



ACADEMIC BULLETIN



2016 - 2018



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Adventist International Institute of Advanced Studies
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Cavite 4118, Philippines

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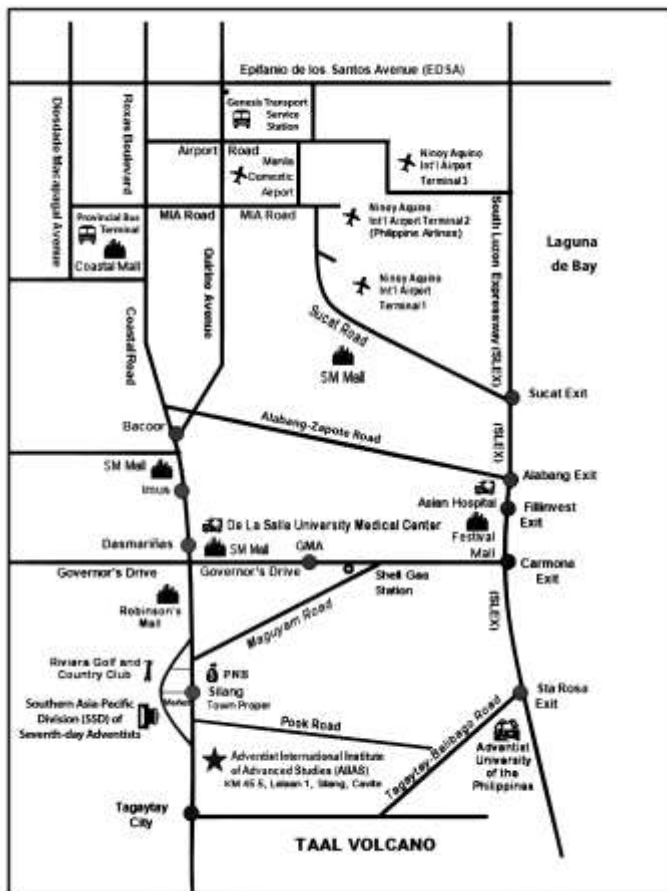
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Useful Websites

Academic Bulletin	www.aiias.edu/academic-bulletin
Bulletin Addendum (latest updates)	www.aiias.edu/academic-bulletin
Flags International Magazine	www.aiias.edu/flags
AIIAS Online	http://online.aiias.edu
Office of Admissions and Records	www.aiias.edu/admissions

Regional Map

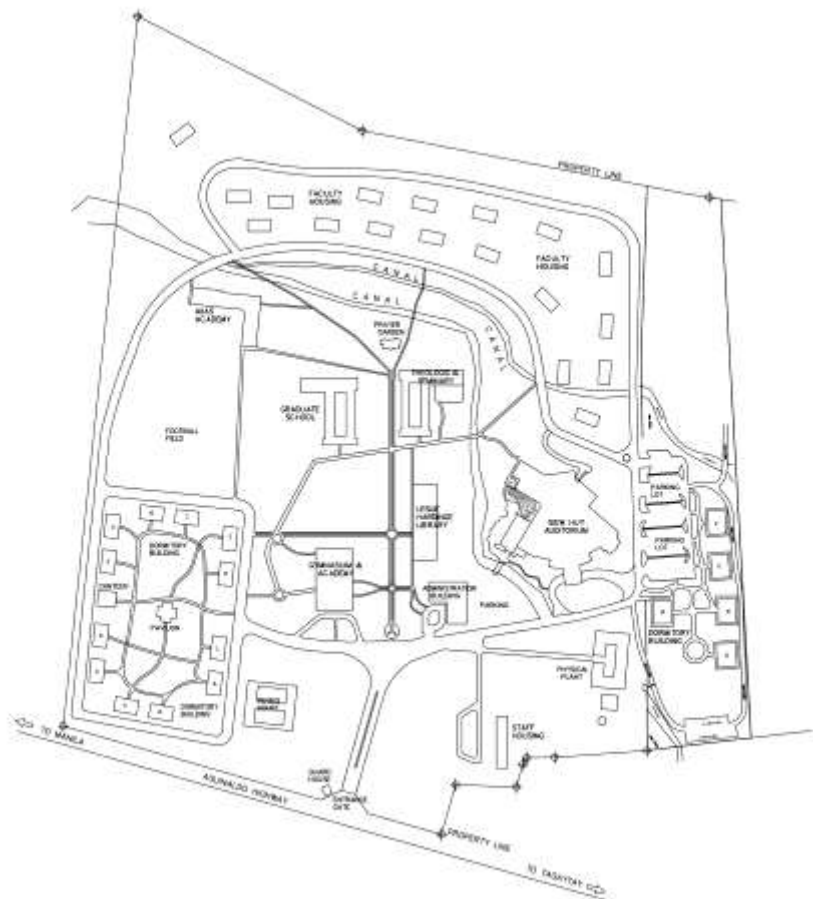


Directions to Campus from Ninoy Aquino International Airport

By taxi. Take Roxas Blvd. south to Coastal Road and on to Aguinaldo Highway toward Tagaytay City. The campus is located just south of the bypass for Silang, Cavite, on the left side of the highway (km. 45.5)

By bus. First take a taxi to Coastal Mall Transport Service Bus Terminal near the Airport. Take a BSC Bus with a signboard to Tagaytay, Balayan, or Nasugbu, and ask to be dropped off in front of AIAS, just after the Silang bypass ends, at Lalaan I, Silang, Cavite (km. 45.5).

Map of AIIAS Campus



Academic Calendar 2016-2018

FIRST SEMESTER	June 6 to October 6, 2016
Term A	June 6 to August 2, 2016
June 1, 2016	English Placement Test
June 2, 2016	English Center registration
June 2, 2016	On-campus registration/orientation/grades due
June 6, 2016	On-campus classes begin – Monday
June 13, 2016	Last day to add/drop an on-campus course
June 13-18, 2016	Seminary Spiritual Emphasis Week
July 1, 2016	Faculty Colloquium
July 8, 2016	Holiday (Eid Ul Fitr)* – Friday
July 11, 2016	Admission deadline for First Semester Term B
July 18-23, 2016	Mission Emphasis Week
July 29, 2016	English Center classes end
August 2, 2016	On-campus classes end – Tuesday
August 3-7, 2016	Break (5 days)
Term B	August 8 to October 6, 2016
August 2, 2016	English Placement Test
August 3, 2016	English Center registration
August 4, 2016	On-campus registration/orientation
August 8, 2016	On-campus classes begin – Monday
August 15, 2016	Last day to add/drop an on-campus course
August 16, 2016	Grades due
August 20-27, 2016	Week of Prayer
August 29, 2016	Holiday (National Heroes' Day)* – Monday
August 31, 2016	Last day to submit application for October CPC
September 2, 2016	Faculty Colloquium

September 11, 2016	Student Association outing
September 12, 2016	Last day to defend thesis/dissertation for October CPC
September 14, 2016	Admission deadline for Second Semester
September 23, 2016	Final submission of research for editing
October 5, 2016	Last day to submit Approval Sheet for October CPC
October 6, 2016	On-campus classes end – Thursday
October 12, 2016	Conferral by Personal Collection
October 7-16, 2016	Break (10 days)

SECOND SEMESTER	October 17 to March 7, 2017
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Term A	October 17 to December 15, 2016
October 11, 2016	English Placement Test
October 12, 2016	English Center registration
October 13, 2016	On-campus registration/orientation
October 17, 2016	On-campus classes begin – Monday
October 20, 2016	Grades due
October 24, 2016	Last day to add/drop an on-campus course
October 31, 2016	Special Non-working Day* – Monday
November 1, 2016	Holiday (All Saints Day)* – Tuesday
November 4, 2016	Faculty Colloquium
November 10-13, 2016	Seminary Forum
November 20, 2016	Cultural Night
November 17-18, 2016	Graduate School International Conference
November 25-27, 2016	Health Emphasis Weekend
November 30, 2016	Holiday (Bonifacio's Day)* – Wednesday
December 5, 2016	Admission deadline for Term B
December 12, 2016	Last day to submit application for March

	graduation
December 15, 2016	On-campus classes end – Thursday
December 16, 2016- January 8, 2017	Break (24 days)
Term B	January 9 to March 7, 2017
January 3, 2017	English Placement Test
January 4, 2017	English Center registration
January 5, 2017	On-campus registration/orientation
January 5, 2017	Grades due
January 9, 2017	On-campus classes begin – Monday
January 16, 2017	Last day to add/drop an on-campus course
January 27-29, 2017	AIIAS Olympics
February 2, 2017	Silang Fiesta
February 3, 2017	Faculty Colloquium
February 4-11, 2017	Week of Prayer
February 10, 2017	Last day to defend thesis/dissertation for March graduation
February 16, 2017	Admission deadline for Intersemester
February 20, 2017	Final submission of research for editing
March 6, 2017	Last day to submit Approval Sheet for March graduation
March 7, 2017	On-campus classes end – Tuesday
March 12, 2017	Graduation
March 12-18, 2017	Online Week of Prayer
March 8-19, 2017	Break (12 days)

INTERSEMESTER 2017 March 20 to May 18, 2017

March 14, 2017	English Placement Test
March 15, 2017	English Center registration
March 16, 2017	On-Campus registration/orientation

March 20, 2017	On-campus classes begin/Grades due – Monday
March 22, 2017	Aguinaldo Day – Wednesday
March 27, 2017	Last day to add/drop an on-campus course
April 7, 2017	Faculty Colloquium
April 10, 2017	Last day to submit application for May CPC
April 13-15, 2017	Holiday (Maundy Thursday, Good Friday, Black Saturday)
April 20-22, 2017	AIIAS African Theological Association Forum
April 24, 2017	Last day to defend thesis/dissertation for May CPC
May 1, 2017	Holiday (Labor Day)* – Monday
May 5, 2017	Admission deadline for First Semester
May 5, 2017	Final submission of research for editing
May 17, 2017	Last day to submit Approval Sheet for May CPC
May 18, 2017	On-campus classes end – Thursday
May 24, 2017	Conferral by Personal Collection
May 19-June 4, 2017	Break (17 days)

FIRST SEMESTER	June 5 to October 11, 2017
TERM A	June 5 to August 2, 2017
May 30, 2017	English Placement Test
May 31, 2017	English Center registration
June 1, 2017	On-campus registration/orientation
June 5, 2017	On-campus classes begin – Monday
June 8, 2017	Grades due
June 12, 2017	Holiday (Philippine Independence Day)* – Monday
June 12-17, 2017	Seminary Spiritual Emphasis Week
June 13, 2017	Last day to add/drop an on-campus course
July 7, 2017	Admission deadline for Term B

x AIIAS Information

	Faculty Colloquium
July 17-22, 2017	Mission Emphasis Week
July 31, 2017	English Center classes end
August 2, 2017	On-campus classes end – Wednesday
August 3-6, 2017	Break (4 days)

Term B	August 7 to October 11, 2017
August 2, 2017	English Placement Test
August 3, 2017	English Center registration
August 3, 2017	On-campus registration/orientation
August 7, 2017	On-campus classes begin – Monday
August 14, 2017	Last day to add/drop an on-campus course
August 16, 2017	Grades due
August 21, 2017	Holiday (Ninoy Aquino's Day)* – Monday
August 26, 2017- September 2, 2017	Week of Prayer
August 28, 2017	Holiday (National Heroes' Day)* – Monday
September 12, 2017	Faculty Colloquium
September 5, 2017	Last day to submit application for October CPC
September 10, 2017	Student Association outing
September 15, 2017	Last day to defend thesis/dissertation for October CPC
September 22, 2017	Admission deadline for Second Semester
September 29, 2017	Final submission of research for editing
October 10, 2017	Last day to submit Approval Sheet for October CPC
October 11, 2017	On-campus classes end – Wednesday
October 17, 2017	Conferral by Personal Collection
October 12-22, 2017	Break (11 days)

SECOND SEMESTER	October 23 to March 6, 2018
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TERM A
October 23 to December 19, 2017

October 17, 2017	English Placement Test
October 18, 2017	English Center registration
October 19, 2017	On-campus registration/orientation
October 23, 2017	On-campus classes begin – Monday
October 25, 2017	Grades due
October 30, 2017	Last day to add/drop an on-campus course
November 1, 2017	Holiday (All Saints Day and All Souls Day)* – Wednesday
November 3, 2017	Faculty Colloquium
November 9-11, 2017	Seminary Forum
November 15-16, 2017	Graduate School International Conference
November 19, 2017	Cultural Night
November 24-26, 2017	Health Emphasis Weekend
November 30, 2017	Holiday (Bonifacio's Day)* – Thursday
December 1, 2017	Admission deadline for Term B
December 12, 2017	Last day to submit application for March graduation
December 19, 2017	On-campus classes end – Tuesday
December 20, 2016- January 7, 2018	Break (19 days)

TERM B
January 8 to March 6, 2018

January 1, 2018	Holiday (New Year's Day)* – Monday
January 3, 2018	English Placement Test
January 4, 2018	English Center registration
January 4, 2018	On-campus registration/orientation
January 8, 2018	On-campus classes begin – Monday
January 9-13, 2018	Grades due
January 15, 2018	Last day to add/drop an on-campus course
January 26-28, 2018	AIIAS Olympics

February 2, 2018	Silang Fiesta
February 8, 2018	Last day to defend thesis/dissertation for March graduation
February 15, 2018	Admission deadline for Intersemester
February 16, 2018	Holiday (Chinese New Year)* – Friday
February 20, 2018	Final submission of research for editing
March 5, 2018	Last day to submit Approval Sheet for March graduation
March 6, 2018	On-campus classes end – Tuesday
March 11, 2018	Graduation
March 11-17, 2018	Online Week of Prayer
March 7-18, 2018	Break (12 days)

INTERSEMESTER 2018	March 19 to May 17, 2018
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March 13, 2018	English Placement Test
March 14, 2018	English Center registration
March 15, 2018	On-campus registration/orientation
March 19, 2018	On-campus classes begin – Monday
March 20, 2018	Grades due
March 22, 2018	Aguinaldo Day – Thursday
March 26, 2018	Last day to add/drop an on-campus course
March 29-31, 2018	Holiday (Maundy Thursday, Good Friday, Black Saturday)
April 6, 2018	Faculty Colloquium
April 9, 2018	Holiday (Day of Valor)* – Monday
April 11, 2018	Last day to submit application for May CPC
April 12-14, 2018	AIIAS African Theological Association Forum
April 24, 2018	Last day to defend thesis/dissertation for May CPC
May 1, 2018	Holiday (Labor Day)* – Tuesday
May 4, 2018	Admission deadline for First Semester 2018-2019
May 4, 2018	Final submission of research for editing

May 16, 2018	Last day to submit Approval Sheet for May CPC
May 17-June 5, 2018	On-campus classes end – Thursday
May 23, 2018	Conferral by Personal Collection
May 18- June 3, 2018	Break (17 days)

NEW ACADEMIC YEAR	2018-2019
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May 29, 2018	English Placement Test
May 31, 2018	On-campus registration/orientation
June 4, 2018	On-campus classes begin

Note:

Online course schedule is available on the online website <http://online.aaias.edu/>

**AIIAS will honor all Philippine national non-working holidays by not holding classes on those days. Note that holiday dates may change according to Presidential declaration.*

[On occasion, due to public holidays, classes may need to be scheduled on a Friday. When make-up classes are required, such days will be announced from the Deans' offices.]

***CPC = Conferral by Personal Collection*

List of Abbreviations

AIIAS	Adventist International Institute of Advanced Studies
ASAC	Academic Standards and Admissions Committee
CEU(s)	Continuing Education Unit(s)
CPC	Conferral by Personal Collection
DIS	Doctor of Intercultural Studies
DLC(s)	Distance Learning Center(s)
DMin	Doctor of Ministry
DMiss	Doctor of Missiology
EdS	Education Specialist
GPA	Grade Point Average
MA	Master of Arts
MAMin	Master of Arts in Ministry
MA-R	Master of Arts in Religion
MAT	Master of Arts in Teaching
MBA	Master of Business Administration
MDiv	Master of Divinity
MMin	Master of Ministry
MPH	Master of Public Health
MSA	Master of Science in Administration
MTh	Master of Theology
NSD	Northern Asia-Pacific Division
P	Philippine Peso
PhD	Doctor of Philosophy
SA	Student Association
SSD	Southern Asia-Pacific Division
TESOL	Teaching English to Speakers of Other Languages
USD	United States Dollar

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Creating Harmony

President's Welcome

It is my pleasure to present to you the 2016-2018 edition of the AIIAS Bulletin. AIIAS is a seminary and graduate school operated by the General Conference of Seventh-day Adventists. It is located on a beautiful tropical campus in the Philippines. AIIAS maintains high academic standards while keeping the tuition at a great value. AIIAS welcomes students of any faith and is an outstanding institution with a wonderful heritage.

The alumni of the master's and doctoral programs of the Seminary and Graduate School hold prestigious positions throughout Asia and the world. They serve as university presidents, world church leaders, education directors, college faculty, business executives, and health professionals. Employers value AIIAS graduates because of their high moral and intellectual standards, and their global perspectives.


AIIAS offers a master's degree in public health, as well as master's and doctoral degrees in various fields of theology, education, and business, including the first PhD in Business accredited by the Adventist Accrediting Association. Master's degrees are also offered in each major field in the online modality. For more information, please feel free to visit our web site at www.aaias.edu.

The heart of this institution is its faculty. They are godly, professional people, highly qualified and committed to excellence with over 90 percent holding doctoral degrees from world-class universities around the globe.

AIIAS is blessed to have attracted quality students, many of whom have been honored teachers, business people, and church leaders before coming to AIIAS. Our students come from every continent except Antarctica, including over 80 countries.

AIIAS is a school of excellence with local and international accreditation. While rigorous in its academic program, the atmosphere on campus is one of family and spiritual nurture.

If you are looking for a life-changing graduate educational experience, you will find AIIAS a wonderful place to study. We hope that you will consider it seriously as a door to your future.



Stephen R. Guptill, EdD, MDiv, MPH
President



General Background

The general background section contains a brief history of the Adventist International Institute of Advanced Studies (AIAS); statements of mission vision, goals, and values; and information on the recognition and accreditation of the AIAS academic programs, in addition to other pertinent information.

History of AIAS

The Adventist International Institute of Advanced Studies (AIAS) was established by the Seventh-day Adventist Church because of its commitment to meet the growing needs of the church for college teachers, church leaders, educators, health professionals, and treasurers with international level, graduate education.

Beginning in 1957, several such graduate programs, primarily in the area of religion, were offered on the campus of Philippine Union College (PUC), now the Adventist University of the Philippines (AUP). These programs were organized into a Theological Seminary, which became an institution of the Far Eastern Division of Seventh-day Adventists in 1978. The success of the Seminary led to the expansion of graduate programs into other areas, such as public health. Thus, on May 5, 1987, when AIAS came into being by Presidential Decree 2021, it was composed of two schools: the Seminary and the Graduate School.

From its early days, in addition to its campus programs, AIAS has offered programs at off-campus locations in an effort to facilitate the graduate level educational needs of the church throughout the region. More recently cohort programs expanded to South America, Eastern Europe, the Middle East, and Africa.

In 1991, AIAS was moved to the present campus near Silang, Cavite. In 1996, AIAS became an institution of the General Conference of Seventh-day Adventists.

AIAS, is recognized for being innovative and dynamic. AIAS Online was established in the year 2001 with the objective of offering quality, Christian-oriented graduate education to dedicated professionals wherever they may be in the world. In 2007, AIAS distinguished itself as being one of the first Adventist educational institutions to graduate students with master's degrees from an online learning program entirely on the Internet. Also in 2007, AIAS began the first Seventh-day Adventist doctor of philosophy program in business.

2 General Background

Statement of Mission

To develop leaders through distinctively Seventh-day Adventist graduate education, excelling in spirituality, scholarship, and service.

Statement of Vision

A Christ-centered community of leaders with a heart for mission.

Statement of Educational Philosophy

AIIAS has adopted the Seventh-day Adventist educational philosophy. A copy of this statement is available from the Publications webpage of the Department of Education of the Seventh-day Adventist Church. <http://education.gc.adventist.org/publications.html>

Statement of Goals

The goals of the administrators, faculty, and staff members of AIIAS are as follows:

Distinctively Adventist

- Support the Seventh-day Adventist Church with graduates dedicated to the mission of the church
- Maintain a community of faith that nurtures a life-changing relationship with Jesus Christ
- Champion the teachings and lifestyle of the Seventh-day Adventist Church
- Address crucial Church and world issues
- Ground AIIAS Scholarship in Biblical foundations
- Engage every student and employee in outreach and witness

Academic excellence

- Offer programs of the highest academic quality
- Employ outstanding and inspiring teaching faculty
- Foster excellence in research and writing
- Maintain the highest levels of academic and professional accreditation
- Be recognized as an outstanding graduate institutions among Adventist leaders around the world and within the Philippine higher education
- Follow systems and procedures that ensure best academic practice

Service

- Engage with community both on and off campus
- Nurture appreciation of culture and the arts
- Celebrate diversity
- Mentor and support sister institutions

Essential supporting resources

- Provide an exemplary graduate research library

- Maintain quality physical plant and professional IT services
- Employ and develop qualified and service-oriented personnel
- Provide financial support through student aid/scholarships
- Generate institutional financial support
- Achieve optimum levels of program enrollment
- Coordinate an active, supportive alumni organization
- Provide outstanding support for human resources

Accountability

- Promote wise use of time, abilities, and resources as God's stewards
- Establish appropriate expectations, standards and indicators for institutional performance and outcomes
- Practice assessment of all personnel, programs and functions using key performance indicators

Successful graduates

- Produce graduates that . . .
 - Demonstrate excellence in their profession
 - Offer their lives for service
 - Contextualize knowledge and practical skills to meet local needs
 - Model the ideals of servant leadership
 - Positively influence and support their Church and community

Core Values

Excellence: AIIAS values excellence. AIIAS prizes continuous improvement and the pursuit of excellence are a way of life including high standards as part of devotion to God.

Integrity: AIIAS values the honorable, transparent, and honest. It encourages and practices ethical behavior that displays high moral standards in personal and organizational action.

Service: AIIAS values and nurtures joyful lives that bless others. Reaching beyond personal, family, and campus needs, AIIAS uses its faculty resources to support the Church and community.

Faith: AIIAS values the beliefs and lifestyle of the Seventh-day Adventist Church, rooted in the Holy Scriptures, which are upheld in the highest regard as inspired and authoritative. Furthermore, as a messenger of God, Ellen G. White's life and writings are highly esteemed. Faith in God is nurtured through a life of devotion and witness, and is seen in every class and campus activity.

Statement of Corporate Social Responsibility

AIIAS is an international community that is committed to operate in a socially responsible manner. It seeks to develop global citizens that respect

4 General Background

other ethnic groups, cultures and religions, both in the institutional and wider communities.

Service is one of the core values of AIIAS. This includes providing a friendly, supportive community for holistic development. It values and nurtures joyful lives that bless others. AIIAS seeks to celebrate diversity and nurture culture and the arts both on and off campus. AIIAS intends to respond to campus and community needs consistent with its mission. It seeks to mentor and support sister academic institutions.

As a steward of God's creation, AIIAS seeks to act in an environmentally sustainable and socially responsible manner.

Logo



In Adventist education, two symbols have long expressed the mission of the church. These are the circle, representing the earth to which the “gospel of the kingdom” is carried, and the equilateral triangle, representing the harmonious development of man’s threefold nature as a physical, mental, and spiritual being.

In the AIIAS logo these two symbols, the circle and the triangle, are superimposed and recast as the Alpha and Omega, symbolizing Christ, the Author and Finisher of our faith. In Him the plan of salvation, from the Creation to the Second Advent, is actualized. As the Living Word, Christ comprises the divine medium of God’s communication with man. The rendering of the logo in an Asian calligraphic style accents the institutional context of the Asia-Pacific region.

The embracing branches of the palm tree, so much in evidence on the AIIAS campus, express the joy and victory of the believer’s life in Christ. The waving of the palm frond on festive occasions has long marked the religious celebrations of the Judeo-Christian tradition.

The AIIAS Public Relations Office manages use of the AIIAS Logo.

Ceremonial Mace

The AIIAS mace is a physical symbol of the institution. When displayed, it represents the authenticity and authority of the occasion. The history of the mace harks back to leaders, which carried a scepter or staff, which represented their position and the authority of their domain (see Numbers 17 and Esther 5). The AIIAS mace is made of tungile, a beautiful hard wood common in the Philippines. The carved vines winding up the staff are symbolic of the Adventist faith, which is fully interlaced throughout the institution. The vines are reflective of Christ’s analogy in John 5 where He says, “I am the vine, ye are the branches.” The trapezoidal cube near the top represents the 4 major curriculum areas of the institution – religion,

business, public health and education. The top is crowned with a carved wreath holding a double-sided medallion of the AIIAS logo.

Relationships

Faculty

The members of the faculty are selected for both their academic qualifications and background of experience within their area of specialty. Most faculty members have earned doctoral degrees in the respective areas in which they are teaching. All faculty members have demonstrated a commitment to the mission of the Adventist Church. To serve the needs of a multinational student body, teachers are selected from a wide variety of countries and cultures. This fertile mix of races, cultures, and languages contributes to learning the vital principles of understanding, acceptance, and cooperation.

