug 23 F
Session I begins	Aug 25 Su
Add and drop period without receiving a "W"	Aug 25-30 Su-F
Last day to drop a class without receiving a "W"	Aug 30 F
Labor Day holiday – No classes held	Sep 2 M
Faculty deadline to submit AW for never-attended students	Sep 9 M
Final week of first session	Oct 13-17 Su-Th

Session II **Oct 20 Su – Dec 12 Th**

Last day of enrollment without a late registration fee	Oct 18 F
Session II begins	Oct 20 Su
Add and drop period without receiving a "W"	Oct 20-25 Su-F
Last day to drop a class without receiving a "W"	Oct 25 F
First-session grades due	Oct 23 W
Faculty deadline to submit AW for never-attended students	Oct 31 Th
Thanksgiving holiday	Nov 28-29 Th-F
Final week of second session	Dec 8-12 Su-Th
Second-session grades due	Dec 18 W
Semester break	Dec 13 F-Jan 4 Sa

SPRING **Second Semester** **2020**

Session I **Jan 5 Su – Feb 4 Th**

Last day of enrollment without a late registration fee	Jan 3 F
Session I begins	Jan 5 Su
Add and drop period without receiving a "W"	Jan 5-10 Su-F
Last day to drop a class without receiving a "W"	Jan 10 F
Martin Luther King Jr. holiday – No classes held	Jan 20 M
Faculty deadline to submit AW for never-attended students	Jan 27 M
Final week of first session	Feb 23- 27 Su-Th

Session II **Mar 1 Su – Apr 30 Th**

Last day of enrollment without a late registration fee	Feb 28 F
Session II begins	Mar 1 Su
Add and drop period without receiving a "W"	Mar 1-6 Su-F
Last day to drop a class without receiving a "W"	Mar 6 F
First-session grades due	Mar 4 W
Faculty deadline to submit AW for never-attended students	Mar 12 Th
Easter Sunday – No classes held	Apr 19 Su

Final week of second session ..... Apr 26-30 Su-Th
Senior/potential graduates final grades due by noon ..... May 1 F
Consecration Service ..... May 8 F
Baccalaureate ..... May 9 Sa
Commencement ..... May 10 Su
Second-session grades due ..... May 6 W

Summer Session 2020

Session I **May 10 Su – Jul 2 Th**

Last day of enrollment without a late registration fee ..... May 8 F
Session I begins ..... May 10 Su
Diplomas for spring graduates available ..... May 11 M
Add and drop period without receiving a "W" ..... May 10-15 Su-F
Last day to drop a class without receiving a "W" ..... May 15 F
Memorial Day – No classes held ..... May 25 M
Final week of first session ..... Jun 28-Jul 2 Su-Th

Session II **Jul 5 Su – Aug 20 Th**

Last day of enrollment without a late registration fee ..... Jul 3 F
Session II begins ..... Jul 5 Su
Add and drop period without receiving a "W" ..... Jul 5-10 Su-F
Last day to drop a class without receiving a "W" ..... Jul 10 F
First-session grades due ..... Jul 8 W
Diplomas for summer graduates available ..... Aug 10 M
Final week of second session ..... Aug 16-20 Su-Th
Second-session grades due ..... Aug 26 W

** If you're anticipating being a summer graduate, taking courses in the second session of the summer will automatically preclude you from receiving your degree for the Summer conferral date. Students in this situation would need to fill out a new graduation application for the Fall conferral date.*

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.

Guest Student Policy

Non-degree-seeking undergraduate or graduate students, or students visiting from other universities, may enroll in SGPS courses at Washington Adventist University.

Undergraduate student guidelines

- Guest student status is granted for one semester. If a student wishes to enroll in additional undergraduate courses, he or she will need to submit a new guest student application each semester.
- Proof of high school completion (diploma, high school equivalency diploma (HSED), or general education development (GED) diploma) as evidenced by an official transcript is required.
- All policies regarding course prerequisites apply to guest undergraduate students unless a specific written exception is made by the chair of the academic department. Enrollment as a guest student does not guarantee admission into one of the Washington Adventist University's undergraduate programs.
- A maximum of 9 credits taken while enrolled as a guest undergraduate student may be applied toward a Washington Adventist University degree.
- Financial aid is not available to guest students.

Graduate student guidelines

- Please refer to the Graduate Studies Program section on Page 331.

SGPS Degree Programs

BUSINESS

PROFESSIONAL STUDIES PROGRAM

- **Bachelor of Science**
  Business Administration
- **Minor** in Business Administration

GRADUATE STUDIES PROGRAM

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

Contact: M.B.A. program
Carol Cogen | 301-891-4062
ccogen@wau.edu

Contact: M.A. in Public Administration
Elcy Chacko | 301-891-4138
echacko@wau.edu

Contact: B.S. in Business Administration
Mike Harris | 301-891-4086
mharris1@wau.edu

EDUCATION

PROFESSIONAL STUDIES PROGRAM

- **Bachelor of Arts**
  Early Childhood Education/
  Special Education
- **Bachelor of Arts**
  Elementary Education/
  Special Education
- **Bachelor of Arts**
  Early Childhood Care and Education

Chair: Andrew Smith | 301-891-4536
andsmith@wau.edu

Contact: Karlens Edmond | 301-891-4535
kedmond@wau.edu

GENERAL STUDIES

PROFESSIONAL STUDIES PROGRAM

- **Associate of Science** | General Studies*
- **Bachelor of Science** | General Studies**

Contact: Mike Harris | 301-891-4086
mharris1@wau.edu

HEALTH CARE

PROFESSIONAL STUDIES PROGRAM

- **Bachelor of Science**
  Health Care Administration
  Nursing RN-BSN Program
  Respiratory Care*
- **Minor** in Health Care Administration

GRADUATE STUDIES PROGRAM

- **Master of Arts**
  Health Care Administration
  Nursing RN-MSN Program
- **Master of Science**
  Nursing and Business Leadership
- **Master of Science** | Nursing Education*

Contact: Carol Cogen | 301-891-4062
ccogen@wau.edu

Contact: B.S. in Respiratory Care
Mike Harris | 301-891-4086
mharris1@wau.edu

Graduate Nursing Program Director:
Bonnie Franckowiak | 301-891-4092
bfrancko@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**
  Clinical Mental Health Counseling,
  LCPC and LCADC
- **Master of Education**
  School Counseling See Appendix, Page 499

Contact: Elcy Chacko | 301-891-4138
echacko@wau.edu

RELIGION

GRADUATE STUDIES PROGRAM

- **Master of Arts** | Religion*

Contact: Mike Harris | 301-891-4086
mharris1@wau.edu

** Cohort-dependent program: For maximum student learning, a minimum of seven students is required*
*** Offered through Laurel Center only.*

SGPS Fee Policies

Tuition Information

Undergraduate tuition for students matriculated in the School of Graduate and Professional Studies is $465 per credit. Graduate tuition is $625 per credit. Other fees as noted below may apply.

Miscellaneous Fees

- New degree-seeking students: One-time nonrefundable registration fee of $275, which is due before enrolling in the first course.
- Withdrawal fee $100
- Late registration fee of $50 for registering for a course after the first class has begun.
- An administrative fee of $50 for each Administrative Withdrawal (AW) 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.
- Experiential learning portfolio evaluation fee of $150 per evaluation. $50 per credit hour awarded recording fee. See Credit for Experiential Learning, Page 31.
- Nonrefundable graduation contract fee of $85, payable when graduation contract is completed. A non-refundable class fee is determined by the class officers of the graduating class each academic year.
- Annual parking fee of $50

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

Students must obtain financial clearance before they can register for classes. In order to obtain financial clearance, a student's account cannot be over $1,000. In addition, a student must pay a minimum of one-third of the registered tuition and fees up front.

Information: *Contact the SGPS business manager at 301-891-4090.*

Refund Policy

Initial charges for registration, student services and graduation application fees are **non-refundable**.

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 e-mail or letter to the program coordinator. Students will be charged a $100 withdrawal fee.

Tuition refunds are pro-rated as follows:

Courses dropped within the first week of class.....100%
Courses dropped prior to the second class session..... 65%
Courses dropped prior to the third class session..... 50%
Courses dropped after the third class session 0%

Scholarships

SGPS students are not eligible for WAU-based grants or scholarships.

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 at the Accounting Services cashier window on Tuesdays and Thursdays.

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.

Professional Studies Program
Undergraduate

Introduction

The Professional Studies Program offers working professionals an opportunity to complete a baccalaureate degree in one of many fields of study. 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.

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 one evening a week for approximately four hours after 6 p.m., with some classes scheduled on Sundays.
- Two eight-week accelerated sessions each semester enable working adults to complete a degree in considerably less time than traditional scheduling would allow.
- Undergraduate students can possibly earn credit for college-level learning gained through life and work experiencee. A portfolio assessment program operates primarily for adult students who apply for college credits for collegiate learning obtained through nontraditional methods. Please see Credit for Experiential Learning, Page 31.

Students may also obtain College Level Examination Program (CLEP) credit. For more information, see College Level Examination Program (CLEP), Page 29.

Admission Requirements

Acceptance to the accelerated baccalaureate degree programs is based upon receipt of an application, official transcripts from an accredited degree-granting college or equivalent, and a cumulative grade-point average of 2.0 on all previous college credits and an official high school transcript.

All applications and official transcripts must be sent directly to the School of Graduate and Professional Studies.

For more information regarding acceptance of transfer credit see Transfer Credits, Page 38.

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 minimum of 120 semester hours, including 36 upper-division credits.

Students may apply for credit for experiential learning by submitting a portfolio showing evidence of learning gained over a reasonable period of time through approved, structured and supervised activity. Students may also receive academic credit through the College Level Examination Program (CLEP)

The core curriculum of 10 to 12 courses (34 to 36 semester hours) must be completed at Washington Adventist University. Students are normally expected to meet the requirements as published in the Academic Bulletin for the school year in which they originally matriculated. However, students may be required to follow a current or new *Academic Bulletin*.

For a list of circumstances that would result in a *Bulletin* year change please see Selection of Academic Bulletin for Graduation, Page 118.

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. For the R.N.-B.S.N. Program, see Page 320.

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.

Note: Students must have earned a passing grade in the guided independent research project as one of the criteria for determining eligibility to participate in Commencement.

MAJORS | Professional Studies

BACHELOR OF ARTS | Professional Studies

Bachelor of Arts degrees are offered through WAU's undergraduate Professional Studies Program: one with a major in Early Childhood Education (pre-K through 3rd Grade)/Special Education (birth through age 8) and one with a major in Elementary Education (Grades 1-6)/Special Education (Grades 1-8).

An Early Childhood Care and Education (birth through age 8) major is also offered that 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 young children in inclusive settings.

Bachelor of Arts in Early Childhood Education/Special Education

Professional Studies Program

Bachelor of Arts in Early Childhood Education/Special Education

Birth – Third Grade

A program leading to a Bachelor of Arts 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		59 hours
EDEC 207	Foundations of Early Childhood Education	3
EDEC 305	Promoting Literacy & Lang In Young Children	3
EDEC 308	Early Childhood Social Studies Methods	2
EDEC 317	Integrated Arts in Early Childhood Education	3
EDEC 320	Positive Behavior Support Strategies in Early Childhood	2
EDEC 322	Early Childhood Mathematics Methods	4
EDEC 323	Methods and Materials for Teaching Science in Early Childhood	4
EDEC 351	Materials and Methods for the Assessment and Instruction of Reading and Language Arts	3
EDEC 354	Methods for Assessment of Reading	3
EDEC 391	Working with Young Children, Families and Community	2
EDEC 424	Observation and Assessment in ECED	3
EDEC 460	Teaching Internship I	3
EDEC 466	Teaching Internship II	6
EDSP 315	Inclusive Practices in Early Childhood Education	2
EDSP 425	Applied Measurement & Assmnt for Excpt Students	2

EDSP 440	Instructional Methods for Students with Disabilities	3
EDSP 470	Student Teaching--Special Education I	1
EDSP 476	Student Teaching--Special Education II	2
EDUC 321	Techniques for Integrating Educational Technology in the Classroom	3
EDUC 341	Processes and Acquisition of Reading	3
EDEC 493	Senior Seminar I	1
EDEC 497	Senior Seminar II	*1*

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 — 31 hours

Cultural Studies — 7 hours

EDUC 120	Educational Philosophy and Trends	2
EDUC 297	Issues in Multicultural Education	2
EDUC 418	Education of Exceptional Children and Youth	3

Scientific Studies — 12 hours

BIOL	Biology elective	4
MATH	Mathematics electives	8

Societal Studies — 9 hours

EDUC 242	Human Learning	3
HIST 125	History of World Civilizations I (3)	
– or –		
HIST 126	History of World Civilizations II (3)	3
PSYC 210	Developmental Psychology	3

Required Cognate — 3 hours

HIST 275	United States History I (3)	
– or –		
HIST276	United States History II (3)	3

III. General Education Requirements — 38-47 hours

NOT to be repeated in major. See details of General Education Requirements, Page 33.

BIOL/CHEM/PHYS	Science elective	4
COMM 105	Introduction to Human Communication	3
INSY 110	Computer Concepts (3)	
– or –		
CPTR 105	Introduction to Computers (3)	0-3
	Can be fulfilled by computer proficiency	
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
GEOG	Geography elective	3
HLSC/NUTR	Health elective*	2
	Humanities elective	3

INTD 315	Ethics in Modern Society	3
INTD 327	Issues in Religion and Culture	3
RELB/RELT	Religion electives**	0-6
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.
** If student takes BIOL 140 at WAU, Health elective is waived*
*** See* Requirements for Religion Electives, Page 317.

TOTAL **128-137 HOURS**

Bachelor of Arts in Elementary Education/Special Education

Professional Studies Program

Bachelor of Arts in Elementary Education/Special Education

A program leading to a Bachelor of Arts in Elementary Education (first through sixth grade) and Special Education (first through eighth grade). 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 470	Student Teaching — Special Education I	1
EDSP 476	Student Teaching — Special Education II	2
EDUC 305	Health/Science Methods	4
EDUC 308	Elementary Social Studies Methods	2
EDUC 322	Elementary Mathematics Methods	4
EDUC 320	Classroom Management	2
EDUC 321	Techniques for Integrating Educational Technology in the Classroom	3
EDUC 341	Processes and Acquisition of Reading	3
EDUC 351	Materials and Methods for Instruction and Teaching of Reading and Language Arts	3
EDUC 354	Methods for Assessment of Reading	3
EDUC 424	Educational Assessment	3
EDUC 460	Teaching Internship I	3
EDUC 466	Teaching Internship II	6
EDUC 493	Senior Seminar I	1
EDUC 497	Senior Seminar II	1

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 **31 hours**

Cultural Studies 7 hours

EDUC 120	Educational Philosophy and Trends	2
EDUC 297	Issues in Multicultural Education	2
EDUC 418	Education of Exceptional Children and Youth	3

Scientific Studies 12 hours

BIOL	Biology elective	4
MATH	Mathematics electives	8

Societal Studies 9 hours

EDUC 242	Human Learning	3
HIST 125	History of World Civilizations I (3)	
– or –		
HIST 126	History of World Civilizations II (3)	3
PSYC 210	Developmental Psychology	3

Required Cognate 3 hours

HIST 275	United States History I (3)	
– or –		
HIST 276	United States History II (3)	3

III. General Education Requirements **38-47 hours**

NOT to be repeated in major. See details of General Education Requirements, Page 33.

BIOL/CHEM/PHYS	Science Elective	4
COMM105	Introduction to Human Communication	3
INSY 110	Computer Concepts (3)	
– or –		
CPTR 105	Introduction to Computers (3)	0-3
	Can be fulfilled by computer proficiency	
ENGL 101	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
RELB/RELT	Religion electives**	0-6
LITR	Literature elective	3
MATH	Mathematics elective	4
PEAC	Physical Education activity elective	1
PSYC 105	Introduction to Psychology	3
	Humanities elective	3

** If a student takes BIOL 140 at WAU, Health elective is waived. Students who receive the Health elective waiver must still satisfy the 120 credit minimum requirement.*
NOTE: Upper-division courses must total at least 36 hours.
*** See* Requirements for Religion Electives, Page 317.

IV. Elective **0-5 hours**

TOTAL **120-124 HOURS**

Bachelor of Arts in Early Childhood Care and Education

Professional Studies Program

Bachelor of Arts in Early Childhood Care and Education | Birth – Age 8

NOTE: This degree leads to a diploma, but it does not prepare students to take the state exams.

I. Unified Theme — Professional Education **54 hours**

EDEC 205	Materials & Methods of Early Childhood Education	3
EDEC 207	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	3
EDEC 310	Teaching Experiences *	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 317	Integrated Arts in Early Childhood Education	3
EDEC 320	Positive Behavior Support Strategies in Early Childhood	2
EDEC 322	Early Childhood Mathematics Methods	4
EDEC 323	Methods and Materials for Teaching Science in Early Childhood	4
EDEC 391	Working with Young Children, Families and Community	2
EDEC 424	Observation/Assessment in Early Childhood Education	3
EDSP 315	Inclusive Practices in Early Childhood Education	2
EDUC 321	Techniques for Integrating Educational Technology in the Elementary and Secondary Classroom	3

** Credit may be granted for years of classroom experience.*
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 **31 hours**

Cultural Studies 7 hours

EDUC 120	Educational Philosophy and Trends	2
EDUC 297	Issues in Multicultural Education	2
EDUC 418	Education of Exceptional Children and Youth	3

Scientific Studies 12 hours

MATH	Mathematics elective	8
BIOL	Biology elective	4

Societal Studies 9 hours

PSYC 210	Developmental Psychology	3
HIST 125	History of World Civilizations I (3)	
– or –		
HIST 126	History of World Civilizations II (3)	3
EDUC 242	Human Learning	3

Required Cognates 3 hours

HIST 275 United States History I (3)
– or –
HIST276 United States History II (3) 3

III. General Education Requirements **30-39 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 Computer Concepts (3)
– or –
CPTR 105 Introduction to Computers (3) 0-3
Can be fulfilled by computer proficiency
INTD 315 Ethics in Modern Society 3
INTD 327 Issues in Religion and Culture 3
RELB/RELT Religion electives** 0-6
LITR Literature elective 3
PSYC 105 Introduction to Psychology 3
GEOG Geography elective 3
PEAC Physical Education activity elective 1
HLSC/NUTR * Health elective 2
Humanities elective 3

** If a student takes BIOL 140 at WAU, Health elective is waived. Students who receive the Health elective waiver must still satisfy the 120 credit minimum requirement.*
NOTE: Upper-division courses must total at least 36 hours.

*** See* Requirements for Religion Electives, Page 317.

IV. Electives **0-5 hours**

TOTAL **120-124 HOURS**

BACHELOR OF SCIENCE | Professional Studies

Five Bachelor of Science degrees are offered through WAU's undergraduate Professional Studies Program: Business Administration, Counseling Psychology, Health Care Administration, Nursing (RN-BSN), and Respiratory Care. *Please call the SGPS office to speak with a program coordinator.*

All five of these degrees have the following requirements:

General Education Requirements **32-41 hours**

Major courses meet 12 to 15 hours of General Education requirements.
See details of General Education Requirements, Page 33.

ENGL 101 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 – or – SOCI 105	Introduction to Psychology (3) General Sociology (3)	3
MATH	Mathematics elective *Business majors must take MATH 110 Probability and Statistics.*	4
BIOL/CHEM/PHYS	Science elective	4
LITR	Literature elective	3
RELB/RELT	Religion electives – *See Requirements below*	0-6
	Humanities elective *Choose from literature, philosophy, humanities, art appreciation, art history, music appreciation, music history or music theory.*	3
	Social Science elective *Information Systems major only*	3
INSY 110	Computer Concepts I *Or pass proficiency test. The computer proficiency requirement must be met by the end of the third course in the PSP major.*	0-3

Requirements for Religion Electives

Total Credits Earned at a Non-Seventh-day Adventist College	Religion Hours Required
Less than 24.0	6 hours *In addition to the six hours required in the major*
24.0 - 55.9	3 hours *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.

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, see Business Objectives/Core Competencies, Page 149.

Business Administration Core Curriculum		34 hours
MGMT 345	Essential Supervisory Techniques	3
ACCT 304	Managerial Accounting *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 *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	4
	Completion of MATH 110 with "C" or higher is prerequisite to this course.	
INTD 327	Issues in Religion and Culture	3
MGMT 490	Business Strategy	3
	Completion of 28 semester hours of the business administration core curriculum is prerequisite to this course.	
BUAD 499	Guided Independent Research Project	0

Required Cognates **7 hours**

INSY 320	Computer Concepts II	3
MATH 110	Probability and Statistics	4

Prerequisite Requirement **3 hours**

ACCT 211	Principles of Accounting I	3
	With grade of "C" or higher	

General Education Requirements **32-41 hours**

Electives **35-44 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 *Prerequisite: PSYC 105*	3
PSYC 240	Stress Management *Prerequisite: PSYC 105*	3
PSYC 285	Adolescent Psychology *Prerequisite: PSYC 105*	3
PSYC 305	Social Psychology *Prerequisite: PSYC 105*	3
PSYC 355	Learning and Motivation *Prerequisite: PSYC 105*	3

PSYC 360	Abnormal Psychology *Prerequisite: PSYC 105*	3
PSYC 385	Psychological Testing *Prerequisite: PSYC 105, MATH 110*	3
PSYC 435	Dynamics of Individual Counseling *Prerequisite: PSYC 105*	3
PSYC 440	Dynamics of Group Counseling *Prerequisite: PSYC 105, PSYC 435*	3
PSYC 465	Theories of Personality *Prerequisites: PSYC 105, PSYC 210*	3
PSYC 496	Practicum in Psychology *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**
INSY 110	Computer Concepts I	3
MATH 110	Probability and Statistics	4

General Education Requirements	**32-41 hours**
Needs to include INTD 315 and INTD 327	

Electives	**36-45 hours**

TOTAL	**120 HOURS**

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 *Completion of ACCT 211 with a "C" or higher is prerequisite to this course.*	3
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	**32-41 hours**
Prerequisite Requirement	**3 hours**
ACCT 211 Principles of Accounting I	3
With grade of "C" or higher	
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:

- R.N. licensure in Maryland, the District of Columbia or a compact state (all residency and/or transfer requirements must be met).
- Current CPR and health requirements. See Page 298.
- Acceptance of application to the nursing program.
- Completion of the following prerequisites.

Prerequisites for admission

Must have a "C" or higher in all prerequisite courses

Prerequisites		**45 hours**
BIOL 201	Human Anatomy and Physiology I	4

BIOL 202	Human Anatomy and Physiology II	4
BIOL 150	Microbiology	4
BIOL	Biology Elective	4
CHEM 114	Foundations of General, Organic, and Biochemistry	4
COMM 105	Introduction to Human Communication	3
INSY 110	Computer Concepts I	3
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
MATH 110	Probability and Statistics	4
NUTR 260	Nutrition	3
PSYC 105	Introduction to Psychology	3
PSYC 210	Developmental Psychology	3

Nursing Core Curriculum **58 hours**

Note: See course descriptions beginning on Page 436 for prerequisite(s)

NURS 308R	Transition into Professional Nursing Practice	4
NURS 310R	Health Assessment and Health Promotion	4
NURS 389R	Nursing Research and Evidenced-Based Practice	3
NURS 423R	Nursing Leadership and Management	3
NURS 446R	Public Health Nursing and Population Health	5
NURS 478R	Healthcare Policy and Politics	3
NURS 489R	Synthesis of Complex Nursing Care	5
NURS	Nursing Transfer Credits	31

Required Cognates **9 hours**

INTD 315	Ethics in Modern Society	3
INTD 327	Issues in Religion and Culture	3
RELT 280	Moral Issues in World Religions (3)	
– or –		
RELT 320	Religion and American Culture (3)	3

General Education **9 hours**

HIST	History elective	3
	Humanities elective	3
LITR	Literature elective	3

TOTAL **121 HOURS**

NOTE: All students must take 36 upper division credits. Thirty-three of the 36 upper division credit degree requirements will be met after successful completion of all the nursing core curriculum, along with INTD 315 and INTD 327. If taken, RELT 320 will meet the remaining 3 credits needed to fulfill the 36 upper division requirement towards graduation.

The Department of Nursing requires all NURS courses to be completed at WAU as listed for graduation. A maximum of 31 NURS elective credits can be awarded to licensed nurses after review of coursework from other colleges or universities and submission of their RN license.

MINORS | Professional Studies

WAU's undergraduate Professional Studies Program offers three minors: Business Administration, Counseling Psychology and Health Care Administration.

Please see the list of program coordinators on Page 306.

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**

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 465	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
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		**18-21 HOURS**

** Required for Information Systems majors only.*

COHORT-DEPENDENT PROGRAMS

The following are designated as cohort-dependent programs. For maximum student learning, a minimum of seven students is required.

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	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 – or – CHEM – or – PHYS	Biology (4) Chemistry (4) Physics (4)	4
Mathematics		4 hours
MATH	Mathematics elective	
Social Sciences		3 hours
PSYC 105 – or – SOCI 105	Introduction to Psychology (3) General Sociology (3)	3
Physical Education		1 hour
PEAC	Physical Education activity elective	1
Electives		**12 hours**
TOTAL		**60 HOURS**

Bachelor of Science in Respiratory Care

Professional Studies Program

The Bachelor of Science in Respiratory Care (B.S.R.C.) is a degree advancement educational program designed specifically to meet the needs of the practicing respiratory therapist with a Registered Respiratory Therapist who, having already completed an accredited respiratory care program with an earned entry into respiratory care professional practice associate degree is returning to school to obtain a bachelor's degree.

Information

Mike Harris | Program Coordinator

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

Phone: 301-891-4086
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Mission Statement

Committed to excellence, the mission of the Respiratory Care Department is to provide a Christ-centered and evidence based learning experience dedicated to supporting students as they transform into competent moral leaders who demonstrate critical thinking skills and traits in service to the respiratory care patient and profession and to their various communities.

Program Goal

"To provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, [and] research ... both to meet their current professional goals and to prepare them for future practice expectations for advanced degree respiratory therapists." (CoARC DA3.1)

Introduction

This degree advancement program is provided to help those practicing the respiratory care profession to move up the career ladder. The WAU Registered Respiratory Therapist (RRT)-to-B.S.R.C. degree advancement program is different from entry-level bachelor's degree respiratory care programs which prepare individuals with no respiratory care background for entry into respiratory care practice at the baccalaureate level.

In purpose, design, and content, this program has been developed to expand the depth and breadth of the applied experiential and propositional knowledge, skills, and attributes beyond that of an RRT entering the profession. While this program does not provide clinical education as part of its coursework, it does provide the foundation for successful entry into graduate programs designed for development of the mid-level provider, Advanced Practice Respiratory Therapist (APRT).

Career Opportunities

Advanced educational experiences build on entry level knowledge and competencies with coursework designed to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic, and social issues that affect patients and influence the delivery of care. This program will support respiratory care practitioners who aspire to:

- **Leadership** – The profession needs moral and ethical leaders at the local, state, and national levels to move the profession forward, its education and continuing education systems, credentialing, licensure, and research — seeking, documenting, and safeguarding the best evidence-based care for the respiratory impaired patient.
- **Management** – Respiratory care managers strive to stay ahead of the ever-increasing rate of change and degree of complexity in the management of resources including personnel, technology, and budget to achieve measurable outcomes. Pay-for-Performance requires intricate interplays of team and evidence based management practices.
- **Education** – 1) Teaching patients and their caregivers to manage respiratory disease, 2) Teaching students to be respiratory therapists, and 3) providing orientation, competency documentation, and continuing education to respiratory therapists and other health care practitioners requires the integration of learning theories with human development as part of the design and assessment of evidence based learning experiences that produce and document desired learning outcomes.
- **Research** – Competent respiratory therapists are needed to both develop the research evidence and to shorten the time it takes between generation of knowledge in research and implementation of that knowledge into standard of care so that patients can receive the best evidence based care in a timely manner.
- **Graduate School** – Students can benefit from this program to prepare for graduate "Respiratory Care Leadership" or "Advanced Practice Respiratory Therapist (APRT)" programs as well as graduate education in other health care careers such as health care administration, perfusion, physician assistant, accelerated nursing programs, medical school, etc.

Admission Requirements and Policies

Regular Admission: Applicants must have Registered Respiratory Therapist (RRT) credential from the National Board for Respiratory Care (NBRC) and meet WAU School of Graduate and Professional Studies admission requirements. Students with regular admission may register for all courses required for the B.S.R.C. degree.

Provisional Admission: Applicants must be RRT-eligible (per current NBRC admission requirements) and meet WAU School of Graduate and Professional Studies admission requirements. Students with provisional admission may take General Education courses, cognate courses, and the RESP 270 course. The upper division RESP courses and discipline electives require regular admission with the RRT credential.

I. MAJOR Competency and Coursework in the Discipline **73 hours**

NOTE: All grades must be "C" or higher

RESP 270 Fundamental Skills for the BSRC Program 1
Prerequisite: Regular (RRT) or Provisional (RRT-eligible) Acceptance

RESP 299 Registered Respiratory Therapist (RRT) Credential Credit...39
Prerequisite: RESP 270

RESP 433 Respiratory Care Management 3
Prerequisites: RESP 270, ACCT 211

RESP 443 Respiratory Care Research 3
Prerequisites: RESP 270, MATH 110

RESP 453 Respiratory Care Education 3
Prerequisites: RESP 270, PSYC 105 & PSYC 210 or PSYC 355

RESP 463 Respiratory Care Leadership 3
Prerequisites: RESP 270, PHIL 150 or PHIL 250

Discipline Electives:
Competency by exam/portfolio or courses.....18
Prerequisites: RESP 299, approval of program director

RESP 499 Respiratory Care Capstone:
Evidence-Based Practice – Project and Portfolio..... 3
Prerequisite: RESP 270, RESP 299, RESP 433, RESP 443, RESP 453, RESP 463, all discipline electives, all cognates, all general education, all graduation requirements. This should be the last course to complete degree requirements.

NOTE: All six RESP courses, 270, 433, 443, 453, 463 and 499, must be completed at WAU as listed for graduation. RESP or related respiratory care courses from other schools, competency by exam, or competency by portfolio, will not be accepted as equivalents or replacements for WAU core RESP courses.

II. COGNATES **22 hours**

Required coursework in support of the discipline i.e. , prerequisites.
All grades must be "C" or higher

ACCT 211 Principles of Accounting I 3
Prerequisite for RC Management

INTD 315 Ethics in Modern Society..... 3
Meets Religion requirement for General Education

INTD 327 Issues in Religion and Culture 3
Meets Religion requirement for General Education

MATH 110 Probability and Statistics..... 4
Prerequisite for RC Research. Meets Math requirement for General Education

PHIL 150 Introduction to Philosophy (3)
– or –
PHIL 250 Introduction to Logic (3)..... 3
Prerequisite for RC Leadership.
Meet Humanities elective requirement for General Education.

PSYC 105 Introduction to Psychology..... 3
Prerequisite for RC Education. Prerequisite for PSYC 210 or 355.
Meets Social Science requirement for General Education.

PSYC 210 Developmental Psychology (3)
– or –
PSYC 355 Motivation & Learning (3) 3
Prerequisite for RC Education.
Meets Social Science elective for General Education.

III. GENERAL EDUCATION		25 hours
General Education credits required for WAU BS		
ENGL 101	Composition *Core course. Minimum grade of "C" required*	3
ENGL 102	Research and Literature *Core course. Minimum grade of "C" required*	3
COMM 105	Introduction to Human Communication *Core course. Minimum grade of "C" required*	3
INSY 110 – or – CPTR 105	Computer Concepts (3) Introduction to Computers (3) *Core course. Transfer course equivalent cannot be more than five years old/waiver / CLEP / portfolio*	 0-3
LITR	Literature elective	3
BIOL/CHEM/PHYS	Science elective	4
HIST	History elective	3
PEAC	Physical Education activity course	1
HLSC/NUTR	Health Science or Nutrition elective	2
TOTAL		**120 HOURS**

Student Learning Outcomes

The Bachelors of Science in Respiratory Care (B.S.R.C.) degree curriculum has been designed to produce graduates who:

1. Demonstrate knowledge, skills, and attributes related to finding and critiquing evidence, and using critical thinking skills and traits to apply evidence-based practice in respiratory care management, education, research, and leadership.

2. Demonstrate knowledge, skills, and attributes of excellent oral and written communication with communities of interest.

3. Demonstrate knowledge, skills, and attributes of Christocentric ethics in culturally sensitive service to customers.

Experiential Learning

Competency Credit & Goal-Based Electives

In recognition of nontraditional, university-equivalent competency learning that occurs outside of formal higher education "seat-time" coursework and in lieu of preformalized tracks, concentrations, and/or specializations, students may receive academic credit for nontraditional / experiential competency learning and/or select courses, discipline electives, that directly align to preparation for their stated professional goals.

All nontraditional competency credit is awarded based on examination or rubric-based portfolio review. Options for non-traditional competency credit include:

Credentials in RC specialties — 3 credit hours per current credential

NBRC	ACCS, RRT-NPS, RRT-SDS, CPFT, RPFT
BRPT	RPSGT
AAE	AE-C
ELSO	ECMO Specialist (institutional guidelines)
CCI	CCT, RCIS, RCS
ACSM	CCES
NBDHMT	CHT
CTTS	

Current American Heart Association provider and/or instructor certifications —1 credit hour per current certification

- BLS Instructor (no credit for BLS provider)
- ACLS Provider and/or ACLS Instructor
- PALS Provider and/or PALS Instructor
- NRP Provider and/or NRP Instructor

Portfolio Review – Student completes and submits a portfolio to the RC chair for evaluation of academic credit to be awarded for nontraditional / experiential learning competency credit.

Notes on limitations

— Credit by exam may not exceed 24 semester credit hours
— Credit by portfolio may not exceed 24 semester credit hours
— Credit by exam and portfolio combined my not exceed 30 semester credit hours
— Nontraditional / experiential competency credit by exam or portfolio does not contribute to 30 required hours of WAU "residency credit."

Discipline elective selections are subject to pre-approval by the RC program director and may not be used to meet degree requirements without the pre-approval of the RC program director.

Options for electives:

- Minor in Business Administration (not available online)
- Minor in Counseling Psychology (not available online)
- Minor in Health Care Administration (not available online)
- Graduate program prerequisite courses in science and math (may not be available online)

— Courses include: Biology, Chemistry, Organic & Biochemistry, Physics, Anatomy and Physiology, Microbiology, Math, Nutrition, Psychology, etc.

— Pre-graduate programs include: Pre-Advanced Practice Respiratory Therapist (APRT), Pre-Master of Science in Respiratory Care Leadership / Cardiopulmonary / Allied Health, Pre-Perfusion, Pre-Physician Assistant, Pre-Medicine, Pre-Osteopathy, Pre-Dental Hygiene, Pre-Dentistry, Pre-Physical Therapy, Pre-Occupational Therapy, Pre-Optometry, Pre-Pharmacy, Pre-Public Health, Pre-Veterinary Medicine, etc.

■ Courses that support professional goal preparation, selected by the student; approved by the RC program director.

a. Have successfully completed the Evidence Based Practice Project and Portfolio in RESP 499.

b. Have completed academic and financial exit interviews.

c. Have completed all institutional graduation requirements as outlined in the Bulletin.

Respiratory Care Handbook

Departmental policies and procedures are published in the *Respiratory Care Department Handbook*.

Graduate Studies Program

Please see SGPS Degree Programs on Page 306 for detailed list of graduate programs.

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+" or "C" during their entire graduate program. A student who receives a second grade of "C+" or "C" will be placed on graduate academic probation and required to repeat the course the next time that it is offered. On the second attempt, the student must obtain a grade of "B" or higher.

Students who receive a grade of "C–" or below (failing grades) in a course will immediately 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 on the second attempt. 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.

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 programs 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 programs require prerequisites.)

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 can be accepted with an official transcript. These hours must have been completed within three years of enrollment at WAU.

If you wish to transfer credits, please provide the appropriate SGPS program coordinator with course descriptions and syllabi.

Transfer credits must be from a regionally 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 Experiential Learning Credits — No College Level Examination Program (CLEP) credits will be accepted for graduate credits. In addition, no credits will be awarded for any experiential learning 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.

Guest Graduate Student Policy — Non-degree-seeking graduate students visiting from other universities may enroll in graduate courses at Washington Adventist University under the following guidelines:

- Guest graduate student status is granted for one semester. If a student wishes to enroll in additional graduate courses, he or she will need to submit a new guest student application each semester.
- Proof of baccalaureate degree completion as evidenced by official transcripts from a regionally accredited institution (or the international equivalent) is required.
- All policies regarding course prerequisites apply to guest graduate students, unless a specific written exception is made by the chair of the academic department.
- Enrollment as a guest student does not guarantee admission into one of Washington Adventist University's graduate programs.
- A maximum of 9 credits taken while enrolled as a guest graduate student may be applied toward a Washington Adventist University degree.
- Financial aid is not available to guest graduate students.

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 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.
4. Quality of written statement and curriculum vitae.
5. Optional interview
6. 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.

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 which includes a solid foundation of core business courses and elective courses that will help students develop an area of strength in Management or Accounting. Information literacy, oral presentations, professional writing, interpersonal and team-playing 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 disciplines.

The following undergraduate courses serve as prerequisites to core M.B.A. courses:

ACCT	Principles of Accounting course(s) – ACCT 211 or ACCT 304
ECON	Microeconomics and Macroeconomics, or a combination course *ECON 265 and 266 in traditional program, ECON 375 in SGPS*
FNCE	Business Finance [FNCE 290, FNCE 335 or equivalent]
MATH 110	Probability and Statistics

M.B.A. Core Curriculum **22 hours**

ACCT 620	Financial Accounting	3
BUAD 500	Graduate School Fundamentals	1
BUAD 560	Management Communication	3
ECON 528	Managerial Economics	3
FNCE 680	Corporate Finance	3
MGMT 622	Developing Ethical Leadership	3
MGMT 689	Strategic Management	3
MKTG 676	Marketing Management	3

Electives **15 hours**

To develop an area of strength you may choose to focus on management courses, accounting courses or a combination of courses for a total of 15 hours from the following list of courses (See your M.B.A. program coordinator for assistance in the selection of courses):

ACCT 567	Corporate Taxation	3
ACCT 586	Tax Research	3
ACCT 610	Managerial Accounting	3
ACCT 615	Accounting Theory	3
ACCT 630	Advanced Auditing Topics	3
BUAD 555	Decision Science and Statistics for Managers	3
MGMT 540	Operations Management	3
MGMT 621	Group Behavior and Team Building	3
MGMT 630	Managing Human Capital	3

TOTAL **37 HOURS**

HEALTH CARE ADMINISTRATION | M.A.

The Master of Arts (M.A.) in Health Care Administration 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 resume, including references.
3. Completed prerequisite courses with "B" grade or better in Economics (Microeconomics, Macroeconomics, or a combination course)
4. Statement of purpose describing career goals in health care administration.
5. Possible interview.
6. 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 | M.S.

The Master of Science (M.S.) in Nursing is a professional program designed to prepare students to acquire essential knowledge for practice in an advanced nursing specialty role.

There is an emphasis on integrating scholarship into practice, master's level nursing practice, population health, organizational and systems leadership, health policy, quality improvement and safety, interprofessional collaboration, and informatics and health care technologies.

All core courses must be completed with a "B" or better in order to progress into a concentration. In addition, all specialty courses must be completed with a "B" or better.

Once the core courses are completed, students choose a concentration in either Nursing Education or Nursing and Business Leadership.

Graduates are prepared to teach nurses and patients in a variety of academic and health care settings, or to work as a nurse administrator in a hospital or other health care agency. All M.S. in Nursing students will complete a research thesis or project prior to graduation.

Applications for the M.S. in Nursing degree programs are processed by the School of Graduate and Professional Studies.

Admission

Admission to the Master of Science in Nursing program is based on:

1. Completion of a B.S.N. degree program with a cumulative GPA of 3.0 or higher from a regionally accredited undergraduate program.

   Students who do not meet the 3.0 GPA or regionally accredited undergraduate program requirement will be required to make an appointment at the Department of Nursing for a personal interview. Such applicants will be evaluated for acceptable evidence of professional potential, shown through recent academic performance and experiential background. They may be granted probationary admission with the expectation that they will maintain a GPA of 3.0 for the first two semesters of study.
2. Current nursing license in Maryland or a Nursing Licensure Compact State
3. Current professional resume
4. Written statement of career goals in an advanced nursing specialty role
5. Submission of application and transcripts directly to the School of Graduate and Professional Studies

Goal of Master's Program

The goal of the master's program is to prepare skilled, competent nurses who will pursue excellence and professional growth through lifelong learning; lead change to improve quality outcomes and safety of health care delivery

systems; design innovative, evidence-based nursing practices; and serve as collaborative partners of the health care team in an advanced specialty nursing practice.

Expected Student Outcomes

Upon completion of their degree, graduates of Washington Adventist University's M.S. in Nursing program will be able to:

1. Demonstrate organizational and systems leadership that will improve quality and safety outcomes in nursing education or health care organizations.
2. Conduct and/or evaluate nursing research and evidence-based practices to improve the health of individuals, families, communities, and populations.
3. Synthesize knowledge of ethical, safe, and legal practices in assessing, providing, evaluating, and improving the quality and safety of patient care.
4. Evaluate current knowledge, skills, and attitudes of health promotion, disease and injury prevention and management in order to improve the health of individuals, groups, communities and populations.
5. Apply principles of social justice and health policies that improve the health of the public.
6. Analyze the political, social, organizational, cultural, and economic systems that impact health and health care.
7. Demonstrate the ability to communicate, collaborate, lead, and consult with others in an advanced nursing practice specialty role.
8. Design health care management systems and/or educational programs for patients, students, families, communities, and populations using evidence-based practice, informatics, and health care technologies.
9. Demonstrate the ability to provide humanistic care in an advanced specialty nursing practice, respectful of a client's cultural, spiritual, ethnic, and gender diversity, within an increasingly global, multicultural society.
10. Synthesize knowledge from the organizational sciences, humanities, and informatics to improve the quality and delivery of advanced nursing care in complex educational or health care systems.
11. Design strategies for improved quality and safety outcomes in nursing education and health care systems that employ informatics and effective leadership and management principles.
12. Demonstrate attributes supportive of spirituality within a multicultural multi-faith environment to facilitate self-awareness and meet spiritual needs of clients and self.