Expected Student Behavior

The typical AIIAS student is a mature person with a background of life experience and a commitment to the mission, goals, and purposes of the Adventist Church. Within this context, the faculty and administration expect the student enrolled in an AIIAS program to:

- Observe the standards of practicing Adventist Christians in such matters as diet, modesty of dress and behavior, Sabbath keeping, attendance at Sabbath services, chapels, wholesome recreation, and refraining from substance abuse.
- Devote efforts to study and the fulfillment of course requirements, including the meeting of deadlines for projects and papers.
- Show a healthy respect for the beliefs, class, culture and ethnicity of others.
- Refrain from cheating, lying, stealing, vandalism, plagiarism, and unauthorized taking, keeping, or defacing the property of other people or of the institution.
- Work with others in a cooperative, friendly way without prejudice or unfairness.
- Refrain from immoral conduct.
- Refrain from unlawful activities.

A student who is unwilling or unable to conform to these values and standards will be disciplined. This may include being asked to withdraw from the institution. Further information is provided in the Student Handbook which may be obtained from the office.

Appeals Procedure

A student who believes that he or she has been treated unfairly may make use of the appeals procedure to resolve the problem. This procedure has the following steps:

6 General Background

1. Go to the teacher, administrator, or staff member believed to have acted in an unfair way. Beginning where the problem started, attempt to solve the problem in a spirit of cooperation.
2. If the problem cannot be solved satisfactorily with the person immediately involved, go to the administrator or immediate superior of the individual and try to work out the problem to the satisfaction of both parties.
3. If this does not result in a fair solution in the eyes of the student, the student has the right to ask a vice president or the president of AIIAS to call a meeting of an Appeals Committee. This committee shall consist of at least three staff or faculty members (who, if possible, have no prior knowledge of the matter). The student has the right to choose one faculty or staff member to be on the committee. The committee shall meet within two working days of appointment. The student has the right to appear before the committee to present the case in person. The student is required to provide to the committee in advance written materials that clearly states the specific issue, the basis for dissatisfaction, and the outcome being requested.
4. The committee will make a prompt decision and notify both the student and the staff member or teacher in writing when a decision is made. The decision of the committee shall be immediately in effect.
5. An appeal on the decision of the Appeals Committee may be made to the president of AIIAS, who may refer the matter to the chairman of the AIIAS Board.

Recognition, Accreditation, and Memberships

Recognition

AIIAS is recognized as a graduate educational institution of international character by the government of the Republic of the Philippines, as certified by the Commission on Higher Education (CHED) pursuant to Presidential Decree No. 2021 (see the CHED's list of higher educational institutions in Region IV-A at <http://www.ched.gov.ph/>).

Accreditation

AIIAS and all its programs are accredited by the Adventist Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) of Maryland, USA. The institution has enjoyed the highest accreditation rating offered by the AAA (5-year accreditation with no interim visits) for the past four accreditation terms.

Additionally, most of the Graduate School programs in business, education, and public health are accredited by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). Other programs, being new, are under consideration. PAASCU is a full member of Asia Pacific Quality Network (APQN) and of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE).

Furthermore, all the degree programs in the Seminary are accredited by the Association for Theological Education in South East Asia (ATESEA). ATESEA is a full member of the World Conference of Associations of Theological Institutions (WOCATI) by which the association is networked with other regional associations and accreditation agencies for theological education worldwide like the Association of Theological Schools (ATS) in the United States and Canada, the American Theological Library Association (ATLA), and the Board of Theological Education in the Senate of Serampore College (BTESS) in India.

AIIAS is accepted as an Educational Member by the International Assembly for Collegiate Business Education (IACBE). The IACBE is recognized by the Council on Higher Education Accreditation (CHEA) of the United States.

Memberships

AIIAS is a member of the International Association of Universities (IAU), Paris, France. The IAU is the UNESCO-based worldwide association of higher education institutions.

AIIAS is a member of the International Council for Open and Distance Education (ICDE). The ICDE is a global membership organization in the field of open and distance education, and in formal consultative relations with UNESCO.

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AIAS is a member of the Philippine e-Learning Society (PeLS), the country's premier organization for the advancement of e-learning practice, research, and collaboration.

The Graduate School is a member of the Philippine Association for Graduate Education (PAGE), the national organization that concerns itself with achieving quality graduate education in the Philippines.

The Seminary is one of 12 centers for excellence designated by ATESEA for the ATESEA Theological Union, a trans-denominational postgraduate theological school.

Educational Facilities, Student Services, and Campus Life

On-Campus and Off-Campus Programs

The AIAS central campus is located in Lalaan 1, Silang, Cavite, Philippines, about 45 km south of Manila. AIAS Distance Learning Centers (DLCs) are located strategically around the world (for more information on DLCs, [see p. 50](#)). Almost all of the programs of the Seminary may be taken at the main campus on a year-round basis. A Master of Ministry (MMin) as well as the Doctor of Ministry (DMin) degree programs are also offered in short intensive yearly sessions, by extension at DLCs and on the main campus respectively.

Each of the Graduate School programs except MS in Administration and MA in Teaching (offered at DLCs) may be taken at the main campus on a year-round basis. Several Graduate School degree programs are also offered in short intensive yearly sessions, both on the main campus and at DLCs.

The MA in Education, Master of Public Health, Master of Business Administration, Master of Divinity and Master of Ministry are offered online through AIAS Online.

Educational Support Services

AIAS English Center

The English language program offered on the campus of AIAS has been developed by professionals to give students intensive and personalized instruction in the English language in an English speaking environment.

The courses have been designed to help students learn English in line with well recognized English language programs. The curriculum for the intensive English course has been divided into four levels. Depending on the results of a placement test, a student will be placed at the appropriate level. Additional special interest classes may be arranged if there is a large enough group of students and an available qualified teacher.

For more information on the curriculum and fees of graduate programs or English courses, see the Financial Information section (p. 46). All foreign students who are not covered by an AIIAS scholar 47(a)2 visa are required to secure a Special Study Permit (SSP).

Leslie Hardinge Library

Located on the AIIAS campus, the Leslie Hardinge Library supports the academic, research, and spiritual needs of AIIAS community through its information resources and services. Currently, it has holdings of more than 66, 000 volumes of reference and circulating books, hundreds of print journal titles, and a growing collection of multimedia and electronic resources. It also subscribes to a number of powerful databases, providing an online access to over 14, 000 full-text journals and an increasing number of ebooks. In addition, the library is affiliated with local and international library associations and consortia and maintains Inter-Library Loan agreements with libraries around the world providing hard-to-find resources for its patrons.

With its commitment to serve AIIAS students on and off campus, the library integrates technology in its services allowing access to web-based resources, maintaining a library website, research guides, and an online repository, offering a virtual reference service, and utilizing an integrated library system to provide an Online Public Access Catalog (OPAC), and automated cataloguing and circulation services. Its wide array of services includes library orientation and instruction, tutorials, instruction for research classes, and seminars and workshops covering various topics in management and organization of research materials, citation help, and presentation tools. The library also incorporates an Instructional and Media Resources Center (IMRC, see p. 9) for curricular and non-print resources, and houses the Center for Adventist Research Asia ([see p. 11](#)), and a computer laboratory.

Instructional and Media Resources Center (IMRC)

The Instructional and Media Resources Center is part of the library and provides the following services:

Instructional materials collection

Curricular and instructional materials in education, health education, business, ministry and religious education are housed in the Center.

Instructional materials development area

An area is provided where students can create their own instructional materials for use when they return to the field. Laminating and cutting equipment is available, along with supplies such as paper, card, glue, and others.

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Media collection/viewing facilities

The library's media collection, including videos, CD-ROM, DVD, and other media, is housed in the Center along with multimedia viewing equipment and facilities.

Recording Facilities

Furnished with computers, camera, and other recording equipment, the recording room is intended to support both schools in the production of recorded lectures or teaching modules in audio or/and in video.

IMRC Computer Laboratory

A small computer laboratory provides a place where students can engage in electronic research and instructional materials development. It provides wired and wireless Internet connectivity, and is equipped with printing, scanning, and desktop publishing capabilities.

Writing Center

The Writing Center provides free peer tutoring to students or faculty seeking support for academic writing. The Center is staffed by graduate students selected for their ability and trained in writing, referencing, and formatting. It is located on the 1st floor of the library.

Asian Studies Center

As an expanding specialized collection in the Leslie Hardinge Library, the Asian Studies Center is fast becoming the premier resource center of Asian Studies for supporting relevant scholarly activity in AIIAS, the global church, and other institutions. The center provides research and reading materials related to the religious, educational, financial, health, cultural, political, and national aspects of the countries and peoples of Asia.

The Asian Studies Center is located on the 3rd floor of the Leslie Hardinge Library. Records of the entire Asian Studies Center collection are accessible through the library's online catalog.

Asia-Pacific Research Center

Located on the main campus of AIIAS, the Asia-Pacific Research Center (APRC) incorporates the following primary functions:

- To conduct scholarly research in the Asia-Pacific region, centering on funded research requested by the Adventist denomination and other entities, and providing quality research experiences for AIIAS graduate students.
- To conduct institutional research for AIIAS to inform campus decision-making and planning in areas such as admissions, curriculum, enrollment management, staffing, student life, finance, facilities, and alumni relations.

- To serve as a regional resource center for research instrumentation, including instrument development and validation for the Asia-Pacific context.
- To assist scholars, especially AIIAS faculty and graduate students, in designing and implementing research studies, focusing especially on the selection of appropriate instrumentation, population/sample questions, and advisement regarding data analysis and interpretation.

Center for Adventist Research Asia

The Center for Adventist Research Asia promotes documentary research on the history, theology and mission of the Seventh-day Adventist Church. Being a White Estate Branch Office, the collection includes all the writings of Ellen G. White, works and studies related to Ellen White. It also holds materials on a broad range of topics, issues, people and places of interest to researchers on Adventist studies, many of which are documented in several languages in the Asia-Pacific Region.

The rare book collection of the Leslie Hardinge Library is housed at the Center. The Center also serves as a repository of assorted research resources related to Adventist institutions, organizations, and individual persons found in Asia.

Information and Communications Technology

AIIAS recognizes the importance of technology in achieving quality education. The administration is fully committed to maintaining a strong information system to support the research and communication needs of both students and faculty. This commitment is demonstrated by subscribing to a high-speed Internet connection and the employment of full-time network support staff. In case of power failure, the servers and networking equipment are protected by an uninterrupted power supply. A campus-wide backup generator is also provided in the event of continued electrical failure. This system allows for continuous service. Campus servers are housed and protected in accordance with current technology to allow maximum uptime on the systems.

All students, faculty and staff, are required to have an AIIAS e-mail account for official correspondence within the institution. Those with personal computers can access the Internet via wireless network or LAN. Both schools, the library, and other major buildings have free wireless internet access.

A “triple-play” solution provides the three basic services to all residences, connecting each house to the campus-wide telephone network, linked to the national and international telephone service, providing access to the campus, TV system, and offering wireless and wired connection to both the AIIAS network and the Internet.

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An academic system (IUTUS) allows students to register for classes, check their grades online, access their financial statements, and post on the campus electronic board. AIIAS Online supports web-based learning opportunities both on and off campus, and library systems provide web-based access to the library's catalog and to full-text, online databases and other online resources. AIIAS also hosts its own web site: www.aiias.edu.

Computer Laboratory

AIIAS maintains a well-equipped general use computer laboratory with current software housed within the Leslie Hardinge Library. Registered students, faculty, and staff are entitled to use the lab for their computing needs during library hours. Others may use the lab for a nominal hourly fee.

Scholarly Publications

Since 1998, two scholarly publications have been published by AIIAS. The Graduate School publishes *International Forum*, an interdisciplinary, internationally peer-reviewed open access journal that presents primary research, commentaries, and critical book reviews from a Christian perspective (available at internationalforum.aiias.edu). The Seminary publishes the *Journal of Asia Adventist Seminary* (formerly *Asia Adventist Seminary Studies*), which is peer-reviewed by a board of internationally-recognized scholars, and combines full-length scholarly articles, critical book reviews, and shorter research notes on a variety of biblical and theological subjects.

Field Schools of Evangelism

The faculty of the Seminary in cooperation with the ministerial secretaries of the constituent Unions and Divisions, offer Seminary students an internship in evangelism. The student works with an experienced person, either a faculty member or a mission, conference, or Union evangelist. The evangelist holds a school of evangelism while the meetings are in progress so that the student learns from teaching, observation, and participation. The location and the time of these field schools of evangelism is decided upon by the Seminary faculty in cooperation with the ministerial secretaries of the Unions and Divisions. For further information on Field Schools of Evangelism, including dates and locations, contact the Seminary dean.

Student Services and Campus Life

Chapel Services

Chapel services are held every Monday morning from 11:00-11:50. These programs are generally held in the Amphitheater. The last Monday of the month, chapel meetings are by schools and are held in the respective buildings of the Seminary and the Graduate School. Chapel is an important part of campus life. These meetings are provided to give faculty and students an opportunity to come closer to God and to each other, and to benefit from special presentations of cross-disciplinary interest. Attendance by all students and faculty is encouraged.

Worship Services

Weekly services include Wednesday evening midweek prayer meeting, Friday evening vespers service, a full range of Sabbath School divisions, Sabbath hour of worship, and Sabbath sundown worship. A week of prayer is scheduled twice a year. Students are encouraged to attend all services.

Community Outreach

Students and faculty actively reach out to nearby communities in a variety of ways, including participating in national and regional research and academic events; engagement in consultancy with businesses; designing and sourcing of web-based information sites; initiating health promotion and education programs, educational consulting; holding evangelistic meetings in surrounding towns and villages; ministering to prison inmates; planting new churches; and enriching the church life of existing congregations. AIIAS makes provision for each faculty member and administrator to take special leave for official service requests from outside entities and institutions for up to 15 workdays per year. AIIAS also invites the surrounding community to on-campus activities which include health programs, free medical rallies, cultural events, and scholarly forums.

Student Organizations

The AIIAS Student Association (SA) promotes unity in diversity, fosters fellowship and uplifts the standards of the Seventh-day Adventist Church. All AIIAS students are members of the AIIAS Student Association. The Student Association plans various activities and events throughout the year, and collects dues through the Finance Office. In addition, various groups are organized by the students themselves for educational, cultural, fellowship, and entertainment purposes. All student organizations are accountable to the office of Student Services. These groups are required to maintain an updated list of officers with the Student Services office.

Health Services for Students and Dependents

The AIIAS Health Clinic is operated on campus. It is located at the single staff housing, across the side of the administration building. Clinic hours are 8:00 a.m. to 12:00 noon and 4:00-6:00 p.m., Monday to Thursday, and on Friday from 8:00-12:00 only. Services include medical consultation and examination, initial care in emergency, minor surgical procedures, health supervision, and preventive care. The facility is staffed by a campus physician and an assistant. Health services provided by the campus clinic are covered by the medical fee for registered students. A nominal fee is charged for dependents. Medicines and supplies are a personal expense.

Students or their dependents needing hospital care can obtain these services from the small hospitals 2 kilometers from campus in Silang. There are three primary care hospitals in the Silang area. Besides these, there are other hospitals including De La Salle University Hospital, a tertiary hospital with complete facilities and specialized service, about 12 kilometers from AIIAS campus. The Manila Adventist Medical Center, an Adventist acute-care hospital, is about 40 kilometers from the AIIAS campus. Asian Hospital and Medical Center, an international quality facility, is about an hour away. Dental and optical services are also available in the Silang area.

Student Housing

A number of furnished and unfurnished dormitories for AIIAS student families or single students are provided on the AIIAS campus and in the annex dormitories across the street from the AIIAS campus. Dormitories on campus and in the annex are assigned by the Student Housing Committee according to the AIIAS housing point-priority policy. Students are expected to provide their own bedding, curtains, cooking utensils, silverware, and dishes.

Students desiring accommodation on-campus should complete a housing application form available from the Office of Admissions and Records. Housing is assigned only after an applicant's admission has been approved (see the Financial Information section for deposits and rent). Living in AIIAS accommodation is a privilege, not a right and before occupying the dormitory, the student is expected to sign the housing contract and submit it to the Student Services Office. Housing off-campus in the local community is available by private arrangement. Assistance in locating off-campus housing may be obtained from the Student Services Office. For further detailed information on student housing, please refer to the Housing Handbook which is available from the Office of Student Services, or at www.aiias.edu/studenthandbook.

Recreational Facilities

A number of facilities are available on campus for sports and recreation. The gymnasium is available for AIIAS student use on Sunday through

Friday afternoons and four evenings per week: Sunday, Tuesday, Thursday, and Saturday, from 6-10 p.m. Other hours are designated for students of the AIIAS Academy.

Three areas with playground equipment are located at strategic points on campus. One is centrally located close to the dormitories for married students on campus. Tennis courts, a soccer field, and a 1.5-km track encircling the campus provide other options for physical activity. There are also open spaces such as the Pavilion and the Tower O lounge which provide a comfortable environment for students to visit with each other, relax, hold meetings, or fellowship.

Shopping and Transportation

Public transportation to the nearby town of Silang (2 km) is readily available almost 24 hours a day. Fresh products can be purchased in Silang on any day of the week. Silang market days are Sundays, Tuesdays, and Thursdays. In addition, an on-campus market is open every Wednesday, Friday, and Sunday. A small AIIAS canteen near the students living quarters offers basic food and supplies at a reasonable cost. Shopping can also be done in nearby supermarkets in Silang, Tagaytay, Dasmariñas, and Pala-Pala, using public transportation available at the AIIAS gate.

Educational Provisions for Children of Students

An International School, AIIAS Academy (Grades K-12), operates on the AIIAS campus for the benefit of the children of faculty, staff, and graduate students. School-age children who do not know English are strongly advised to attend summer school classes in English as a Second Language before entering the regular school-year program. These summer classes begin during the last week of March. All foreign students who are not covered by an AIIAS scholar 47(a)2 visa are required to secure a Special Study Permit (SSP).

Scholarships

AIIAS has several scholarship programs for worthy students, with differing criteria for eligibility. In particular the AIIAS Alumni Scholarship, the Chan Shun International Foundation Scholarship, the Gunawan Scholarship (for Business students), the Minchin Scholarship (for SSD/NSD ministerial students), the Modehano/Melgosa Scholarship, the Nancy Tsao Scholarship, and the President's Scholarship.

Most (but not all) scholarships require the student to have completed at least 12 credits toward an AIIAS degree for consideration. Applications are invited each semester and intersemester. Application forms stating eligibility criteria are available from the AIIAS Reception Desk.

Visa Information

All foreign students will need to obtain a 47(a)2 Scholar Visa to study at AIIAS. However, since applying for it prior to arrival is expensive and

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time-consuming, students are advised to come on a 9(a) Visitor's Visa, which is valid for a 59-day stay in the Philippines. This visa is obtained at the Philippine Embassy in the student's country of origin or residence. After arrival, the Student Services Office will help to process the change status from the 9(a) Visitor's Visa to a 47(a)2 Scholar Visa. For this purpose, the admission to AIIAS must be completed immediately upon arrival, so that the passport can be submitted to the Office of the Student Services for visa processing.

When purchasing air tickets to come to the Philippines, students should note that an onward or round-trip ticket is required by the government. Students are advised to contact the Office of Admissions and Records, the Philippine Embassy, or their travel agent for further information.

For immigration purposes, students must present the following documents as applicable:

1. Students and their dependents' passports with at least 12 months validity.
2. Original copy of Marriage Certificate and Birth Certificates of their dependents.
3. At least five copies, each certified as a true copy with an official English translation, should be attached to every original.

Students' children aged 18 or above will not be covered under their parents' 47(a)2 Scholar Visa. They must contact the school or college where they intend to study, and apply for a separate student visa through that institution.

Student Handbook

For detailed information on student services, please refer to the Student Handbook available from the Student Services Office or online at www.aiias.edu/studenthandbook.



Fun Run

Admissions Information

AIIAS offers master's and doctoral degree programs which emphasize academic quality, in-depth research, mission outreach, and opportunities for spiritual growth. The institution holds high ideals for its students and is committed to preparing and training leaders with commitment and integrity.

This section describes general admission procedures for entering AIIAS courses of study and degree programs. For additional program requirements, refer to the section describing the specific degree program of interest.

Who Can Apply

AIIAS welcomes applications from persons showing initiative, maturity, and interest in learning. Applicants do not need to be members of the Adventist Church to be considered for admission, but should be supportive of the mission, goals, and values of the Adventist Church, and willing to abide by the principles of the institution.

When to Apply

Applicants intending to enroll at AIIAS for full-time study on the campus, online or at a distance learning center (DLC) should contact the Admissions and Records Office. For on-campus study, it is best to apply at least **2** months before commencement of the program. This time period is needed to ensure that all necessary documents can be obtained and sent to the Admissions and Records Office for processing. Only then can the appropriate committees determine the student's admission status.

Applicants planning to study for the first time either at a DLC or online should send application materials at least **3** months in advance. (See the sections on "Distance Learning Centers" and "Online Learning.")

The deadline for accepting students for study at AIIAS campus is one month before registration (see the Academic Calendar for specific dates). Students are discouraged from arriving on campus without obtaining prior acceptance from the Admissions and Records Office. After this deadline, a student wishing to enroll on short notice may request express admissions service for the application. If AIIAS accepts this request, an extra expediting fee equal to the regular application fee will be charged (see Financial Information section, p. 46).

Application Procedure

The AIIAS Admissions and Records Office processes the applications for admission to all programs and all modalities following a standard procedure. All requests for application materials should be made to the Admissions and Records Office, who will assist in obtaining information from other departments if necessary. The submission of all admission forms and documents must be sent to the following address:

E-mail: admissions@aias.edu

Web Site: www.aias.edu/admissions

Fax: +63 (46) 414-4301

Phone: +63 (46) 414-4318, 414-4365 (online), 414-4317 (DLC)

Street Address: Aguinaldo Highway, Km. 45.5
Lalaan I, Silang, Cavite, Philippines

Postal Address: AIIAS Lalaan 1, Silang, Cavite 4118, Philippines

How to Apply

All students seeking admission to AIIAS must meet all admission requirements for graduate studies. Steps in the application process include the following:

1. Submit to the Admissions and Records Office the following documents for admission
 - a. A completed Application for Admission form, with the payment of the non-refundable application fee.
 - b. Official transcripts sent directly to the Admissions and Records Office from the registrar of each college/university the student has attended. Applicants are advised to follow up to see that these have actually been sent. Students applying for doctoral programs must submit both undergraduate and graduate transcripts. If the original transcript is not in English, a certified literal translation should be attached to the original.
 - c. Photocopy of college/university diploma(s) (with certified translation if not in English)
 - d. Two passport-size (2" x 2") photographs
 - e. Photocopy of passport or any government issued identification document (in English)
 - f. Graduate Evaluation forms for the program applied to are to be given to two persons (not related to the applicant) who have interacted with the applicant in an academic or professional setting and are able to supply the information required. The individuals should complete the forms and

send them **directly** to the Admissions and Records Office – the applicant should not have access to these documents. It is the responsibility of the applicant, however, to verify that the recommendation forms have been sent to AIIAS.

2. **Additional requirements.** Some degree programs require a personal statement explaining the student's reasons for applying to the program. Some programs also require a letter of verification of work experience. For information about specific degree requirements, see the requirements for that program.
3. **A Housing Application form** is to be completed, when applicable, once the student is admitted to AIIAS (for students coming to the campus).
4. **Financial arrangements** are to be made to cover fees and tuition. Refundable international student deposits and/or apartment rental/maintenance deposits are required of all self-sponsored students before their arrival. (See the Financial Information section.) A sponsored student should request the sponsoring organization to complete the sponsorship authorization form and send it directly to the Admissions and Records Office. A self-sponsored student will complete a Declaration of Finances with a supporting bank statement showing sufficient funds to cover school expenses.
5. Applicants must provide written evidence if prerequisites for a degree program have been fulfilled for admission, according to the Admission Classifications section of this Bulletin. (See prerequisites for the specific programs.)
6. Demonstrated English proficiency ([see Admission Prerequisites, p. 20](#)).

When all forms and documents have been received by the Admissions and Records Office, the program/department committee will assess the student's application and make a recommendation to the Academic Standards and Admissions Committee (ASAC). When an assessment is voted by ASAC, the student will be informed in writing of the admission status by the Admissions and Records Office ([see Admission Classifications, p. 23](#)).

The Admissions and Records Office will assist in providing necessary information for visa arrangements. Each student will receive a copy of their Admission Assessment and Program Checksheet before beginning their program of study.

Baccalaureate Degree

All applicants to an AIIAS graduate program must provide evidence of successful completion of an undergraduate program of studies leading to a recognized baccalaureate degree or its equivalent (normally four academic

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years of post-secondary study). Some academic programs do not accept baccalaureate equivalency in place of a degree. If the applicant has taken prior graduate work, the graduate grade point average (GPA) will also be considered in the admission process.

Admissions Prerequisites

The prerequisites for admission to each AIIAS program are described in the program of study for each degree (see the relevant section for the particular program in this Bulletin). Applicants with pending prerequisites will be required to develop a plan for completion of their prerequisites before finishing registration (see p. 22 for more details).

Proficiency Tests

Students can arrange through their department to meet certain prerequisites by passing a proficiency test. This is typically done for languages, but could include other areas where the student has significant experience in a prerequisite subject area. A proficiency test may waive a prerequisite, but does not yield credits on one's transcript. Proficiency passing levels may be specific to each test or degree program. See the prerequisites of the particular degree program, or check with your program director or department chair.

Proficiency tests are usually given between semesters, in the week just prior to registration. Students should register for regularly scheduled proficiency tests through the student's school. Any other proficiency test requires departmental permission. Certain AIIAS-required proficiency tests are free the first time they are taken. The results of proficiency tests are forwarded by the examiner to the Admissions and Records Office and to the appropriate Department/Program Committee for information. The scores will be included in the student's academic record, however, they will not appear on the student's final transcript.