Master of Science in Nursing and Business Leadership

45 credit hours

Students will have the opportunity to develop advanced nursing administration and management skills through the study of quality safety and risk management, health care management economics, and information systems management. They will be prepared to act to improve health outcomes by serving as leaders and change agents in hospitals or community health settings.

Core Curriculum		**36 hours**
HCAD 570	Health Care Managerial Economics	3
HCAD 590	Health Care Information Systems Management	3
HCAD 610	Health Care Leadership and Change Management	3
NURS 501	Fundamental & Writing Skills for M.S.Nursing Programs	3
NURS 504	Advanced Health Assessment and Promotion…	3
NURS 506	Advanced Pathophysiology	3
NURS 507	Advanced Pharmacology	3
NURS 509	Theoretical Foundations for Advanced Nursing Practice	3
NURS 511	Analysis of Evidence-Based Practice/Inquiry/ Research	3
NURS 515	Organizational Leadership and Nursing Informatics	3
NURS 516	Health Policy, Social Justice, and Ethics	3
NURS 528	Population Based Health	3
Courses in Major		**9 hours**
NURS 538	Quality Safety and Risk Management	3
NURS 708	Practicum: Nursing Administration	3
NURS 609	Major Research Thesis or Project	3
TOTAL		**45 HOURS**

R.N.-M.S.N. Nursing Program

The R.N.-M.S.N. program provides students with a bridge process before moving on to earn a master's degree. This program is for registered nurses who have already earned an associate degree in nursing and wish to pursue a Master of Science in Nursing degree.

Upon completion of the bridge courses with a cumulative average of 3.0 or better, students may progress into the M.S. in Nursing track of their choice. If students have not achieved a 3.0 cumulative grade point, they may be granted probationary status with the expectation that they will maintain a GPA of 3.0 for the first two semesters of study.

Currently students may choose an M.S. in Nursing track in either nursing education or nursing and business leadership. The total undergraduate credits required to enter the R.N.-M.S.N. program is 91 credits and this includes the bridge courses.

The undergraduate courses accepted must be similar to WAU's current undergraduate nursing program. Undergraduate courses that will be accepted

can be found below. In order to be acceptable for transfer to WAU, a grade of "C" or better in the course is required. The total number of credits for the R.N.-M.S.N. program is 136 (91 undergraduate and 45 graduate credits).

Admission

Admission to the R.N.-M.S.N. program requires:

1. Completion of an Associate Degree in Nursing (A.D.N.) with a cumulative GPA of 3.0 or higher from a state board of nursing approved program with regional accreditation.

   Students who do not meet the 3.0 GPA or regionally accredited program requirement will be required to make an appointment at the Department of Nursing for a personal interview. Such applicants will be evaluated for acceptable evidence of professional potential, shown through recent academic performance and experiential background. They may be granted probationary admission with the expectation that they will maintain a GPA of 3.0 for the first two semesters of study.
2. R.N. licensure in Maryland or a Nursing Licensure Compact State.
3. Current CPR card, background check, and health requirements prior to the start of any clinical practicum.
4. Evidence of recent employment as a registered nurse.
5. Written statement of career goals.
6. Current professional resume.
7. Submission of application and transcripts directly to the School of Graduate and Professional Studies.
8. Completion of the following prerequisites:

General Education		**41 hours**
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
BIOL 201	Human Anatomy and Physiology I	4
BIOL 202	Human Anatomy and Physiology II	4
CHEM 114	Fundamentals of General, Organic and Biochemistry	4
NUTR 260	Nutrition	3
PSYC 105	Introduction to Psychology	3
BIOL	Biology elective	4
BIOL 150	Microbiology	4
PSYC 210	Developmental Psychology	3
CPTR 105	Introduction to Computers	3
SOCI 105	General Sociology (3)	
– or –		
SOCI	Sociology elective (3)	3
Nursing Electives		**24 hours**
Total		**65 hours**

Bridge Courses		27 hours
NURS 389R	Nursing Research and Evidence-Based Practice	3
NURS 423R	Nursing Leadership and Management	3
NURS 446R	Public Health Nursing and Population Health	5
MATH 110	Probability and Statistics (take before Research)	4
History elective		3
Literature elective		3
Religion electives		6
TOTAL		**92 HOURS**

See Appendix for Master of Education in School Counseling, Page 499

PSYCHOLOGY | M.A.

The School of Graduate and Professional Studies, in conjunction with WAU's Department of Psychology and Counseling, offers two Master of Arts degree programs, one in Counseling Psychology and the other in Clinical Mental Health Counseling (L.C.P.C. or L.C.A.D.C. track programs).

The Master of Arts degree in counseling psychology prepares the student to function as a counselor under the supervision of a licensed psychologist.

Admission to M.A. Program

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 150 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 an 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 Clinical Mental Health Counseling

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 Clinical Mental Health Counseling prepares the student to become a licensed mental health counselor 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. 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.

Note: Once a student has earned the M.A. in Clinical Mental Health Counseling, he/she cannot retroactively request to earn the M.A. in Counseling Psychology.

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 661**	Psychopharmacology of Addiction	3
CPSY 665**	Psychotherapy in Alcohol and Drug Disorders	3
CPSY 680A†	Practicum (137.5 hours)	3
CPSY 680B†	Practicum (137.5 hours)	3
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: CPSY 510, 520, 530, 540, 550, 560, 571, 580, 590, 610, 620, 630 and 640

‡ Prerequisites: Field Experience and Practicum

Additional Requirement: Before students are permitted to graduate with a Master of Arts in Clinical Mental Health Counseling, 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.

COHORT-DEPENDENT PROGRAMS

The following are designated as cohort-dependent programs. For maximum student learning, a minimum of seven students is required.

Master of Science in Nursing Education

Please see Department of Nursing, Page 294, *for further information about the nursing program and* Page 335 *for information specific to the Master of Science program.*

Students will learn how to facilitate learning, design curricula, and apply assessment and evaluation strategies. Learning experiences include the use of educational and instructional technology, simulation training, online learning systems, informatics, and classroom and clinical teaching. Students will have the opportunity to apply their knowledge and strategies in teaching and learning in an academic institution, health care facility, or community health setting.

Core Curriculum		**27 hours**
NURS 501	Fundamental and Writing Skills for MS in Nursing Programs	3
NURS 504	Advanced Health Assessment and Promotion	3
NURS 506	Advanced Pathophysiology	3
NURS 507	Advanced Pharmacology	3
NURS 509	Theoretical Foundations for Advanced Nursing Practice	3
NURS 511	Analysis of Evidence-Based Practice/Inquiry and Research	3
NURS 515	Organizational Leadership and Nursing Informatics	3
NURS 516	Health Policy, Social Justice, and Ethics	3
NURS 528	Population Based Health	3
Courses in Major		**18 hours**
NURS 521	The Nurse Educator: Facilitator of Learning	3
NURS 525	Curriculum/Program Development, Assessment & Evaluation	3
NURS 527	Scholarly Teaching Strategies and Technologies	3
NURS 609	Major Research Thesis or Project	3
NURS 700	Practicum: Teaching in an Academic Setting	3
NURS 701	Practicum: Teaching in a Health Care Agency	3
TOTAL		**45 HOURS**

PUBLIC ADMINISTRATION | M.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 resume.
3. Quality of written statement and curriculum vitae.
4. Optional 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. in Public Administration 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 courses serve as prerequisites to the M.A. in Public Administration curriculum:

MATH 110	Probability and Statistics
ACCT	Principles of Accounting [ACCT 211 or 304]

Master of Arts in Public Administration 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.

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.) degree is offered to provide an opportunity to develop advanced skills in pastoral and/or lay leadership. The M.A.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 and graduation eligibility are determined by the university's Admissions office and Office of the Registrar.

Admission

Admission to the M.A. in Religion 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
RELB 307 – or – RELB 345	Introduction to the Old Testament (3) Introduction to the New Testament (3)	3

3. Written statement and possible interview.
4. 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
RELB 307	Introduction to the Old Testament (3)	
– or –		
RELB 345	Introduction to the New Testament (3)	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:* **15-24 hours**

Clinical Pastoral Education Concentration 24 hours

RELP 511	Introduction to Chaplaincy	3
RELP 535	Clinical Pastoral Training I	3
RELP 555	Pastoral Care and Counseling	3
RELP 593	Pastoral Dimensions of Medical Ethics Decisions	3
RELP 635	Clinical Pastoral Training II	3
RELP 628	Spiritual Side of Post Traumatic Disorder	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

RELP 593	Pastoral Dimensions of Medical Ethics Decisions	3
RELT 616	Biblical Ethics	3
RELT 622	Developing Ethical Leadership	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	**39-48 HOURS**

Course Information

- Course Numbers and Prefixes | 348
- Course Descriptions

Accounting | *349*
Anthropology | *352*
Biology | *352*
Broadcast Media | *357*
Business | *357*
Chemistry | *361*
Communication | *364*
Computer Science | *367*
Cooperative Education | *370*
Counseling Psychology | *371*
Economics | *375*
Education | *376*
Engineering | *386*
English | *387*
English as Second Language | *389*
English Writing | *390*
Finance | *390*
Foreign Languages | *393*
French | *394*
Geography | *394*
Graphic Arts | *394*
Health Care Administration | *395*
Health Science | *398*
History | *401*
Honors | *404*
Humanities | *406*
Information Systems | *407*
Interdepartmental | *409*
Journalism | *411*
Literature | *411*
Long-term Health Care | *414*
Management | *415*
Marketing | *420*
Mathematics | *422*
Medical Laboratory Science | *425*
Music | *428*
Nursing | *436*
Nutrition | *444*
Philosophy | *444*
Physical Education | *446*
Physics | *449*
Political Studies | *451*
Psychology | *454*
Public Administration | *457*
Public Relations | *460*
Radiologic Technology | *460*
Religion | *464*
Respiratory Care | *475*
School Counseling | *501*
Science | *478*
Social Work | *479*
Sociology | *481*
Spanish | *482*
Speech-Language Pathology and Audiology | *482*

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 alphabetically by prefix

ACCT Accounting
ANTH Anthropology
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 Language
FREN French
GART Graphic Arts
GEOG Geography
HCAD Health Care
Administration
HIST History
HLSC Health Science
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
MUED Music Education
MUHL Music History/Literature
MUPF Music Performance
MUPI Music Private Instruction
MUTH Music Therapy
NURS Nursing
NUTR Nutrition
PADM Public Administration
PEAC Physical Education
Activity
PETH Physical Education
Theory
PHIL Philosophy
PHYS Physics
PLST Political Studies
PREL Public Relations
PSYC Psychology
RADC Radiologic Technology:
Clinical
RADT Radiologic Technology
RELB Religion: Bible Studies
RELL Religion: Languages
RELP Religion:
Pastoral Theology
RELT Religion: Theology
RESP Respiratory Care
SCHC School Counseling
SCI Science
SOCI Sociology
SOWK Social Work
SPAN Spanish
SPPA Speech-Language
Pathology & Audiology

Accounting

When offered; credit hours

ACCT 211 Principles of Accounting I **Fall; 3**
ACCT 211N Principles of Accounting I **NCHE ‡; 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**
ACCT 212N Principles of Accounting II **NCHE ‡; 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 (301) and Spring (302); 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**
ACCT 309N Managerial Accounting **NCHE ‡; 3**

Prerequisite: ACCT 212 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.

‡ NCHE = Newbold College of Higher Education, United Kingdom
† SGPS only = Offered only in the School of Graduate and Professional Studies

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.

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; 3**
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 and businesses in financial difficulty.

ACCT 449; 450 CPA Review Problems **As needed, Fall (449), Spring (450); 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 **As needed; 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 **As needed; 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 **Fall; 3**
Prerequisites: ACCT 211 and ACCT 620. 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 **As needed; 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 **Fall; 3**
Prerequisites: ACCT 211. 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 **As needed; 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.

Biology

When offered; credit hours

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, Spring; 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 114 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 I, II (See below) **Fall (161), 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 201; 202 Human Anatomy and Physiology I, II **Spring (201), Fall (202); 4; 4**
Prerequisite: Any BIOL class with a minimum grade of "C" or high school biology within the past five years. 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. *Formerly BIOL 111,112*.

BIOL 201: 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 202: 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 265 Animal Diversity **Spring; 4**
Prerequisite: BIOL 162 strongly recommended. 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 **Fall; 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; 1-4**
Study on an independent basis in collaboration with the instructor on a topic in biology at the lower-division level.

BIOL 305 Genetics **Spring; 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 **Fall; 4**
Prerequisites: BIOL 162 with a minimum grade of "C" or BIOL 201; 202 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 **Fall; 3**
Prerequisites: BIOL 162 with a minimum grade of "C"; BIOL 305 and BIOL 405 recommended. Corequisite: BIOL 416. 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 **Fall; 1**
Corequisite: BIOL 415. An introduction to the techniques used in clinical immunology. One three-hour session per week.

BIOL 420 General Ecology **As needed; 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 **Fall; 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 (491), Spring (492); 1; 1**
Prerequisites: BIOL 330. 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: BIOL 162. Designed for a group of students who wish a course not listed in the regular offerings. Examples: biogeography, avian biology, human reproductive physiology, neurobiology. 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 of animals, plants, and microorganisms. Topics include cell biology, physiology, genetics, development, taxonomy, and ecology. *High school chemistry strongly recommended.*

BIOL 400R Marine Ecotoxicology **3.3**
Investigation of marine organismal responses to chemical stressors such as xenobiotics and pharmaceuticals. This laboratory based course will emphasize techniques of isolating and manipulating DNA and RNA. Includes isolation of differentially expressed mRNA transcripts associated with chemical exposure, development of molecular probes from products of differential gene expression, analyzing these molecular probes to provide insight into impacted biochemical pathways, and identification of potential biomarkers of effect and/or exposure.

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. 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.

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.

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 405. 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 **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 **As needed; 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.

Business

When offered; credit hours

BUAD 201N Business Skills **NCHE ‡; 3**
This course is an introduction to the personal skills and tools that can be useful when attempting to secure and maintain a job in an international business organization. Topics include: the approaches to obtaining an internship or job (e.g. CV development, job interviewing techniques and psychometric tests), European business etiquette (e.g. formal occasions, social occasions), business attire and potential issues while employed (e.g. conflict resolution, religious or racial discrimination and sexual harassment).

BUAD 246N 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 300 Principles of Entrepreneurship **Fall, even years; 3**
Prerequisite: MGMT 201 with grades of "C" or higher. This course provides an introduction to the general theories, principles, concepts and practices of entrepreneurship. Specific areas studied include: generating ideas; recognizing opportunities; feasibility studies, and new venture financing. Guest speakers and practicing entrepreneurs add real world guidance.

BUAD 305N Advanced Business Skills **NCHE ‡; 0**
This course advances the skills and tools previously obtained in BUAD 201N and customizes them to the individual business career and/or postgraduate aspirations of the student. It is taught through private tutorials and is initially

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focused on assisting the students in their efforts to secure an internship, 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 201N 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 346N Business Research Methods **NCHE ‡; 3**

Prerequisite: MGMT 201N or MKTG 310N 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 350 Business Research Methods **Fall, odd years; 3**

Prerequisite: MGMT 201 or MKTG 310 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**
BUAD 360N Ethics and Professionalism in Business **NCHE ‡; 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,

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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.

BUAD 375 Business Law I **Fall; 3**
BUAD 375N Business Law **NCHE ‡; 3**
Prerequisites: ACCT 211, COMM 105, ECON 265 or ECON 266, and ENGL 102 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 395N Independent Study In Business **NCHE ‡; 1**
This course requires the selection of a specific topic in business which will be explored and developed under the supervision of an instructor. The product of this course should reflect an upper-divison level of understanding and performance.

BUAD 415 International Business Environment **Spring; 3**
Prerequisites: ACCT 212, ECON 265, 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**
BUAD 460N Logistics and Operations Management **NCHE ‡; 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

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the distribution of finished goods to customers required to minimize costs, maximize profits or increase customer service levels.

BUAD 480 Organizational Design **As needed; 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.

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 **Fall; 3**
Prerequisite: MATH 110. 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 inter-

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

vals). 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 **As needed; 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.

Chemistry

When offered; credit hours

CHEM 105 Introduction to Chemistry **As needed; 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 **As needed; 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 114 Foundations of General, Organic, and Biochemistry **Fall, Spring; 4**
Prerequisite: MATH 052. Introduces the basic concepts of general chemistry, including atomic structure, chemical nomenclature, chemical reactions, solutions, and acid base chemistry; organic chemistry includes basic functional groups and nomenclature; biochemistry topics included the composition and properties of carbohydrates, lipids, proteins and nucleic acids. Laboratory sessions deal with the scientific method, observation and measurement practices. Three hours lecture, 1 hour lab per week. Does not apply to a chemistry or biochemistry major or minor.

CHEM 151; 152 College Chemistry I, II (See below) **Fall (151), 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 reac-

tions, 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 I, II (See below) **Fall (221), 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. Three 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. Three 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 I, II **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 higher. 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 I, II **Fall (421), Spring (422), even years; 4; 4**

Corequisites: MATH 252 and PHYS 271. 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 I, II (See below) **Fall (461), Spring (462); 3; 3**

CHEM 461: *Prerequisites: CHEM 222 and BIOL 162. Corequisite: CHEM 463. 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. Corequisite: CHEM 464.* 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 I, II **Fall (463), Spring (464); 1; 1**
Corequisite: CHEM 461(463); CHEM 462 (464). 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**
Corequisite: CHEM 421. 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, 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 **As needed; 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 **As needed; 3**
Prerequisite: ENGL 102. An introduction to the textual analysis of classical and contemporary film. Students critique the medium through technical, liter-

ary/ 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 **As needed; 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 **As needed; 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
Fall, Spring, as needed; 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.

COMM 397 Cultural Conceptions of Gender, Race and Class **Fall, Spring; 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, 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.

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 300N Microcomputer Applications **NCHE ‡; 3**
This course is designed to expose students to the practical usage of various productivity suites and office technology to include database processing and management, word processing, spreadsheet processing, presentation software, internet technologies and operating systems functions.

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.

‡ *NCHE = Newbold College of Higher Education, United Kingdom*

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, 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, 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, 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 **As needed; 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 **Fall or Spring; 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 **Fall or Spring; 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 **Fall or Spring; 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 **Fall or Spring; 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; Fall or Spring;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 **Fall or Spring; 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 **Fall or Spring; 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 the 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 **Fall or Spring; 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 lifelong 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 **Fall or Spring; 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 **Fall or Spring; 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 **Fall or Spring; 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 **Fall or Spring; 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 **Fall or Spring;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 | L.C.A.D. Track **Fall or Spring; 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 | L.C.A.D. Track
Fall or Spring; 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 661 Psychopharmacology of Addiction | L.C.A.D. Track **Fall or Spring; 33**
Prerequisite: CPSY 630 or permission of the chair.
This course provides an introduction to the human nervous system and neurotransmission sufficient that master's level psychology students can comprehend the action of substances of abuse and the major classes of psychotropic medications in the human brain and body. Pharmacokinetic (passage through the body) and pharmacodynamic (mechanisms of biological action) properties of the major categories of substances of abuse and of the major categories of psychotropic medications are presented. Students are made familiar with behavioral and physical signs that a substance of abuse is being used, and with typical negative interactions between substances of abuse, medical and psychotropic medications. Standard of care treatment, both medication and talk therapy, for each category of substances of abuse and for the common mental disorders treated by the major categories of psychotropic medications is also presented.

CPSY 665 Psychotherapy in Alcohol and Drug Disorders | L.C.A.D. Track
Fall or Spring; 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 | L.C.A.D. or L.C.P.C. Track **137 hours *; Fall or Spring;; 3**
Prerequisite:: CPSY 510, 520,530,540,550,560, 571,580,590,610,620,630 and 640. The practicum experience involves 137 clock hours at a placement set-

ting, 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 | L.C.A.D. or L.C.P.C. Track **137 hours*; Fall or Spring; 3**
Prerequisites: 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 Technique | L.C.A.D. or L.C.P.C. Track **Fall or Spring; 3**
Prerequisites: CPSY 680A. 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 **Fall or Spring; 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 | L.C.P.C. Track **150 hours; Fall or Spring; 3**
Prerequisites:: CPSY 680A & CPSY 680B, CPSY 690. 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.

** 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 Clinical Mental Health Counseling at WAU. The student must arrange for the remaining 2,000 clinically supervised hours to be completed.

CPSY 699B Clinical Internship | L.C.P.C. Track **150 hours; Fall or Spring; 3**
Prerequisites: 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 | L.C.P.C. Track **150 hours; Fall or Spring; 3**
Prerequisites: CPSY 699A, CPSY 699B. 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 699D Clinical Internship | L.C.P.C. Track **150 hours; Fall or Spring; 3**
Prerequisites: 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.

Economics

When offered; credit hours

ECON 265 Principles of Economics I — Macro **Fall; 3**
ECON 265N Principles of Economics I — Macro **NCHE ‡; 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.

‡ *NCHE = Newbold College of Higher Education, United Kingdom*

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 **3**
Prerequisites: ECON 265 and ECON 266, or ECON 375 or equivalent. 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 profit models under various market conditions and regulatory constraints. Additional topics include game theory, law, market failure, pollution, taxation and time.

Education

When offered; credit hours

EDEC 205 Materials and Methods of Early Childhood Education
SGPS only †; 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 207 Foundations of Early Childhood Education **Fall; 3**
Prerequisite: EDUC 120, EDUC 242 (By advisement, courses may be taken concurrently). A course designed to teach the foundations and philosophies of early childhood education, to provide a review of the varying curricula, to teach the concept of developmentally appropriate practices, to introduce creative learning specifically for this age group through art, music, movement, drama, language arts, and literature, to introduce the process of inquiry, as well as to analyze the concepts of play in the education of young children. Formerly EDEC 206.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

EDEC 220 Communication and Collaboration in Early Childhood Education **SGPS only †; 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 **SGPS only †; 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 **SGPS only †; 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; 3**
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 306 Methods of Religious Instruction for Young Children **Spring; 3**
Prerequisites: EDUC 242 and acceptance into the Professional 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 in-depth Bible study and to become familiar with strategies that will help them teach creatively and effectively. The course instruction is to prepare the prospective teacher to facilitate and implement the programs recommended by the North American Division of Seventh-day Adventists; programs, such as the transformational planning framework and the Encounter curriculum.

EDEC 308 Early Childhood Social Studies Methods **Spring; 2**
Prerequisite: EDUC 242 and acceptance into the Professional Education Program. Materials and methods of teaching social studies in the early childhood school setting.

EDEC 310 Teaching Experiences **SGPS only †; Fall, Spring; 2-6**
Prerequisites: EDUC 242, acceptance into the Professional Education Program, and permission of the 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

† SGPS only = Offered only in the School of Graduate and Professional Studies

in one of the following: (1) early childhood, (2) health sciences, (3) secondary teaching or (4) adult education. May be repeated up to 12 hours.

EDEC 311 Programming and Planning for Primary-aged Children **SGPS only †; 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 **SGPS only †; 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 **SGPS only †; 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 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 322 Early Childhood Mathematics Methods **Spring; 4**
Prerequisites: EDUC 242, MATH 110, MATH 115 and admission into the professional education program. Materials and methods of teaching mathematics in early childhood settings and in the elementary school with an introduction to the full range of ages, learning types, diverse abilities, special needs, and levels. Cross-listed with EDUC 322.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

EDEC 323 Methods and Materials for Teaching Science in Early Childhood **Spring; 4**

Prerequisites: EDUC 242, BIOL 140, and admission into the professional education program. This course will examine materials and methods of teaching science in early childhood settings. Emphasis is on curricular planning and writing lesson plans for activity-based learning experiences. Also included is an introduction to the National Association of the Education of Young Children (NAEYC) and the recommendations based on the National Science Teaching Standards, and the commendations from the Next Generation Standards.

EDEC 351 Materials and Methods for the Assessment and Instruction of Reading and Language Arts **Fall; 3**

Prerequisites: EDUC 242 and acceptance into the Professional Education Program; EDUC 341(can be taken concurrently). Materials and methods of teaching reading and 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. One major 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.

EDEC 354 Methods for Assessment of Reading **Spring; 3**

Prerequisite: EDUC 242 and acceptance into the Professional Education 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 391 Working with Young Children, Families and Community **Fall; 2**

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, whether mainstreamed, placed in an inclusive classroom, a classroom for students with exceptional or special needs, and or receiving individual assistance for special needs and abilities.

EDEC 424 Observation and Assessment in Early Childhood Education **Fall, Spring; 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 8. Attention is given to the practical concerns of classroom teacher and assessment processes.

EDEC 460 Student Teaching Internship I **Fall, Spring; 3**

Prerequisites: Completion of Admission to Student Teaching requirements and concurrent enrollment in EDUC 493. Students will be involved in the total program of the school(s), including observation, participation, and analysis of teaching. The student will work with a qualified cooperating (mentor) teacher for 25 school days over one semester, including the preparation for the opening

of school in the fall. The time may be extended for absences and/or to give the student more time to develop competence. The first semester will focus on critical issues related to the student teaching internship, action research, and preparation of a thematic unit for public presentation. Graded on a pass/fail basis. May be repeated up to 6 credit hours. Lab fee: $400.

EDEC 466 Student Teaching Internship II **Fall, Spring; 6**
Prerequisites: Completion of Admission to Student Teaching requirements and concurrent enrollment in EDEC 497. 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 75 days, 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. This semester seminar sessions will focus on the professional portfolio which must be completed before graduation. May be repeated up to 12 credits. Lab fee: $800

EDEC 493 Senior Seminar I **Fall, Spring; 1**
Open for credit only to Bachelor of Arts Early Childhood Education/Special Education, Elementary Education/Special Education, English Education, Math Education, Music Education, Physical Education, and other Secondary Education seniors. Synthesizes the courses in the unified theme into a final reflection on the chosen theme. Students are required to actively participate, give an oral presentation, and submit a final electronic portfolio.

EDEC 497 Senior Seminar II **Fall, Spring; 1**
Open for credit only to Bachelor of Arts Liberal Studies Elementary, Early Childhood Certification, English Education, Math Education, Music Education, Physical Education, and other Secondary Education seniors. Synthesizes the courses in the unified theme into a final reflection on the chosen theme. Students are required to actively participate, give an oral presentation, and submit a final electronic portfolio.

EDSP 315 Inclusive Practices in Early Childhood Education **Fall; 2**
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.

EDSP 425 Applied Measurement and Assessment for Exceptional Students **Fall; 2**
Prerequisite: EDUC 424 and acceptance into the Professional 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 EDUC 418 and acceptance into the Professional 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 470 Student Teaching — Special Education I **Fall, Spring; 1**
Prerequisites: Admission to student teaching requirements and concurrent enrollment in EDEC 493 or EDUC 493. 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 (mentor) teacher 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 biweekly (EDUC 493). A teaching portfolio to Include Action Research will be compiled during the student teaching assignment. The portfolio topics will be discussed in the seminar. May be repeated up to 6 credits. Lab fee: $200.

EDSP 476 Student Teaching — Special Education II **Fall, Spring; 2**
Prerequisites: Admission to student teaching requirements and concurrent enrollment in EDEC 497 or EDUC 497. 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 mentor) teacher 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 biweekly (EDUC 497). A teaching portfolio will be compiled during the student teaching assignment. The portfolio topics will be discussed in the biweekly seminar. May be repeated up to 6 credits. Lab fee: $200

EDUC 120 Educational Philosophy and Trends **Fall; 2**
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 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 297 Issues in Multicultural Education **Fall, Spring; 2**
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; 4**
Prerequisite: EDUC 242 and acceptance into the Professional 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 Teachers Association recommendations is also presented.

EDUC 308 Elementary Social Studies Methods **Spring; 2**
Prerequisite: EDUC 242 and acceptance into the Professional Education Program. Materials and methods of teaching social studies in the elementary school.

EDUC 312 Methods of Religious Instruction for Young Adults **Spring; 3**
Prerequisite: EDUC 242 and acceptance into the Professional 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 in-depth Bible study and to become familiar with strategies that will help them teach creatively and effectively. The course instruction is to prepare the prospective teacher to facilitate and implement the programs recommended by the North American Division of Seventh-day Adventists; programs, such as the transformational planning framework and the Encounter curriculum.

EDUC 320 Classroom Management **Spring; 2**
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, 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 322 Elementary Mathematics Methods **Fall; 4**
Prerequisites: EDUC 242, MATH 110, MATH 115 and admission into the Professional Education Program. Materials and methods of teaching mathematics in the elementary school with an Introduction to the full range of ages, learning types, diverse abilities, special needs, and levels. Cross-listed as EDEC 322.

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 428 *for course description.*

EDUC 335 Elementary School Physical Education Methods **3**
Prerequisites: EDUC 242 and acceptance into the Professional 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 Professional 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 Professional 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 Professional 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 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 345M	**Secondary School Vocal and Choral Methods**	**1**
EDUC 345N	**Secondary School Woodwind Methods**	**1**
EDUC 345P	**Secondary School Percussion Methods**	**1**

EDUC 351 Materials and Methods for Assessment and Instruction of Reading and Language Arts **Fall; 3**
Prerequisites: EDUC 242 and Acceptance in the Professional Education Program; EDUC 341(can be taken concurrently). Materials and methods of teaching reading and 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. One major 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.

EDUC 354 Methods for Assessment of Reading **Spring; 3**
Prerequisites: EDUC 242, EDUC 341 and acceptance into the Professional 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 I **Fall; 3**
Prerequisite: EDUC 242 and acceptance into the Professional Education 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 Professional Education 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 Professional 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 Professional 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 **Fall, Spring; 2**
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 455 In-service Student Teaching **Fall, 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 Professional 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 Professional Education Program and admission to the student teaching internship with permission to serve as a teacher candidate 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 460 Student Teaching Internship I **Fall, Spring; 3**
Prerequisites: Completion of Admission to Student Teaching requirements and concurrent enrollment in EDUC 493. Students will be involved in the total program of the school(s), including observation, participation, and analysis of teaching. The student will work with a qualified cooperating (mentor) teacher for 25 school days over one semester, including the preparation for the opening of school in the fall. The time may be extended for absences and/or to give the student more time to develop competence. This first semester will focus on critical issues related to the student teaching, action research, and preparation of a thematic unit for public presentation. Graded on a pass/fail basis. May be repeated up to 6 credit hours. Lab fee: $400.

Note: Physical Education majors are required to complete:

EDUC 460E — An elementary teaching internship

EDUC 460S — A secondary teaching internship

EDUC 461 Music Education: Teaching Internship I **Fall, Spring; 2**
Prerequisites: Completion of Admission to Student Teaching requirements and concurrent enrollment in EDUC 493. Students will be involved in the total program of the school(s), including observation, participation, and analysis of teaching. The student will work with a qualified cooperating (mentor) teacher for 25 school days over one semester, including the preparation for the opening of school in the fall. The time may be extended for absences and/or to give the student more time to develop competence. This first semester will focus on critical issues related to the student teaching, action research, and preparation of a thematic unit for public presentation. Graded on a pass/fail basis. May be repeated up to 6 credit hours. Lab Fee: $400.

EDUC 462 Music Education: Teaching Internship II **Fall, Spring; 6**
Prerequisites: Completion of Admission to Student Teaching requirements and concurrent enrollment in EDUC 497. 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 75 days, 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. This semester seminar sessions will focus on the professional portfolio which must be completed before graduation. May be repeated up to 12 credits. Lab fee: $800.

EDUC 466 Student Teaching Internship II **Fall, Spring; 6**
Prerequisites: Completion of Admission to Student Teaching requirements and concurrent enrollment in EDUC 497. 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 75 days, 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. This semester seminar sessions will focus on the professional portfolio which must be completed before graduation. May be repeated up to 12 credits. Lab fee: $800.

Note: Physical Education majors are required to complete:

EDUC 466E — An elementary teaching internship
EDUC 466S — A secondary teaching internship

EDUC 493 Senior Seminar I **Fall, Spring; 1**
Open for credit only to Bachelor of Arts Early Childhood Education/Special Education, Elementary Education/Special Education, English Education, Math Education, Music Education, Physical Education, and other Secondary Education seniors. Synthesizes the courses in the unified theme into a final reflection on the chosen theme. Students are required to actively participate, give an oral presentation, and submit an electronic exit portfolio.

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 497 Senior Seminar II **Fall, Spring; 1**
Open for credit only to Bachelor of Arts Early Childhood Education/Special Education, Elementary Education/Special Education, English Education, Math Education, Music Education, Physical Education, and other Secondary Education seniors. Synthesizes the courses in the unified theme into a final reflection on the chosen theme. Students are required to actively participate, give an oral presentation, and submit an electronic exit portfolio.

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

When offered; credit hours

ENGL 040 Introductory Writing **3**
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 101SA; 101SB Composition: Structure Intensive **Fall, Spring; 2; 2**
Prerequisite: English placement exam. This is a two-semester intensive course that requires writing and reading. It is designed to help students gain mastery of writing skills for college and professional purposes. In this course students will learn to read for a variety of purposes including the development of academic literacy and critical thinking skills. Students will also write extensively to learn and develop an understanding of the importance of audience and purpose, organization, development, coherency, and stylistic consistency.

ENGL 101S includes one mandatory lab hour to give additional support for mastery in structuring academic essays.

Students must successfully complete both semesters of ENGL 101S to meet the ENGL 101 Composition requirement. Students completing only the first semester will be withdrawn from the course. Grades posted at the end of the first semester are progress grades. The grade awarded at the end of the term will be the grade for both semesters in the student's transcript.

ENGL 101A Composition and Language **Fall, 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 101 Composition **Fall, 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 101H Honors Rhetoric **Fall; 3**
Prerequisite: Acceptance to Honors College. 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, 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 194 Topics in English **As needed; 3**
Courses designed by the department of English that study particular aspects of English composition, rhetoric, grammar, and linguistics not covered in the departmental curriculum.

ENGL 295 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 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 317 Approaches to the Study of English **Fall; 3**

Prerequisite: ENGL 102 with a minimum grade of "C." Restricted to English majors and minors only, or permission of the instructor. This course provides students with the history, context, debates, and scholarly tools necessary for participation in the discipline of English In the 21st century. Through a study of core texts, students will review the traditional critical approaches to literature and will also explore critical thinking and analytical skills used Ina variety of English major tracks including film, new media, rhetoric, and digital humanities. Formerly ENGL 245

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 496 Capstone Seminar in Research **Spring, odd years; 3**

Prerequisites: ENGL 102 with a minimum grade of "C" and ENGL 317. Restricted to English majors and minors only, or permission of the instructor. This course explores canonical and contemporary theory and criticism, including content related to current emphasis in the discipline of English. The course requires extensive scholarly research, and students complete a thesis or project for presentation. Formerly ENGL 491 and ENGL 499

English as a Second Language | ESL

When offered; credit hours

Note: 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.

ENSL 043 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.

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.

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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 480N Financial Statement Analysis **NCHE ‡; 3**
This course provides students with the knowledge and skills necessary for analyzing financial statements and making informed economic decisions and forecasting. These analyses include the broad areas of income statements (revenue and expenses) and balance sheet accounts (assets, liabilities and equities) and related financial ratios

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.

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 Admin-

‡ *NCHE = Newbold College of Higher Education, United Kingdom*
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istration 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: FNCE 335 or equivalent, ACCT 610 and ACCT 620. 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.

Foreign Languages

See also listings for French (next page) and Spanish, Page 482.

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.

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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 II **Spring; 3**
Prerequisite: FREN 201 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.*

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, 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, 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 **As needed; 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.

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.

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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.

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

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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.

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.

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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.

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.

Health Science

When offered; credit hours

HLSC 101 Introduction to Health Care **Spring; 2**
An introduction to the knowledge, basic skills, and behaviors required for all health care professions. Students do research on a health care profession of their choice. Research to include: Department of labor - Bureau of Labor Statistics - Occupational Outlook Handbook, National Library of Medicine (NIH), professional association website(s), education program information, observational shadowing in the workplace (as available), and interviewing health care professionals. Instruction and evaluation in workplace safety (JCAHO, OSHA), health care communication, legal and ethical considerations (HIPPA)

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is included. Skills include: math for health care providers, CPR and first aid, vital signs, and infection control measures. *Note: Credit not applicable toward general education health requirement.* Course fee. Meets one class hour and three lab hours per week.

HLSC 110 Healthier Living **Fall, 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 **Fall; 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 140 The Human Body in Health and Disease **Fall; 4**
Cross-listed as BIOL 140. See BIOL 140 for course description.

HLSC 175 Medical Terminology **Spring; 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 Common Diseases through Health Promotion **Spring; 3**
Prerequisite: BIOL 201 and 202. This course will examine various types of common 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. Also will focus on simple home remedies and treatments that could be used at home.

HLSC 260 Consumer Health and the Fitness Industry **Spring; 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 **Fall; 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 **Spring; 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 **Fall; 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 (ACSM) 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 426 Principles of Fitness Assessment and Exercise Prescription (NASM) **Fall; 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 National Academy of Sports Medicine (NASM) certification as a Certified Personal Trainer Specialist. Lab fees will be required for national certifications and course materials.

HLSC 490 Internship in Health/Fitness/Wellness **Fall, Spring, Summer; 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 **Fall, Spring, Summer; 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 **Fall, Spring, Summer; 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 **Fall, Spring, Summer; 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.

HLSC 492 NASM Health Fitness Specialist Certification **Spring; 2**
This course is the practical application of program design for sport-specific clients. Students will be able to design cardiorespiratory training programs, power Optimal Performance Training (OPTTM) programs, and programs for clients who participate in individual competition or team sports. Students will apply principles of reactive neuromuscular training (plyometric) and integrated speed training to help clients achieve their established goals. Lab fees will be required for national certification and course materials.

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. *Cross-listed with PLST 115.*

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.

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 **As needed; 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 **As needed; 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 **Spring; 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 **Fall; 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 **As needed; 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 **As needed; 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 **As needed; 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 **As needed; 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 **As needed; 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 †; As needed; 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 **As needed; 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 **Fall, Spring, Summer; 3**
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. Course is repeatable. *Cross-listed as PLST 395.*

HIST 400 Russian Intellectual History **As needed; 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.*

† SGPS only = Offered only in the School of Graduate and Professional Studies

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.

Honors

When offered; credit hours

ENGL 101H Honors Rhetoric **Fall; 3**
Prerequisite: Acceptance to the Honors College. 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 College after the freshman year.*

HNRS 115 Honors Seminar **Fall, Spring; 0**
Prerequisite: Acceptance to the Honors College. Honors Seminar is an ongoing course designed to address issues pertinent to the agenda of the Honors College, namely the development of academic excellence and opportunities for leadership and service. Topics will vary. The course will meet one hour per week. Honors College members are required to successfully complete six semesters of Honors Seminar and therefore this course may be taken multiple times.

HNRS 125 Biblical and Classical Roots I **3**
Prerequisite: Acceptance to the Honors College. HNRS 125 Biblical and Classical Roots I forms the first half of a two-semester introduction to foundational ideas and knowledge that inform a faith-based institution of higher learning, and helps students to consider their place and purpose within such an institution. An interdisciplinary approach will link ideas from Biblical and Classical antiquity and the Renaissance to later historical periods to show how these ideas have been applied and modified, and to explore to what extent they continue to inform contemporary culture. Subjects in Biblical and Classical Roots I will include (but are not limited to) the origin and foundations of: language, mythology, the Bible, aesthetics, philosophy, Christianity, and art history. (Note: HNRS 125 is a required course for the Honors College core General Education curriculum, and may only be taken by students accepted into the Honors College. If this course is transferred out of the Honors College it should be considered a Humanities elective).

HNRS 126 Biblical and Classical Roots II **3**
Prerequisite: Acceptance to the Honors College. HNRS 126 Biblical and Classical Roots II is the second part of a two-semester introduction to foundational ideas and knowledge that inform a faith-based institution of higher learning that helps students to consider their place and purpose within such an institution. An interdisciplinary approach will link ideas from Biblical and Classical antiquity to the post-Enlightenment period to show how these ideas have been applied and modified, and to explore to what extent they continue to inform diverse contemporary cultures. Subjects in Biblical and Classical Roots II will include (but are not limited to) the foundations and development of the sciences and social sciences, the nature of history, political theory, democracy,

religious movements, and the modern university. (Note: HNRS 126 is a required course for the Honors College core General Education curriculum, and may only be taken by students accepted into the Honors College. If this course is transferred out of the Honors College it should be considered a Social Science elective).

HNRS 194 Honors Topics **As needed; 3-4**
Prerequisite: Acceptance to the Honors College. Courses designed for Honors students to explore interdisciplinary connections between the humanities, religion, social sciences, and sciences. Students should expect a variety of pedagogical methods and learning environments.

HNRS 212 Leadership and Service I **Fall, Spring and as needed; 1**
This one-credit course should be taken by members of the Honors College prior to the end of their sophomore year. The course requires students to sign up for a leadership and service activity from a list of opportunities approved by the Honors College. Students produce a portfolio detailing their responsibilities and experiences during the course of the activity, and reflecting on what was learned. The course will be graded on a pass/fail basis.

HNRS 291 Interdisciplinary Data Analysis **Fall, Spring; 4**
Prerequisite: Acceptance to the Honors College. This Honors College core curriculum course introduces students to research methods associated with instructional research and effectiveness within the setting of higher education. Students will learn the fundamentals of several qualitative, quantitative, and mixed-methods approaches with the aim of acting as a team to provide proposals to address real world challenges and opportunities on a university campus.

HNRS 294 Honors Topics **As needed; 3-4**
Prerequisites: ENGL 101H or permission of the Honors director. Courses designed for Honors students to explore interdisciplinary connections between the humanities, religion, social sciences, and sciences. Students should expect a variety of pedagogical methods and learning environments.