English Proficiency

AIIAS is an English-speaking institution, and English is the language of instruction for all on-campus and online courses. Because of its international nature, however, AIIAS courses bring together both teachers and students who speak different primary languages. Given the nature of graduate work, proficiency in reading, writing, and speaking English is important for a successful student experience. For this reason, all on-campus and online applicants need to demonstrate English proficiency. Certain DLCs are designated as providing translation of lectures. For these, the same standards of English proficiency are not mandatory.

English proficiency exams are much like all other proficiency tests, but have some additional regulations. English proficiency can be demonstrated in one of the following ways:

1. The student's primary language is English.
2. The student holds either a baccalaureate degree or a graduate degree in which English was the medium of instruction for the degree conferred. However, if English proficiency is found to be insufficient for academic purposes, the academic department or program's committee may refer the student to the English Center for further evaluation.
3. An acceptable score on a standard test of English proficiency, sent directly from an official testing center. A score of 79 on the TOEFL iBT, or a Band score average of at least 6.5 with a minimum band of 5.5 in writing on the International English Language Testing System (IELTS) Test. Note that the MA Education, TESOL emphasis requires a score of 7.0 with no band below 6.5 (see TESOL program requirements). English test results are valid for **2** years.

All applicants who need proof of English proficiency will be required to submit, at the time of application, a standardized English test score for an estimation of time for degree completion unless the sponsor signs a waiver. Students may take the English Proficiency Test on campus on the dates designated in the AIAS academic calendar, normally shortly before the beginning of every term. The test consists of listening, comprehension, grammar, vocabulary, reading, and a written composition. Online students may take an internationally recognized English examination (TOEFL, IELTS). Students applying to enter the English Center after the Proficiency Test for that term will be required to pay an additional expediting fee equal to the regular application fee in order for their placement to be determined.

Only students who meet English proficiency standards will be allowed to register for courses. AIAS reserves the right to request, upon the recommendation of the department/program where the student is enrolled, further English language testing of particular students who appear to be weak in one or more language skills as evidenced by graduate course work.

Students who have not met English proficiency requirements are expected to retake a standardized English examination, or to take instruction in English as a Second Language, such as that offered on the AIAS campus. Students in the English Center are expected to make adequate progress in their coursework in order to qualify for an AIAS-sponsored visa. English students will be treated in the following ways based on their test scores:

Level 1

A student who receives score of 53 or below on the English Proficiency Exam will work full time on English and register for Beginners' English (Level 1). If at the end of the term, the English course requirements have been satisfactorily completed, the student may register for Intermediate English (Level 2). Note: Students who enter Level 1 with a score of less than 30, will find it difficult to satisfactorily complete Level 1 within one term, and are likely to need to repeat the class.

Level 2

The student who receives a score of 54–61 on the English Proficiency Exam will work full time on English and register for Intermediate English (Level 2). If at the end of the term the English course requirements have been satisfactorily completed, the student will proceed to Level 3.

Level 3

The student who receives a score of 62–69 on the English Proficiency Exam will study English full time and register for Intermediate 2 English (Level 3). If at the end of the term the English course requirements have been satisfactorily completed, the student will proceed to Level 4.

Level 4

The student who receives a score of 70–76 will study English full time and register for Advanced English (Level 4). If at the end of the term the English course has been satisfactorily completed with a **B** grade or above, the student may proceed to take the end-of-term English Proficiency Examination (EPE). A score of Band 6.5 or above on the EPE, with a minimum band of 5.5 in writing, is necessary to enter graduate class work.

Transition

Students who have a total EPE score of 6.0 with three scores of 6, and no band score below 5.5 will be allowed to take a graduate class, plus 6 hours in the English Center, which will be prescribed based on the student's test scores and abilities.

Academic advising for students in the transition period should favor prerequisite courses or practical courses that do not require extensive writing or theoretical conceptualization.

Students who receive an English Proficiency Exam score of 80–100 will have passed the English proficiency requirement for AIAS.

English Requirements at Distance Learning Centers

(see Distance Learning Center section of the Bulletin)

Admission Classifications

Students wishing to take classes at AIIAS are classified into one of the following categories (see also Academic Status, p. xv). It is the student's responsibility to meet the deadlines for changes in admission status, and to apply for any change that might be necessary. Students under any admission status, must have met the English proficiency requirement in order to register for graduate courses.

AIIAS reserves the right to admit students. Those not enrolled may not attend classes.

Regular Admission

A student who has met all AIIAS admission requirements for his/her respective program of study (see the Programs of Study sections for full details) is admitted to the program on regular status.

Provisional Admission

A student who has been assessed by the program committee, but lacks one or more prerequisites will be admitted to the program by the Academic Standards and Admissions Committee (ASAC) on provisional status.

Students admitted under provisional status will also be placed on scholastic probation if they do not meet the minimum GPA requirement for admission to the degree program. Students placed directly on scholastic probation at the time of admission may not attain regular status until they meet the minimum GPA requirement for the degree program ([see p. 37](#)).

Plan for Completion of Prerequisites. At the time of provisional admission, the respective program committee specifies the nature of the deficiencies in prerequisites. All prerequisite courses must be completed before 50% of the program coursework is completed or at the first opportunity after the student enrolls at AIIAS. A plan for meeting these requirements, as well as all non-course prerequisites will be made with the student's program director at the time of the student's first registration. Priority in course selection must be given to meeting the pending prerequisites. This plan must be filed with the Admissions and Records Director, who may verify that the plan is being followed before approving each registration until all prerequisites have been met.

Conditional Admission

A student who has been assessed by the program committee but is missing one or more original documents may be admitted by ASAC on conditional status. The student is allowed up to 12 credits or six months, whichever comes first, to submit the missing original documents; otherwise a hold will be placed, blocking further registrations. Until official documents are presented and accepted, no official academic credit can be awarded. No more than 12 credits earned under conditional admission can be applied to

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an AIIAS degree. The change from conditional to the status voted by the department is dealt with by the Admissions and Records Office once the missing documents are submitted.

Non-Degree Enrollment

A student who may or may not intend to pursue a degree at AIIAS but wishes to receive credits may be allowed to register for classes on a non-degree enrollment basis. The student must provide documentary evidence of eligibility for graduate work.

A student who has applied to a degree program may be placed in this category while the admission is being processed. Once the student is admitted to the program, up to 12 credits may be transferred at the discretion of the program committee (see Credit by Transfer on p. 31).

Non-Credit Enrollment

A student who does not meet regular admission criteria or does not wish to receive graduate credit may be allowed to register on a non-credit enrollment basis. This status is also available to students who have not provided documentation showing eligibility for graduate work. A student who submits pertinent documents before the end of the semester may earn credits for his/her coursework that semester (provided all course requirements have been completed) and his/her status will be reevaluated.



Academic Office with Admissions and Records Team

Academic Information and Policies

The Academic Information and Policies section contains information regarding registration, academic credit, the grading system, graduation, and other general academic policies. More specific academic policies may be found in the school, department, and program sections of this bulletin.

It is the responsibility of each student to know the requirements for their degree and to meet them. The Admissions and Records Office and the student's program director are there to support the student, but the primary responsibility for a student's academic program is the student's own. The student is expected to be informed regarding the policies and regulations published in the Bulletin, and to address any requests for exceptions to the appropriate decision-making bodies. The student is responsible for monitoring information sent or given through orientation, AIIAS e-mail, the IUTUS system, e-board, bulletin boards, and chapel announcements.

Registration

Regular Registration

Students are normally expected to register online through the IUTUS system. New students need to meet with their program directors and map out their entire program including prerequisites. They also need to learn how to use the IUTUS system before registering for the first time. Students who wish to register for a course must register for either credit or audit, and should indicate if the course is intended to count as a prerequisite or coursework. Once a student has completed registration, he/she is entitled to a student ID card, which may be obtained from the Admissions and Records Office.

Although registration is done online, a student should expect to dialogue with his/her program director as a part of each registration process. Academic consultation and planning should happen as needed, not only during the registration period. For some off-campus programs where online registration is unreliable or impossible, a paper registration form may be used.

If a student experiences difficulty completing registration online, the Admissions and Records Office should be consulted at once. Once a student has sent a registration request to the program director, it is the student's responsibility to periodically check the IUTUS system for feedback, as the registration process frequently requires additional input from the student. Online students may contact AIIAS Online for assistance and Distance Learning Center students may contact their DLC coordinator or AIIAS DLC Records Assistant for help during registration time.

IUTUS System Holds

Under certain circumstances, an office may place a *hold* on the student's ability to complete any registration transaction and/or request official documents from the Admissions and Records Office.

All new on-campus students are required to meet with their program director and plan out their degree program, including how they will meet all prerequisites. If this plan has not been filed with the Admissions and Records Office, a hold will be placed, and the student may not register again until the plan is submitted.

Holds are usually placed before or during registration, but can be set months in advance to be effective on some future date. The office placing the hold must notify the student via e-mail (to the student's official AIIAS address) within 24 hours of applying the hold. The notification will include the name of the office placing the hold, location, business hours, phone number, reason for hold, and clearance procedure. The IUTUS system allows each student to view any pending holds, as well as the reason(s) and effective date for each hold (including holds that will only become effective in the future).

The following offices may currently place holds on student accounts: Admissions and Records, Finance, Deans, Student Services, and Library. Typical reasons for placing holds include (but are not limited to) the following:

1. Missing documentation
2. Failure to submit a plan for completion of prerequisites
3. Failure to complete prerequisites in a timely fashion
4. Failure to meet academic requirements
5. Failure to make satisfactory financial arrangements
6. Visa/housing issues
7. Unsettled fines or overdue books from the library
8. Disciplinary actions

It is the student's responsibility to contact the office placing the hold and to resolve the issue. When the situation that caused the hold to be placed has been resolved, the hold will be removed immediately by the responsible office. When all holds have been cleared, the student may proceed with registration and/or other document requests. Any request for removing or postponing a hold without fulfilling the stipulated requirements should be submitted to the controlling committee of the office that placed the hold.

Late Registration

A student who fails to register during the regular registration period as specified in the Academic Calendar must pay a late registration fee (see Financial Information, p. 46). Students are encouraged to consult with their program directors before registration, and to register online as soon as the announcement is made that IUTUS is open for registration.

Registration typically occurs a few days before classes begin (check the Academic Calendar for exact dates and holidays). Late registration fees apply beginning on the day that classes start. There is no eligibility for registration of an attendance-based course after the last day to add/drop course (see the Academic Calendar) or once the course has met for 15% (typically 8 hours) of the scheduled class periods.

Changes in a Program

A change of program or emphasis/major/concentration or the addition of a new emphasis to a student's degree program must be processed through the student's program director, the appropriate program/department committee, and ASAC, and payment must be made of the corresponding fee (see Financial Information p. 45). Sponsored students must obtain written permission from their sponsor for any change in their program. Forms are provided by the Admissions and Records Office. A change in cognate or culminating phase only needs program/department committee approval.

Change of Registration

A course may be dropped, added, withdrawn from, or changed to audit through IUTUS until the 15% point of the course. A course that is dropped will not appear on the student's transcript, but will still show on the academic record. After 15% of the course, a student who wishes to withdraw from a course must fill in a drop/add form and a grade of W will appear on the transcript. Changes in registration from credit to audit are allowed up to 50% of the course. ([See p. 36](#) for the withdrawal policy and [p. 48](#) for the tuition refund policy. There is a fee involved in registration changes.)

Cross Enrollment

A cross enrolled student is someone registered for courses in two different institutions at the same time. Cross enrollment is necessary in some cases and discouraged or not permitted in others.

Students in an AIIAS program who wish to take a course (as a prerequisite or as part of their degree program) at another institution must obtain permission from their department/program committee and endorsement by the Director for Admissions and Records.

Cross enrollment for core AIIAS courses is not generally permitted. A student is not permitted to cross enroll for a subject that has been unsuccessfully attempted at AIIAS.

Dual Enrollment

The Commission on Higher Education does not encourage concurrent enrollment in two different degree programs at different institutions. If a student enrolled in the final semester of a program of study wishes to begin studying at AIIAS before completion of a degree at another institution, he/she may register under non-degree enrollment ([see p. 24](#)). Concurrent enrollment in more than one AIIAS program is allowed upon the recommendation of the corresponding program committees.

Maintaining Registration

A student's status becomes inactive if more than 15 months have passed since the end of the student's last class. If this occurs, the student must reapply for admission and submit an application fee. The student who is readmitted will normally be required to follow the Bulletin in effect when study is recommenced, and research students may be asked to change their research topic. Students lacking 9 or fewer credits of coursework may be considered for admission under their original bulletin.

All students in the research/writing (Project, Thesis, or Dissertation) phase of their degree program must be continuously enrolled (3 semesters per year) for the corresponding academic period(s) until all requirements for the degree are completed. During the research period, fees will accumulate for each semester, whether or not the student has registered and is actively involved in research, unless the student has been approved for a leave of absence. For further information, see the Financial Information section of the Bulletin regarding Maintaining Registration and Extended Registration.

A student in the research/writing phase needs to be registered until all the graduation requirements have been completed and the approval sheet for the research has been submitted to the Admissions and Records Office. Registration day constitutes the beginning of a semester and re-registration is required for projects, theses and dissertations if the final approval sheet is not submitted by that date.

A research student choosing to study part-time may select one of the following alternatives:

1. Regular registration. This allows access to all academic services.
2. Apply for a leave of absence. This does not allow access to academic services.
3. Apply to pay a one-time extended registration fee. This allows access to academic services.

Leave of Absence from a Program

Students in the research/writing phase of their degree program who need to break their study program for personal or work-related reasons should apply in writing for a Leave of Absence from their program. The request must be made before the beginning of the requested leave period to the program/department committee and the approval forwarded to the Admissions and Records Office.

Leave(s) of Absence may be requested for a total period of no more than 15 months. If such a leave is approved, the student will not be required to seek re-admission to the program. Leave of Absence does not change the time limit for academic credits. During a leave of absence students will not have access to academic services and advising (library, institutional editing, consultations with faculty, etc.).

One-Time [Extended Registration Fee](#)

Part-time students registering for culminating project/thesis/dissertation who expect their research to continue for an extended period of time due to work/life commitments may apply to pay a one-time extended registration fee that will cover their registration for a 2- or 3-year time period. The 2-year extended registration period applies to master's theses and projects as well as EdS projects while the 3-year time period applies to doctoral dissertations and projects.

The extended registration option provides part-time students access to all academic services and advising, and maintains student status. Extended registration is available to students who (1) do not require a primary 47(a)2 AIIAS-sponsored scholar visa, and (2) are not signatories to a campus housing contract. Applications should be made through the Department/Program Committee.

Students under this policy must still register each semester in order to maintain library access and to keep the academic records current, but no additional fees will be charged during the 2- or 3-year (as relevant) time period. If the student has not completed all requirements for graduation within the specified time period, the student will be required to return to paying regular registration every semester or take a leave of absence (if they have not already used up the 15 months allowed). The time period covered by the one-time extended registration fee cannot be interrupted by a leave of absence. Students who fail to meet the registration requirement will have their student status automatically terminated and must re-apply under the current bulletin.

The cost for extended registration is set at approximately 50% of the normal cost of registration for the same time period ([see p. 47](#)). Should conditions change so that the student desires to return to full-time study on campus, this concession will be withdrawn and regular fees will apply once again.

Academic Credit

Semester Hour Credit Unit

The unit for expressing academic credit for AIIAS programs is the semester hour. Each semester hour of credit is the equivalent of sixteen 50-minute class sessions. On average, the student is expected to spend an additional 2-3 hours (depending on the program) of individual work and study outside of class for each 50-minute class session.

Obtaining Course Credit

Academic credit at AIIAS may be obtained in three ways:

1. Take the course for credit.
2. Transfer accepted credit from another institution of higher learning with an official transcript (see Transfer Credit policy).
3. Challenge the course according to policy (see Challenge Exam policy).

Normal Credit Load

In the Graduate School the normal full-time study load is 12-14 units per semester, 6-7 units in intersemester. In the Seminary the normal full-time study load is 12 units per semester, 6 units in intersemester. In the case of some professional programs, a maximum of 15 units may be allowed during a regular semester if the student's GPA meets the program's requirements. Requests for overloads should be channeled through the program director or department chair. The study load includes both prerequisite courses and program courses, whether taken for credit at AIIAS or by cross enrollment in another institution, as well as audited classes. Study load does not include transfer credits. For cross enrollment, the load is calculated based on the proportion of full load for the subjects in the institution where they are being taken. In general the comprehensive exam is considered as a 3-unit (6-unit course in the PhD in Religion program for the purpose of computing load). The normal load for a full-time student in the research phase is 6 units per semester and 3 units in intersemester.

Maximum Load

Any request for an overload must be approved by the student's department/program committee. Students meeting specific GPA requirements set by the program/department may request an overload of up to a maximum of 15 units (Seminary) or 16 units (Graduate School) in one semester (9 units in an intersemester) or a maximum of 18 units for some professional programs (9 units in an intersemester). Any request for more than the maximum load described here requires specific ASAC approval.

Minimum Load

Every AIIAS student is required to take a minimum load of 9 units per semester (6 units in the intersemester) in order to maintain eligibility for a student visa and on-campus housing, though this requirement is 6 units per semester (3 units in intersemester) for students in the research phase.

Credit by Transfer

Graduate courses taken at AIIAS or at another recognized or accredited institution (including graduate correspondence courses) may be transferred to an AIIAS program if the credit meets all of the following conditions:

- Approval of the program/department committee and the dean.
- A transcript or official certification is submitted together with the relevant course outlines or syllabi.
- A grade was earned which meets the minimum transfer policy of the student's program. In all AIIAS Graduate School programs the minimum required grade for transfer credit is a B (or equivalent).
- The credits would be accepted at the institution at which they were taken as credit toward an advanced degree.
- The credits are not older than permitted by the program (8 years maximum).
- The course is equivalent to the course for which credit is being sought. Equivalency must be established by the program director or department chairperson.
- Credits from AIIAS transferred to another AIIAS program will be recorded with the grade earned and any difference in tuition between the two programs will be charged. Credits from other institutions will be recorded with an S.

Credits for a degree used to fulfill the entrance requirements to a graduate program cannot be used for fulfillment of program requirements unless specifically allowed by the student's program. The maximum number of credits that may be transferred is governed according to the program from which the credits are being transferred as in the table below.

The maximum transfer credit allowed applies to transfer and challenge credits combined. The 25% rule is based on the total number of credits required for the degree. Credits earned toward a professional degree may be discounted 20% if transferred to an academic degree.

Transfer Credit Maximums	25% Rule Applies	Unlimited Transfer
Consecutive Programs		
With abandonment of previous program (transfer credits from AIIAS)		✓
With preservation of previous program (transfer credits from AIIAS or elsewhere)	✓	
Parallel Programs		
Transfer credits from a different AIIAS degree		✓
Transfer credits from the same AIIAS degree (different emphasis/major/concentration)	✓	
Transfer credits from elsewhere	✓	

Waiving of Required Courses

A student may have taken a course at the undergraduate level which counted toward completion of an undergraduate degree and which is equivalent to a course offered by AIIAS at the graduate level. The student may request ASAC through the program director or department chair to waive the graduate course requirement. The student must furnish a course description and, if requested, a course outline of the undergraduate course. The course must have been taken before application to AIIAS and must meet the AIIAS policy regarding time limitations on credit. If the request for waiver is granted, the student will be exempted from taking the AIIAS course and will make up the credit for the course by taking an elective. Normally, an application for waiver of a course will not be accepted after the student has been registered in an AIIAS program for more than one semester on the main campus or, for all other students, more than 12 months after having taken the first course in the program.

Challenge Policy

A student may request use of the challenge procedure under two circumstances:

1. The student has already taken the course, but the credits are outdated due to unforeseeable or uncontrollable circumstances.
2. In terms of course content, the student has a depth of knowledge and experience that appears to exceed course requirements.

The student wishing to challenge a course for either of these reasons may submit a written request to ASAC through his/her program director or department chairperson asking for permission to challenge the course, stating the reason for the request, and supplying supporting evidence if needed. If the request is granted, the student must fill out the Challenge

Exam form, pay the examination fee, and work out the details of what is required with the teacher of the course. The teacher will supply the student with the course outline and a list of resource materials. The challenge examination will be comprehensive and may include papers, projects, presentations, written tests, or other activities.

Challenge of courses that are to be applied toward a degree must be made within the first semester of enrollment on the campus, or, for part-time students, before the completion of 12 credits. A challenge examination may not be taken more than once for any specific course. The student may not challenge a course to raise a previous grade or to change an audited course to credit. The challenge examination will be evaluated by two professors and input into the academic system where the grade will be recorded as satisfactory (S) or unsatisfactory (U). No more than 25% of a program's requirements may be granted for challenge and transfer credits combined.

Validity of Academic Credit

All credits for all programs—including transfer credits—which are to be applied toward graduation must be completed within 10 years prior to the conferral date. Information Systems courses must be updated if earned more than 5 years prior to graduation. It is the student's responsibility to make sure all credits will be valid at the moment of graduation.

Updating of Academic Credits

A student with outdated academic credits may request to update the credits through their program/department. The updating procedure will be selected from one or more of the following: auditing the course or courses; submitting written papers, projects, or reading reports; or passing a challenge examination. The department receiving a student's Updating Request form, provided by the Admissions and Records Office, will consider and recommend the request, including the requirements to be completed, to ASAC for approval.

Continuing Education Units

Continuing Education Units (CEUs) are offered or endorsed by AIIAS for various workshops, special lectures, and other professional growth or learning experiences. CEUs may be obtained for educational events offered by AIIAS or by other agencies approved by AIIAS. Certain regular AIIAS courses may be taken for CEUs by advance arrangements. Each CEU represents a minimum of 10 hours of attendance.

No CEUs can be used to meet requirements for any AIIAS degree or certificate. In general, CEUs are valuable mainly to students who do not desire or do not qualify to study toward a degree. Arrangements for receiving CEUs must be completed between the student and the Admissions and Records Office before beginning the course or workshop (see the Financial Information section for cost).

Records and Transcripts

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A private and confidential academic record is kept for each student in the Admissions and Records Office. Upon the student's written request, an official transcript of the student's academic record will be issued. The first official transcript is free, but a transcript fee is charged for any additional official transcripts issued. (Extra costs for special or expedited mailing will be charged. See Financial Information, p. 46.) All fees and costs for transcripts must be paid before a transcript will be issued. The Admissions and Records Office will not issue transcripts for courses taken at another institution and transferred to AIIAS. Diplomas and transcripts with graduation information will only be issued after the degree is conferred.

Grading Standards

The grading system employed by AIIAS is based on a four-point scale, as follows:

Percent	Letter Grade	Performance Description	Acceptability	Quality Points
93–100%	A	Outstanding		4.00
90–92%	A–	Excellent		3.67
87–89%	B+	Above average		3.33
83–86%	B	Average		3.00
80–82%	B–	Below average		2.67
77–79%	C+	Weak	Unacceptable to meet requirements towards a doctoral degree* but acceptable for a master's level program.	2.33
73–76%	C			2.00
70–72%	C–	Poor	Unacceptable to meet requirements toward any degree, but acceptable in a non-degree program.	1.67
60–69%	D			1.00
< 60%	F	Failing	Does not count toward graduation requirements for any degree or certificate.	0.00

**The EdS and MTh use the same grading standards as doctoral programs.*

Calculation of Cumulative GPA for a Degree

The cumulative GPA for an AIAS degree is computed from all degree courses taken at AIAS (except any failed course which was repeated), as well as any electives or other courses potentially applicable to the degree. Any AIAS credits transferred to fulfill requirements for a second AIAS degree (see Transfer Policy, p. 30) will also be included in the cumulative GPA for the second degree.

Repeating a Course

Only a course in which a student received an unacceptable grade for that degree program may be repeated for credit but not more than once. The course must be taken at AIAS. When a course is repeated, the original grade remains on the transcript, but only the new grade received is used in calculating the cumulative GPA.

Other Grade Designations

AU - Audit. To qualify for an audit, registration, fee payment, and attendance requirements apply. If attendance requirements are not met, a “W” (withdrawal) will be given. The course instructor is under no obligation to evaluate projects, homework, quizzes, or exams for the auditing student. A student may change from Audit to Credit only during the 15% drop/add period at the beginning of a term (see Change of Registration, p. 27). A student may change from Credit to Audit only until 50% of the class has been taught. Students should remember that these registration changes may have financial and visa implications. A minimum load of 9 credits is required to qualify for an AIAS-sponsored visa, and an audit does not count toward this total.

DG - Deferred Grade. A DG may be given, for courses that according to the discretion of the academic department (for Graduate School) or the program committee (in the Seminary) require more than one semester to complete. Seminar courses and those taken in work-embedded or In-Ministry programs or at DLCs typically fall into this category.

A DG given by a teacher at the end of the initial semester will show in the student’s record until the final grade is given. No more than two deferred grades may be carried on a student’s record at one time. Deferred grades don’t require a contract. However, the course outlines and/or individual study form for such a course should clearly state the duration of the course and the last date for submitting final requirements. A deferred grade which is not removed within 12 months after the end of the semester in which the student registered for the course will be changed to a failing grade of **F** or **U** (except in the cases of projects, theses, and dissertations). A deferred grade shall not be substituted for an incomplete grade.

I - Incomplete. An incomplete is given when a student’s work for a course could not be finished because of reasons beyond the student’s control, such as personal illness. An incomplete should not be given if the student’s

failure to complete work was due to neglect or poor performance. In such cases of uncompleted work, the letter grade earned shall be given.