HNRS 312 Leadership and Service II **Fall, Spring and as needed; 1**
Prerequisite: Successful completion of HNRS 212. This one-credit course should be taken by members of the Honors College prior to the end of their sophomore year. The course requires students to sign up for a leadership and service activity from a list of opportunities approved by the Honors College. Students produce a portfolio detailing their responsibilities and experiences during the course of the activity, and reflecting on what was learned. The course will be graded on a pass/fail basis.

HNRS 412 Leadership and Service III **Fall, Spring and as needed; 1**
Prerequisite: Students must have successfully completed HNRS 312. This one-credit course should be taken by members of the Honors College prior to the end of their junior year. The course requires students to sign up for a leadership and service activity from a list of opportunities approved by the Honors College. Students produce a portfolio detailing their responsibilities and experiences during the course of the activity, and reflecting on what was learned. The course will be graded on a pass/fail basis.

HNRS 494 Honors Topics **As needed; 3-4**

Prerequisites: 200 level Honors elective or permission of the Honors director. Upper division courses designed for Honors students to explore interdisciplinary connections between the humanities, religion, social sciences, and sciences. Students should expect a variety of pedagogical methods and learning environments.

HNRS 499 Honors Thesis **Spring or as needed; 3**

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

Humanities

When offered; credit hours

See Humanities courses on Page 35 for a listing of additional courses that may apply for the General Education humanities requirement.

HMNT 100 Arts in Washington **As needed; 3**

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 192 Critical Thinking and Problem Solving **Fall, Spring; 3**

Prerequisite: Bridge Program student. This course focuses on the development of reasoning and problem solving skills that will fortify the student's preparedness for college level academic work. The ultimate goal is to enhance their academic success. This will be accomplished by analyzing controversial public issues and cultural differences in reasoning, inductive and deductive logic, cause and effect reasoning and the role of perception in thinking. Other topics include studying the scientific method, propaganda, manipulation of language in advertising and political speeches, and the use of emotional appeals in public discourse. Students write reaction papers and argumentative essays to explore different facets of the course topics. Students will also conduct research on selected topics in preparation for debates. Available only to students in the Bridge Program.

HMNT 205 Music Appreciation **Fall, Spring; 3**

Music Appreciation is designed to provide a broad overview of the history of Western music. From its evolution to its current state, the role of music is portrayed as both an influencer and a reflector of societal changes. Included in this discussion is the development of sacred, secular, and non-Western music, including the influence of Far Eastern, Middle Eastern and African music upon Western music. *Cross-listed as MUHL 205.*

HMNT 250 Introduction to Fine Arts **Fall, 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, Spring; 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 MUHL 270.*

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

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. Eight weeks lecture/laboratory.

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.

Information Systems | Traditional Program

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.

† SGPS only = Offered only in the School of Graduate and Professional Studies

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 265 Advanced Computer Applications **Fall; 3**
Prerequisite: CPTR 105 or waiver exam. An advanced course covering spreadsheets, presentations, word processing, and databases, with a strong emphasis on practical hands-on applications. Concentration will be on the common application 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.

Interdepartmental

When offered; credit hours

INTD 050 Learning Assistance Laboratory **Fall, 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.

INTD 100 Community Service **Fall, Spring; 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 **Fall, Spring; 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, 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 **As needed; 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 functions 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. May be repeated.

INTD 205 Introduction to Leadership Development **Fall, Spring; 1**
Prerequisite: Having taken INTD 105 during the 2018-19 school year, or any subsequent year, or be willing to meet independently the requirements that were connected with the "15 Laws of Invaluable Growth." This class is the second installment of the John Maxwell/Washington Adventist Collegiate Leader Program. It is designed to engage sophomores in leadership training, challenging students to examine, develop and practice leadership development. The class is designed to nurture second-year students by providing them with the opportunity to build the skillset needed to become competent moral leaders on our campus and throughout the greater community.

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 202, 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 370 Philosophy & Practice of Community Services **Fall, Spring; 1-3**
Provides a theoretical and practical basis for understanding and meeting needs of communities. Course materials include works from Christian sources. Students develop an individualized and practical community service project to understand and meet needs or get involved as a volunteer with an existing community services organization.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

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.

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.

Literature

When offered; credit hours

LITR 190 Introduction to Literature **As needed; 3**
This course acquaints students with the literary genres of poetry, drama, and prose. It will also empower students to read literature through various critical approaches. Students will write papers that display growing knowledge of literary genres, critical perspectives, and use of argument.

Who should take this class: Transfer students who took a first-year research writing course that did not have an introduction to literature element. If the research paper that the student wrote was on a topic other than literature, it is a good sign that their class did not align with WAU's ENGL 102. If clarification is needed on whether or not a given student's research writing class qualifies, please send a copy of the course description (and, if possible, the syllabus as well) to Richard Grant, Director of the Composition Program: rgrant@wau.edu

Who CANNOT take this class: Students who have taken ENGL 102 at WAU are not eligible for this course, as they have already learned the material. These students should take a 200-level literature elective.

Note: This course does not count as an elective towards the English major elective hours.

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LITR 194 Topics in Literature **As needed; 3**
Courses designed by the department of English that study particular aspects of literature not otherwise covered in the departmental curriculum.

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 or as a literature elective for the English major.

LITR 225 American Literature I **SGPS only † ; 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 **SGPS only †; 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. **As needed; 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 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.

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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 with a minimum grade of "B–." 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 341 Studies in Medieval and Renaissance Literature **Spring, odd years; 3**
Prerequisite: LITR 200 -level course with a minimum grade of "B–." An upper-division course that investigates themes, authors, genres, literary and historical movements, and critical approaches related to medieval and Renaissance literature in Britain. *Formerly LITR 340.*

LITR 351 Studies in 19th Century British and American Literature **Fall, odd years; 3**
Prerequisite: LITR 200 -level course with a minimum grade of "B–." An upper-division literature course that investigates aspects of British and American literature in the 19th Century with a focus on specific themes, authors, genres, literary movements, and critical approaches. *Formerly LITR 450 and 451.*

LITR 361 Studies in 20th Century British and American Literature **Fall, even years; 3**
Prerequisite: LITR 200 -level course with a minimum grade of "B–." An upper division literature course that investigates aspects of literature in British and American literature in the 20th Century with a focus on specific themes, authors, genres, literary movements, and critical approaches. *Formerly LITR 460 and 461.*

LITR 371 Studies in 17th and 18th Century Literature **Spring, even years; 3**
Prerequisite: LITR 200 -level course with a minimum grade of "B–." An upper-division course that investigates themes, authors, genres, literary and historical movements, and critical approaches related to British and American literature from the 17th and 18th centuries. *Formerly LITR 370.*

LITR 494 Topics in Literature **As needed; 1-4**
Prerequisite: LITR 200 -level course with a minimum grade of "B–." 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 310 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.

Management

When offered; credit hours

MGMT 201; 202 Introduction to Management I and II
Fall (201), Spring (202); 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.

MGMT 305N Management Information Systems **NCHE ‡; 3**

The field of information systems involves applying computer technology, quantitative techniques, and administrative skills to the information processing requirements of organizations. This course combines computer technology with management decision-making methods — to analyze, design, implement, and manage computerized information systems in an organizational environment.

MGMT 310N Organizational Behavior **NCHE ‡; 3**

The study of Organizational Behavior draws on many disciplines, such as psychology, social psychology, sociology, anthropology, economics etc. This course explores the development of Organizational Behavior as a discipline and the influences on individual and group behavior in the context of a work place. Other areas to be explored include how we learn and how we develop effective communication skills. Issues like personality, motivation, perception, teamwork, leadership and change are covered in particular.

MGMT 315 Organization and Work **Spring; 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.

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MGMT 338 Advanced Human Resources I **Spring; 3**
MGMT 338N Advanced Human Resource Management **NCHE ‡; 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 †; As needed; 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.

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.

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MGMT 445 Managing Compensation Systems
MGMT 445P Managing Compensation Systems (Project Option)
SGPS only †; As needed; 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 †; As needed; 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 †; As needed; 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 †; As needed; 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.

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.

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MGMT 465 Small Business Management
MGMT 465P Small Business Management (Project Option)
SGPS only †; As needed; 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 †; As needed; 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 †; As needed; 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.

MGMT476N, 477N Management Project I, II **NCHE ‡; 6, 6**

The Management Project courses provide an opportunity for students to apply in a practical context the theoretical knowledge acquired during their studies. Projects will focus on topics of specific interest to the student, and allow for an extension of knowledge and the application of research techniques. Primary research is an expected element of this program, and students are encouraged to undertake this work proactively with a specific business or relevant business organization in mind. The work will often take the shape of a "mini-consultancy," producing an analysis and a set of recommendations in response to a particular organizational problem. The management project must be agreed with the supervisor before the student can commence his/her work on the project. The project also facilitates the application and development of a range of important transferable and personal skills.

MGMT 482 Small Business Development **Spring, even years; 3**
MGMT 482N Small Business Development **NCHE ‡; 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,

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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**
MGMT 485N Business Strategy and Policy **NCHE ‡; 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.

MGMT 490 Business Strategy **SGPS only †; As needed; 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 **As needed; 3**
Prerequisite: MATH 110. 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 **Fall; 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 **As needed; 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.*

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MGMT 630 Managing Human Capital **Spring; 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 Strategic Management **Spring; 3**
Prerequisite: MGMT 540. This course introduces the student to strategy development and highlights how to analyze a firm's operating environment and how to sustain a competitive advantage. Students will master various analytical tools to perform in-depth analysis of competitors and industries, predict competitive behavior, and to better position their organizations. Highlighted issues include cannibalization, globalization, market entry/exit decisions, and resource allocation. This is the MBA capstone course, and must be taken in the student's last semester.

Marketing

When offered; credit hours

MKTG 310 Principles of Marketing **Fall; 3**
MKTG 310N Principles of Marketing **NCHE ‡; 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**
MKTG 320N Consumer Behavior **NCHE ‡; 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 †; As needed; 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.

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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**
MKTG 425N International Marketing **NCHE ‡; 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 **As needed; 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.

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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 **Fall, Spring, Summer; 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.

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, 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, 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, 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, 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 Axiomatics: Logic **Fall, odd years; 3**
Prerequisites: CPTR 150 and MATH 129 or MATH 280 with a minimum grade of "C." 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 312 Axiomatics: Geometry **Spring, even years; 3**
Prerequisites: CPTR 150 and MATH 129 or MATH 280 with a minimum grade of "C." 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.

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 I, II
Fall (331), odd years; Spring (332), 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.

Medical Laboratory Science

Courses offered through Andrews University — 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**
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 instructor. 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**
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. Emphasis on detection, analyses, etiology, epidemiology, immunologic manifestations and correlation with infectious diseases. Theory and application of immunologic/serologic and basic molecular techniques including specimen collection and quality control.

MLSC 423 Clinical Immunology 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, and virology.

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; 2**
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; 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 needed, 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 **Fall, 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 (171; 271), Spring (172; 272); 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 205 Music Appreciation **Fall, Spring; 3**
Music Appreciation is designed to provide a broad overview of the history of Western music. From its evolution to its current state, the role of music is portrayed as both an influencer and a reflector of societal changes. Included in this discussion is the development of sacred, secular, and non-Western music, including the influence of Far Eastern, Middle Eastern and African music upon Western music. *Cross-listed as HMNT 205.*

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 230 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 231 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 251; 252 Theory I, II **Fall (252), Spring (251); 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, Spring; 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 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.

MUHL 340 Introduction to Music Technology **As needed; 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 (352), Spring (351); 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 371 Music History I **Fall, odd-years; 2**
Prerequisite: MUHL 252. A study of the history, style and musical forms of Western Art Music from its origins through the mid-18th century. Music analysis and readings supplement lectures and discussions. *Formerly MUHL 361.*

MUHL 372 Music History II **Spring, even years; 3**
Prerequisite: MUHL 252. A study of the history, style and musical forms of Western Art Music from the mid-18th century through the late 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. *Formerly MUHL 362.*

MUHL 373 Music History III **Fall, even years; 2**
Prerequisite: MUHL 252. A study of the history, style, musical forms of Western Art Music from the late Romantic through the early 21st century. Music analysis, readings, listening assignments and performances supplement lectures and discussions. *Formerly MUHL 363.*

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, Spring; 2; 2**
Prerequisite: MUPI 274. Survey of organ literature from pre-Bach to present.

MUHL 380E Vocal 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 Vocal 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, 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, 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, odd 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 455 Counterpoint **Fall, even 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 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, odd years; 2**
Prerequisite: MUHL 371, 372, 373, 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 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 (470), Spring (471); 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, 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, Spring; 1**
MUPF 120P Band (Washington Concert Winds) **Fall, 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 200 Piano Proficiency **Fall, Spring; 0**
Examination of ability to perform major and minor scales, arpeggios, and cadence patterns, sight-read, improvise harmonies, and perform intermediate repertoire including hymns at a basic level of proficiency. Graded pass/fail.

MUPF 227 Orchestra (New England Youth Ensemble) **Fall, Spring; 1**
MUPF 227P Orchestra (New England Youth Ensemble) **Fall, 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, Spring; 1**
MUPF 228P Ensemble **Fall, Spring; 0**
Practical experience in the performance of selected ensemble works. May be repeated for maximum of four hours credit. Students must take credit version (MUPF 228) in order to fulfill curricular requirements. MUPF 228P graded pass/fail.

MUPF 230 BrassWorks **Fall, 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, Spring; 1**
MUPF 235P Columbia Collegiate Chorale **Fall, 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, Spring; 1**
MUPF 245P Performance Workshop **Fall, Spring; 0**
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 245P graded pass/fail.

MUPF 250 Pro Musica **Fall, Spring; 1**
MUPF 250P Pro Musica **Fall, 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 300 Junior Recital **Fall, Spring; 0**
Prerequisites: At least one semester at the MUPI 344 Jury level. Concurrent enrollment in MUPI 344. This course represents the applied music project for junior music majors. A public recital of 30 minutes of solo music (60 minutes for performance majors) will be given during junior-level applied study after passing the Pre-Recital Jury hearing. Graded pass/fail.

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 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 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 400 Senor Recital **Fall, Spring; 0**
This course represents the applied music project for senior music majors. A public recital of 30 minutes of music (60 minutes for performance majors) will be given during senior-level applied study after passing the Pre-Recital Jury hearing. One chamber music composition (of three or more performers) is allowed on the Senior Recital. Graded pass/fail.

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 133 Applied Music Piano and Keyboard Harmony **Fall, Spring; 1-2**
Weekly private or class instruction in piano specific to music therapy requirements for music therapy majors at a non-jury level.

MUPI 134 Applied Music **Fall, Spring, Summer; 1-2**
Weekly private instruction in piano, voice, organ, harp, guitar, brass, woodwinds, percussion and strings. Not applicable to a major or minor in music unless specified by the degree.

MUPI 133	**Piano/keyboard**	**MUPI 134L**	**Bassoon**
MUPI 134A	**Piano**	**MUPI 134M**	**Percussion**
MUPI 134B	**Voice**	**MUPI 134N**	**Violin**
MUPI 134C	**Organ**	**MUPI 134P**	**Cello**
MUPI 134D	**Trumpet**	**MUPI 134Q**	**Flute**
MUPI 134E	**Trombone**	**MUPI 134R**	**Guitar**
MUPI 134F	**Tuba**	**MUPI 134S**	**Viola**
MUPI 134G	**French Horn**	**MUPI 134T**	**String Bass**
MUPI 134H	**Clarinet**	**MUPI 134U**	**Harp**
MUPI 134J	**Saxophone**	**MUPI 134X**	**Recorder**
MUPI 134K	**Oboe**	**MUPI 134Y**	**Euphonium**

MUPI 144 Applied Music **Fall, Spring, Summer; 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, Spring, Summer; 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, Spring, Summer; 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, Spring, Summer; 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.*

MUTH 110 Introduction to Music Therapy **Fall; 3**
This course is an introduction to the music therapy profession in terms of its history, theoretical foundations, scope of current clinical practice and research — to include an overview of client populations, settings and methods, and relationship to other health care professions.

MUTH 115 Music Therapy Musicianship **Spring; 3**
This course provides a practical introduction to the specific use of music in the context of music therapy. A variety of music resources will be introduced, including basic guitar and percussion skills, relevant to an array of therapeutic settings and emphasizing development of clinical musicianship and leadership skills.

MUTH 220 Standards of Clinical Practice **Fall; 3**
Prerequisite: MUTH 110. This course emphasizes the application of the American Music Therapy Association (AMTA) Standards of Clinical Practice in preparation for music therapy field placement experiences. Topics Include music therapy referral and acceptance, assessment, treatment planning, treatment implementation, treatment evaluation and documentation, termination of services, continuing education and supervision.

MUTH 230 Music Therapy Methods **Spring; 3**
Prerequisite: MUTH 115, 220. This course is an introduction to the four primary methods of music therapy (recreative, compositional, improvisational and receptive), the interventions used within each, and their clinical applications across populations. Individual research resulting in a term paper, or the equivalent, is expected.

MUTH 335 Psychology of Music **Spring; 3**
This course analyzes the function of music in human existence, specifically related to the objective and scientific components of sound and music (like acoustics) with their subsequent physiological, psychological, cognitive and sociocultural effects.

MUTH 375 Music Therapy Practicum I **Fall; 3**
This course integrates music therapy knowledge and skills through clinically supervised observation and participation opportunities in music therapy field settings associated with developmental disabilities, mental health, medical/rehabilitation or gerontology. The AMTA Standards of Clinical Practice guide these experiences, and the AMTA Professional Competencies form benchmarks for student learning and evaluation. Enrollment is limited to those students who have successfully passed the Sophomore Evaluation - (see Music Handbook for details).

MUTH 376 Music Therapy Practicum II **Spring; 3**
Prerequisite: MUTH 375. This course integrates music therapy knowledge and skills through clinically supervised leading and co-leading opportunities in music therapy field settings associated with developmental disabilities, mental health, medical/rehabilitation or gerontology. The AMTA Standards of Clini-

cal Practice guide these experiences, and the AMTA Professional Competencies form benchmarks for student learning and evaluation. Classroom instruction includes lectures, demonstrations and rehearsal of skills.

MUTH 441 Music Therapy Seminar **Fall; 2**

Prerequisite: MUTH 335. Co-requisite: MUTH 476. This course provides a synthesis of music therapy education and training in preparation for internship. Aspects of personal and professional growth, development, and alignment highlighted in this course include: theoretical and research foundations and clinical functions that inform the articulation of a personal philosophy of music therapy, professional ethics and responsibilities, enhanced self-awareness specifically through the identification of core values and competency based strengths and needs, and future directions.

MUTH 476 Music Therapy Practicum III **Fall; 3**

Prerequisite: MUTH 376. This course integrates music therapy knowledge and skills through clinically supervised leading opportunities in music therapy field settings associated with developmental disabilities, mental health, medical/rehabilitation or gerontology. At this level, a more comprehensive and independent application of the AMTA Standards of Clinical Practice is expected, while the AMTA Professional Competencies continue to form benchmarks for student learning and evaluation. Classroom instruction includes lectures, demonstrations and rehearsal of skills.

MUTH 485 Music Therapy Internship **Spring, Summer; 12**

Music therapy internship requires a minimum of 900 hours of clinical therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association or at Washington Adventist University affiliated sites.

Prerequisites: Completion of all music, music therapy, psychology, religion and general education requirements, including the presentation of a junior recital, and demonstrated proficiency in piano, voice, guitar and non-symphonic instruments. In addition, students must have maintained a 3.0 grade point average in all coursework to be eligible to begin their music therapy internship.

MUTH 486 Music Therapy Internship I **Spring; 3**

MUTH 487 Music Therapy Internship II **Spring; 3**

MUTH 488 Music Therapy Internship III **Spring, Summer; 3**

MUTH 489 Music Therapy Internship IV **Summer; 3**

Each music therapy internship requires a minimum of 225 hours, for a total of 900 hours, of clinical therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association or at Washington Adventist University affiliated sites.

Prerequisites: Completion of all music, music therapy, psychology, religion and general education requirements, including the presentation of a junior recital, and demonstrated proficiency in piano, voice, guitar and non-symphonic instruments. In addition, students must have maintained a 3.0 grade point average in all coursework to be eligible to begin their music therapy internship. Corequisites: MUTH 486, MUTH 487, MUTH 488, MUTH 489.

Nursing

When offered; credit hours

NURS 222 Professional Nursing Foundations **Fall, Spring; 5**
Prerequisite: Admission to the nursing program. Corequisites: NURS 244, 254. This course is an introduction to the history and theoretical foundations of professional nursing, including fundamental principles, concepts, values, and skills necessary to provide safe, quality nursing care across the life span. The course emphasizes critical thinking, communication skills, and the nursing process and includes theory, nursing skills laboratory, and clinical components. Three credits theory; 2 credits lab and clinical: lab = 40 hours and clinical 72 hours.

NURS 244 Health Assessment and Promotion **Fall, Spring; 4**
Prerequisite: Admission to the nursing program. Corequisites: NURS 222, NURS 254. This course provides the knowledge, skills, and values for students to perform a comprehensive health history and assessment of physical, behavioral, psychological, socio-cultural, spiritual, environmental, and developmental variables of clients across the life span. Nursing competencies will include differentiating between normal and abnormal findings, accurately communicating and documenting findings, formulating nursing diagnoses, and initiating health teaching and other strategies for health promotion and disease prevention. Three credits theory; 1 credit lab 3 hours per week.

NURS 254 Pharmacology **Fall, Spring; 3**
Prerequisites: Admission to the nursing program. Corequisites: NURS 222, NURS 244. This course assists the student to develop the basic knowledge, skills, and values related to drug therapy. Students will learn drug classifications, mechanisms of action, therapeutic responses, drug interactions, adverse reactions, and nursing implications. The study of pharmacology in this course includes health promotion, prevention of disease and injury, management of disease and illness, and herbal therapies. The roles and responsibilities of the nurse in relationship to drug therapy are emphasized, ensuring that evidence-based best practices will result in safe, effective, and individualized medication administration.

NURS 308R Transition into Professional Nursing Practice
SGPS only †; Fall, Spring, Summer; 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
SGPS only †; Fall, Spring, Summer ; 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.

NURS 323 Pathophysiology **Fall, Spring; 3**
Prerequisite: NURS 222, 244, 254. This course promotes the understanding of fundamental disease processes and disruptions of normal body functioning in individuals across the lifespan. A brief review of the relevant normal structure and function of each system precedes a description of the pathophysiologic

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

mechanisms that underlie several common diseases in that system. Symptoms and signs of each disease provide a foundation for the student's later mastery of nursing management of clients.

NURS 341 Advanced Patient Care Technology and Informatics **Fall, Spring; 1**
Prerequisite: NURS 222. Corequisite: NURS 323. This lab course teaches advanced patient care technologies and nursing informatics required for nursing care across the life span. Learners are also introduced to alternative methods of healing. Healing and health practices of persons from diverse ethnic and socio-cultural groups will be examined. The student will continue to develop critical thinking, written and oral communication, and advanced psychomotor clinical skills within the context of the nursing process. Computerized interactive case studies and patient simulators are used to help teach students skills necessary for clinical practice. One credit lab 4 hours per week.

NURS 354 Psychiatric Mental Health Nursing **Fall, Spring; 4**
Prerequisites: NURS 222, 244, 254. Corequisite: NURS 323. This course presents theoretical knowledge, skills, and values needed to provide safe, competent, and humanistic nursing care to clients experiencing psychiatric, mental-health, and substance abuse disorders. A nursing process framework is use to teach therapeutic communication, professional boundaries, assessment strategies, nursing interventions, plans of care, and rehabilitative processes. Students will use a holistic approach and explore complementary methods of healing. They will conduct exercises in stress management, self-reflection, personal knowing, and self-care. Three credit hours of theory, 1 credit clinical, 4 hours per week.

NURS 364 Adult Gerontology Health Nursing I **Fall, Spring; 5**
Prerequisites: NURS 222, 244. Corequisite: NURS 323. This course focuses on the nursing knowledge, skills, and values necessary for providing safe, competent, and humanistic care for adult and older adult clients. Using a nursing process framework, course content will focus on selected topics on pain, perioperative care, diabetes, fluid and electrolyte balance, and the pulmonary, cardiovascular, gastrointestinal, and neurological systems. Students will apply critical thinking skills as they examine socio-cultural diversity and holistic, caring practices in acute and chronic medical-surgical and rehabilitative nursing. Three credit hours of theory, 2 credits clinical, 8 hours per week.

NURS 378 Maternal Child and Women's Health Nursing **Fall, Spring; 5**
*Prerequisites: NURS 254, 323, 341, and 364.*The focus of this course is on the nursing care of newborns, childbearing women and their families, and on women's health across the lifespan. Using a nursing process framework, students will apply evidence-based practices to the delivery of family-centered nursing care to antepartum, intrapartum, and postpartum patients and their newborns. Opportunities are provided for students to learn complementary methods of care. Within an interdisciplinary model, students will also learn the roles of collaboration and caring for clients who are culturally diverse, vulnerable, and economically disadvantaged. Three credit hours of theory, 2 credits clinical, 8 hours per week.

NURS 389 Nursing Research and Evidenced-Based Practice **Fall, Spring; 3**
Prerequisites: NURS 222, NURS 323 and MATH 110. Students will examine the nature of inquiry, theoretical frameworks for research, and qualitative and quantitative research methods. They will learn how to conduct the basic steps

of the research process, access the literature, critically appraise and interpret studies, identify valid and reliable findings, and synthesize those findings into a body of nursing knowledge. Students will study principles and models that will help them evaluate evidence when making decisions toward the goal of implementing best nursing practices.

NURS 389R Nursing Research and Evidenced-Based Practice
SGPS only †; Fall, Spring, Summer; 3

Prerequisites: Statistics course. Students will examine the nature of inquiry, theoretical frameworks for research, and qualitative and quantitative research methods. They will learn how to conduct the basic steps of the research process, access the literature, critically appraise and interpret studies, identify valid and reliable findings, and synthesize those findings into a body of nursing knowledge. Students will study principles and models that will help them evaluate evidence when making decisions toward the goal of implementing best nursing practices.

NURS 392 Adult Gerontology Health Nursing II **Fall, Spring; 5**

Prerequisites: NURS 254, 323, 341 and 364. This course focuses on the nursing knowledge, skills, and values necessary for providing safe, competent, and humanistic care for adult and older adult clients with complex, acute, or terminal illnesses. Using a nursing process framework, course content will focus on selected topics on genetics, genomics, end-of-life care, palliative care, emergency care, disaster preparedness, burns, cancer, critical care, and the renal, endocrine, musculoskeletal, immune, sensory, integumentary, hepatic, and hematological systems. Students will apply critical thinking skills as they examine socio-cultural diversity and holistic, caring practices in acute and chronic medical-surgical and rehabilitative nursing. Three credit hours of theory, 2 credits clinical, 8 hours per week.

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.

NURS 399 Pediatric Health Nursing **Fall, Spring; 4**

Prerequisites: NURS 254, 323, 341 and 364. This course prepares students to provide nursing care to infants, children, and adolescents as they grow and develop within a family system. Using a nursing process framework, students will address both wellness and acute and chronic health conditions with regard to health promotion, risk reduction, and disease treatment and prevention. Students will learn content on developmental stages, childrearing, and parenting. This course addresses influences of socio-cultural, spiritual, and ethnic diversity on the family within an increasingly global multicultural environment. Three credit hours of theory, 1 credit clinical, 4 hours per week.

NURS 423 Nursing Leadership and Management **Fall, Spring, Summer; 3**

Prerequisites: NURS 254, 323, 341 and 392. This course provides information on the knowledge, skills, and professional values needed for nursing unit design, management, and evaluation within interdisciplinary health care systems. Students will develop knowledge of communication, collaboration, change theory, conflict resolution, quality improvement, leadership, supervision, delegation, negotiation, and teamwork in order to become effective nurse managers and leaders. Students will work in groups to improve their own group, leadership, and team skills.

† *SGPS only = Offered only in the School of Graduate and Professional Studies*

NURS 423R Nursing Leadership and Management
SGPS only †; Fall, Spring, Summer; 3

This course provides information on the knowledge, skills, and professional values needed for nursing unit design, management, and evaluation within interdisciplinary health care systems. Students will develop knowledge of communication, collaboration, change theory, conflict resolution, quality improvement, leadership, supervision, delegation, negotiation, and teamwork in order to become effective nurse managers and leaders. Students will work in groups to improve their own group, leadership, and team skills.

NURS 446 Public Health Nursing and Population Health **Fall, Spring; 5**

Prerequisites: NURS 378, NURS 392. This course prepares students for health promotion, risk reduction, disease and injury prevention, and illness and disease management in communities and populations. Students will learn the public health nurse's role within the community as a member of an interdisciplinary team. They will examine health and cultural disparities of vulnerable populations, including the homeless, uninsured, economically disadvantaged, and immigrants. Community data will be collected, analyzed, and evaluated using principles of epidemiology and basic biostatistics. Students will learn about public health surveillance, disease outbreak investigation, and local through global disaster planning. Three credit hours of theory, 2 credits clinical, 8 hours per week.

NURS 446R Public Health Nursing and Population Health
SGPS only †; Fall, Spring, Summer; 5

This course prepares students for health promotion, risk reduction, disease and injury prevention, and illness and disease management in communities and populations. Students will learn the public health nurse's role within the community as a member of an interdisciplinary team. They will examine health and cultural disparities of vulnerable populations, including the homeless, uninsured, economically disadvantaged, and immigrants. Community data will be collected, analyzed, and evaluated using principles of epidemiology and basic biostatistics. Students will learn about public health surveillance, disease outbreak investigation, and local through global disaster planning. Three credit hours of theory; 2 credits clinical.

NURS 478 Healthcare Policy and Politics **Fall, Spring; 3**

Prerequisite: Final Semester Senior. This course examines the evolution, structure, and function of the local, statewide, national, and global health care systems and the manner in which governance, legal, economic, political, and socio-cultural forces influence health policy and health services delivery. Emphasis will be on the roles of stakeholders who influence health care policy, such as government, consumers, providers, and payers. Political factors and their influence on health promotion, disease and injury prevention and management, vulnerable populations, and social justice will be explored. Students will take field trips to a Maryland Board of Nursing public meeting and U.S. Supreme Court, Senate, or Congressional hearing.

NURS 478R Healthcare Policy and Politics **SGPS only †; Fall, Spring, Summer; 3**

P*rerequisite: NURS 308R, 310R, 388R, 423R; Corequisite: NURS 446R.* This course examines the evolution, structure, and function of the local, statewide, national, and global health care systems and the manner in which governance, legal, economic, political, and socio-cultural forces influence health policy and health services delivery. Emphasis will be on the roles of stakeholders

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who influence health care policy, such as government, consumers, providers, and payers. Political factors and their influence on health promotion, disease and injury prevention and management, vulnerable populations, and social justice will be explored. Students will take field trips to a Maryland Board of Nursing public meeting, State House, Annapolis, Maryland and U.S. Supreme Court, Senate, or Congressional hearing.

NURS 489 Synthesis of Complex Nursing Care **Fall, Spring; 5**

Prerequisite: Final semester senior. This course prepares students for transition into professional practice. Students will become increasingly independent in managing nursing care of two or more patients with complex health care needs. As a member of an interdisciplinary health care team, they will further develop skills of leadership, teamwork, prioritization, clinical decision-making, and delegation. Students will prepare for licensure and entry into the profession through a structured ATI capstone course review of nursing knowledge, and Virtual ATI. They will discuss contemporary nursing issues and their future responsibilities as a member of the profession. Seminar, 3 hours per week; ATI practice sessions; two 8-hour clinical days per week.

NURS 489R Synthesis of Complex Nursing Care
SGPS only †; Fall, Spring, Summer; 5

Prerequisite: Final semester senior. This course prepares students for transition into professional practice. Students will become increasingly independent in managing nursing care of two or more patients with complex health care needs. As a member of an interdisciplinary health care team, they will further develop skills of leadership, teamwork, prioritization, clinical decision-making, and delegation. They will discuss contemporary nursing issues and their future responsibilities as a member of the profession. Seminar, 3 hours per week.

NURS 494 Topics in Nursing **As needed; 1-4**

P*rerequisite: Permission of the instructor.* Selected topics in nursing that are of interest and concern to the health care professional. Topics may include addictions in contemporary society, spirituality in nursing, emergency nursing, and nursing informatics. Theory and/or clinical experience as arranged.

NURS 501 Fundamental and Writing Skills for MS in Nursing Programs
Fall, Spring; 3

Prerequisite: Admission to the graduate program. This course prepares students to become scholarly writers. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional nursing practice with academic excellence. Included are activities that demonstrate the ability to conduct a literature review, summarize the findings, accurately use APA referencing style, and compose and construct a paper on specific topics. Some of the paper topics may include time management skills, social/emotional intelligence, and best-practice for the development of writing skills or a work situation that involves the use of the nursing process. Students will be exposed to the research process, including the research question, literature review, use of appropriate databases, and development of an annotated bibliography.

NURS 504 Advanced Health Assessment and Promotion **Fall; 3**

This course provides advanced theoretical knowledge and physical assessment skills for advanced nursing practice in the clinical assessment of clients across

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the lifespan. Critical thinking and diagnostic reasoning skills are developed. The student will learn to use information systems technology to collect and interpret data to develop a comprehensive health assessment. Students will practice health history and physical exam techniques each week in the laboratory setting.

NURS 506 Advanced Pathophysiology **Spring; 3**

Prerequisites: NURS 504 and NURS 507. This course focuses on disease and injury states that are important to advanced nursing practice across the lifespan. Incorporated in the course are concepts of advanced clinical assessment, diagnosis, and management of common episodic and chronic health conditions. Students will design prevention, education, and health promotion measures for individuals, families, and groups, with consideration for differing educational and developmental levels, socio-economic status, and cultural and spiritual beliefs.

NURS 507 Advanced Pharmacology **Spring; 3**

The focus of this course is on the study of clinical pharmacology for advanced nursing practice. The course covers the therapeutic decision-making process used in prescribing for the management of pharmacologic and non-pharmacologic treatment modalities. The effects of the client's developmental level, culture, ethnicity, religious beliefs, and socio-economic status are examined in relation to pharmacotherapy. Students will study the influence of legal, ethical, and economic considerations of pharmacotherapy.

NURS 509 Theoretical Foundations for Advanced Nursing Practice

Fall, Spring; 3

This course is an introduction to the theoretical foundation of advanced practice nursing and leadership. Included are topics of legal aspects of nursing, cultural diversity, professional values, advanced practice nursing issues, and introduction to leadership roles. The course will cover systems theory, nursing theories, health belief and promotion theories, human needs theory, knowledge development, and ways of knowing. This course provides knowledge for the primary step in conducting research through the use of a theoretical framework.

NURS 511 Analysis of Evidence-Based Practice/Inquiry and Research

Fall, Spring; 3

This course provides an overview of research design, methods, and data analysis used to assist the advanced practice nurse to systematically evaluate clinical issues. An emphasis is on skills necessary to critically read, interpret, and evaluate findings from a variety of databases to generate meaningful evidence for nursing practice and improvement of health care outcomes. Covered are quantitative and qualitative research methods. Students will learn the appropriate statistical methods in the evaluation of clinical questions. Included are qualitative research methods such as phenomenology, grounded theory, and ethnography. The use of technology will guide the acquisition and dissemination of research findings to the advanced practice and care environment. The PICO process will be taught as a method to approach clinical and educational research questions. Ethical practice in the research process will be addressed.

NURS 515 Organizational Leadership and Nursing Informatics **Fall, Spring; 3**

Nurses who are leaders in education and health care systems must be able to collaborate and consult with members of the health care team to design, coor-

dinate, and evaluate patient care. Included in this course are topics on ethics, systems theory, communication, collaborative team building, and finances related to health care and educational institutions. The course covers how to assess organizations, identify systems issues, and facilitate change. Understanding of root cause analysis will also be explored with an overview of leadership and management principles/concepts. Managing information and technology within the health care system will be presented.

NURS 516 Health Policy, Social Justice, and Ethics **Fall, Spring; 3**
This course examines the evolution, structure, and function of the U.S. health care system and the manner in which governance, economic, and sociocultural forces influence health policy and health services delivery. Emphasis will be on the roles of stakeholders who influence health care policy, such as government, consumers, providers, and payers. Health care policy determinates and their impact on global health care will be presented. Included will be strategies nurses may implement to reduce health disparities and the ethical considerations related to social justice, vulnerable populations, and health policies. The role of ethics in organizational leadership will also be explored.

NURS 521 The Nurse Educator: Facilitator of Learning **Fall, Spring; 3**
This course examines theories, principles, and practices in assessment, measurement, and evaluation in nursing education. The unique learning needs of adult learners will be discussed. Included is the role of the nurse educator, with an emphasis on the components of evidence-based teaching and learning; and legal, professional, and ethical aspects of nursing education. Learning needs in the context of content, critical thinking, clinical reasoning, learning styles, spirituality, and desired learner outcomes are studied. The course covers principles of instructor decision making, from organizing the classroom as a social system to planning and conducting instruction. Included is content on feedback, test construction and psychometrics, development and grading of written assignments, evaluation of clinical performance, and self-evaluation of teaching effectiveness.

NURS 525 Curriculum/Program Development, Assessment, and Evaluation **Fall, Spring; 3**
This course examines accreditation as well as curriculum structures for the organization of nursing education programs. Emphasis includes analysis of philosophy and assumptions that underlie select curriculum models and the influence of external and internal factors on selection of content and processes. The process of curriculum development and assessment by using specific frameworks, competencies, and current content for course development is addressed. Students will develop a teaching/learning philosophy, mission statement, programmatic goals, curriculum, individual courses, course learning objectives, course syllabi, and teaching plans.

NURS 527 Scholarly Teaching Strategies and Technologies **Fall, Spring; 3**
The emphasis is on the use of educational and instructional technology that leads to quality safe care. The development of instructional strategies and skills, and the utilization of educational media and technology that enhances adult learning will be discussed. Students will integrate theory, research, creativity, and problem-solving skills with a variety of technology applications in order to enhance teaching and learning in the health care and educational settings. One technology skill will be the application of simulation in preparing

students for clinical practice. Students will be expected to make progress on their master's thesis or project, and meet with their adviser.

NURS 528 Population Based Health **Fall, Spring; 3**
An interdisciplinary collaborative approach to caring for populations is explored. The focus is on systems that include patients' expressed values, needs, and preferences for shared decision-making and management of their care. Topics include health and wellness promotion, levels of prevention, global and local health issues, control of health problems, and the global ethic of care. Students will discuss the various concepts of population health as well the role of advanced nursing practice by studying collaboration and communication strategies that influence health care for individuals, families, and populations. Integrative approaches to working with various populations in a local and global context are examined. Principles of cultural competency and epidemiology will also be addressed.

NURS 538 Quality Safety and Risk Management **Fall, Spring; 3**
This course will discuss human factors and basic safety design principles that affect unsafe practices by analyzing systems to maintain personnel accountability for the quality, competency and safety of patient care. Students will analyze the impact of national patient safety and regulation benchmarks. They will explore the development of systems to monitor, analyze, and prioritize outcomes that may need improvement. The use of evidence-based action plans and improvement tools to reduce patient outcomes and reduce fragmentation of care will be presented. Risk management principles and concepts will be examined.

NURS 609 Major Research Thesis or Project **Fall, Spring; 3**
Prerequisite: Final year of program. This course explores scientific thinking and research methodologies and utilized research literature in nursing and related fields to apply scientific principles. Students have the option of completing a master's thesis or a scholarly project. The thesis is an independent quantitative or qualitative research project that includes designing a study and implementing all aspects of the research process. The finished product is written in the official "thesis" format. The scholarly project is an evidence-based project that links research to practice. The project culminates in a written scholarly paper.

NURS 700 Practicum: Teaching in an Academic Setting **Fall, Spring; 3**
Prerequisite: Completion of all core and nursing education courses or permission of department. 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 professor, the student engages in applying new knowledge and strategies in teaching and learning in the academic setting. Students will participate in self-assessment of teaching and learning, discussion of the nurse educator role, and exploration of issues related to the teaching-learning environment in weekly seminars. Practicum hours: 100

NURS 701 Practicum: Teaching in a Health Care Agency **Fall, Spring; 3**
Prerequisite: Completion of all core and nursing education courses or permission of department. Students will be expected to teach both undergraduate nursing students and patients in a clinical setting that provides direct care to individuals, families, and/or populations. This practicum will focus on designing and implementing teaching interventions. Students will design and conduct a

simulation training exercise for nursing students. They will have the opportunity to teach in their area of specialization. The course will include a weekly seminar where issues related to nursing education and patient teaching are analyzed. Practicum hours: 120.

NURS 708 Practicum: Nursing Administration **Fall, Spring; 3**
Prerequisite: Completion of all core and business leadership courses or permission of department. This course implements and integrates the roles and functions of the nurse in management and emphasizes appropriate management principles and processes in a selected health-care agency. Students will work with a nursing administrator in a health-care setting that provides care for individuals, families, and/or populations. They will design and facilitate a change project that demonstrates their knowledge of team building, health care and information systems, and finance. The course will include a weekly seminar where issues related to nursing leadership and management are analyzed. Practicum hours: 120

NURS 800 Advanced Topics in Nursing **As needed; 1-4**
Prerequisite: Permission of the instructor. Selected advanced topics that are of interest to the advanced specialty nurse. Topics may include addictions in contemporary society, spirituality in nursing, and nursing informatics. Theory and/or clinical experience as arranged.

Nutrition

When offered; credit hours

NUTR 260 Nutrition **Fall, Spring; 3**
Prerequisites: BIOL 202 and CHEM 114. 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.

NUTR 450 Sport Nutrition **Spring; 3**
Prerequisites: NUTR 260. This course will examine the contemporary issues such as performance enhancement dietary supplements, dietary lipids and heart disease, dietary fiber and health, influence of lifestyle factors on nutrition. Controversies in nutrition, ergogenic aides, hydration, and eating disorders are also discussed. Energy and nutrient needs for activity with emphasis on particular physical and athletic activities; common myths and fallacies concerning diet and athletic performance; and appropriate dietary approaches for specific activities and active people and to create a balanced nutritionals program for athletes in different sports. This course will also allow the participants the opportunity to get a Fitness Nutrition Specialist Certification from NASM. Lab fee will be required for national certifications and course materials.