The teacher and student should agree before the end of the course that an incomplete will be given. An Incomplete Grade Agreement form shall be written between the teacher and the student, detailing the grade to be given if the course requirements specified in the contract are not met, the work to be done to remove the incomplete, and the time by which all requirements must be completed.

The agreement must be signed by the teacher and the student and must be filed with the Admissions and Records Office before the deadline for submission of grades. An incomplete that has not been removed by the end of the next semester or by the agreed upon time limit shall be changed to the default grade specified in the agreement. The student has the right to petition the dean of the school for a time extension, should further extension be warranted. Petition for a time extension must be made before the expiration date specified in the contract.

S - Satisfactory. A grade of **S** is considered a passing grade but is not calculated in the GPA. An **S** grade is equivalent to a **B-** or higher. Passing levels for prerequisites or proficiency examinations may vary. Consult the specific program.

U - Unsatisfactory. A grade of **U** indicates failure, but is not calculated in the student's GPA.

W - Withdrawal. A grade of **W** indicates withdrawal from the course after the end of the drop/add period, but before 50% of the course has been taught. If the student withdraws after 50% of the contact hours, this withdrawal will appear on the transcript as withdrawal with a passing grade (**WP**) or withdrawal with a failing grade (**WF**), based on assessments completed. Administrative withdrawal may occur when a student is absent from more than 15% of the course.

Change of Grade

After grades are recorded in the Admissions and Records Office, grade changes can only be made through the Change of Grade form if (1) an error in calculating or recording has been made, or (2) the professor and the dean agree to a grade change process, or (3) a student's petition is accepted by an officially appointed Fairness Committee. A change in grade may not be made later than the semester following the one in which the course was taken, except for cases of academic dishonesty, in which case an appropriate sanction may be taken even if the dishonesty was discovered at a later date (see the Code of Academic Integrity, p. xv).

Academic Status

Academic status is based on one's performance during their program at AIIAS. It is initially accorded at the time of admission, based on past performance, but it is adjusted based on the student's performance at AIIAS.

Scholastic Probation

Scholastic probation can be added to **any** admission classification. A student who is considered admissible but does not meet the required entry GPA for a program will be admitted directly on scholastic probation.

Students admitted to a program must maintain a cumulative GPA at or above the program's requirement. Any student whose program GPA falls below the minimum required by his/her program will be automatically placed on scholastic probation. The Director of Admissions and Records will assist in notifying departments of students who are on scholastic probation.

Scholastic probation provides guidance to assist the student in regaining satisfactory status. The department/program committee may (1) prescribe a lightened academic load whenever indicated, (2) suggest other adjustments to increase the student's likelihood of success, and (3) evaluate the progress at the end of each semester. Scholastic probation will be lifted when the student's cumulative program GPA reaches the required level and successful completion of the program seems likely.

Students must regain satisfactory academic status after one semester on scholastic probation, or they may not be allowed to continue in the degree program. A student who is on scholastic probation after completing all required coursework may be allowed to enroll in additional courses beyond the degree requirements to meet the minimum GPA requirement for graduation. The number of additional credits allowed is 15% of the required program units, not to exceed 12 credits. Courses taken under this provision must be approved by the program/department.

Advancement to Candidacy

Doctoral programs at AIIAS include an additional academic status which is called *candidacy*. Unlike Scholastic Probation, a student is not automatically advanced to candidacy—he/she must apply for a change of status. Seminary doctoral programs also include pre-candidacy—check specific programs for additional information. Candidacy is an important indicator of progress in a doctoral program, and is required before a student may defend a dissertation proposal. A doctoral candidate has

1. Completed all coursework,
2. Maintained a satisfactory GPA, and
3. Passed the comprehensive examination (where applicable)

A student who has successfully completed these requirements should apply for a change of status, and will be considered a doctoral candidate, with only the dissertation remaining to be completed. At this time, the student's research advisor takes over general program director functions. A student eligible for candidacy status must remain registered each semester until the dissertation is completed (see p. 28), and must complete all degree requirements within 4 years (or 5 years for In-Ministry PhD students).

AIIAS Code of Academic Integrity

Exhibiting, promoting, and protecting academic integrity is the responsibility and privilege of every member of the AIIAS community. Academic integrity is a core value of this institution, and honesty in all academic situations is an extension of personal integrity, which is expected of any Christian.

Any breach of academic integrity is a serious offense at AIIAS because it undermines trust between members of the community and deceives those who may eventually depend upon our knowledge and integrity. Academic dishonesty consists of any of the following:

1. Fabrication or falsification of documents, including signing another person's name
2. Plagiarism
3. Violation of copyright law or licensing agreements (including photocopying materials without permission or illegally copying software)
4. Using speech, text, or media to deceive or defraud
5. Presenting another person's work as one's own (including having someone write a paper for you)
6. Accessing copies of the exam before it is given, or receiving inappropriate assistance during an examination.
7. Providing others with answers, or other inappropriate assistance on homework, research, or examinations.

AIIAS is committed to the highest principles of honesty, trust, and accountability. Because academic dishonesty undermines student learning, it is subject to serious disciplinary action. If it is discovered at a later date, these may be applied retroactively. When a case of academic dishonesty is discovered, whether the student was giving or receiving inappropriate assistance, a record of the situation will be placed in the student's file in their respective school. Possible disciplinary actions include denial of admission, a warning from a teacher, a reduced or failing grade for an assignment or a course, or even suspension or dismissal from the institution.

A serious breach of academic integrity is plagiarism. AIAS subscribes to a plagiarism-detection service. Students discovered to have plagiarized written work will receive a failing grade for the plagiarized assignment. Submission of a paper prepared by another person, however, carries a penalty of a grade of **F** for the course, regardless of high achievements in other components of the course requirements. Sanctions may also be applied to the one who wrote the paper, even if he/she was not attending the same class.

Honesty is a way of life for a Christian. Transparency, respect for the work of others, and personal academic integrity should be carefully demonstrated by both professors and students in every campus activity.

Graduation

Applicable Bulletin

The student may choose to graduate using the curriculum requirements of the bulletin in effect at the beginning of study, or any other bulletin in effect during the time the student is in continuous enrollment in a program of study.

The beginning of study is specified as the time when a student enrolls in their first graduate class (not at admission, or when enrolled in the English Center, or in an institution where prerequisites are being fulfilled). Students may not use partial requirements from a given bulletin. Once a bulletin is chosen, it is used in its entirety to determine the requirements for the degree.

Application to Graduate

It is the responsibility of the student to apply for graduation. This application for graduation should be filed three months prior to the graduation ceremony (see Academic Calendar for specific deadlines). Students planning to receive their degree on a date announced for Conferral by Personal Collection (CPC) must apply at least six weeks preceding the CPC date. Application forms must be filed with the Admissions and Records Office. A fee is imposed for late application, whether for CPC or for the graduation ceremony. No application will be accepted during the last two weeks before the graduation ceremony or the CPC date. Reapplication is necessary if the student does not graduate on the date specified on the graduation application, but the graduation fee will be charged only once.

Graduation Ceremony

The student is permitted to take part in the graduation ceremony and to receive a degree only after **all** degree requirements have been met. Each candidate is normally expected to take part in the first graduation ceremony to be held after the student has become eligible to graduate. Graduation at a later time may be arranged by request to ASAC.

Posthumous/Aegrotat Degree

In the event of the death of a student, or of a serious illness or disabling accident that makes it impossible to complete a program which is already in an advanced stage, AIAS may grant a posthumous or Aegrotat diploma or certificate. Contact the Admissions and Records Office for more information.

Conferral by Personal Collection (CPC)

Dates for conferral of the degree by personal collection shall be **one** week after the end of intersemester, and one week after the end of first semester. Students not planning to attend the graduation ceremony must file a request with the Admissions and Records Office to receive the degree on a CPC date. Degrees granted on a CPC basis will only be available to those who have completed all graduation requirements at least one week before the CPC date, otherwise conferral will be postponed to the next graduation date.

All other policies and deadlines in place for the traditional mode of conferral apply also to CPC. Graduates may collect their diplomas at the Admissions and Records Office on the CPC date. No ceremony or regalia is available at the moment of receiving the diploma for the CPC option. However, those who have received their degrees in this way may borrow regalia to take pictures according to the policy (see p. 40). CPC students may also choose to participate in the next graduation ceremony. In any case, the graduation program will include the names of all those who have been granted degrees on a CPC basis since the last graduation.

Final Registration

Once the Approval Sheet has been handed in, a research student does not need to register anymore, even if the graduation is in another semester. If the Approval Sheet is **not** handed in by the end of registration for the new semester, the student needs to continue to register until the signed approval sheet is submitted.

Authentication and Legalization of Documents

The Philippines is not a signatory country of the The Hague Convention regarding legalization of documents through an internationally accepted apostille. Because of this, it is important that students validate their documents in order to have them recognized in their country of origin.

AIAS facilitates the process of obtaining a CAV (Certification, Authentication, and Verification) for the student's diploma and transcript of records. The process is as follows:

1. Student requests an endorsement letter from the Admissions and Records office to be submitted with the documents Region IV CHED (Commission on Higher Education) office in Quezon City for certification of the diploma and transcript.
2. CHED forwards the certified documents to the DFA (Department of Foreign Affairs) Office of Consular Affairs in Pasay City for Authentication and Verification.
3. AIAS Liaison Officer collects the authenticated documents.
4. Finally, authenticated documents are then submitted to the student's respective embassies for legalization, if such is located in the Philippines.

In order to facilitate the above process, the student is required to submit a SPA (Special Power of Attorney).

Use of AIAS Academic Regalia

The AIAS academic regalia represents the status and achievement of an important academic accomplishment. There is a dignity of position declared by the wearing of the regalia that belongs only to those who have earned it. Students are encouraged to purchase their own regalia so they can participate in academic programs on future occasions. Contact the Admissions and Records Office for ordering regalia. Regalia is ordered and charged when a student applies for graduation, but is not issued until all requirements for graduation have been met.

Appropriate use of AIAS academic regalia includes the following:

1. Regalia should be used only for academic occasions, principally graduation ceremonies. The wearing of academic regalia during non-academic meetings is not generally appropriate.
2. Regalia should **only** be worn by an AIAS graduate or a student approved for graduation. Friends, children, family members, or others who have not earned the right to wear the regalia should not be allowed to put it on or be photographed in the regalia.

Rental of Academic Regalia during Graduation Weekend

Procedures and guidelines for graduating students borrowing academic regalia will be provided with graduation information given by the Admissions and Records Office to all candidates for graduation.

Borrowing of Academic Regalia outside of Graduation Weekend

Students completing their program at a time other than graduation who wish to borrow academic regalia for picture taking before they leave AIIAS, may do so, however, certain guidelines apply. Consult the Admissions and Records Office for the guidelines, which include fees for late return and for missing or damaged items.

Other Academic Policies

Course Length

Courses offered on the campus usually extend over an eight- or nine-week period. This is because the semester is generally divided into two equal-length terms, and students take half the courses for which they are registered during each period. Courses thus meet for twice the number of semester hours indicated per course, per week. During some terms, in some programs, shorter time schedules are utilized. Semesters are from June to October and October to March, with a nine-week intersemester term from March to May.

Class Attendance Requirements

Each student is expected to attend all classes for which they are registered. Emergencies may occur and absences will be acceptable up to 15% of the contact hours for a given course (see Change of Registration, p. 27).

Free Class for Un-sponsored Spouse of Full-Time AIIAS Student

The un-sponsored spouse of a full-time AIIAS student is allowed to take one free course per semester, up to a maximum of two courses per year. If the student wishes to take more than what this policy allows, they will be required to pay all tuition and fees for the semester, less the tuition for the one free course allowed. In order to qualify for this benefit, the following conditions must be met:

1. There is space available in the class.
2. The individual requesting the free course is not a sponsored student.
3. This concession only applies to lecture-style courses, not research or other independent work.

The spouse taking advantage of this privilege must register through the Admissions and Records Office.

*Full-time AIIAS student: For the free class privilege a full-time student is defined as one who is registered for 12 units or more.

Student Petitions

The student has the right to petition for a change or waiver of any AIIAS policy. The petition shall be in writing and addressed to the appropriate committee. The petition should state the policy for which a change or waiver is requested, the alternative which the student desires, and the reason for the request. Any supporting documents should be attached to the petition. The petition must be dated and signed by the student. The petition will be given serious consideration, and an answer will be given to the student in writing without undue delay.

Directed Courses

In some of the AIIAS programs, the student may be able to take courses in the form of a Directed Study, Directed Readings, or Directed Research. The student should read the bulletin description of their program to see if directed courses are permitted, and if permitted, how many semester hours of credit may be earned in this way. The privilege will not be granted to students on scholastic probation, for a course that was failed or for a course that is being taught in the same semester, and it may only be granted if a teacher is available and it constitutes part of the student's program requirements. No directed courses will be allowed for language courses, at a Distance Learning Center or granted to students unattached to a degree program.

AIIAS programs generally limit the number of directed courses allowed per degree. A student may not use the directed course option in place of core requirements without the specific approval of the department or program committee and ASAC. Except as specified by a student's program, directed courses should only be taken when no other suitable courses are offered.

Registration for a directed course requires approval by the student's department and the department offering the course, and shall not be finalized without the completion of a signed contract. An Individual Study form is provided by the Admissions and Records Office. It is the student's responsibility to get departmental approval for independent work, and to provide a copy of the approval to the Admissions and Records Office **before** attempting to register for the class.

One semester hour of directed course credit requires 45 or 60 hours of individual work by the student: 45 hours for those in professional programs, and 60 hours for those in academic programs. Directed courses may be graded either as S/U or by using the letter grade system. If the letter grade option is used, the evaluation of two professors is required, and four copies of a contract must be signed by the student and the professor(s). The contract form provides detailed information on the procedure to be followed (contact the Admissions and Records Office for forms). Directed

courses not completed by the date stated in the contract will receive a grade of U or F.

Project/Thesis/Dissertation

One of the goals of higher education is to enable graduates to engage in research and to evaluate research and professional papers. Thus, many of the programs of study described in this bulletin require the student to write a thesis/dissertation or a report of a major project as the culminating phase. Students may only register for a project, thesis or dissertation in order to fulfill their program requirements. Consult the Seminary or Graduate School sections in this bulletin to find out what is required for each program regarding the thesis, dissertation or project. Further details are available from the student's research advisor.

The form and style to be used in preparing written work is specified by each of the two schools. The Seminary generally uses Turabian style, and the Graduate School uses APA (American Psychological Association) style. Applied Theology students frequently use APA style. The differences in style conform to different standards of publication in the areas of religion and the behavioral/social sciences. The *AIIAS Research Standards and Writing Manual* is available to assist students with the basic AIIAS policies and procedures for research, as well as to introduce students to both publication styles used at AIIAS. The electronic version of the manual is available for download from www.aiias.edu/researchstandards, or the print version can be purchased from the AIIAS store. Theses and dissertations at AIIAS, once defended, are submitted in electronic form and made available to the scholarly community both on and off the AIIAS campus.

Internship

An internship is a period of time consisting of a minimum of 180 hours of practical experience in a specific area of educational activity. The student's participation may include planning, decision making, teamwork, community outreach, and any activity relevant to the area of internship.

Graduate Certificate Programs

A certificate program of studies consists of selected credits offered in an AIIAS master's degree program. The AIIAS Graduate Certificate programs require 21 semester credits, and serve the needs of the following individuals:

1. Those who already have an advanced degree in another area and who desire a second recognized area of concentration. Credits counted toward another degree may not be used to meet the number of credits required for a certificate in a second degree area.
2. Those who for any reason are unable to complete the full master's program.

3. Those who do not meet admission requirements for a degree program but who desire to upgrade in order to enhance their work performance. (Certificate programs also require a bachelor's degree and English proficiency.)

Students enrolled in a regular degree program are not eligible to receive both a certificate and a degree in the same field of study. If a student's department/program recommends that he/she move from a degree program to a certificate program, this must be confirmed by ASAC. At that time, the student will be removed from the corresponding degree program. All applicable credits taken in an incomplete graduate degree program at AIIAS may be transferred to a certificate program.

Not all applicable credit hours taken while enrolled in a certificate program can be transferred to a degree program. (Refer to the limitations of transfer credit, p. 31, and to the curriculum of the selected program.) If the student wishes to take more courses after fulfilling the requirements of a certificate program, the units will be recorded as extra credits. Only students holding a bachelor's degree or its equivalent are qualified to register for the certificate programs at AIIAS. Certificate programs are subject to many of the same rules as other degrees, such as admissions procedures and English policies, and the 10-year validity of credits, but they are not subject to such stringent GPA or curriculum requirements.

Changes in Policies or Requirements

The provisions of this bulletin are not to be regarded as an irrevocable contract between the student and AIIAS. All regulations adopted and published after a bulletin has been issued have the same force as, or may supersede, the regulations published herein. Depending on the nature of the issue, the appropriate AIIAS committee will vote changes, and the corresponding minutes will be a policy until the new bulletin edition is printed. These policy changes will be communicated electronically via the faculty and student mailing lists before they take effect. Students may be assured, however, that any change in an existing policy or any new policy will be considered with care and with the students' best interest in mind. Please check the academic bulletin on the web site for updates to academic policies and procedures (www.aiias.edu).

Financial Information

Information in the financial section deals primarily with costs for students on the main campus. Consult the Distance Learning Centers section for costs related to attendance at a DLC. Throughout this bulletin, Philippine peso amounts are preceded by the P designation and United States dollar amounts are preceded by the USD designation. At the time of publication, the exchange rate was approximately USD1=P46.11, but this is subject to market fluctuations.

The financial information in this section is indicative, and subject to change. Please visit www.aiias.edu/fininfo for detailed current information. Those wishing to receive a printed copy may contact AIAS administration.

Sample Budget for One Year

The amount of money necessary to support a student on campus varies with current prices and the habits and needs of the student and his/her family. The following represents the average major expenses (in USD) for a single student and for a family of four for one 12-month period.

School Fees – 30 credits	SINGLE	MARRIED
Tuition (Master's)	2,386	2,386
Tuition (PhD/EdS/DMin/MTh)	3,420	3,420
Tuition (PhD Business)	4,825	4,825
General Fees		
Registration fees	151	151
Library fees	141	141
Medical Clinic fees	52	52
Graduation fee	119	119
Student Association fee	77	77
Textbooks	500	500
Information Technology fee	315	315
Living Expenses		
Apartment rental		
Furnished	2,035	5,097
Unfurnished		2,700
Utilities	300	900
Food and Miscellaneous	1,800	4,500
Total yearly estimate (MA)	7,876	14,238
Total yearly estimate (PhD)	8,910	15,272
Total yearly estimate (PhD Business)	10,315	16,677

The fees for students enrolled in the English Center are approximately the same as those for students enrolled in a master's program. Full details can be found online at www.aiias.edu/fininfo.

Cost of travel and of visa renewals are additional expenses which should be considered. Other one-time fees and deposits may be necessary. Living expenses other than rent, utilities, and food have not been included, such as school tuition for children.

International Student Deposit

International, self-sponsored applicants must make a deposit with AIIAS. This deposit will become available to the student as arrangements are being made for departure from AIIAS. Students will collect interest on their deposit with AIIAS, at the dollar rate paid by Citibank for a savings account and is adjusted quarterly. The interest on the deposit will be computed and paid at the time the deposit is withdrawn.

Applicants from countries within SSD/NSD	
Self-sponsored applicant	USD 1,000
Each accompanying family member	USD 500
Applicants from countries outside SSD/NSD	
Self-sponsored applicant	USD 1,800
Each accompanying family member	USD 900
English Center students using SSP visa	USD 300

Online Classes for Campus or DLC Students

On-campus and DLC students may be allowed to take an online course on a space available basis. Such students will be charged fees for an on-campus course or DLC tuition and fees (if applicable). An additional 25% of the enrolled tuition fees will be charged plus the required fees.

Books and Supplies

The cost of textbooks and supplies varies, but is about USD 500 per year for most students. Seminary PhD students may be required to purchase books for the comprehensive examination equivalent to USD 100.

Payment of Fees and Charges

Tuition and fees are collected in full at registration. Registration is only completed when arrangements have been made to cover all charges. If charges are to be cared for by a sponsoring organization, a letter stating the provisions of the sponsorship, the appropriate committee action, and the beginning and ending dates of the sponsorship should be provided at the time of application. Students not sponsored by the Adventist Church organization must pay each semester in advance. Registration for each semester is not completed until prior accounts with AIIAS have been paid. Permission to graduate or even to release the transcript and diploma is only given when all accounts with AIIAS are settled.

Finance Charges

There will be a finance charge added to all AIIAS student accounts that are older than 60 days (the current rate is 7% per annum but will be adjusted quarterly).

Maintaining Registration (For Research Students)

Students in the research/writing phase of their program (who have registered for research writing credits or are eligible for candidacy) are required to maintain continuous enrollment (normally 6 credits per semester for on-campus students) until their research is completed. When a student who has failed to register as required re-enrolls at AIIAS, the student will be billed for the academic period(s) which he/she failed to register for, including any accrued finance charges. The student may elect to pay using the Extended Registration policy ([see p. 29](#)), but the 3-year period it covers will begin with the first missed registration.

Extended Registration Procedures

Students working on research part time from off campus may take advantage of the extended registration policy, which allows them to pay half of the tuition, registration fee, IT fee, and library fee, for a 3-year period. This amount will be charged at the beginning of the period, and will accrue finance charges as any other outstanding balance. This fee can be used whenever a student becomes eligible (see Extended Registration Policy, p. 29), regardless of how many research credits they have taken. Students will have access to all campus services, including their research advisor and the editor.

Tuition and Fee Refund

Tuition and fees, as applicable, are charged for all courses taken during a semester. Tuition refunds for dropping 3-credit classes are made according to the following schedule:

up to 9 class hours	100% refund
up to 18 class hours	50% refund
over 18 class hours	no refund

The number of hours will be prorated for classes with other credit loading. Online students may receive full refund during the first 10 days of class and 50% through the third week of class.

Research students in the final semester may receive a prorated refund per week on the tuition fee paid for project/thesis/dissertation continuation once the final approval sheet is submitted to the Admissions and Records Office. No refund will be given on the required fees for the final semester.

Changes in Charges

Changes in charges may be authorized by the AIIAS Board or by its authorized administrative officers at any time. These shall supersede statements published in this bulletin, and become operative immediately. Current fees can always be found at www.aiias.edu/fininfo.

Student Housing

Students who desire to live in on-campus housing should submit an application at least 4 to 8 months in advance of the expected enrollment date. Even though a student may be admitted, it is not recommended that students come to AIIAS without a confirmed housing reservation unless alternative off-campus housing arrangements have been made. Housing is assigned based on a point-priority system that includes sponsorship, family composition, and date of acceptance. No housing is assigned until the appropriate housing deposit has been received. For more details on housing and rental fees, please see www.aiias.edu/housing.

Rent/Maintenance Deposit

Self-sponsored students must make a rent/maintenance deposit of USD 700 for a family, and USD 315 for a single student, for student housing. This is returned once the housing unit is assessed for cleanliness and damages. A key deposit of P325/key for regular students and P700/key for DLC students is also required.

Rentals

Monthly rental charges for student housing vary according to housing unit size and location and whether furnished or not. Students wishing to move to a different unit must pay a transfer fee.

DLC students coming to the main campus may rent student housing at a fixed cost per student per month, including utilities. If student housing is not available and empty faculty houses are available, the student may rent a shared room on a monthly basis (including bedding, basic kitchen utensils, and utilities).

Financial Assistance

Application for Financial Assistance

Certain funds provided by alumni and friends of AIIAS are available to help students who might not otherwise be able to finance their education. Such funds include scholarships for worthy students, with differing criteria for eligibility (for a list of available scholarships, [see p. 15](#)). Applications are invited from self-supporting, needy students before each semester or intersemester. For information on application dates and eligibility, contact the Student Services.

Distance Learning Centers

History

Even before AIIAS came into existence as an entity in 1987, the Asia Adventist Theological Seminary offered extension programs in certain locations within the Asia-Pacific region. The purpose of these extension programs was to serve the needs of Adventist employees who could not or did not wish to be released from their duties for full-time study. In addition, many workers who desired and needed graduate preparation had work and family obligations that made it difficult to relocate to another setting. Once AIIAS came into existence, the need for extensions of Graduate School programs arose. The academic extensions, or Distance Learning Centers (DLCs), were formally organized in 1987 into a Distance Education Division (DED) at AIIAS under an executive director. In 2005, the various functions of the Distance Education Division in caring for the DLC programs were absorbed by the schools and the Office of Admissions and Records. A DLC assistant at the Admissions and Records office takes care of the DLC concerns as well as the communication with the DLC coordinators, students, professors, and departments or program directors.

Programs

The Graduate School offers the following degree programs at DLCs:

- Master of Arts in Education
- Master of Arts in Teaching
- Master of Business Administration
- Master of Education in School Administration
- Master of Science in Administration
- Master of Public Health
- Doctor of Philosophy in Business

The Seminary offers the following degree program at DLCs:

- Master of Ministry

Modality

DLC programs are normally offered at other Adventist educational institutions or Union/Conference offices where AIIAS provides several courses per year in short intensive face-to-face sessions. Each course is normally taught during a 3-week intensive period of time. DLCs operate from 6 to 9 weeks a year in any given location and may include pre and post-work or assignments. Students entering a DLC program will normally complete a master's program in 4-6 years. In some, locations, a student can enter the program at any point in the cycle; others are restricted to a single entry point.