Philosophy

When offered; credit hours

PHIL 150 Introduction to Philosophy **Fall; 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 **Spring; 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 **Spring; 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 **Fall; 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 philosophical 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 **Spring; 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.

Physical Education

When offered; credit hours

PEAC 156 Physical Education Activities **As needed; 1**
Fundamental skills, rules, and regulations for the following courses will be taught (not applicable to a physical education major. Graded pass/fail.

PEAC 156A Aerobic Activities
PEAC 156B Badminton
PEAC 156C Basketball
PEAC 156D Bowling
PEAC 156E Floor Hockey
PEAC 156F Gymnastics I (Beginners)
PEAC 156G Gymnastics II (Advanced)
PEAC 156H Raquetball
PEAC 156I Soccer
PEAC 156J Softball
PEAC 156K Tennis
PEAC 156L Weight Training
PEAC 156M Volleball I (Beginners)
PEAC 156N Volleyball II (Advanced)
PEAC 156O Zumba

PEAC 160 Physical Fitness for Life **Fall, Spring; 1**
This course attempts to improve cardiorespiratory fitness, muscular strength and endurance,, flexibility and body composition. Overall wellness and 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.

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 **Fall; 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.

PETH 276 Introduction to Physical Education **Fall; 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. Formerly PETH 275.

PETH 284 Officiating I — Flag Football, Soccer, Volleyball **Fall; 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 **Spring; 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 **Fall; 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 **Fall; 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 **Spring; 3**
Prerequisites: BIOL 201, BIOL 202. 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 **Fall; 3**
Prerequisites: BIOL 201, BIOL 202.. 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 341 Sports Psychology **Spring; 3**
Prerequisite: PSYC 105. 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. *Formerly PETH 340.*

PETH 345 Motor Learning **Fall; 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 351 Professional Activities Analysis I **Fall; 3**
Prerequisite: EDUC 345F. This course will prepare students to teach elementary school Health and Physical Education. The relevant materials, methods, teaching effectiveness, and teaching progression will be emphasized. Gymnastics, aerobics, spatial awareness (dance) and coordination games and activities will be highlighted through lecture, curriculum design, lesson plans, presenta-

tions and laboratory experience. Seventh-day Adventist and Christian values will be included in instruction. The state and national standards for Health and Physical Education will be emphasized in this course. *Formerly PEAC 251.*

PETH 352 Professional Activities Analysis II **Fall; 3**
Prerequisite: EDUC 345F. This course will prepare students to teach middle school Health and Physical Education. The relevant materials, methods, teaching effectiveness, and teaching progression will be emphasized. Fitness, strength, flexibility and balance will be highlighted through various games, activities, lecture, curriculum design, lesson plans, presentations and laboratory experiences. Seventh-day Adventist and Christian values will be included in instruction. The state and national standards for Health and Physical Education will be emphasized in this course. *Formerly PEAC 252.*

PETH 353 Professional Activities Analysis III **Spring; 3**
Prerequisite: EDUC 345F. This course will prepare students for teaching Individual/dual sports in a variety of secondary educational (high school) 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 instruction. The state and national standards for Health and Physical Education will be emphasized in this course. *Formerly PEAC 253.*

PETH 354 Professional Activities Analysis IV **Spring; 3**
Prerequisite: EDUC 345F. This course will prepare students for teaching team sports in a variety of secondary educational (high school) 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 instruction. The state and national standards for Health and Physical Education will be emphasized in this course. *Formerly PEAC 254.*

PETH 355 Measurement in Physical Education **Fall; 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 **Fall; 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 **Spring; 2**
The course covers the philosophy, preparation for season, practice organization, scouting, film analysis and strategies in selected sports.

PETH 410 Adapted Physical Education **Spring; 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 **Spring; 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 **Fall; 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 **Spring; 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 **Spring; 1**
This course is designed to give practical experience in synthesizing their core curriculum into a unified theme, leading to an oral and written presentation of a scholarly paper.

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 **As needed; 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 **As needed; 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 I, II **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 I, II **As needed; 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 I, II **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 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 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. *Cross-listed with HIST 115.*

PLST 150 Introduction to Political Studies **Fall; 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, 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 **Fall; 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 **Spring; 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 **Spring; 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 **Fall; 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 **Fall; 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 empha-

sis 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 **Spring; 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 **As needed; 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 **As needed; 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 **As needed; 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 **As needed; 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 **As needed; 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 **Fall, Spring, Summer; 3**
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. Course is repeatable. *Cross-listed as HIST 395.*

PLST 455 Law and Human Nature **Spring; 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 le-

gal 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.

Psychology

When offered; credit hours

PSYC 105 Introduction to Psychology **Fall, 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, 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, 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 **Spring; 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 **Fall; 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 **Fall, odd years; 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 imbalance and brain damage on behavior. An understanding of the physical structures affecting perception and behavior.

PSYC 380 Correctional Psychology **Spring, even years; 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 **Spring, odd years; 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 **Fall, even years; 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 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 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, Spring, Summer; 3**
Prerequisite:: PSYC 210, PSYC 285, PSYC 355, PSYC 360, PSYC 385, PSYC 435. 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.

Public Administration | Cohort-dependent courses

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 PADM 500 Graduate School Fundamentals 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.

† SGPS only = Offered only in the School of Graduate and Professional Studies

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.

PADM 520 Public Sector Research **SGPS only †; 3**
Prerequisite: MATH 110. 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**
Prerequisite: ACCT 211. 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**
Prerequisite: MATH 110. 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

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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).

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.

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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.

Radiologic Technology

When offered; credit hours

RADC 110 Clinical Experience II **Fall; 2**
Prerequisites: RADT 101 and BIOL 201. 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 **Spring; 4**
Prerequisites: RADC 110, RADT 111 and BIOL 201. A continuation of RADC 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 Clinical Experience IV **Summer, 2**
Prerequisites: RADC 120, RADT 121 and BIOL 202. A continuation of RADC 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 **Fall; 2**
Prerequisite: RADC 130, RADT 131. A continuation of RADC 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 **Fall; 2**
Prerequisite: RADC 300. A continuation of RADC 300, with completion of all competency examinations.

RADC 320 Clinical Experience VII **Spring; 2**
Prerequisite: RADC 310. A continuation of RADC 310, 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 **Spring; 2**
Prerequisite: RADC 320. A continuation of RADC 320, with completion of all competency examinations.

RADT 101 Radiographic Positioning and Procedures I **Fall; 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 **Fall; 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 **Fall; 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 **Fall; 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 **Spring; 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 **Summer; 1**
Prerequisite: RADT 121. A continuation of RADT 121 to include the positioning and procedures used in semi-special procedures.

RADT 202 Medical Terminology **Spring; 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 **Fall; 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 **Fall; 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 **Fall; 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 304 Quality Assurance **Spring; 2**
This course is designed to introduce the student to the importance of quality control in a Radiology department. Quality assurance and quality control will be defined. The benefits of quality assurance involving personnel, equipment and procedures will be discussed.

RADT 305 Radiation Protection and Radiation Biology **Spring; 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 **Fall; 3**
*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 308 Pathology and Cross-Sectional Anatomy **Spring; 3**
This course examines diseases and disorders which occur throughout the human body. This is accomplished through lecture, radiographs, and physical specimens. This course is designed to familiarize the student with anatomy as seen on CT, MRI, and Ultrasound films. Pathologies pertinent to medical imaging will be defined and examined on cross sectional images. Technical factors will be discussed to accommodate specific pathologies. (Formerly RADT 208.)

RADT 309 General Review **Spring; 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 session.

RADT 324 Image Production **Fall; 2**
Covered in this course are manual processing, automatic processing, radiographic film, intensifying screens, cassettes and radiographic imaging.

RADT 329 Digital Equipment **Spring; 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.

RADT 495 Independent Study in Radiologic Technology **As needed; 1-4**
Study on an independent basis in collaboration with the instructor at the upper-division level.

RADT 499 Leadership in Radiology **As needed; 1-4**
This course is designed to combine prior knowledge with advanced reasoning in leadership situations. Selected topics will be concern and interest in radiology. This course will require a project to illustrate advanced knowledge and reasoning of evidence-based leadership processes in healthcare.

Religion

When offered; credit hours

RELB 160 Jesus and the Gospels **Fall, 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 430 Daniel and Revelation **Spring; 3**
The course represents a close study of the principal examples of the biblical apocalyptic genre — books of Daniel and Revelation. These books will be considered in their historical, literary, and theological context. Students will examine the literary nature, content, and theological message of the books of Daniel and Revelation, as well as the principles of interpretation appropriate to this type of literature. Finally, the consideration will be given to the significance of these two books for Christian Eschatology and contemporary faith and life.

RELB 492 Biblical Exegesis **Spring; 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 (201), Spring (202); 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 **Fall (211), Spring (212); 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 (251), Spring (252); 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 **Fall; 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; 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 **Spring; 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 **Spring; 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 307 Introduction to Urban Ministry **Spring; 3**
This course will examine the historical development, biblical and theological focus, social and cultural context, theoretical strategies and core values, and principles of practical implementation of urban ministry. A special attention will be dedicated to helping students discern their own vocation in the context of city life and Christian witness in this arena.

RELP 315 Urban Contextual Analysis **Fall; 3**
The present course acquaints students pursuing Urban Ministry program with specific ways in which sociological and anthropological methods in cultural studies inform theological analysis of urban socio-cultural contexts. Through disciplined, intentional study of a particular neighborhood, congregation and/or institutional environment, students will be introduced to methods and will acquire skills for critical evaluation of the missiological, ethical and theological aspects of an urban Christian community in relation to the wider society.

RELP 360 Pastoral Leadership and Externship **Fall; 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. *Note: Practicum continues into the spring semester.*

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 **As needed; 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 410 Social and Religious Ecology of Greater Washington **Spring; 3**
Prerequisite: RELB 307. A practical and theoretical study of the methods and pathways for religious public discourse and social practice in the Greater Washington metropolis with a view to developing relevant service projects for urban ministry.

RELP 412 Incarnational Ministries in the City **Spring; 3**
This course entails a theologically informed and contextually aware immersions in incarnational urban ministry. An important emphasis will be placed on the theological understanding of the Christian individual and communal bodily presence with the people of the city and ministry to the people of the city. At the same time, the primary focus of the course is on students' participation in real-life ministry projects designed to model Christian incarnational witness in the urban context. Since cities are the centers of culture, students will also consider Christian ways of participation in incarnational cultural witness and culture making.

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 **As needed; 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 **As needed; 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 **As needed; 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 **Spring; 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 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 505 Expository Preaching **As needed; 3**
A study of the basic theological, theoretical, procedural and communication principles required for the construction of effective biblical sermons.

RELP 511 Introduction to Chaplaincy **Fall; 3**
This course is designed to help students comprehend the various types of chaplaincy ministry professions, to explain the historical development of the chaplaincy from the early biblical days to today's chaplaincy, to understand the legal foundations ofchaplaincy, to illustrate the key roles of chaplains, and to appraise key issues surrounding the chaplain ministry today. The study is correlated to the cultural and historical events in the chaplaincy in order to give students the tools to use and explain the role of the chaplain.

RELP 535 Clinical Pastoral Training I **As needed; 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 **As needed; 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 **As needed; 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 **As needed; 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 Practicum **As needed; 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 **As needed; 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 591 Church Leadership and Administration **Spring; 3**
Principles and strategies for developing an effective Scripture-based leadership role. The pastor as church leader and administrator.

RELP 593 Pastoral Dimensions of Medical Ethics Decisions **Fall; 3**
This course deals with guidelines how to put bioethical/medical ethics principles into practice. It involves understanding what guidelines apply to the situation at hand, defining any principles of conflict, and assigning appropriate weight to each principle to achieve a balanced and sound decision. Pastors and chaplains encountering bioethical issues during bedside ministry may find themselves coveting Solomon's wisdom as they seek a comforting word to share with the family. Knowing the four basic principles of bioethics, however, helps ministers understand the way doctors approach ethical problem-solving. We respect these four principles for autonomy (letting the patient or his health care proxy decide), nonmaleficence (protecting the patient from harm), beneficence (improving the well-being of the patient), and justice (being fair to all patients). This course deals with different ways how to implement these principles in pastoral care.

RELP 611 Church Growth in Metropolitan Setting: Survey and Practicum **Spring; 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 **Spring; 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 **As needed; 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 628 Spiritual Side of Post Traumatic Disorder **Fall; 3**
This course represents a study of spiritual meaning of trauma and Post Traumatic Disorder. The underlying foundation of the course is a solid understanding of the nature of trauma and Post Traumatic Disorder. From this basis the course moves to an understanding how spiritual traditions serve as context within which human beings can understand their traumatic experiences. Finally, it examines spiritual resources for healing from trauma

RELP 631 Creating Metropolitan/Urban Communities **As needed; 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 **As needed; 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 **Fall; 3**
An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation with application to selected texts.

RELT 160 Introduction to Religion **Spring; 3**
This course is an introductory study of the most elemental of the human experience — the religious experience. While it is introductory, its scope is comprehensive in that it introduces all aspects of the religious phenomenon — cultural, sociological, psychological, philosophical, personal/ spiritual, and paranormal.

RELT 190 Ellen G. White and the Gift of Prophecy **Fall, Spring; 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 **Spring; 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 **As needed; 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 **Fall, Spring; 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 **As needed; 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 **Fall; 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 **Spring; 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 **As needed; 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
Fall (350), Spring (351); 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: 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 **As needed; 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 **As needed; 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 **Fall; 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 611 Theological Anthropology **Fall; 3**
This course investigates what it means to be human from a theological perspective. It seeks to answer questions such as, what does it mean to be made in the image of God? What does it mean to be male and female? What does it mean to affirm that humans are free moral beings? The theological themes covered include creation, fall, sin and evil especially how it affects human nature in the modern world. It also explores the image of God in human beings. This class further investigates the eastern and liberal teachings on the doctrine of immortality of the soul and draws conclusions against the biblical teachings on the subject.

RELT 615 The Doctrine of the Church **Spring; 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 **Fall; 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 **Spring; 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 **Fall; 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 672 Reading in Feminist Ethics **Spring; 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 674 Development of Seventh-day Adventist Theology **Fall; 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 691 Social Ethics and Christian Responsibility **Spring; 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 247 Respiratory Care Competency by Portfolio – Lower Division **1-24***
Prerequisite: RESP 270. This is the course number for lower division discipline elective competency credit by portfolio.

**The combined maximum for lower and upper division discipline elective competency credit by portfolio is 24 hours. The combined maximum for discipline elective competency credit, by portfolio and by exam, is 30 hours – NOT including the 39 hours for the RRT credential*

RESP 270 Fundamental Skills for the BSRC Program **As needed; 1**
Prerequisite: Regular (RRT) or Provisional (RRT-Eligible) acceptance into the BSRC Program. An introduction to the Christocentric, evidence-based mission of WAU's Respiratory Care Department with two areas of focus. First, to critical thinking skills and traits, and to the knowledge, skills, and attributes of communication and technology which are necessary for successful participation in the on-line and hybrid learning environments of the BSRC program. Second, to the AARC 2015 and Beyond conference recommendations and the historical development of the Degree Advancement model for professional development in Respiratory Care.

This course includes orientation to the course management system, and introductions to communication technologies (including virtual readings and viewings, searching, discussions, submissions of student deliverables, and group collaborative work), writing for RC publication, teaming skills, and career planning/preparation.

Course deliverables, evaluated by rubrics and other evaluative metrics, include: discussion board postings and a word-processing document outlining a 2-year/5-year/10-year career plan which will inform the selection of professional practice competencies and discipline electives to complete the BSRC.

Students must pass this course to enroll in any other RESP course. Only two attempts to pass this course are permitted. Students who do not pass on their first attempt will be counseled and guided in terms of their individual academic skill development. This course is a pre-requisite to all other RESP courses in the BSRC program.

RESP 299 Registered Respiratory Therapist (RRT) Credential Credit **39**
Prerequisite: RESP 270. This is the course number for the NBRC RRT credential discipline elective competency credit.

RESP 346 Respiratory Care Competency by Exam **1-24***
Prerequisite: RESP 270. This is the course number for discipline elective competency credit by exam.

RESP 346A	**NBRC Credential** | RRT-NPS	**3 hours**
RESP 346B	**NBRC Credential** | RRT-SDS	**3 hours**
RESP 346C	**NBRC Credential** | RRT-ACCS	**3 hours**
RESP 346D	**NBRC Credential** | CPFT or RPFT	**3 hours**
RESP 346E	**BPRT Credential** | RPSGT	**3 hours**
RESP 346F	**AAE Credential** | AE-C	**3 hours**
RESP 346G	**ELSO Specialist** per institutional guidelines	**3 hours**
RESP 346H	**CCI Credential** | CCT	**3 hours**
RESP 346I	**CCI Credential** | RCIS	**3 hours**
RESP 346J	**CCI Credential** | RCS	**3 hours**
RESP 346K	**ACSM Credential** | CCES	**3 hours**
RESP 346L	**NBDHMT Credential** | CHT	**3 hours**
RESP 346M	**AHA Certificate** | BLS Instructor	**1 hour**
RESP 346N	**AHA Certificate** | ACLS Provider	**1 hour**
RESP 346O	**AHA Certificate** | ACLS Instructor	**1 hour**
RESP 346P	**AHA Certificate** | PALS Provider	**1 hour**
RESP 346Q	**AHA Certificate** | PALS Instructor	**1 hour**
RESP 346R	**AHA Certificate** | NPS Provider	**1 hour**
RESP 346S	**AHA Certificate** | NPS Instructor	**1 hour**
RESP 346T	**UMMC ACT Center** | CTTS	**3 hours**
RESP 346U	**AHA Certificate** | NRP Provider	**1 hour**
RESP 346V	**AHA Certificate** | NRP Instructor	**1 hour**
RESP 346W	**AHA Certificate** | PEARS Provider	**1 hour**
RESP 346X	**AHA Certificate** | PEARS Instructor	**1 hour**
RESP 346Y	**ANCC Certification** | NHDP-BC Provider	**4 hours**
RESP 346Z	**ANCC Certification** | NHDP-BC Instructor	**4 hours**

**The maximum for discipline elective competency credit by exam is 24 hours. The combined maximum for discipline elective competency credit, by portfolio and by exam, is 30 hours – NOT including the 39 hours for the RRT credential.*

RESP 347 Respiratory Care Competency by Portfolio – Upper Division **1-24****
Prerequisite: RESP 270. This is the course number for upper division discipline elective competency credit by portfolio.

***The combined maximum for lower and upper division discipline elective competency credit by portfolio is 24 hours. The combined maximum for discipline elective competency credit, by portfolio and by exam, is 30 hours– NOT including the 39 hours for the RRT credential.*

RESP 433 Respiratory Care Management **Fall II; 3**
Prerequisites: RESP 270, ACCT 211. This course focuses on developing the knowledge, skills, and attributes that contribute to best management practices in a respiratory care department of acute care and chronic care hospitals and touches on the management of respiratory care services in home care and other settings.

Beginning with a brief history of the concepts of fee-for-service and the evolution to Diagnosis Related Groups (DRGs), the course is centered on current best practices in Respiratory Care management, such as value-based purchasing, data analytics, Evidence Based Practice (EBP) / Clinical Practice Guidelines (CPGs) and Continuous Quality Improvement (CQI), in support of population health and disease management with regard to increasing value while decreasing cost. Special attention is paid to teaching, developing, and assessing the knowledge, skills, and attributes of Christocentric ethical reasoning in culturally sensitive service to customers in a variety of settings. Course deliverables, evaluated by rubrics and other evaluative metrics, include development of an evidence-based best practice management policy and/or procedure.

RESP 443 Respiratory Care Research **Spring II; 3**

Prerequisites: RESP 270, MATH 110. This course focuses on the timely and appropriate "bench-to-bedside" integration of guidelines from expert panels and recommendations from qualitative and quantitative evidence based medicine into the standard of care. Team learning experiences are intentionally designed to support development of excellent communication and critical thinking knowledge, skills and attributes especially: prioritizing, anticipating, troubleshooting, communicating, negotiating, decision making, and reflecting. Special attention is paid to teaching, developing, and assessing the knowledge, skills, and attributes of applying systematic processes of inquiry, and the use of critical thinking skills and traits in the critical analysis of evidence that results in evidence-based recommendations for respiratory care leadership, management, education, and research. Teaching developing, and assessing the knowledge, skills, and attributes of excellent written communication utilizing different electronic communication technologies is emphasized. Course deliverables, evaluated by rubrics and other evaluative metrics, include a team project producing an evidence-based protocol, pathway, or policy and individual poster presentations.

RESP 453 Respiratory Care Education **Fall I; 3**

Prerequisites: RESP 270, PSYC 105, PSYC 210 or PSYC 355. This course explores and experiences theories, principles, and best practices in planning, administration, and assessment of learning (AoL) in three settings of Respiratory Care education.

First, education of the patient (at all ages and abilities) and their caregiver(s) in regards to participation and compliance with their disease management. Second, assessment for competency documentation and continuing professional development education for respiratory care providers and other health care professionals. Third, Respiratory Care education programs which train students in the knowledge, skills, and attributes required to become entry-level respiratory care providers.