At each DLC, AIIAS is represented by a local coordinator. This coordinator is normally a faculty member of the institution, an officer or departmental director of the Union where the DLC operates or a person appointed by the DLC. The hosting institution's board or Union/Division committee nominates the local coordinator and submits the nomination to the appropriate AIIAS dean and Admissions and Records Office.

Establishing a Program

All programs, including those offered through the DLCs, are administered by the pertinent committees of their respective schools. Degree programs in Ministry are administered by the Seminary dean together with the corresponding departments while degree programs in Business, Education, and Health are administered by the dean of the Graduate School together with the corresponding departments. The Admissions and Records Office processes the admission of DLC students and maintains their academic records. All financial matters are administered by the Office of the Vice President for Finance. Certain steps and procedures are followed when establishing a DLC program. Any interest in establishing a DLC program should be addressed to the respective school.

Students interested in applying for a DLC program should contact the local DLC coordinator.

Application

The establishment of a new DLC is arranged by AIIAS and the interested organization (Union, Conference, Mission, or other institution). A Memorandum of Understanding is signed between parties to specify matters of agreement.

The agreement to begin a new DLC does not take effect until the Union/Division Committee (or corresponding institutional board) and the International Board of Education (IBE) have taken a committee action. The process may take up to 6 or even 9 months to be completed.

Applicants must be persons who have demonstrated a satisfactory level of attainment by past work and study, and show initiative, maturity, and interest in learning. Applicants, whether members of the Adventist Church or not, should be supportive of the mission, goals, and values of AIIAS.

The DLC coordinator will assist new students in their application to the DLC programs and will submit to the Admissions and Records Office the application materials for all applicants preferably at least three months prior to the beginning of the first course. All necessary application forms are available online at www.aiias.edu/forms or from the Office of Admissions and Records. While the DLC coordinator facilitates the applications of students, AIIAS reserves the right to admit students based on the requirements outlined in the bulletin.

The DLC coordinator is expected to notify the Admissions and Records Office of the names of students wishing to join a DLC for the first time, at least 3 weeks before each course starts.

Selection of new sponsored students for study at a DLC needs to be finalized in time for the admission process to be completed before classes start, including the needed Union committee or institutional approval. Unions/Conferences and institutions are requested to send to the DLC coordinator with a copy to the appropriate AIIAS dean and Admissions and Records (DLC) Office, the list of all new students, specifying the programs for which they are approved for sponsorship, and the sponsoring organization's updated contact details before the admission deadline. They should also notify the students of their sponsorship and indicate the documents needed for enrollment in a timely way to enable students to submit their documents and be admitted before they attend the first course session. The support and assistance of the DLC coordinators in this application process is crucial.

Sponsoring organizations should continue the sponsorship of each student every year, without interruption, until the student graduates. Since courses are offered in a cycle that repeats itself only after several years, skipping one yearly session may significantly delay graduation unless the sponsoring organization makes arrangements for the student to attend another DLC, come to the main campus or take online courses (with additional financial arrangement) to complete the program requirements.

NOTE: A reservation for accommodation must be submitted if a student is planning to come to AIIAS campus for a class.

English Requirements at Distance Learning Centers

English requirements for DLC students can be considered under three categories:

1. No English proficiency examination is required of students who have graduated from colleges/universities using English as the principal medium of instruction.
2. For regular admission to a degree program in a DLC where English is a foreign language, but where lectures are taught in English without a translator, students are required to meet the AIIAS DLC English requirement.
3. In a DLC where lectures are translated, no English proficiency examination is required for admission. However, the language requirements at each translated DLC is customized according to the needs of the particular group but considers at a minimum criteria such as adequacy of reading materials in a language understood by all students; availability of qualified and competent translators before,

during and after the course; and additional class hours to allow time for translation.

Note: Every DLC student coming to study on the AIIAS campus or online is required to demonstrate English proficiency if he/she is not under category 1 (see English Requirements at DLC, p. 52).

Other Requirements

The student is responsible for reading the requirements for entering the program of choice in the bulletin (available online at www.aiias.edu), and for taking appropriate action. Many of the programs have prerequisites that must be met before the student is admitted into the program on regular status. The student must supply original documentation regarding the completion of these prerequisites, and if needed, make arrangements to take any coursework that is not yet completed. All prerequisites must be met before 50% of the program is completed; however, it is advisable whenever possible to complete them before coursework is begun.

Admission information is provided during the program to the student personally and/or through the DLC coordinator. Registration and Records information is provided through IUTUS (<http://iutus.aiias.edu>).

Financial Information

The DLC financial arrangements including student expenses are included in the Memorandum of Understanding of each host institution.

Contact Information

Further information is available from the Admissions and Records (DLC) Office (dlcrecords@aiias.edu).



Some DLC Students

[AIIAS Online](#)

In an attempt to widen the reach of quality Adventist education, some graduate degrees at AIIAS are also offered online through its virtual campus, AIIAS Online. Internet-based learning allows students to take classes at more flexible times and in a variety of settings. One might earn a degree, for example, from the comfort and convenience of home, at work during lunch break, or even while traveling on business. In essence, online learning is an intelligent alternative, allowing a person to upgrade knowledge and skills while fulfilling professional responsibilities.

Mission Statement

The mission of AIIAS Online is to deliver quality graduate Christian education that is accessible and affordable through student-centered and contextualized learning experiences for better service to the church and society.

Vision Statement

AIIAS Online envisions to become a recognized leader in the field of online learning and to be known for graduates who are adept in their professions, linking theory, practice, and mission.

Programs

Online graduate degrees currently being offered include

- Master of Arts in Education (Educational Administration Emphasis)
- Master of Arts in Education (Curriculum and Instruction Emphasis)
- Master of Arts in Education (Teaching English to Speakers of Other Languages or TESOL Emphasis)
- Master of Business Administration (Business Management Emphasis)
- Master of Divinity
- Master of Ministry
- Master of Public Health (Health Promotion Emphasis)
- Master of Science in Administration (Management Studies Emphasis)
- Master of Science in Administration (Church Administration Emphasis)

Graduate certificates (21 credits) are also offered in Education, Business, Ministry, and Public Health for those who want to take a shorter graduate level program.

Details about these online degrees can be found in this bulletin under the corresponding academic departments. Admission requirements and

curricula of these programs are generally similar to the on-campus equivalent degrees.

Modality

Virtual and interactive classes. Online learning utilizes the Internet to create virtual classrooms that provide instructional content as well as student-centered learning experiences. Course participants access course syllabi, announcements, and course materials online, while engaging in an array of interactive learning activities—such as online forums, real-time chats, videoconferencing, and team-based projects—that facilitate frequent student-teacher and student-student interaction.

Flexible weekly modules. An online course functions principally through cohort, non-simultaneous learning. Although class participants begin and end a course together and progress through the major topics on a week by week basis, they are generally not required to be online at a specific time. Rather, students sign in and participate at times convenient to them, within the given time frame of the weekly course modules. Courses are generally structured for a duration of 9-10 weeks. Videoconferences are arranged at least twice (or as needed) within the duration of the course and held in consideration of each student's time zone.

Varied and contextualized learning experiences. Course requirements typically include a number of the following: reading and response to online articles and web pages, participation in class discussions, case studies, exercises, position papers, reports of fieldwork, collaborative projects, research activities, and examinations. In addition, contextualized application of theories learned is supported as students fulfill course requirements in their workplace.

In essence, graduate programs at AIIAS Online utilize the richness of today's communication technology to enhance learning at a distance. This enables the student to widen professional linkages beyond geographic and cultural boundaries. Students can finish their graduate degree programs fully online without coming to AIIAS campus.

Quality Standards and Accreditation

Online courses are developed and taught by the same qualified faculty that teach courses on the main AIIAS campus. To ensure academic excellence, every course undergoes a rigorous evaluation process that reflects research-based and globally-established standards for Internet-based education.

Part of establishing quality in the online classes is the careful selection, identification, and evaluation of online students. Applicants pass through stringent admission procedures to make sure they qualify for online education. Student identity during online evaluations is established by chosen men and women of integrity who work as examination proctors in students' localities. An efficient support services team collaborates to maximize student success.

Online programs at AIIAS are included in the institutional accreditation awarded by both local and international accrediting agencies, particularly the Philippine Accrediting Association of Schools, and Universities (PAASCU), the Association for Theological Education in South East Asia (ATESEA), and the Adventist Accrediting Association (AAA) of Maryland, USA. AIIAS is also an active member in the International Council for Open and Distance Education (ICDE) and the Philippine e-Learning Society (PeLS). (See the Recognition, Accreditation, and Membership section of this bulletin, p. 7.)

Policies and Procedures

Application. Those who wish to enroll in an AIIAS program offered online must first be considered for admission to the respective degree program by submitting an application to the Office of Admissions and Records (admissions@aaias.edu). The same application procedures used for on-campus programs apply to online programs, except for housing and financial requirements (see the Application Procedure section of this bulletin, p. 18).

Admission. Admission requirements and prerequisites to online programs are similar to those for on-campus programs, unless otherwise indicated. This includes evidence of English language proficiency (see the Admission Prerequisites section of this bulletin, p. 20). The same is true for other academic policies such as transfer credits, time limit for academic credits, grading system, and others (see corresponding sections of this bulletin).

Registration. Once accepted into a program, a student may enroll in scheduled online courses. Prior to enrollment, students are given orientation on how to study online, particularly on the use of the course management system. Secure online services allow the students to enroll, make payments, and check their own academic and financial records. A student support assistant is available to address all student concerns from application to graduation.

Financial requirements. The cost of studying online includes tuition fee, registration fee, and an evaluation administrative fee for proctored exams. A one-time application fee should have been paid already at the time of application. The determination of the tuition fee for online courses is based on a typical expense when a student stays on campus. Details of current fees for online courses as well as instructions on how to send payments are provided on the AIIAS Online website (<http://online.aaias.edu>).

Note: On-campus and DLC students may have different online tuition rates.

Financial assistance. Students who want to have discounts in tuition fees may avail of promotional programs, group tuition rates, and scholarships. Discounts given for promotional purposes are announced by AIIAS Online

occasionally. Group tuition rates are available for Adventist church workers who enroll as a group of not less than three (3) students. The group discount ranges from 15% to as high as 60%, depending on the wage factor in the students' place. Scholarships are not yet available but plans are already in place for implementation of a scholarship program in the near future.

In-residence and online equivalency. Online courses are designed to be equivalent to on-campus courses in breadth and rigor. Therefore, students may switch from online to in-residence mode, or vice versa. Master's-level online programs do not typically require residency on the AIIAS campus, except for those who wish to continue their programs on-campus.

Contact Information

For further information, including new programs, schedules for courses, admission requirements and academic matters visit AIIAS Online at <http://online.aiias.edu> (e-mail: online@aiias.edu).



Institutional Award for e-Learning

Graduate School

Dean

William Green, PhD

Associate Dean

Kenneth Swansi, PhD

Faculty

Faculty are listed by department, and adjunct professors are at the end of the bulletin.

Staff

Catherin Celis	Secretary for Business and Public Health
Ellen Compuesto	Associate Editors
Donnie Ver Medalla	
Ronelda Ejercitado	Secretary for Education
Sally Moises	Secretary to the Dean

Contact Information

Department	Phone Number	Email
Graduate School	+63 (46) 414 4370	graduateschool@aiaas.edu
Business Dept.	+63 (46) 414 4375	business@aiaas.edu
Education Dept.	+63 (46) 414 4380	education@aiaas.edu
Public Health Dept.	+63 (46) 414 4385	publichealth@aiaas.edu
International Forum	+63 (46) 414 4375	internationalforum@aiaas.edu web: internationalforum.aiaas.edu

Mission, Vision, and Goals

Mission Statement

To develop service-oriented professionals known for integrity and scholarship in the fields of Business, Education, and Public Health, within an international context.

Vision Statement

To be the internationally recognized model for Christian graduate education in Business, Education, and Public Health.

Professional Competencies

Upon completion of their degree programs, graduates will

1. Serve God, society and the Adventist Church with high integrity, professionalism and spiritual maturity.
2. Provide effective leadership and be committed to excellence.
3. Demonstrate skills in research and publication.
4. Address issues from a global perspective, yet appropriate to the context of their culture.
5. Be critical and creative thinkers who will serve as catalysts for needed change in their community and in the world.
6. Promote inclusiveness through effective communication and collaboration.
7. Utilize information technology strategically to achieve personal and professional goals.

Degree Offerings

Master of Arts in Education (MA)

Emphasis in Curriculum and Instruction

Emphasis in Educational Administration

Emphasis in Instructional Technology

Emphasis in Religious Education

Emphasis in Teaching English to Speakers of Other Languages (TESOL)

Master of Arts in Teaching (MAT)

General

English Education

Teaching English to Speakers of Other Languages (TESOL)

Master of Education (MEd)

School Administration

Master of Business Administration (MBA)

Emphasis in Business Management

Emphasis in Finance

Emphasis in Information Technology

Master of Science in Administration (MSA)

Emphasis in Church Administration

Emphasis in Management Studies

Master of Public Health (MPH)

Emphasis in Health Ministry

Emphasis in Health Promotion

Emphasis in Nutrition

Education Specialist (EdS)

Emphasis in Curriculum and Instruction

Emphasis in Educational Administration

Doctor of Philosophy (PhD) in Business

Doctor of Philosophy (PhD) in Education

Emphasis in Curriculum and Instruction

Emphasis in Educational Administration

Graduate Certificates

Graduate Certificate in Business

Graduate Certificate in Education

Graduate Certificate in Public Health

Graduate Certificate in TESOL

Entry Competencies

All students in the Graduate School are expected to be proficient in Word Processing and basic math competencies.

Service Learning Requirement

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service Learning basically links the learning in the classroom to the activity in the community and vice versa. The mission of AIIAS is to develop leaders who are of service to their workplace, the Adventist Church and to the community at large. Because purely academic work does not always integrate leadership or community service opportunities the Graduate School has included a Service Learning component as a graduation requirement for all students.

The Service Learning component does not require registration or tuition fees, however, it must be completed, as any other course, before graduation requirements are considered met. The Service Learning requirement consists of 100 hours (40 hours for graduate certificate programs in Education and Public Health departments) spent in service to community bodies, church related organizations, schools, health related institutions, business firms, governmental or nongovernmental entities, and the general

public at large. The 100 (40) hours may be made up of several activities, or a single activity that is continued over a long period of time. As the Service Learning requirement is student initiated and coordinated, each student may select or design activities that will contribute toward their professional/personal development in consultation with their program director.

Service Learning activities should begin early in a student's AIIAS career, and need to be documented at/near the time of occurrence, including the signature/date of a professor or another individual (not another student) and a short comment from them about the student's presence and participation in the said activity. The documentation required includes this running list of activities, comments/signatures and time spent, and a portfolio (electronic or paper) which should total 5-20 pages. The portfolio includes pictures, activities, and personal comments/reflections. The comments show why the student chose these activities, what was learned from them, how classroom learning was linked to the service activity, and how they have grown professionally through those experiences. The portfolio ends with a 1-page reflective essay about the student's professional and personal learning and growth through the Service Learning activities. Students should be prepared to share their experiences with others in periodic seminars which may be held for such purposes.

When the Service Learning activity is completed, the portfolio and signature page are turned in to the program director, who may present it to the department and department chair to record the completion of the activity. Once it is approved, an e-mail from the department chair to the Admissions and Records Office will document the completion and allow it to be entered into the academic records system or the program director may enter the completion into the academic record system.

Comprehensive Examinations

A number of programs in the Graduate School require a comprehensive examination. The comprehensive examination is structured to assess students' familiarity with research and problem-solving methods, and to provide them with the opportunity to demonstrate their ability to synthesize knowledge from many sources and to apply it in a real-life situation.

The comprehensive examination may be taken no earlier than during the student's final semester of coursework for the degree. At the latest, the student is expected to complete the comprehensive examination within three months after all coursework has been completed. Comprehensive examinations must be successfully completed by PhD students before they are approved for candidacy status.

Comprehensive examinations are given once per term and once during the intersemester. The student must register for the comprehensive

examination through IUTUS, and must also fill out the departmental comprehensive request form. The request should be received by the Department no later than one month prior to the expected examination date. At that time, the student will be provided with a comprehensive preparation document containing instructions for preparing for and taking the comprehensive examination, objectives and outcomes, and the grading rubric/guidelines which will be used in scoring the exam.

Comprehensive questions are designed to integrate fields of knowledge and critical thinking, and may consist of a case study or an application problem focusing on a real life situation. All comprehensive examination answers (MA and PhD) will be evaluated according to international academic writing standards as well as criteria and procedures explained in the departmental comprehensive examination preparation document. Comprehensive examinations vary in length and procedures for different programs. Consult the department chair for more information.

All comprehensive examination questions are evaluated by a minimum of two professors, and a letter grade is assigned to the student's response for each question. The two grades for each response are averaged. The final grade for the entire exam consists of an average of the grades for each question. Results are assigned as follows:

- **PASS: B** average grade or better overall, with an average grade no lower than **C** on any single question.
- **PASS SUBJECT TO ORAL OR WRITTEN FOLLOW-UP: B** average grade or better overall, with an average grade lower than **C** on one question.
- **NO PASS:** Lower than a **B** grade average overall.

The Department Chair will notify the student in writing of the results of the examination, normally within four weeks after the comprehensive examination has been completed.

In the case of a "Pass Subject to Oral or Written Follow-up" exam result, the follow-up examination will address only the focus area in which the grade lower than a **C** average was earned. This exam can be taken no sooner than one month after the student has been notified of the examination results. In the case of a "No Pass" result, a repeat of the entire comprehensive examination can be taken no sooner than three months after the student has been notified of the examination results, but not later than 12 months. It is appropriate to contact the Department Chair and request specific guidelines as to how to improve performance before attempting the exam again. The comprehensive examination, or portions thereof, may be repeated *only once*.

Thesis/Dissertation

The research phase of a program is designed to allow the student to become acquainted with the literature, to develop expertise in a specific area, and to develop theory and advance learning. The thesis/dissertation usually involves the collection and analysis of primary data, and must demonstrate that the study is unique, and has not been done before. While culminating *projects* are generally designed and supervised by departments, culminating *research* is a school-wide initiative, involving interdisciplinary teams.

The master's thesis is a potential culminating activity for most master's degrees. To gain access to the thesis option, a student must have a minimum grade of **B** in Research Methods. Students who are uncertain whether they qualify should consult with their program director or department chair. The doctoral dissertation is the culminating activity of the PhD degree. The thesis/dissertation should be congruent with the area of emphasis. Both the thesis and the dissertation are the products of an independent, systematic study of a significant problem conducted under faculty supervision and should make a unique and significant contribution to knowledge in the selected area of research. Typically, these research reports include a description of the problem and significance of the study, a review of relevant literature, a delineation of the research methodology employed, a report of the results obtained, and the presentation of conclusions and recommendations emergent from the findings.

The MA thesis and the PhD dissertation adhere to the following procedural requirements, which are outlined below and described in more detail in the *AIIAS Research Standards and Writing Manual* (also available online):

1. **Topic and committee.** In consultation with the program director, the student selects a topic for the research study and identifies potential committee members. The Thesis/Dissertation Committee is typically composed of three faculty members, at least two of whom are from the student's department. The member selected as research advisor serves as the chair of the committee. After initial dialogue with these potential members, the student plans the study in consultation with the proposed committee, fills out the Topic Request form (which includes a section for approval of the Thesis/Dissertation Committee members) and submits it to the department for processing and forwarding to the Dean's Council for approval of the committee, and to the Graduate School Research Committee for approval of the topic.
2. **Proposal.** After topic approval, the student prepares the full proposal for the study. This proposal normally corresponds to the first three chapters of the final report and usually includes the statement of the problem, purpose, justification, definitions, assumptions, delimitations, limitations, research questions, hypotheses, review of relevant

literature, theoretical framework, methodology, and references.

Throughout this process the student must remain in close contact with members of the committee. The proposal must go to the editor at least once before distribution to the committee for the proposal approval.

The committee will meet to determine readiness for proposal approval, and may set a date for the proposal approval of not less than one week from when they receive the edited proposal document from the student. The proposal must be approved by the Thesis/Dissertation committee in session, the Ethics Review Board, and specific permission for data collection secured from the Research Advisor and Methodologist before the student is free to collect data.

3. **Data collection and analysis.** After the proposal approval, the student proceeds to collect and analyze the required data. The student should seek advice from the on-campus Asia-Pacific Research Center prior to beginning data collection and during this phase. As a result of the procedures carried out, the student should write the final chapters of the research report, which focus on results, discussion of findings, conclusions, implications, and recommendations.
4. **Full report.** Excluding appendices, the complete report is typically 70 to 120 pages in length in the case of an MA Thesis, and 150 to 250 pages in length in the case of a PhD Dissertation. An abstract of not more than 350 words should be prepared. The report must adhere to APA format and be written in accordance with the *AIIAS Research Standards and Writing Manual*. The report must receive “defense-ready” approval from the Thesis/Dissertation Committee and the AIIAS Editor before the student can request the Graduate School dean to set a date for the defense.
5. **Defense.** The purpose of the thesis/dissertation defense is to provide opportunity for students to share their research results and to demonstrate command of the knowledge area covered and ability to respond professionally in a public venue. The defense also serves as a final point of quality control. The defense takes place before the Defense Committee, which is composed of the members of the Thesis/Dissertation Committee, the Graduate School dean, and an external examiner (for dissertations), as well as the general public, which is invited. “Defense-ready” copies must be in the hands of each of these individuals at least three weeks prior to the proposed defense date.

The defense, which is chaired by the Graduate School dean or his/her designee, must be held at least four weeks prior to the proposed date of graduation. The defense itself typically lasts a maximum of two hours and is comprised of a 20-30-minute presentation by the student focusing on the major findings and implications of the study, two or three rounds of questions posed by the members of the Defense

Committee, and responses to these questions by the student. The defense is followed by an executive session in which the Defense Committee arrives at a decision regarding the thesis or dissertation. The verdict may be one of the following:

- Accept without modifications
- Accept with major/minor modifications
- Reject

6. **Final copies.** If the work is accepted with modifications, the student should work closely with the research advisor on any changes specified by the Defense Committee. The document should then be submitted to the AIAS Editor for final reading. The student should make all corrections indicated and receive final approval from the Editor. Once this is done, or if there are no corrections, the final, editor-approved copy of the dissertation is submitted to the research advisor, for final signature, and then to the dean. This must be signed at least one week before graduation, and arrangements made by the student for copying and binding. Altogether, five copies must be made of a thesis/dissertation. This includes one copy for the research advisor. An electronic copy must also be submitted to the Library. The student should immediately submit a copy of the signed approval sheet to the Registrar. At that moment, the thesis/dissertation may be considered completed. For more detailed information on the research process, see the *AIAS Research Standards and Writing Manual*.



At the Graduate School's International Conference

Business Department

Faculty

Order of information: Name, academic rank, highest academic degree (year degree was granted, institution granting degree), date appointed to AIIAS, teaching area.

Swansi, Kenneth, Department Chair, Associate Professor, PhD (2004, Tilak Maharashtra Vidyapeeth University), 2009, Management and Economics

Cornejo, Marcos, Professor, DBA/CPA (2006/1988, Fred Villarreal National University), 2016, Accounting

Fukofuka, Sunia, Assistant Professor, PhD (2012, Adventist International Institute of Advanced Studies), 2013, Business

Luntungan, Raimond, Assistant Professor, PhD Candidate (2014, Adventist International Institute of Advanced Studies), 2003, Information Systems and Management

Tieng'o, William, Associate Professor, PhD (2003, University of Santo Tomas), 2014, Commerce

Programs Offered

Doctor of Philosophy (PhD) in Business

Master of Business Administration (MBA) with emphases in
Management
Finance
Information Technology
Customized

Master of Science in Administration (MSA) with emphases in
Church Administration
Management Studies

Graduate Certificate in Business Administration

Philosophy

We believe that all business dealings should be characterized by respect, integrity, and stewardship and all managerial undertakings by quality, excellence, and service. In doing so we acknowledge God's ownership over all resources and recognize our role as His stewards appointed to serve society by using resources responsibly. The business programs at AIIAS seek to help students develop competencies necessary to fulfill the gospel commission and to meet societal needs. These competencies will, in general, contribute to the socio-economic development of the communities in which we live and in particular enhance effectiveness and productivity in organizations where we work.

Mission

To prepare business leaders who are professionally competent, socially responsible, and ethically upright to serve organizations in a global setting.

Vision

To be the first choice for Adventist Business Education.

Motto: *WE MAKE IT HAPPEN*

Professional Competencies

The goal of the business programs at the master's level is to prepare business leaders who will enhance organizational effectiveness and productivity in both profit and not-for-profit settings. In order to fulfill this goal the graduates of this program will have the following competencies:

- *Principled Leadership Ability.* Provide principled leadership in organizations by visioning, mentoring, and influencing business behavior towards organizational goals and mission.
- *Service Orientation.* Incorporate a sense of service orientation in all individual actions, business dealings, and corporate decisions.
- *Decision Making Skills.* Use a broad array of problem solving, decision making, and critical thinking skills to address managerial issues in complex business environments.
- *Interpersonal Skills.* Apply effective interpersonal skills such as communication, networking, motivation, empowerment, and team building to create a corporate culture that values people.
- *Strategic Insight with Functional Knowledge.* Integrate functional knowledge with strategic insight to enhance organizational performance in a competitive business environment.
- *Technological Expertise.* Make use of evolving technology for efficient operation in bringing innovative products and services to the customer.

Master of Business Administration (MBA)

Program Director: Raimond Luntungan

The MBA program, with emphases in Business Management, Finance, and Information Technology, is a 44 semester hour program. It is designed for individuals to develop professional competence, leadership potential, decision making abilities, and interpersonal skills to serve organizations in managerial capacities. The main campus offers a full-time course of study, while DLCs offer scheduling for part-time students. An online MBA is also offered.

When to Begin

Students who plan to take the full-time MBA program on the main campus are advised that there are required course sequences which must be met (particularly in the Finance emphasis). In order to avoid scheduling problems and a delay in the completion of their program, all students should coordinate their arrival on campus with the department.

Admission Requirements

Hold a four-year baccalaureate degree or its equivalent, with a minimum GPA of 3.00 (four-point scale).

Prerequisites

1. Demonstrate a solid understanding in each of the following areas:
 - Accounting
 - Economics (Macro- and Microeconomics)
 - Management (Theory and History)
 - Statistics (and Probability)

Most students will meet these prerequisites by earning undergraduate credits with a minimum grade of **B** in each of the areas. Students may present other relevant documentation to demonstrate satisfactory knowledge in the area. The department will evaluate each student's application and make the final determination as to whether a prerequisite has been met.

Applicants should note that AIIAS does not regularly offer most of these prerequisites. However, online self-study modules may be available for some of these prerequisites which students can register for on payment of the required fee and complete the module by fulfilling the requirements and by passing the tests and/or exam. Students applying for admission into the MBA program coming from disciplines other than business should have completed more than 50% of the total number of prerequisites required before they will be considered for admission.

Students who have completed these prerequisites with a grade of less than **B** from their respective college/s are subject to the following:

- a. Enroll in the prerequisite subject in other college/s approved by the Department of Business and receive a minimum grade of **B**.
 - b. If the student is able to present evidence of experience related to the prerequisite area for at least three years, he/she may be granted a single opportunity to write a proficiency exam for the prerequisite. If the result is 84% or higher, the prerequisite requirement is considered met.
2. Students who choose the Information Technology emphasis need to demonstrate a solid working knowledge in the area. Those who have no programming knowledge will be expected to acquire limited proficiency during the program.
 3. Demonstrated English proficiency (see Admission Prerequisites).
 4. If deemed necessary, undergo an interview.

Students must use current information technology such as word processors, spreadsheets, presentation software, and the Internet in their coursework. Proficiency in mathematics is expected and prior knowledge through advanced algebra (pre-calculus) is assumed. Those who initially lack these skills should plan to acquire them early in their program to help ensure their success.

Requirements

To complete the program and be awarded the degree of Master of Business Administration, the student must satisfactorily meet the following requirements:

1. Complete a minimum of 44 semester hours according to the curriculum specified below.
2. Maintain a minimum cumulative GPA of 3.00.
3. All students who have less than one year of full-time work experience must register for and complete BUAD 595 Business Practicum (3 credits) before their second registration.
4. Students must gain the approval of the business department faculty to complete a thesis as the culminating phase of their MBA if the thesis option is selected as the culminating module.

Curriculum

The curriculum of the MBA degree is made up of 44 semester hours of coursework as explained below. To be awarded the degree the student must satisfactorily meet the following requirements:

Program Structure	Credits	
	Thesis Option	Non-Thesis Option
Core	26	26
Emphasis	09	12
Culminating Phase	09	06
Research Methods	(03)	(03)
[†] Thesis	(06)	
[†] Project		(03)
Total	44	44

[†]the thesis (6 credits) and the projects (3 credits) must be in the area of emphasis

Core

Complete the following eight courses:

26

ACCT 645 Managerial Accounting and Control (3)
BUAD 615 Marketing Management (3)
BUAD 635 Quantitative Analysis for Decision Making (3)
BUII 660 Management Information Systems (3)
FNCE 640 Financial Management (3)
LEAD 610 Biblical Foundations of Leadership and Ethics (3)
MGMT 610 Organizational Behavior (3)
RESM 520 Academic Writing (2)

Capstone Course:

BUAD 691 Strategic Management (3)

Emphasis

Complete four courses from one of the following emphases:

9-12

*Management

Take the following **three** required courses:

MGMT 612 Human Resource Management (3)
MGMT 624 Entrepreneurship (3)
MGMT 676 Project Management (3)

Choose **one** courses from the following [Only for Non-thesis Option]
or from any of the other two areas of emphasis

MGMT 602 Managerial Communication (3)
MGMT 626 International Business Management (3)
MGMT 629 Topics in Management (3)
MGMT 692 Fieldwork in Management (3)

Finance

Take the following **three** required courses:

* Also offered online (Program Director: Sunia Fukofuka)

FNCE 642 Investments (3)

FNCE 654 Financial Analysis and Reporting (3)

FNCE 658 Financial Risk Management (3)

Choose **any one** course from the following [Only for Non-thesis Option] or from any of the other two areas of emphasis

FNCE 629 Topics in Finance (3)

FNCE 644 Banking Systems (3)

FNCE 646 Finance for Not-for-Profit Organizations (3)

FNCE 656 International Finance (3)

FNCE 692 Fieldwork in Finance (3)

Information Technology

Take the following **three** required courses:

BUIT 662 Information Technology Management (3)

BUIT 674 Database Applications (3)

BUIT 684 Telecommunications, Network, and Security (3)

Choose **any one** from the following [Only for Non-thesis Option] or from any of the other two areas of emphasis

BUIT 629 Topics in Information Systems (3)

BUIT 672 Systems Analysis and Design (3)

BUIT 681 E-Marketing (3)

BUIT 682 E-Business (3)

BUIT 692 Fieldwork in Information Technology (3)

Customized Option

If a student chooses not to have any of the above emphases four courses [12 credits] should be selected from courses offered by the Business Department. This option is only open to students with more than three years of full-time work experience, and upon approval of the department.

Culminating Phase:

6-9

Select **one** of the following culminating modalities:

Thesis Option

Take the following two required courses:

BUAD 698 MBA Thesis (6)

RESM 610 Research Methods (3)

Non-thesis Option

Take the following two required courses:

BUAD 696 Research Project (3)

RESM 610 Research Methods (3)

Total semester hours

44

Note: BUAD 691 is the capstone course and should be taken at the last opportunity prior to graduation.

Master of Science in Administration (MSA)*

Program Director: Raimond Luntungan

The MSA program is designed for administrators, directors, and managers who may not have an undergraduate business background but desire graduate education to assist them as they transition into management positions in their field. In recognition of this need AIAS offers the Master of Science in Administration (MSA) with emphases in Church Administration and Management Studies.

Admission Requirements

1. Hold a four-year baccalaureate degree or its equivalent.

Prerequisites

1. Three years of full-time work experience.
2. For the Church Administration emphasis, 12 credits of religion are required, with at least one course in each of the following three areas: Adventist Beliefs, Adventist History or Spirit of Prophecy, and Biblical Studies.

Requirements

1. Complete 38 credits of course work as identified in the MSA curriculum below.
2. Maintain a minimum cumulative GPA of 3.00.

Curriculum

The curriculum of the MSA degree is made up of 38 semester hours of coursework as explained below. To be awarded the degree the student must satisfactorily meet the following requirements:

* Management Studies emphasis also offered online (Program Director: Sunia Fukofuka)

Program Structure	Credits
Core	20
Business Elective	3
Electives from business or emphasis	6
Emphasis	9
Project	3
Total	38

Core **20**

Complete the following **seven** courses:

- BUAD 615 Marketing Management (3)
- BUAD 691 Strategic Management (3)
- BUIT 660 Management Information Systems (3)
- EDAD 640 Institutional Finance (3)
- LEAD 610 Biblical Foundations of Leadership and Ethics (3)
- RESM 520 Academic Writing (2)

One of the following

- MGMT 610 Organizational Behavior (3)
- MGMT 612 Human Resource Management (3)

Electives **6**

- Elective from Business (3)
- Elective from Business/Area of Emphasis (3)

Emphasis **9**

Complete **three** courses from one of the following emphases:

Church Administration

- LEAD 630 Church Leadership and Administration (3)
- Electives from CHMN or LEAD (3)
- Electives from CHMN or LEAD (3)

Management Studies

- MGMT 624 Entrepreneurship (3)

One of the following:

- ACCT 645 Managerial Accounting and Control (3)
- FNCE 640 Financial Management (3)

One of the following:

- BUIT 681 E-Marketing (3)
- BUIT 682 E-Business (3)

Project **3**

- BUAD 694 Master's Project (3)

Total Semester Hours **38**

Graduate Certificate in Business Administration

The Graduate Certificate in Business Administration [GCBA] program is designed to expand the knowledge and broaden the usefulness of business professionals.

Admission Requirements

1. Hold a four-year baccalaureate degree or its equivalent.
2. Demonstrate English proficiency (see Admission Prerequisites).

Requirements

The Certificate requires 21 semester hours of coursework from the Business Department.

Curriculum

The curriculum of the GCBA is made up of 21 semester hours of coursework as explained below. To be awarded the certificate the student must satisfactorily meet the following requirements:

Program Structure	Credits
Core	12
Business elective	9
Total	21

Core		12
Complete the following four courses:		
BUAD 615 Marketing Management (3)		
BUAD 691 Strategic Management (3)		
LEAD 610 Biblical Foundations of Leadership and Ethics (3)		
MGMT 610 Organizational Behavior (3)		
Electives		9
Three ACCT/BUAD/BUIT/ECON/FNCE/MGMT (3,3,3)		
Total		21

Doctor of Philosophy (PhD) in Business

Program Director: Kenneth Swansi

Goals for the Program

The program is designed to fulfill the AIIAS Mission by

- Preparing competent, service-oriented business leaders who pursue excellence and are committed to fulfilling the Gospel Commission through business practice and/or in education.
- Integrating faith and learning in the courses offered and presenting them within an environment that espouses and supports healthy lifestyles.
- Providing highly qualified faculty, facilities, resources and networking, all being conducive to more effective graduate learning.
- Focusing on research and problem-solving methods in developing unique syntheses of information, a strategy that supports the development of self-directed, life-long learning.

Doctoral Competencies

The graduates of this program will have the following competencies:

- *Theoretical and Philosophical Foundations.* Research the theoretical and philosophical foundations of business evaluating current theory, finding gaps in existing theory, improving existing constructs, and finally, building new theories.
- *Research and Publication Skills.* Develop effective research and publication skills to make significant contribution to knowledge in the field of business internationally.
- *Higher Level Management Skills.* Acquire higher order business skills that essentially are cross-functional, strategic, and transformational.
- *Independent Learning Skills.* Become a balanced independent learner in academic, professional, social, and spiritual dimensions.
- *Change Management Competencies.* Serve as effective change agents within one's professional and social sphere.
- *Professional Ethics.* Inculcate professionalism and integrity in all business interactions by integrating faith and learning within the shared Seventh-day Adventist worldview.
- *Teaching Skills.* Prepare for roles in teaching through the study of current educational theory and practice.

Admission Requirements

All students must meet the following, in addition to the general AIAS admission criteria:

1. Hold a master's degree, with a cumulative GPA of 3.50 or above.
2. Have satisfactory work experience (normally three years), as certified by a letter from an employer. Students otherwise eligible for regular admission with less than three years of work experience may be admitted to the program, but will be required to enroll in Advanced Fieldwork in Business for a minimum of 3 credits per year (or fraction thereof) of lacking experience.
3. Provide a statement (500-750 words), describing (a) why they desire to pursue a PhD in Business at AIAS, and (b) the topic or topics they would like to pursue for their dissertation research.

Prerequisites

1. Have a master's degree in the business area or a minimum of 36 semester credits of graduate coursework in business.
2. Provide evidence of preparation in each of the following areas:

Accounting	Management
Economics	Strategic Planning
Finance	Research Methods
Information Systems	Marketing
Academic Writing	

The department will evaluate each student's application and make the final determination as to whether a prerequisite has been met.

Requirements

The program will require 22-24 months of full-time coursework on campus. After this time of study is complete, the student must successfully pass a comprehensive examination and write and defend a dissertation.

All students must demonstrate proficiency in Word Processing and Computer Spreadsheets through an examination administered by the Business Department no later than 6 months or 12 credits into the program.

The program committee will evaluate all students once a year. The committee will evaluate the student's academic achievement, research activities, and overall professional growth for satisfactory progress. A student who receives more than one negative evaluation will be dropped from the program.

All students must teach at least one business course while enrolled in the PhD program and receive evaluations for the class(es) that indicate they were effectively taught. The course could be a formal academic course, or alternatively some other form of professional training, or some combination of both, but each plan to meet this requirement must receive prior approval from the program committee.

The total program duration is estimated as follows:

Coursework	22-24 months
Comprehensives	3 months
Dissertation	12-18 months
Total	37-45 months

Curriculum

The curriculum of the PhD in Business degree is made up of 66 semester hours of coursework as explained below. To be awarded the degree the student must satisfactorily meet the following requirements:

Program Structure	Credits
Business Core	21
Education Cognate	06
Emphasis	12
Research Cognate	12
Dissertation	15
Total	66

Business Core

Complete the following seven courses: **21**

- BUAD 730 Quality & Knowledge Management (3)
- BUAD 778 Advanced Management Decision Tools (3)
- BUAD 785 Leadership and Corporate Governance (3)
- ECON 765 Advanced Economic Theory (3)
- LEAD 890 Seminar in Biblical Perspectives of Business Issues (3)
- MGMT 720 Management Thought and Philosophy (3)
- MGMT 725 Change and Crisis Management (3)

Education Cognate

6

- CHPH 872 Philosophy: An Adventist Perspective (3)
- EDFN 515 Teaching and Learning in Higher Education (3)

Electives for Emphasis*

12

Electives may be chosen from Management, Finance, HRM, IT or Accounting

Courses for Emphasis

- _____ 793 Advanced Readings in _____(3)
- _____ 895 Directed Research in _____(3)

*Consult the program director

Research Cognate

12

- RESM 715 Advanced Statistics (3)
- RESM 740 Qualitative Research Methods (3)
- RESM 745 Construction of Scales and Survey Instruments (3)
- RESM 751 Applied Qualitative Research (3)
- or RESM 752 Multivariate Analysis (3)

Dissertation

15

BUAD 897 Proposal Writing (3)

BUAD 898 PhD Dissertation (12)

Total semester hours

66

Departmental Policies and Guidelines

Double Emphases

MBA students wishing to take a second emphasis may substitute a course from the second emphasis for the elective course in the non-thesis option. Additionally, one course which is applicable to both emphases may be double counted towards both emphases.

Cross Enrollment

MBA students are not allowed to cross enroll for more than one core course, nor for more than one course per emphasis.

Portable Computers

All Business Department students are expected to bring a portable computer to class for their personal use whenever requested by the faculty member.

PhD Comprehensives

The PhD program in Business requires a comprehensive examination. For information on comprehensive procedures, see the *Comprehensive Examinations* section of the general information for the Graduate School (p. 61), or contact the department chair for further information.

MBA Thesis/PhD Dissertation

The master's thesis is a potential culminating activity in the MBA program. Students selecting the thesis option must pass Research Methods before taking the MBA Thesis. Time limits for the completion of an MBA thesis are 3 years, and for a PhD dissertation, 4 years. For further information on Graduate School procedures for research, see the *Thesis/Dissertation* section of the general information for the Graduate School (p. **Error! Bookmark not defined.**)

Master's Project

Master's Project may be taken as a culminating activity for MSA students. The course is designed to give students experience in enhancing practice in the workplace. Master's Projects involve problem identification, antecedents or root cause analysis, literature review, alternative solution generation, intervention recommendations, and project impact evaluation. Candidates registering for BUAD 694 Master's Project are required to do the following:

1. Identify the problem in practice
2. Research the antecedents of the problem from the perspective of practitioners
3. Research from literature the reasons why the problem exist
4. Generate possible solutions to solving the problem (at least three)
5. Recommend solution to address the problem and provide justifications
6. Design an intervention that would implement the suggested solution
7. Measure the interventions effectiveness

Transfer Credit Policy

A maximum of one core course and one emphasis course may be transferred, if they otherwise meet AIIAS policy. Elective courses are only restricted by AIIAS policy.



Business Students and Professor

Education Department

Faculty

Order of information: Name, academic rank, highest academic degree (year degree was granted, institution granting degree), date appointed to AIIAS, teaching area.

Rosario, Arceli, Department Chair, Associate Professor, PhD (2010, University of San Carlos), 2012, Educational Administration

Casimiro, Leni, Associate Professor, PhD (2009, Adventist International Institute of Advanced Studies), 2002, Curriculum and Instruction, Online Learning

Gaikwad, Prema, Professor, PhD (1992, Andrews University), 2003, Curriculum and Instruction

Gaikwad, Samuel, Professor, PhD (1992, Andrews University), 2003, Curriculum and Instruction

Green, William, Professor, PhD (1985, University of Oregon), 2013, School Leadership

Guptill, Stephen, Professor, EdD, MPH (1982, Loma Linda University), 2007, Educational Administration and Leadership

Henriquez-Green, Rita, Professor, EdD (1995, Andrews University), 2013, Curriculum and Instruction

Luntungan, Raimond, Assistant Professor, PhD Candidate (2014, Adventist International Institute of Advanced Studies), 2003, Instructional Technology

Oberholster, Frederick (Dolf), Associate Professor, PhD (2001, Adventist International Institute of Advanced Studies), 2002, Educational Administration

Vallejos, Maria, Professor, PhD (2012, Universidad Complutense de Madrid), 2016, Research

Wa-Mbaleka, Safary, Associate Professor, PhD/EdD (2013/2006, Capella University/ Northern Arizona University), 2011, Curriculum and Instruction, TESOL, Instructional Technology

Programs Offered

The Education Department offers five graduate degree programs

* Master of Arts in Teaching (MAT)

General

English Education

Teaching English to Speakers of Other Languages (TESOL)

Master of Education (MEd)

School Administration

Master of Arts in Education (MA)

† Curriculum and Instruction

† Educational Administration

Instructional Technology

Religious Education

† Teaching English to Speakers of Other Languages (TESOL)

Education Specialist (EdS)

Curriculum and Instruction

Educational Administration

Doctor of Philosophy (PhD)

Curriculum and Instruction

Educational Administration

Graduate Certificate

Education

TESOL

Philosophy

The Education Department believes that

- Christian educators are agents of change and co-laborers with God in the redemptive and restorative work.
- Christian educators should be reflective thinkers and practitioners, and lifelong learners who model the character of Jesus while capably serving the needs of humanity.
- Based on the principles found in God's Word, knowledge must be critically evaluated and applied to the field of education, integrating current research, and instructional technology.

Mission

The Education Department provides outstanding Adventist graduate education by an internationally recognized, diverse faculty, preparing innovative educational leaders committed to service.

* Master of Arts in Teaching (MAT) and Master of Education (MEd) offered only at DLCs

† The Curriculum and Instruction, Educational Administration, and TESOL emphases are also offered online

Vision

To be known for excellence in faith-based education, engaging students in transformational learning.

Professional Competencies

An AIAS Education Graduate will be

1. **A committed servant leader, who**
 - a. Reflects the character of Christ, the Master Teacher
 - b. Has deep personal spirituality
 - c. Is committed to selfless service
 - d. Provides vision, facilitates educational change
 - e. Makes responsible decisions, implements them creatively, and evaluates fairly
 - f. Thinks globally, applies locally
 - g. Respects diversity
 - h. Develops personnel/is a team player
 - i. Is transparent and communicative
2. **A competent facilitator of learning who**
 - a. Demonstrates mastery of research-based best practices in education
 - b. Has the ability to utilize technology for educational purposes
 - c. Adapts to individual diversity
 - d. Inspires personal growth and change
 - e. Integrates faith and values in content learning
3. **An adaptable contemporary professional who**
 - a. Is proficient in and able to model 21st century skills
 - b. Communicates effectively both orally and in writing
 - c. Adapts knowledge and ideas to fit new situations
 - d. Uses information technology strategically
 - e. Is open, communicative, and willing to work with others
 - f. Is committed to excellence and lifelong learning
4. **A responsible scholar and researcher who**
 - a. Demonstrates professionalism in their area of expertise
 - b. Has in-depth knowledge in their field
 - c. Communicates with “authority” within their field
 - d. Is adept at using research skills to support educational goals
 - e. Is committed to finding new knowledge and sharing it with others
 - f. Incorporates ethical practices in their profession

Motto

SHAPING DESTINIES

Master of Arts in Teaching (MAT)

Program Director: Arceli Rosario

The Master of Arts in Teaching (MAT) is an applied degree designed for practicing teachers who wish to improve their professional skills and broaden their experience. This degree is typically offered only at Distance Learning Centers. It is designed to serve two basic purposes:

1. To help practicing educators specialize and improve their teaching
2. To help content area specialists become certified teachers

The MAT program offerings include three different emphases as required component as well as electives. The program takes into consideration the specific needs of the students enrolled in the DLC cohort, addressing felt areas of need and/or subjects for teacher certification. The electives are selected after agreement among the Education Department, the DLC coordinator, and the DLC cohort, and are not negotiated on an individual basis. The MAT degree does not require a culminating examination, written project, or thesis. In order to graduate, students must be eligible for Adventist teacher certification and/or government certification to teach in their country of origin.

Master of Arts in Teaching (General)

The MAT is designed for elementary or secondary teachers who wish to become better teachers, or those with another area of emphasis who wish to become certified teachers.

Master of Arts in Teaching in English Education

The MAT in English Education is designed to prepare subject area specialists to teach in English to students who are learning English.

Master of Arts in Teaching English to Speakers of Other Languages

The MAT in TESOL is designed to prepare English teachers who can teach the language to those who do not speak it natively.

Admission Requirements

1. A baccalaureate degree or its equivalent, with a minimum GPA of 3.00 (four-point scale). A prospective student who does not meet the entry-level GPA requirement may be admitted under probationary status and given opportunity to meet this requirement by earning a 3.00 GPA at AIAS during the first 12 semester hours.
2. Demonstrated English proficiency ([see p. 20](#)). For the MAT in English Education, this may include English prerequisites (such as EDFN 500 Fundamentals of English) taught at the beginning of the program. For the MAT in TESOL, an IELTS score of 7.0

or the equivalent on some other recognized standardized English examination.

3. For the MAT in TESOL, at least 10 undergraduate units in English language (at least 4 credits of which are in addition to basic English skills courses).

Prerequisites

At least one religion course (undergraduate or graduate), with a minimum grade of C, from each of the following areas.

Adventist Beliefs

Adventist History/Spirit of Prophecy

Biblical Studies

The following courses are offered as graduate level online self-study modules to meet these prerequisites:

CHIS 501 Spirit of Prophecy (2)

NTST 502 Life and Teachings of Jesus (2)

THST 501 Adventist Doctrines (2)

Requirements

To complete the program and be awarded the degree of Master of Arts in Teaching, a candidate must satisfactorily meet the following requirements:

1. Complete a minimum of 41 semester hours of coursework. More hours may be required in order to meet certification requirements.
2. Maintain a minimum cumulative GPA of 3.00.
3. Before receiving the degree, the student must meet all the criteria for Adventist and/or governmental certification in his/her country of origin or work, and area of specialization.
4. Service learning ([see p. 60](#) for details).

Curriculum

Philosophy and Foundations

15

EDCI 625 Instructional Media (3)

EDUC 526 Pedagogical Foundations (3)

EDUC 582 Foundations of Christian Education (2)

EDUC 624 Faith and Learning in Christian Education (2)

LEAD 510 Biblical Foundations of Leadership and Ethics (3)

RESM 520 Academic Writing (2)

Emphasis

9-21

General Emphasis

EDCI 610 Classroom Management (3)

EDCI 615 Instructional Models (3)

EDCI 640 Process of Curriculum (3)

TESOL Emphasis

EDTE 528 TESOL Methods in Speaking & Listening (3)

EDTE 580 Advanced Grammar for English Language Teaching (3)

EDTE 620 Second Language Acquisition (3)

EDTE 622 TESOL Methods for Content-Area Reading and Writing (3)
 EDTE 630 Pragmatics (3)
 EDFN 510 Teaching Practicum (3)

English Education Emphasis

EDTE 520 Applied Grammar for Teachers (3)
 EDTE 521 Writing Across the Curriculum (3)
 EDTE 523 Teaching Developmental Reading for Language Learners (3)
 EDTE 528 TESOL Methods in Speaking & Listening (3)
 EDTE 620 Second Language Acquisition (3)
 EDTE 689 Evaluation and Design of TESOL Materials (3)
 EDFN 510 Teaching Practicum (3)

Electives

6-18

Complete 42 credits with courses from this list:

EDAD 530 Foundations of School Administration (3)
 EDAD 601 Supervision of Instruction (3)
 EDAD 651 Principalship and School Improvement (3)
 EDCI 520 Methods of Teaching Elementary _____(3)
 EDCI 521 Methods of Teaching Secondary _____(3)
 EDCI 530 Instructional Planning & Evaluation (3)
 EDCI 615 Instructional Models (3)
 †EDCI 622 TESOL Methods for Content-Area Reading and Writing (3)
 EDCI 632 Inclusive Instruction (3)
 EDCI 645 Instructional Evaluation (3)
 EDTE 689 Evaluation and Design of TESOL Materials (3)
 ____ 692 Fieldwork in _____(3)
 EDUC 602 Introduction to Counseling (3)
 EDUC 620 Developmental Psychology (3)
 EDUC 635 Educational Psychology: A Cross-Cultural Perspective (3)
 CHMN 630 Health Ministries (3)

Total semester hours

42

***Note:** While the MAT degree considers Adventist teacher certification, the electives must be carefully designed to ensure completion of the requirements, based on the backgrounds of the students in the DLC cohort. Individual students with little or no education background may be required to take additional subjects beyond the MAT requirements (such as practice teaching) in order to gain certification.*

The MAT cannot offer all the Bible subjects required for Adventist certification within a Master's degree in Education. Students needing these subjects should make arrangements to fulfill these requirements through AIIAS at the graduate level, or through any Adventist college or university which offers undergraduate credits.