Learning experiences are deigned to pay special attention to the development and assessment of the knowledge, skills, and attributes of excellent oral communication in the development of prepared purposeful presentations designed to increase knowledge and foster understanding in the listener. Students will demonstrate knowledge skills, and attributes of Christocentric ethics that support effective and appropriate interaction in a variety of cultural contexts. Course deliverables, evaluated by rubrics and other evaluative metrics, include delivery and assessment of an evidence-based multi-component lesson plan.

RESP 463 Respiratory Care Leadership **Spring I; 3**

Prerequisites: RESP 270, PHIL 150 or 250. Theory and application of strengths based professional attributes and leadership as they apply to health care in general and to respiratory care in particular. Students discuss and evaluate their own strengths, professional attributes, and leadership style and that of others. Learning experiences are intentionally designed to develop and assess the knowledge, skills, and attributes of evidence based thinking and students will demonstrate critical thinking as a habit of mind characterized by the comprehensive exploration of issues before accepting or formulating an opinion or conclusion. Discussion and role-playing for meeting leadership includes agendas, minutes, and Robert's Rules. Includes study of interprofessional team roles, functions, and communications; health care regulatory systems, health care financing; public relations advocacy; legal and ethical aspects of leadership. Includes analysis of cases in health care leadership best practices. Specific attention is paid to the understanding of the organization, roles/responsibilities, and functions of the major respiratory care societies, boards, commissions, and licensure entities, that govern the profession of respiratory care at the local, state, and national levels. Course deliverables, evaluated by rubrics and other evaluative metrics, include an evidence-based digital team presentation detailing the issues, challenges, strategies, and timelines of a current respiratory care issue or project.

RESP 499 Respiratory Care Capstone: Evidence-Based Practice – Project and Portfolio **Spring II; 3**

Prerequistes/corequisites: RESP 270, 299, 433, 443, 453, 463, and all required discipline electives, cognates, and General Education courses. This course should be the last course in the program. This capstone course consists primarily of guided individual work on an evidence-based project. Course includes summative assessment of all program objectives and expected student learning outcomes. Course deliverables, evaluated by rubrics and other evaluative metrics, include both a program-cumulative e-portfolio with a summative reflection and an evidence-based project addressing a specific documented current respiratory care issue in alignment with the student's professional goals.

School Counseling See Appendix, Page 501

Science

When offered; credit hours

SCI 100 Foundations of Science Laboratory Safety **Fall, Spring; 1**

Prerequisite: Required during the first semester for all students who are declared biology or chemistry majors. This course covers the fundamentals of laboratory safety in order to provide students with the theory, philosophy, and resources for performing experiments safely within a science laboratory setting. Included are the roles of the Chemical Hygiene Plan, the Safety Data Sheets, Standard Operating Procedures, personal protective equipment, the Global Harmonization Standard, laboratory notebooks, the use of laboratory safety equipment, and safety behaviors.

SCI 115 Science Seminar **Fall; 0**

This seminar course sequence will focus on the reading and analysis of current journal articles. Focus on the journal structure, the researcher's hypothesis, and a critical analysis of each paper's results is designed to introduce and prac-

tice science literary skills as students progress through the undergraduate program. The class meets every other week for one hour and should be taken for a total of three semesters.

Social Work

When offered; credit hours

SOWK 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.

SOWK 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.

SOWK 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.

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 105 and SOWK 100. 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: SOWK 100. 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**
Prerequisite: SOWK 331. Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psycho-social, learning and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health and minority status upon human development. Prerequisite: SOWK 331. Spring

SOWK 350 Social Welfare Policy **Spring; 3**
Prerequisite: SOWK 100. 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 370 Philosophy and Practice of Community Service **Fall, Spring; 1-3**
Provides a theoretical and practical basis for understanding and meeting needs of communities. Course materials include works from Christian sources. Students develop an individualized and practical community service project to understand and meet needs or get involved as a volunteer with an existing community services organization. *Cross-listed with INTD 370.*

SOWK 401, 402 Foundations of Practice I, II **Fall (401), Spring (402); 4, 4**

SOWK 401: *Prerequisites: SOWK 325, SOWK 331 and SOWK 332; Corequisites: SOWK 420 and SOWK 435.*

SOWK 402: *Prerequisite: SOWK 401. Corequisites: 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 Field Seminar **Fall, Spring, 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, Summer; 1-4**
Prerequisites: 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 461 Social Work Research I **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**
Prerequisite: SOWK 461. 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 Crisis Intervention **2**
Survey of brief treatment models. Direct application of the different approaches to population in crises.

SOWK 489 BSW Professional Seminar **Fall, 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 494 Topics in Social Work **As needed; 1-4**
Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.

SOWK 495 Independent Study/Project/Teachings **As needed; 1-4**
Consent of the instructor is required.

Sociology

When offered; credit hours

SOCI 105 General Sociology **Fall, 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.

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 201 completed with the minimum grade of "C." Expansion of vocabulary through more extensive literary and cultural readings. Greater emphasis on conversation.

Speech-Language Pathology and Audiology

When offered; credit hours

SPPA 284 Introduction to Speech-Language Pathology and Audiology **Spring; 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. Online in collaboration with Loma Linda University's Department of Speech Pathology and Audiology.

University Organization

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Rob Vandeman, *Vice Chair* | Maryland
Weymouth Spence, *Secretary* | Maryland
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Jorge Aguero | New Jersey
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Vijayen Charles | Maryland
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Phyllis Edmonds | Maryland
William Ellis | Maryland
Shawn Fordham III | Pennsylvania
Terry Forde | Maryland
Henry Fordham III | Pennsylvania
Gary Gibbs | Pennsylvania
Andre Hardy | Pennsylvania
Ron Halvorsen Jr. | Ohio
Mike Hewitt | Mountain View Conference
Deborah Hill | Ohio
Sandra Loughlin | Maryland
Donald E. Melnick | Pennsylvania
William K. Miller | Virginia
Lois Peters | Maryland
Richard Rajarathinam | Maryland
Albert Reece | Maryland
Rick Remmers | Maryland
Donovan Ross | Maryland
Carol Stewart | Maryland
Charles A. Tapp | Maryland
Erik Wangsness | 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

Lydee Battle — *Executive Assistant* | 2015

ADVANCEMENT AND UNIVERSITY RELATIONS

Tanya Sweeney — *Executive Director* | 2017
B.S., Tufts University
MBA, University of Wisconsin

Vacancy — *Advancement Services Specialist*

Richard Castillo — *Vice President of Integrated Marketing and Communications* | 2019
B.S., Montana State University - Billings

Jennifer Albury — *Annual Funds and Alumni Relations Manager* | 2018

ATHLETICS

Patrick Crarey II — *Director* | 2010
B.A., La Sierra University

Jerry McFarland — *Office Manager* | 2017

Jered Lyons — *Compliance Coordinator/ Sports Information Director* | 2014

Benjamin Johnson — *Athletic Support Specialist* | 1998

COMPLIANCE, OPERATIONS, INSTITUTIONAL RESEARCH AND EFFECTIVENESS

Janette Neufville — *Chief of Operations and Compliance* | 2007
B.S.E.E., Swarthmore College

Jonathan Peter — *Associate Director* | 2010

Kylah Martin — *Institutional Assessment Specialist* | 2016

Vacancy — *Assessment Coordinator*

Haritha Moturi — *Interim Compliance Specialist/ Crime Victim Advocate* | 2019

HUMAN RESOURCES

Jeannie Wright — *Associate Vice President* | 2019
B.S.W., Oakwood University
M.B.A., University of Phoenix

Lisa Gant — *Senior HR Generalist* | 2015

Meshack Ellis — *Payroll & Benefits Specialist* | 2018

INFORMATION TECHNOLOGY SYSTEMS

Ricardo Flores, Sr. — *Executive Director* | 2017
B.S., Columbia Union College
MBA, Washington Adventist University

Emerson David — *Junior Technician* | 2001
James Devakumar George — *Senior Programmer* | 2011
Welton Ingram — *Senior Technician* | 1983
Rosalee Pedapudi — *Senior Technician* | 1999
Brian Santos — *Junior Programmer* | 2015
Vacancy — *Junior Systems Administrator*

MARKETING AND COMMUNICATIONS

Richard Castillo — *Vice President* | 2019
B.S., Montana State University - Billings
Vacancy — *Social Media & Digital Strategist*

OFFICE OF MINISTRY

Mark Sigue — *Vice President* | 2017
B.A., Andrews University
M.A., Washington Adventist University

Lorena Martinez — *Administrative Assistant* | 2004
Vacancy — *Chaplain*

STUDENT LIFE

Amy Ortiz-Moretta — *Vice President* | 2018
B.S., Columbia Union College
M.S., University of Dayton

Cindy Ming — *Executive Assistant* | 2009

DINING SERVICES | Aladdin Food Management Services

Michael Womack — *Director*
Jamie Villanueva — *Executive Chef*

RESIDENCE HALLS

Timothy Nelson — *Residence Hall Dean* | 1990
Renee Phillips — *Interim Dean of Women* | 2019

Vacancy — *First Year Resident Life Coordinator and Assistant Dean of Women*

Vacancy — *Dean of Men*

ACADEMIC ADMINISTRATION

Cheryl Kisunzu — *Provost* | 2013
B.S., Ph.D. Andrews University
M.S., Rush University

Patrick Williams — *Associate Provost* | 2010
Karla Rivera — *Executive Assistant to the Provost* | 2018
Alexandra Engelkemier — *Executive Assistant to the Provost* | 2018
Beulah Manuel, Ph.D. — *Director, International Student Program* | 2007
Seheno Reilly — *Designated School Official* | 2016

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

Fitzroy Thomas — *Associate Dean* | 1998
Becky Barker — *Coordinator, First-Year Experience* | 2013
Nedelka Sellers — *Administrative Assistant* | 2017

ENROLLMENT MANAGEMENT

William Jackson — *Vice President* | 1996
B.A., Columbia Union College

ADMISSIONS AND RECRUITMENT

Wanda Colón-Canales — *Director* | 2013
Praveen Alugu — *Admissions CRM Database Manager* | 2019
Vacancy — *Designated School Official/Admissions Counselor*
Stephen Williams — *Admissions Counselor* | 2016
Brian Cook — *Admissions Counselor* | 2017

OFFICE OF THE REGISTRAR

Reginald Garçon — *Registrar* | 2016
A.A., Miami Dade Community College
B.F.A., M.A., Florida Atlantic University
Ed.D., Phoenix University

Lynn Zabaleta — *Associate Registrar* | 2012
Reid Oven — *Assistant Registrar* | 2017
Anne Saggurthi — *Assistant Registrar* | 1978
Vacancy — *Registration Assistant*

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

Brenda Chase — *Dean* | 2016
B.S., Washington Adventist University
M.B.A., American University
Ph.D., Andrews University (Anticipated August 2019)

Frank Scheib — *Business Manager* | 2016
Carol Cogen — *Program Coordinator* | 2012
Devie Phipps — *Student Support Services Manager* | 2002
Michael Harris — *Program Coordinator* | 2017
Elcy Chacko — *Program Coordinator* | 2016

SCHOOL OF HEALTH PROFESSIONS, SCIENCE AND WELLNESS

Patrick Williams — *Dean* | 2010
B.S., Northern Caribbean University
M.B.A., Ph.D. Andrews University

WEIS LIBRARY

Don Essex — *Director* | 2015
B.A., Pacific Union College
M.L.S., University of Maryland

Kathy Hecht — *Serials Technician* | 1984
Genevieve Singh — *Professional Cataloger* | 2000
Deborah Szasz — *Acquisitions Technician* | 1978

ACADEMIC DEPARTMENTS SUPPORT STAFF

BIOLOGY

Kelsey Correia — *Laboratory Coordinator* | 2015

EDUCATION

Dorrett McFarlane — *Office Secretary and Data Manager* | 2008
Karlens Edmonds — *Program Manager* | 2018

ENGLISH

Vacancy — *Assistant Director, Honors College*

MUSIC

Andre Darvasan-Stanciu — *Administrative Assistant* | 2017

NURSING

Helen Wilson — *Associate Director of Nursing* | 2017
Brendon Albury — *Nursing Admissions and Progression Coordinator* | 2018
Raysa Creque — *Nursing Office Manager* | 2018
Evelyn Khandagale — *Nursing Clinical Coordinator* | 2017
Bonnie Franckowiak — *Graduate Program Coordinator* | 2014

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

Lana Greaves-Benjamin	*Director* | 2011
Louise Lewis	*Associate Director* | 1977
Alfred Taylor	*Financial Adviser/Direct Loan Officer* | 2019
Vanessa Thompson	*Financial Adviser* | 2018

ACCOUNTING SERVICES

Arelene Canong	*Student Accounts Receivables* | 2012
Keisha Dublin	*Director of Collections* | 2016
Yolanda Bulick	*Director of Accounting Services* | 2018
Lesley McLaurin	*Cashier/Receptionist* | 2016
Sharon Conway	*Accounts Payable Manager* | 1996
Denver Swaby	*Senior Accountant* | 1994

FACILITY SERVICES

Steve Lapham	*Executive Director* | 2006
Esau Arrue	*Technician* | 2006
Ellis Contee	*Technician II* | 2006
Delania Williams	*Facility Services Liaison* | 2018
Michael Dunwell	*Technician I* | 2015
St. Elmo Benjamin	*Technician I* | 2019
David Smith	*Technician III* | 2012
Konstantin Tomenko	*Technician II* | 2016
Yury Puyul	*Technician II* | 2018
Jason Mellin	*Technician III* | 2018

PUBLIC SAFETY

Vacancy	*Director*
John Meier	*Assistant Director* | 2007
George Baker	*Security Officer* | 2009
Harry Childs	*Security Officer* | 2007
Timothy Prue	*Security Officer* | 2007
Robert Browning	*Security Officer* | 2017
Rodney Tyson	*Security Officer* | 2007
Derrick Thornwell	*Security Officer* | 2018

TRANSPORTATION SERVICES

Michael Polan	*Director* | 1989
Philip Silver	*Service Manager* | 2007
Carlos Correia	*Bus Driver* | 2005
Rory Herbert	*Bus Driver* | 2018
Ryan Peters	*Bus Driver* | 2015
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APPENDIX
Graduate Studies Program

NOTE: The Maryland State Department of Education Division of Educator Certification and Program Approval (DECPA) approved the Master of Education in School Counseling degree at Washington Adventist University after the 2019-2020 *Academic Bulletin* had gone to print.

As a result, the School Counseling program information has been placed in this appendix for the university's online version of the *Bulletin*..

SCHOOL COUNSELING | M.Ed.

The School of Graduate and Professional Studies, in conjunction with WAU's Department of Psychology & Counseling, offers a Master of Education degree program in School Counseling.

The M.Ed. School Counseling degree program is designed to prepare students to enhance the personal, career preparedness, and academic performance of students in K-12 schools.

Admission

A. Applicants must have earned a bachelor's degree in psychology, education or social work or a related discipline with a minimum of GPA 2.75 from an accredited college or university. Individuals possessing an unrelated degree will be required to take three upper division undergraduate psychology, education or social work courses earning a B or better.

B. A candidate presenting a GPA between 2.6 and 2.74 must take the GRE psychology subject field and have obtained a score of 150 or higher.

C. Two letters of academic and/or professional recommendations are required. The individuals selected to write a recommendation should be able to determine the candidate's aptitude for graduate study and working with young people.

D. Submit a letter of professional intent that describes the goals, experiences, and individual's philosophical orientation that allows the admission committee to determine the candidate's suitability.

E. Applicants are required to have a pre-admission interview with the graduate program coordinator.

Master of Education School Counseling

48 credit hours

The M.Ed. degree is a 48-hour program that prepares students to develop the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students in K-12 settings.

School Counseling Core		**15 hours**
SCHC 500	Introduction to School Counseling	3
SCHC 520	Special Education Counseling	3
SCHC 550	Techniques & Theories School Counseling	3
SCHC 570	Program Planning & Service Delivery	3
SCHC 680	Practicum in School Counseling	3
Counseling Foundation Core		**27 hours**
CPSY 510	Advanced Life Span Development	3
CPSY 540	Counseling Techniques	3
CPSY 560	Group Therapy	3
CPSY 571	Ethical, Legal, & Substance Abuse Issues for Counselors	3
CPSY 580	Career Counseling	3
CPSY 590	Evaluation & Appraisal	3
CPSY 610	Research in Counseling	3
CPSY 630	Drug & Alcohol Counseling	3
CPSY 640	Multicultural Counseling	3
Capstone		**6 hours**
SCHC 699	Internship in School Counseling (A, B, & C)	6
TOTAL		**48 HOURS**

Additional Requirements:

1. Students must pass a criminal background check before starting the Practicum.
2. Complete 5 hours of personal counseling at the student's expense before starting the Practicum.
3. Pass the Counselor Preparation Comprehensive Examination (CPCE) during the last semester of the Internship at WAU.

Course Information

School Counseling

When offered; credit hours

SCHC 500 Introduction to School Counseling **3**
Prerequisite: Admission to the M.Ed. program or permission of the chair.
This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for K-12 students and the national model and standards for school counseling programs.

SCHC 520 Special Education Counseling **3**
Prerequisite: Admission to the M.Ed. program or permission of the chair.
This course is a detailed study of the major aspects of counseling students who have special education needs. Student becomes familiar on how to help students make a continuing life adjustment. It familiarizes students with ways to create an environment/climate for the learners in school so they will develop to the fullest and learn to cope with life in and out of school. Strategies are discussed that are designed to address the diverse learning needs and modifications required to help students excel.

SCHC 550 Techniques & Theories of School Counseling **3**
Prerequisite: Admission to the M.Ed. program or permission of the chair.
This course is designed to present the various theoretical perspectives for the school counseling field and the application of techniques associated with those theories. Emphasis will be given to the theoretical background as well as the counseling strategies for working effectively with children in the K-12 setting.

SCHC 570 Program Planning and Service Delivery **3**
Prerequisite: Admission to the M.Ed. program or permission of the chair.
Discussion of the development, organization, and administration of the K-12 school counseling program is emphasized. The principles upon which the program is built, appropriate procedures for successful program implementation, and professional counselor strategies and behaviors are discussed. Students will develop a program planning manual.

SCHC 680A Practicum in School Counseling (50 clinical hours) **1.5**
Prerequisites: SCHC 500, SCHC 520, SCHC 550, SCHC 570 and 12 hours from Counseling Foundation Core Courses or permission of the chair.
Student is introduced to the practice of a school counselor by observation, attending team meetings, developing student goals and journaling. The student is exposed to all the various roles of the school counselor as reflected in knowledge of supportive resources, professional ethics and is open to feedback. The student chooses one level of school to complete the requirements for the Practicum SCHC 680A and SCHC 680B.

SCHC 680 B Practicum in School Counseling (50 clinical hours) **1.5**

Prerequisites: SCHC 680B or permission of the chair. Student continues learning the professional practice started with SCHC 680A of a school counselor by participating in small groups, completing weekly logs, developing guidance plans and working with students in supervised counseling sessions. The practicum student is able to demonstrate the use of personal reflection, self-appraisal and with supervisor consultation to promote professional growth and development.

SCHC 699 Internship in School Counseling

Prerequisites: SCHC 680A & SCHC 680B

Students are given experiences that will allow them to develop the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students in K-12 settings. Students will need to arrange, through WAU's school placement coordinator, 200 hours of counseling experience at each educational level (elementary, middle school, and high school) in an accredited K-12 school preferably over two semesters. The internship represents an integration of learned guidance and counseling skills as well as the relation of theory to practice. The six hours of internship afford students an opportunity to work with a variety of students, parents, and teachers over time.

WAU ascribes to the American School Counselor Association (ASCA) National Model for school counseling programs and supports experiences that include leadership, student advocacy, collaboration and teaming, and systematic change. This course is the capstone for the M.Ed. School Counseling Program. It is expected that each student will spend five hours per day each week for each eight-week term at a designated school (elementary, middle, or high school) to fulfill the school counseling internship requirements.

Three school counseling internship courses provide the student with an opportunity to obtain advanced supervised school counseling experiences. Internship students are given increased school counseling responsibilities from K to 12 grades: SCHC 699A Elementary School, SCHC 699B Middle School and SCHC 699C High School:

SCHC 699A (200 hours) **2**

Prerequisites: SCHC 680A & SCHC 680B. Student establishes basic professional practices, counselor skills, case conceptualization and personal growth as a counselor. Techniques of interviewing and counseling students are demonstrated. Ethical and legal considerations are seen through the use of personal judgments when working with elementary school students.

SCHC 699B (200 hours) **2**

Prerequisites: SCHC 699A. Student continues to demonstrate ability to be an advocate, knowledge of assessments, collaborates and consults with family, teachers, and other professionals. The intern is able to demonstrate advocacy for student success and promote school counseling program development. The student is in a position to identify risk factors, warning signs for students who display mental, behavioral disorders and suicidal behaviors as noted in middle school students.

SCHC 699C (200 hours) **2**

Prerequisites: SCHC 699B. Student continues to demonstrate professional development by designing, managing an implement of a full range of options and strategies to enhance the academic, career, personal, and social needs of students. The intern has the supervised experience of creating systematic change through the implementation of a comprehensive school counseling program. The intern is able use appropriate career counseling interventions and assessments with high school students.

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