† EDCI 622 is required of secondary school teachers if not taken previously.

Master of Education in School Administration (MEd)

Program Director: Samuel Gaikwad

The MEd is intended for education degree holders who wish to improve their professional skills and acquire leadership and administrative abilities that will qualify them for positions of leadership in schools. The MEd is not a research degree in the sense that the student is not required to carry out and defend a thesis; however, the MEd program does emphasize research-based best practices in education. This degree is presently offered only at selected Distance Learning Centers.

The MEd program includes prerequisite education subjects, and required courses in administration, as well as certification courses. The program takes into consideration the specific needs of the students enrolled in the DLC cohort, addressing felt areas of need and/or subjects for teacher certification. The electives are selected after agreement among the Education Department, the DLC coordinator, and the DLC cohort, and are not negotiated on an individual basis. The MEd degree does not require a culminating examination, written project, or thesis. In order to graduate, students must be eligible for Adventist teacher certification and/or government certification to teach in their country of origin.

Admission Requirements

1. A bachelor's degree in Education or its equivalent, with a minimum GPA of 3.00 (four-point scale). A prospective student who does not meet the entry-level GPA requirement may be admitted under probationary status and given opportunity to meet this requirement by earning a 3.00 GPA at AIAS during the first 12 semester hours.
2. Demonstrated English proficiency ([see p. 20](#)).

Prerequisites

1. Teaching experience, normally a minimum of 2 years.
2. At least one religion course (undergraduate or graduate), with a minimum grade of **C**, from each of the following areas:
 - Adventist Beliefs
 - Adventist History or Spirit of Prophecy
 - Biblical Studies

The following courses are offered as graduate level online self-study modules to meet these prerequisites:

CHIS 501 Spirit of Prophecy (2)
NTST 502 Life and Teachings of Jesus (2)
THST 501 Adventist Doctrines (2)

3. Adequate undergraduate preparation in education to include a minimum of 8 semester hours of professional education, with at least one class from each of the following four areas:

Methods of Teaching
 Philosophy of Adventist Education
 Educational Psychology
 Testing and Evaluation

The following courses are offered on campus as graduate level online self-study modules to meet these prerequisites:

EDFN 501 Methods of Learning and Instruction (2)
 EDFN 518 Educational Psychology (2)
 EDFN 520 Philosophy of Adventist Education (2)
 EDFN 525 Instructional Evaluation (2)

Requirements

To complete the program and be awarded the degree of Master of Education in School Administration, a candidate must satisfactorily meet the following requirements:

1. Complete a minimum of 42 semester hours of coursework. More hours may be required in order to meet certification requirements.
2. Maintain a minimum cumulative GPA of 3.00.
3. Before receiving the degree, the student must meet all the criteria for Adventist and/or governmental certification in his/her country of origin or work, and area of specialization.
4. Service learning ([see p. 60](#) for details)

Curriculum

Philosophy and Foundations	12
EDUC 526 Pedagogical Foundations (3)	
EDUC 582 Foundations of Christian Education (2)	
EDUC 624 Faith and Learning in Christian Education (2)	
LEAD 510 Biblical Foundations of Leadership and Ethics (3)	
RESM 520 Academic Writing (2)	
Emphasis (Any five from the following)	15
EDAD 601 Supervision of Instruction (3)	
EDAD 640 Institutional Finance (3)	
EDAD 650 Human Resource Management (3)	
EDAD 651 Principalship and School Improvement (3)	
EDAD 674 School Organization and Law (3)	
EDAD 692 Fieldwork in Administration: School Improvement Project (3)	
Elective of any EDCI course	3

Certification Courses**12**

- EDCI 610 Classroom Management (3)
- EDCI 625 Instructional Media (3)
- EDCI 632 Inclusive Instruction (3)
- EDCI 640 Process of Curriculum (3)

Total semester hours**42**

Note: The MEd degree presumes students should already have Adventist teacher certification, however, the program is designed to assist in the completion of Basic Certification requirements for those who have not yet achieved this step, as well as advancement to Professional and Administrator Certification.

Master of Arts in Education (MA)

The MA in Education is offered with emphases in the areas of Curriculum and Instruction, Educational Administration, Instructional Technology, Religious Education, and Teaching English to Speakers of Other Languages (TESOL). The emphases of Curriculum and Instruction, Educational Administration, and Teaching English to Speakers of Other Languages (TESOL) are also offered online ([see p. 93](#) for details). Estimated completion time for the MA in Education program is 18-24 months (approximately 15 months for coursework and 3-9 months for the culminating phase). Prerequisites may increase this estimate.

Curriculum and Instruction

Program Director: Rita Henriquez – Green

The Curriculum and Instruction emphasis is intended to prepare outstanding teachers and curriculum specialists, providing knowledge and developing skills in innovative methods of instruction, curriculum, evaluation, classroom management, and the integration of faith and learning in order to create a pervasively Christian learning environment.

Educational Administration

Program Director: Samuel Gaikwad

The Educational Administration emphasis is intended primarily to equip educational superintendents and elementary and secondary school principals. The emphasis includes the knowledge and skills needed by Christian school administrators to lead teachers, students, parents, and church members in creating positive learning environments.

Instructional Technology

Program Director: Raimond Luntungan

The Instructional Technology emphasis is designed to provide classroom educators with technological tools for teaching and learning. This emphasis focuses on the knowledge and skills that are most useful to educators,

including graphics and web design, teaching and learning utilizing technology, and a basic understanding of curriculum issues. Graduates with this degree will not primarily be technicians, but rather, educators with some technical ability, and an understanding of how to use their skills for educational purposes.

Religious Education

Program Director: Samuel Gaikwad

The Religious Education emphasis focuses on the preparation of effective Bible teachers who can dynamically present the gospel of Jesus Christ in an attractive, compelling way. This emphasis also seeks to equip religious educators so that they might provide services in the areas of youth ministry, campus chaplaincy, and pastoral counseling.

Teaching English to Speakers of Other Languages (TESOL)

Program Director: Safary Wa-Mbaleka

Teaching English to Speakers of Other Languages (TESOL) is designed primarily for preparing teachers who will teach the English Language, as well as those who will use English as a medium of instruction, especially in bilingual or immersion settings. This emphasis focuses on the theoretical foundations of language and language learning and practical methods and techniques of language teaching, as well as providing hands-on experience in teaching English to language learners.

Admission Requirements

1. A baccalaureate degree or its equivalent, with a minimum GPA of 3.00 (four-point scale). A prospective student who does not meet the entry-level GPA requirement may be admitted under probationary status and given opportunity to meet this requirement by earning a 3.00 GPA at AIIAS during the first 12 semester hours.
2. Demonstrated English proficiency ([see p. 20](#)). All students taking the TESOL emphasis are required to take one of the standard English proficiency tests prescribed by AIIAS. The minimum passing score for the test is higher than for other programs—IELTS 7.0 or equivalent. The limit of attempts in IELTS exam is up to three. The prerequisite should be accomplished before 50% of the coursework is completed.

Prerequisites

1. Adequate undergraduate preparation in education to include a minimum of 8 semester hours of professional education, with at least one class from each of the following four areas:
 - Philosophy of Adventist Education
 - Educational Psychology
 - Methods of Teaching
 - Testing and Evaluation

The following courses are offered on campus at the graduate level self-study modules to meet these prerequisites:

EDFN 501 Methods of Learning and Instruction (2)

EDFN 518 Educational Psychology (2)

EDFN 520 Philosophy of Adventist Education (2)

EDFN 525 Instructional Evaluation (2)

In order to fulfill the prerequisite requirements, these courses must have a minimum grade of **B**. A student who has not met these requirements may take courses at the graduate level. The credit earned for graduate courses used as prerequisites, however, will not apply toward the MA degree.

2. Teaching experience, normally a minimum of 1 year. A letter of verification is required. Those specializing in Educational Administration are required a minimum of 2 years of teaching experience. Those specializing in TESOL are waived of this prerequisite in lieu of the mandatory teaching practicum.
3. Those taking an emphasis in Religious Education must have an undergraduate degree in Religion or Religious Education.
4. Those taking an emphasis in TESOL must have at least 10 undergraduate units in English language (at least 4 credits of which are in addition to basic English skills courses).
5. At least one religion course (undergraduate or graduate), with a minimum grade of **C**, from each of the following areas:

Adventist Beliefs

Adventist History or Spirit of Prophecy

Biblical Studies

The following courses are offered as graduate level self-study modules to meet these prerequisites:

CHIS 501 Spirit of Prophecy (2)

NTST 502 Life and Teaching of Jesus (2)

THST 501 Adventist Doctrines (2)

Requirements

To complete the program and be awarded the degree of Master of Arts in Education, a candidate must meet satisfactorily the following requirements:

1. Complete a minimum of 39-42 semester hours of coursework, excluding the culminating phase.
2. Complete the culminating phase of the degree program in one of the following three modalities:
 - MA Project (3 semester hours)
 - MA Thesis (6 semester hours)
 - A comprehensive examination plus one additional elective course (3 semester hours).
3. Maintain a minimum cumulative GPA of 3.00.

4. Service learning (see p. 60 for details).

Curriculum

The curriculum for the MA in Education includes a total of 42-45 semester hours and is configured as follows:

Core Courses 15

EDCI 625 Instructional Media (3)
 EDUC 526 Pedagogical Foundations (3)
 EDUC 582 Foundations of Christian Education (2)
 EDUC 624 Faith and Learning in Christian Education (2)
 LEAD 610 Biblical Foundations of Leadership and Ethics (3)
 RESM 520 Academic Writing (2)

Major Field of Concentration 15-18

One of the following fields:

Emphasis in Curriculum and Instruction

EDCI 610 Classroom Management (3)
 EDCI 615 Instructional Models (3)
 EDCI 620 Foundations of Curriculum (3)
 EDCI 632 Inclusive Instruction (3)
 EDCI 640 Process of Curriculum (3)

Emphasis in Educational Administration

EDAD 601 Supervision of Instruction (3)
 EDAD 640 Institutional Finance (3)
 EDAD 650 Human Resource Management (3)
 EDAD 651 Principalship and School Improvement (3)
 EDAD 674 School Organization and Law (3)

Emphasis in Instructional Technology

EDCI 685 E-Learning (3)
 EDIT 662 Managing Technology in Schools (Hardware & Software)
 (3)
 EDIT 681 E-Marketing for Education (3)

Two of the following:

EDIT 660 Educational Information Systems (3)
 EDIT 668 Telecommunications, Networking, and Security (3)
 EDIT 674 Database Applications (3)
 EDIT 682 Web Tools for Education (3)
 EDIT 692 Fieldwork in Instructional Technology (3)

Emphasis in Religious Education

EDCI 610 Classroom Management (3)
 EDCI 615 Instructional Models (3)
 EDCI 640 Process of Curriculum (3)
 EDRE 635 Youth Ministry (3)

One of the following:

- EDCI 632 Inclusive Instruction (3)
- EDRE 612 Pastoral Care and Counseling (3)
- EDRE 679 Ministry and the Spiritual Life (3)
- MSSN 607 Field Contextualization Seminar (3)

Emphasis in TESOL

- EDFN 510 Teaching Practicum (3)
- EDTE 528 TESOL Methods in Speaking and Listening (3)
- EDTE 580 Advanced Grammar for English Language Teaching (3)
- EDTE 620 Second Language Acquisition (3)
- EDTE 622 TESOL Methods for Content-Area
Reading and Writing (3)
- EDTE 630 Pragmatics (3)

Research

9

- RESM 610 Research Methods (3)
- RESM 615 Statistics (3)
- RESM 625 Action Research (3)

Culminating Phase

3-6

One of the following three culminating modalities:

- a. MA Project EDAD/EDCI/EDIT
EDRE/EDTE 696 MA Project (3)
- b. MA Thesis EDAD/EDCI/EDIT
/EDRE/EDTE 698 MA Thesis (6)
- c. A comprehensive examination and one
elective course (except for the TESOL
emphasis), chosen in consultation with the
program director.

Total semester hours

42-48

Double Emphases

A student may opt to take a double emphases in the MA program. In such a case, the student must take five (six for TESOL) additional courses (15-18 credits) from the second area of emphasis. When the student selects the comprehensive examination as the culminating phase, one elective is still required. A double emphasis in an online program requires that the student's bulletin offers multiple emphases.

Master of Arts in Education (Online)

Program Director: Leni Casimiro

The MA in Education is also offered in the online modality. The two emphases offered are Curriculum and Instruction, and Leadership.

Admission Requirements

Admission requirements for MA in Education online are the same as for the MA in Education on campus.

Prerequisites

Program prerequisites are the same as those stipulated for MA in Education campus program; **one** year of teaching experience is required for the emphasis in Curriculum and Instruction, and **two** years of teaching experience is required for the emphasis in Educational Administration.

Requirements

To complete the program and be awarded the degree of Master of Arts in Education, a candidate must meet satisfactorily the following requirements:

1. Complete a minimum of 39-42 semester hours of coursework, excluding the culminating phase.
2. Complete the culminating phase of the degree program in one of the following three modalities:
 - MA Project (3 semester hours.)
 - MA Thesis (6 semester hours.)
 - A comprehensive examination plus one additional elective course (3 semester hours).
3. Maintain a minimum cumulative GPA of 3.00.
4. Service learning (see p. 60 for details).

Curriculum

The curriculum for the online MA in Education consists of a total of 42-45 semester credits, distributed in the following manner:

Core Courses

18

EDCI 610 Classroom Management (3)
 EDCI 625 Instructional Media (3)
 EDUC 526 Pedagogical Foundations (3)
 EDUC 582 Foundations of Christian Education (2)
 EDUC 624 Faith and Learning in Christian Education (2)
 LEAD 610 Biblical Foundations of Leadership and Ethics (3)
 RESM 520 Academic Writing (2)

Major Field of Concentration

18

Choose one of the following emphases

Emphasis in Curriculum and Instruction

- EDAD 601 Supervision of Instruction (3)
- EDCI 615 Instructional Models (3)
- EDCI 620 Foundations of Curriculum (3)
- EDCI 632 Inclusive Instruction (3)
- EDCI 640 Process of Curriculum (3)

Emphasis in Educational Administration

- EDAD 601 Supervision of Instruction (3)
- EDAD 640 Institutional Finance (3)
- EDAD 651 Principalship and School Improvement (3)
- EDAD 674 School Organization and Law (3)

One of the following courses

- EDCI 615 Instructional Models (3)
- EDCI 620 Foundations of Curriculum (3)
- EDCI 632 Inclusive Instruction (3)
- EDCI 640 Process of Curriculum (3)

Research

9

- RESM 610 Research Methods (3)
- RESM 615 Statistics (3)
- RESM 625 Action Research (3)

Culminating Phase

3-6

One of the following three culminating modalities:

- a. MA Project EDCI/EDUC 696 MA Project (3)
- b. MA Thesis EDCI/EDUC 698 MA Thesis (6)*
- c. A comprehensive examination and one additional elective course, chosen in consultation with the program director (3)

Total semester hours

42-45

For further information, contact AIIAS Online (<http://online.aiias.edu> or online@aiias.edu).

Graduate Certificate in Education

The Graduate Certificate in Education is a non-degree program designed to enhance the professional development of educators and those who do not enter or complete the MA program.

Prerequisites

1. A baccalaureate degree or the equivalent.
2. Demonstrated English proficiency.

* Students wishing to write a thesis must come to campus to do so.

Requirements

To complete the program and be awarded a Graduate Certificate in Education, the candidate must satisfactorily complete 21 semester hours of coursework from the MA program, including a minimum of 5 hours of core courses, and a minimum of 9 hours from a field of emphasis. Accomplish service learning (see p. 60 for details).

Curriculum

Core Courses

5-12

At least two of the following:

- EDCI 625 Instructional Media (3)
- EDUC 526 Pedagogical Foundations (3)
- EDUC 582 Foundations of Christian Education (2)
- EDUC 624 Faith and Learning in Christian Education (2)
- LEAD 610 Biblical Foundations of Leadership and Ethics (3)

Fields of Emphasis

9-16

At least three courses from one of the following areas of emphasis:

- Curriculum and Instruction (EDCI)
- Educational Administration (EDAD)
- Instruction Technology (EDIT)
- Religious Education (EDRE)
- TESOL (EDTE)

Total semester hours

21

Graduate Certificate in TESOL

The Graduate Certificate in TESOL is a non-degree program designed to enhance the professional development of English educators who do not choose to enter the MA in Education with an emphasis in TESOL program.

Admission Requirements and Prerequisites

1. A baccalaureate degree or the equivalent.
2. Demonstrated high level of English proficiency (IELTS score of 7.0 or equivalent)
3. At least 6 undergraduate units in English language (at least 3 credits of which are in addition to basic English skills courses).

Requirements

To complete the program and be awarded a Graduate Certificate in TESOL, the candidate must satisfactorily complete 21 semester hours of coursework from the MA program. Accomplish service learning (see p. 60 for details).

Curriculum**Core Courses*****2-3****One** of the following:

EDCI 625 Instructional Media (3)

EDUC 526 Pedagogical Foundations (3)

EDUC 582 Foundations of Christian Education (2)

EDUC 624 Faith and Learning in Christian Education (3)

LEAD 610 Biblical Foundations of Leadership and Ethics (2)

TESOL Emphasis Courses**18-****19****All seven courses**

EDFN 510 Teaching Practicum (1-2)

EDTE 528 TESOL Methods in Speaking and Listening (3)

EDTE 580 Advanced Grammar for English Language Teaching (3)

EDTE 620 Second Language Acquisition (3)

EDTE 622 TESOL Methods for Content-Area Reading and Writing (3)

EDTE 630 Pragmatics (3)

RESM 520 Academic Writing (2)

Total semester hours**21****Education Specialist (EdS)**

Program Directors: Prema Gaikwad and Arceli Rosario

The EdS is a graduate degree designed especially for directors of education, education superintendents, school principals, curriculum specialists, and other practitioners. An EdS degree is recognized as an intermediate professional degree, between a master's and a doctoral degree. The focus of the EdS program is on preparing Christian educators who can provide effective leadership, promoting and improving Christian education in their areas of responsibility.

The EdS program is offered with emphases in the areas of Curriculum and Instruction and Educational Administration. Cognates for the EdS degree are available in a variety of areas, including Business Management, Curriculum and Instruction, Educational Administration, Fundamentals of Education, Public Health, Instructional Technology, Religious Education, Research and Statistics, and TESOL.

The estimated time for completing the EdS program is approximately 18 months (approximately 12 months for coursework beyond the MA in Education and approximately 6 months for the EdS Project).

* Students who do not have at least one core Adventist Education course on their college transcript will be required to select one of the core courses with Christian content as a part of their certificate program.

Prerequisites may increase this estimate. The EdS degree is the ladderized program that may lead to the PhD to be used as a terminal degree itself. For this reason, credit transfer from an AIIAS EdS to an AIIAS PhD is automatic, regardless of whether the EdS was completed or abandoned.

Admission Requirements

1. An MA degree or its equivalent (a minimum of 36 semester hours required), with a minimum GPA of 3.20 (on a four-point scale). A prospective student who does not meet the entry-level GPA requirement may be admitted on scholastic probation and given opportunity to meet this requirement by earning a 3.20 GPA at AIIAS during the first 12 semester hours.
2. Demonstrated English proficiency.

Prerequisites

1. A minimum of 18 semester hours of graduate education courses (minimum grade of **B**, counted as part of the MA credits), to include the following courses, regardless of the area of emphasis:

Foundations of Christian Education
Pedagogical Foundations
Faith and Learning in Christian Education
Research Methods
Statistics
Action Research
Academic Writing

Those who hold an MA degree in an area outside of education may select the *Fundamentals of Education* cognate and apply the credits earned toward the fulfillment of this requirement.

Additional graduate courses required for the emphasis in
Curriculum and Instruction:

Instructional Models
Foundations of Curriculum or Process of Curriculum

Additional graduate courses required for the emphasis in
Educational Administration:

Institutional Finance
School Organization and Law

2. Teaching experience, normally a minimum of **two** years. A letter of verification is required.
3. At least **one** religion course (undergraduate or graduate), with a minimum grade of **C**, from each of the following areas:
Adventist Beliefs
Adventist History or Spirit of Prophecy
Biblical Studies

The following courses are offered as graduate level self-study modules to meet these prerequisites:

CHIS 501	Spirit of Prophecy (2)
NTST 502	Life and Teachings of Jesus (2)
THST 501	Adventist Doctrines (2)

Other Seminary courses may also apply (ask your program director)

Requirements

To be awarded the EdS degree, a student must satisfactorily complete the following requirements:

1. Complete a minimum of 28 semester hours of coursework (600-level and above) with a minimum GPA of 3.20.
2. Successfully complete a minimum of 3 semester hours of fieldwork.
3. Successfully complete 6 semester hours of EdS Project.
4. Service learning ([see p. 60](#) for details)

Curriculum

A total of 37 semester hours is required for the EdS degree, distributed in the following manner:

Philosophy **3**

CHPH 872 Philosophy: An Adventist Perspective (3)

Major Field of Concentration **12**

The EdS student selects one of the following areas of emphasis:

Emphasis in Curriculum and Instruction

EDCI 792 Advanced Fieldwork in Curriculum and Instruction (3)

Two of the following:

EDCI 730 Advanced Curriculum Theory and Practice (3)

EDCI 750 Seminar in Curriculum and Instruction (3)

EDCI 785 E-Learning (3)

One of the following courses not included in the MA degree credits:

EDAD674 School Organization and Law (3)

EDCI 601 Supervision of Instruction (3)

*EDCI 610 Classroom Management (3)

EDCI 622 TESOL Methods for Content-Area

Reading and Writing (3)

EDCI 625 Instructional Media (3)

EDCI 765 Advanced Instructional Processes (3)

EDUC 620 Developmental Psychology (3)

Emphasis in Educational Administration

* Should take if not taken in the master's program

EDAD 650 Human Resource Management (3)

EDAD 792 Advanced Fieldwork in Educational Administration (3)

Two of the following:

EDAD 601 Supervision of Instruction (3)

EDAD 610 Organizational Behavior (3)

EDAD 730 Financial Management for Educational Institutions (3)

EDAD 750 Seminar in Administration and Institutional
Development (3)

EDAD 870 Independent Project in Educational
Administration (3)

EDCI 610 Classroom Management (3)

EDCI 625 Instructional Media (3)

Cognate

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The EdS student selects at least **one** of the following cognate areas, distinct from the area of emphasis:

Cognate in Business Management

One of the following courses:

BUAD 624 Entrepreneurship (3)

EDAD 610 Organizational Behavior (3)

EDAD 650 Human Resource Management (3)

MGMT 602 Managerial Communication (3)

One of the following courses:

ACCT 657 Fund Accounting (3)

BUAD 635 Quantitative Analysis for Decision Making (3)

BUIT 662 Information Technology Management (3)

BUIT 674 Database Applications (3)

EDAD 730 Financial Management for Educational
Institutions (3)

EDIT 660 Educational Information Systems (3)

FNCE 640 Financial Management (3)

FNCE 654 Financial Analysis and Reporting (3)

MGMT 676 Project Management (3)

Cognate in Curriculum and Instruction

Two of the following courses:

EDCI 620 Foundations of Curriculum (3)

EDCI 622 TESOL Methods for Content-Area Reading
and Writing (3)

EDCI 625 Instructional Media (3)

EDCI 632 Inclusive Instruction (3)

EDCI 730 Advanced Curriculum Theory and Practice (3)

EDCI 750 Seminar in Curriculum and Instruction (3)

EDCI 765 Advanced Instructional Processes (3)

EDCI 785 E-Learning (3)

Cognate in Educational Administration

Two of the following courses:

- EDAD 601 Supervision of Instruction (3)
- EDAD 610 Organizational Behavior (3)
- EDAD 640 Institutional Finance (3)
- EDAD 650 Human Resource Management (3)
- EDAD 651 Principalship and School Improvement (3)
- EDAD 674 School Organization and Law (3)
- EDAD 730 Financial Management for Educational Institutions (3)
- EDAD 750 Seminar in Administration and Institutional Development (3)

Cognate in Fundamentals of Education

Two or Three of the following courses:

- EDCI 615 Instructional Models (3)
- EDCI 620 Foundations of Curriculum (3)
- EDCI 625 Instructional Media (3)
- EDCI 632 Inclusive Instruction (3)
- EDCI 645 Instructional Evaluation (3)
- EDUC 582 Foundations of Christian Education (2)
- EDUC 624 Faith and Learning in Christian Education (2)
- EDUC 635 Educational Psychology: A Cross-Cultural Perspective (3)
- LEAD 610 Biblical Foundations of Leadership and Ethics (2)

Cognate in Instructional Technology

Two of the following courses:

- BUIT 662 Information Technology Management (3)
- BUIT 674 Database Applications (3)
- BUIT 684 Telecommunications, Networking and Security (3)
- EDCI 625 Instructional Media (Required if not taken previously) (3)
- EDCI 785 E-Learning (3)
- EDIT 660 Educational Information System (3)
- EDIT 681 Digital Media for Education (3)
- EDIT 682 Web Tools for Education (3)

Cognate in Public Health

Two of the following courses:

- PHEL 678 Topics in Family Health (3)
- PHFN 600 Health Promotion Theory and Practice (3)
- PHFN 605 Planning and Evaluating Health Promotion Programs (3)
- PHFN 610 Principles of Environmental Health (3)
- PHHP 645 School and Adolescent Health (3)
- PHHP 655 Lifestyle Diseases and Risk Reduction Programs (3)

PHHP 660 Current Global Health Issues (3)

Cognate in Religious Education

Two of the following courses:

- CHMN 606 Theology and Practice of Ministry (3)
- CHMN 649 Religious Education in the Local Church (3)
- EDRE 612 Pastoral Care and Counseling (3)
- EDRE 635 Youth Ministry (3)
- EDRE 679 Ministry and the Spiritual Life (3)
- EDRE 710 Seminar in Family Life Issues (3)
- MSSN 607 Field Contextualization Seminar (3)
- MSSN 677 Growing Disciples and Mission (3)
- MSSN 685 Biblical Foundations of Ministry
and Mission (3)

Cognate in Research

Two of the following not used for the Research requirements:

- RESM 720 Nonparametric Statistics (3)
- RESM 725 Applied Multivariate Analysis (3)
- RESM 740 Qualitative Research Methods (3)
- RESM 745 Construction of Scales and Survey Instruments (3)
- RESM 895 Directed Research in _____ (3)

Cognate in TESOL

Two of the following courses:

- EDTE 528 TESOL Methods in Speaking and Listening (3)
- EDTE 580 Advanced Grammar for English Language
Teaching (3)
- EDTE 620 Second Language Acquisition (3)
- EDTE 622 TESOL Methods for Content-Area
Reading and Writing (3)
- EDTE 630 Pragmatics (3)

Note: If you have a particular area of interest, you may design a cognate in consultation with the Education Department which may include courses from other departments at AIIAS, transfer credits, online courses, or directed research.

Research

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Two of the following courses:

- RESM 715 Advanced Statistics (3)
- RESM 770 Institutional Evaluation (3)
- RESM 630 Documentary Research (3)
- RESM 720 Nonparametric Statistics (3)
- RESM 740 Qualitative Research Methods (3)

Disciplinary Research

Choose from the following options, according to the area of emphasis.

Curriculum and Instruction

EDCI 780 Disciplinary Research in Curriculum/Instruction (4)

Educational AdministrationEDAD 780 Disciplinary Research in Administration
Policy/Management (4)**Culminating Project****6**

EDAD/EDCI 796 EdS Project (6)

Total semester hours**37**

Doctor of Philosophy in Education (PhD)

Program Directors: Prema Gaikwad and Arceli Rosario

The PhD is an academic, research degree designed especially for Christian educational administrators, teacher educators, and professors serving at the tertiary level.

The program emphasizes the knowledge and skills needed by educational leaders. It incorporates a research orientation and is intended to prepare students for effective decision making, enabling them to become positive change agents in their institutions. A solid foundation in Adventist educational philosophy prepares students for leadership positions through which they can exert an influence on the future of Christian educational systems.

The PhD program is offered with emphases in the areas of Curriculum and Instruction and Educational Administration. Cognates for the PhD degree are available in the areas of Business Management, Curriculum and Instruction, Educational Administration, Fundamentals of Education, Public Health, Instructional Technology, Religious Education, Research and Statistics, and TESOL.

Estimated completion time for the PhD program is approximately 39 months (approximately 24 months for coursework beyond the MA in Education, 3 months to prepare for the comprehensive examination, and approximately 12 months for the PhD dissertation). Prerequisites may increase this estimate

Admission Requirements

1. An MA in Education degree or its equivalent (a minimum of 36 semester hours required), with a minimum GPA of 3.50 (on a four-point scale). A prospective student who does not meet the entry-level GPA requirement may be admitted on scholastic probation and given opportunity to meet this requirement by earning a 3.50 GPA at AIAS during the first 12 semester hours. Alternatively, an applicant with a master's degree in another discipline can meet entry requirements through an EdS program at AIAS, with a GPA greater than 3.50.

Credit transfer from an AIIAS EdS to an AIIAS PhD is automatic, regardless of whether the EdS was completed or abandoned. For an AIIAS PhD, an EdS from outside AIIAS would be subject to the 25% transfer rule, just as for any other program.

2. Demonstrated English proficiency.
3. Provide a statement (500-750 words), (a) describing why the applicant desires to pursue a PhD in Education at AIIAS, and (b) the topic or topics they would like to pursue for their dissertation research.

Prerequisites

1. A minimum of 18 semester hours of graduate Education courses (minimum grade of **B**, counted as part of the MA credits), to include the following courses, regardless of the area of emphasis:

Foundations of Christian Education
Pedagogical Foundations
Faith and Learning in Christian Education
Research Methods
Statistics
Action Research
Academic Writing

Those who hold a master's degree in an area outside of education may select the *Fundamentals of Education* cognate and apply the credits earned toward the fulfillment of this requirement.

Additional graduate courses required for the emphasis in Curriculum and Instruction:

Instructional Models
Foundations of Curriculum or Process Curriculum

Additional graduate courses required for the emphasis in Educational Administration:

Institutional Finance
School Organization and Law
Human Resource Management

2. A master's thesis or a report of other significant research. In the absence of such prior research, the student is required to complete RESM 685 Research Experience (3 semester hours.) as a prerequisite.
3. Teaching experience, normally a minimum of three years. A letter of verification is required.
4. At least one religion course (undergraduate or graduate), with a minimum grade of **C**, from each of the following areas:
Adventist Beliefs
Adventist History or Spirit of Prophecy
Biblical Studies

The following courses are offered as graduate level self-study modules to meet these prerequisites:

- CHIS 501 Spirit of Prophecy (2)
- NTST 502 Life and Teaching of Jesus (2)
- THST 501 Adventist Doctrines (2)

Other Seminary courses may also apply (ask your program director)

Requirements

To be awarded the PhD degree, a candidate must satisfactorily fulfill the following requirements:

1. Complete a minimum of 50 semester hours of coursework beyond the MA in Education (600-level or above) with a minimum GPA of 3.50.
2. Successfully complete a minimum of 2 semester hours of fieldwork.
3. Pass the written comprehensive examination.
4. Complete a minimum of 15 semester hours of dissertation credit.
5. Pass an oral defense of the candidate's dissertation before the Dissertation Defense Committee.
6. Service learning ([see p. 60](#) for details)

Curriculum

A total of 67 semester hours is required for the PhD degree, distributed in the following manner:

Philosophy 4

- CHPH 872 Philosophy: An Adventist Perspective (3)
- OTST/NTST 655 Interdepartmental Colloquium and Forum (1)

Major Field of Concentration 20

The PhD student selects one of the following areas of emphasis:

Emphasis in Curriculum and Instruction

- EDCI 730 Advanced Curriculum Theory and Practice (3)
- EDCI 750 Seminar in Curriculum and Instruction (3)
- EDCI 765 Advanced Instructional Processes (3)
- EDCI 785 E-Learning (3)
- EDCI 792 Advanced Fieldwork in Curriculum and Instruction (2)

Two of the following (not included in the MA degree credits):

- EDAD 674 School Organization and Law (3)
- *EDCI 601 Supervision of Instruction (3)
- Error! Bookmark not defined. EDCI 610 Classroom Management (3)
- EDCI 622 TESOL Methods for Content-Area Reading and Writing (3)
- EDCI 625 Instructional Media (3)

* Should take if not taken in the master's program

EDCI 632 Inclusive Instruction (3)
EDCI 645 Instructional Evaluation (3)
EDCI 793 Advanced Readings in _____ (3)
EDCI 870 Independent Project in _____ (3)
EDCI 895 Directed Research in _____ (3)
EDIT 681 E-Marketing for Education (3)
EDUC 620 Developmental Psychology (3)

Emphasis in Educational Administration

EDAD 730 Financial Management for Educational Institutions (3)
EDAD 750 Seminar in Administration and Institutional Development (3)
EDAD 786 Administration in Higher Education (3)
EDAD 792 Advanced Fieldwork in Educational Administration (2)

Three of the following (not included in the MA degree credits):

BUAD 730 Quality and Knowledge Management (3)
BUAD 785 Leadership and Corporate Governance (3)
EDAD 601 Supervision of Instruction (3)
EDAD 610 Organizational Behavior (3)
EDAD 793 Advanced Readings in _____ (3)
EDAD 870 Independent Project in _____ (3)
EDAD 895 Directed Research in _____ (3)
MGMT 624 Entrepreneurship (3)
MGMT 676 Project Management (3)
MGMT 725 Change and Crisis Management (3)

Cognate

12

The PhD in Education student selects at least one of the following cognate areas, distinct from the area of emphasis:

Cognate in Business Management

Four of the following:

At least **one** of the following courses:

EDAD 610 Organizational Behavior (3)
EDAD 650 Human Resource Management (3)
MGMT 602 Managerial Communication (3)
MGMT 624 Entrepreneurship (3)

At least **one** of the following:

ACCT 657 Fund Accounting (3)
BUAD 635 Quantitative Analysis for Decision Making (3)
BUIE 662 Information Technology Management (3)
BUIE 674 Database Applications (3)
EDAD 730 Financial Management for Educational Institutions (3)
EDIT 660 Educational Information Systems (3)
FNCE 640 Financial Management (3)
FNCE 654 Financial Analysis and Reporting (3)

MGMT 676 Project Management (3)

Cognate in Curriculum and Instruction

Four of the following:

At least **one** of the following:

EDCI 620 Foundations of Curriculum (3)

EDCI 640 Process of Curriculum (3)

EDCI 730 Advanced Curriculum Theory and Practice (3)

At least **one** of the following:

EDCI 615 Instructional Models (3)

EDCI 622 TESOL Methods for Content-Area
Reading and Writing(3)

EDCI 625 Instructional Media (3)

EDCI 632 Inclusive Instruction (3)

EDCI 750 Seminar in Curriculum and Instruction (3)

EDCI 765 Advanced Instructional Processes (3)

EDCI 785 E-Learning (3)

Cognate in Educational Administration

Four of the following:

EDAD 601 Supervision of Instruction (3)

EDAD 610 Organizational Behavior (3)

EDAD 640 Institutional Finance (3)

EDAD 650 Human Resource Management (3)

EDAD 651 Principalship and School Improvement (3)

EDAD 674 School Organization and Law (3)

EDAD 730 Financial Management for Educ. Institutions (3)

EDAD 750 Seminar in Administration and Institutional
Development (3)

Cognate in Fundamentals of Education

At least **four** of the following:

EDCI 615 Instructional Models (3)

EDCI 620 Foundations of Curriculum (3)

EDCI 625 Instructional Media (3)

EDCI 632 Inclusive Instruction (3)

EDCI 645 Instructional Evaluation (3)

EDUC 624 Faith and Learning in Christian Education (2)

EDUC 635 Educational Psychology: A Cross-Cultural
Perspective (3)

LEAD 610 Biblical Foundations of Leadership and Ethics (3)

Cognate in Instructional Technology

Four of the following:

BUIT 662 Information Technology Management (3)

BUIT 674 Database Applications (3)

BUIT 684 Telecommunications, Networking and Security (3)

- EDCI 625 Instructional Media (required if not taken previously)
(3)
- EDCI 785 E-Learning (3)
- EDIT 660 Educational Information Systems (3)
- EDIT 681 Digital Media for Education (3)
- EDIT 682 Web Tools for Education (3)

Cognate in Public Health

Four of the following:

- PHEL 678 Topics in Family Health (3)
- PHFN 600 Health Promotion Theory and Practice (3)
- PHFN 605 Planning and Evaluating Health Promotion
Programs (3)
- PHFN 610 Principles of Environmental Health (3)
- PHHP 645 School and Adolescent Health (3)
- PHHP 655 Lifestyle Diseases and Risk Reduction Programs (3)
- PHHP 660 Current Global Health Issues (3)

Cognate in Religious Education

Four of the following:

- CHMN 606 Theology and Practice of Ministry (3)
- CHMN 649 Religious Education in the Local Church (3)
- EDRE 612 Pastoral Care and Counseling (3)
- EDRE 635 Youth Ministry (3)
- EDRE 679 Ministry and the Spiritual Life (3)
- EDRE 710 Seminar in Family Life Issues (3)
- EDRE 870 Independent Project in _____ (3)
- EDRE 895 Directed Research in _____ (3)
- MSSN 607 Field Contextualization Seminar (3)
- MSSN 677 Growing Disciples and Mission (3)
- MSSN 585/685 Biblical Foundations of Ministry and Mission
(3)

Cognate in Research

Four of the following not used for Research requirements:

- RESM 720 Nonparametric Statistics (3)
- RESM 725 Applied Multivariate Analysis (3)
- RESM 730 Documentary Research (3)
- RESM 745 Construction of Scales and Survey Instruments (3)
- RESM 895 Directed Research in _____ (3)

Cognate in TESOL

Four of the following courses:

- EDTE 528 TESOL Methods in Speaking & Listening (3)
- EDTE 580 Advanced Grammar for English Language
Teaching (3)
- EDTE 620 Second Language Acquisition (3)

EDTE 622 TESOL Methods for Content-Area Reading and Writing (3)

EDTE 630 Pragmatics (3)

Note: If you have a particular area of interest, you may design a cognate in consultation with the Education Department which may include courses from other departments at AIAS, transfer credits, online courses, or independent research. Those students taking TESOL cognate must choose the teaching option during their Advanced Fieldwork.

Research **16**

RESM 715 Advanced Statistics (3)

RESM 740 Qualitative Research Methods (3)

*RESM 752 Applied Multivariate Analysis (3)

or RESM 751 Applied Qualitative Research Methods (3)

RESM 770 Institutional Evaluation (3)

Disciplinary Research

Choose from the following options, according to the area of emphasis.

Curriculum and Instruction

EDCI 780 Disciplinary Research in Curriculum/Instruction (4)

Educational Administration

EDAD 780 Disciplinary Research in Administration
Policy/Management (4)

Dissertation **15**

†EDAD/EDCI 897 Dissertation Proposal Writing (3)

‡EDAD/EDCI 898 PhD Dissertation (12)

Total semester hours **67**

* One of these taken according to the research methodology specialty

† At least one unit must be taken before taking Applied Qualitative Research or Multivariate Analysis

‡ May be taken only after attaining candidacy status

Work-Embedded Doctor of Philosophy in Education (PhD)

Introduction

The Work-Embedded PhD in Education is designed to provide educational administrators and experienced faculty members an opportunity to continue their education without leaving their work places for a long period of time. Designed as a cohort, the participants attend on-campus classes for two months (July and August) every year. In addition, prerequisites and electives are completed as online courses or independent studies as necessary.

Admission Requirements

Admission to the Work-Embedded PhD in Education follows the same criteria as for the campus programs in PhD in Education. It is a cohort program.

Course Requirements

Since the classes are conducted in an intensive format, participants are expected to complete pre- and post-course requirements besides the on-campus class activities.

Pre-course activities will begin at least one month prior to the course and will include receiving the course outline, reading and completing assignments as necessary.

The on-campus session for each course will consist of 4-hour classes from Monday to Friday, for 12 working days; the total contact hours being 48 hours.

Post-course activities will include completing research activities and other reading and written assignments. Deadlines for submission of these post-course activities are noted on the course outlines by the teachers and must be adhered to.

Degree Requirements

The Work-Embedded PhD in Education degree program has the same curricular requirements as the regular campus PhD in Education programs. This includes writing a comprehensive examination and a dissertation.

Once the PhD student completes all the courses and successfully passes the comprehensive examination, he/she must apply for candidacy status before progressing to the dissertation. The same 10-year time limit to complete the program applies.

Departmental Policies and Guidelines

Laboratory Fees

Some courses require additional fees for the use of the computer laboratory or for specialized software or other materials. For information, consult the Financial section of the Bulletin and the course description of each class.

Teaching Practicum

Teaching practicum is an alternate way to meet the teaching experience requirement. EDFN 510 Teaching Practicum is offered to MA students who lack up to one year teaching. Applicants for the PhD C&I who do not have any teaching experience will be required to have two teaching practicums (EDFN 510 Teaching Practicum and EDFN 511 Higher Education Teaching Practicum) in two different terms, one at elementary or secondary level and one at college level or above. Students with some experience will have the prerequisite pro-rated. Students with limited experience should be guided into doing something that will gain them teaching experience during their fieldwork. The purpose of the practicum is to provide students with practical experience in teaching. Activities will include classroom observation, preparation and delivery of learning activities, grading of assignments, and administrative responsibilities. Credits earned in either of the teaching practicum courses do not apply towards the hours required for graduation from the MA in Education. For more information, refer to the *Teaching Practicum Handbook*.

Fieldwork and Advanced Fieldwork

The purpose of fieldwork is to provide graduate students with opportunities to deepen and apply their learning in real-life settings not before experienced and to expand horizons through new types of professional interactions. Education courses designated as fieldwork entail on-site experiences and activities in educational institutions, agencies, and/or school districts.

Students in the MA in Education program may enroll in the fieldwork course EDAD/EDCI/EDIT/EDRE/EDTE 692, parallel to the area of emphasis, as an elective course. While fieldwork is not specifically required at the MA level, a master's student with little experience may choose fieldwork as an elective class. Education students in EdS or PhD programs should enroll in the advanced fieldwork course EDAD/EDCI 792, parallel to their area of emphasis. Doctoral students may choose to do their fieldwork in an area that also incorporates their cognate area, not only their major area of emphasis. Fieldwork courses may only be taken after half of the total number of credits for the respective degree program have been completed.

In each of these courses, students are expected to spend a minimum of 60 clock hours in practicum activities for each semester hour of credit. Within every 3 semester hours of fieldwork credit, one semester hour must be

earned as a graduate assistant in the AIIAS Education Department. Graduate assistant activities are normally carried out under the direction of a faculty member and extend over a time frame mutually agreed between the faculty member and the graduate student. Such activities may involve assisting with ongoing research, preparing articles for publication, or carrying out other scholarly activities or projects as assigned by the professor.

During the fieldwork experience, the student should keep a detailed log of activities performed and insights gained. Pertinent supporting documents (such as lesson plans, agendas of meetings attended, and products developed) should be included in the fieldwork portfolio. At the conclusion of the practicum, the student should present this portfolio to the fieldwork supervising instructor for evaluation, along with letters of verification from the individuals under whose auspices the student carried out the fieldwork.

Typical Fieldwork Activities

The following is a description of fieldwork in various areas of emphasis:

Emphasis in Curriculum and Instruction. Fieldwork in the area of curriculum and instruction provides students with experiences closely relating educational theory and practice. The fieldwork experience may take a number of forms: direct teaching experience in a classroom setting, working as part of a team in the preparation of educational materials, or the preparation and presentation of an educational seminar. In any case, the setting and activities are especially designed to accommodate the student's interests and needs.

If the teaching modality is chosen, the student is expected to earn the additional 2 semester credits by spending approximately 10 hours in classroom observation, 50 hours in classroom preparation, 50 hours in actual teaching, and 10 hours of administrative activities. The purpose of this modality is for the student to put into practice various strategies that have been learned, to experience a different teaching setting, to collect innovative materials and ideas, and to assess personal performance. The student is given preference as to the subject area, grade level, and institution in which to carry out the fieldwork, subject to availability.

The educational materials modality typically involves collaboration with a professional or team of professionals in designing, constructing, field testing, modifying, and evaluating curricular programs, instructional materials, and/or media. Such involvement will often extend over a period of several months.

In the seminar modality, the fieldwork typically focuses on the development, implementation, and evaluation of an educational seminar of at least 10 clock hours which responds to an assessed need evident in the field. Comprehensive instructional materials are to be developed for both the seminar instructor and participants. A formal evaluation of the seminar

is to be conducted and documented. The final product resulting from the fieldwork experience should reflect recommended modifications.

Emphasis in Educational Administration. Fieldwork experiences with an emphasis in educational administration typically take place in a college/university or Union/Conference setting. Activities could involve academic or financial administration, development, or supervision, such as participation in an accreditation visit.

Activities in an educational institution often involve a one-week period with the president in order to acquire administrative experience related to presidential duties and responsibilities. The remaining two weeks may be divided into two segments, with one week normally spent in each of two of the following areas of responsibility: academic affairs, financial affairs, or student affairs. It is also expected that the student, while at the institution, will be assigned a special project to be completed during the time spent at the institution. Typically, this project will be assigned by the president.

Activities in a Union/Conference setting typically involve a minimum of three weeks of full-time experience with the educational director/superintendent in order to acquire experience in the duties and responsibilities devolving upon that office. It is also expected that the student will be assigned a special project to be completed during the time spent at the Union/Conference. Typically, this project will be assigned by the educational director/superintendent.

Other Areas of Emphasis. While not required for any specific program, fieldwork may occasionally be chosen in areas relating to Instructional Technology, or Teaching English to Speakers of Other Languages. Appropriate activities will be designed for students in these areas, which may include teaching, seminars for teachers, the development of educational materials, or other appropriate activities.

Independent Project/Research

Advanced students are encouraged to include independent projects and directed research studies as a part of their degree programs. Such courses provide opportunities for a student to expand horizons and deepen expertise in a specific area of interest.

Project courses provide for independent study and product development under the guidance of a faculty member. Acceptable products include curricular materials, proposals for instructional programs, institutional master plans, and sets of educational specifications, among others. The student should expect to spend a minimum of 60 clock hours in project activity for each semester hour of credit.

Directed research courses provide for individualized experiences in a specified research area under the guidance of a faculty member. Students may be involved, for example, in theoretical or applied research, or in the

development and validation of research instruments. The student should plan to spend a minimum of 60 clock hours in research activities for each semester hour of credit.

Adventist Teacher Certification

Most AIIAS education degrees take into consideration the requirements for Adventist teacher certification but do not require it as part of the degree. Students wishing to complete certification while studying at AIIAS should seek specific guidance from their program director to meet this objective.

Adventist Administrator Certification

Students completing the MA Education online program with an emphasis in Educational Administration may consider the requirements for the Adventist Administrator Certification. Seek the guidance of the program director for this purpose.

Comprehensive Examinations

A number of programs in the Education Department require a comprehensive examination. For information on comprehensive procedures, see the *Comprehensive Examinations* section of the general information for the Graduate School (p. 61), or contact the department chair for further information.

Culminating Project

The master's project is a potential culminating activity for the MA in Education degree program, and for the online program it is the main culminating activity. The purpose of a project is to enable the student to synthesize and apply the learning experiences gained throughout the program. The project typically centers on, but is not limited to, the development of educational plans, programs, or teaching/learning materials. Needs assessments, feasibility studies, and/or field-testing activities are often involved in this process. In any case, the work should represent a significant undertaking, evidence systematic development and creative thought, and incorporate the criteria and supporting data employed in developing the project. The completed project should serve as a valuable reference and resource for other educators.

The EdS project is the culminating activity in the EdS program. The project involves the systematic development of an educational document, program, or product using sound educational principles. This experience allows the EdS student the opportunity to display originality and creativity in addition to making a genuine contribution to the field of education.

Under the guidance of a project advisor (MA) or committee (EdS), culminating projects are taken as an independent study arrangement consistent with the highly individualistic nature of the course. There are, however, certain standard guidelines and procedures which are consistent from project to project.

All MA and EdS projects should adhere to APA style, as well as to specific AIIAS requirements as found in the *AIIAS Research Standards and Writing Manual* available from the store. The project proposal, which must be approved by the Education Department, should include an action plan and time schedule. Project content should typically include a statement of the problem or issue to be addressed, significance and benefit of the project, description of the plan and/or actual implementation, evaluation of the product, and conclusions and/or recommendations. Excluding appendices, the final MA project is typically 60-80 pages and the EdS project is typically 70-120 pages in length. Frequently, the student will make a public oral presentation of the project.

Thesis/Dissertation

The master's thesis is optional, and the PhD dissertation is a required part of an Education degree at AIIAS. While culminating projects are generally designed and supervised by departments, culminating research is a school-wide initiative, involving interdisciplinary teams. For further information on Graduate School procedures for research, see the *Thesis/Dissertation* section of the general information for the Graduate School (p. **Error! Bookmark not defined.**).



Education Department Faculty and Staff

Public Health Department

Faculty

Order of information: Name, academic rank, highest academic degree (year degree was granted, institution granting degree), date appointed to AIIAS, teaching area.

Galvez, Cesar, Department Chair, Professor, DrPH/MTh (2001/1988, Loma Linda University/Seminario Adventista Latinoamericano de Teologia), 2009, Epidemiology, Health Promotion, Health Ministries

Almocera, Evelyn, Associate Professor, MD/MPH (1982/1998, Southwestern University/Adventist International Institute of Advanced Studies), 1992, Health Throughout the Life Cycle

Calbayan, Chirlynor, Assistant Professor, DrPH/RND (2012/2000, Adventist University of the Philippines), 2013, Preventive Health Care, Nutrition

Oendo, Ayuka, Associate Professor, PhD/MPH (1988/2003, University of Cambridge/Loma Linda University), 2009, Global Health, Environmental Health

Programs Offered

Master of Public Health (MPH) with emphases in
Health Ministry
Health Promotion
Nutrition
Graduate Certificate in Public Health

The MPH is offered in three modes: On campus, Online, and in Distance Learning Centers.

Philosophy

The philosophy of the Public Health Department derives from the health perspectives of biblical Christianity. Humankind are whole beings with physical, emotional, social, ecological, and spiritual dimensions, and are created and redeemed as whole persons. While scientific inquiry is embraced as a contemporary and effective tool to achieve whole person's health, the Public Health Department considers that health, disease, and healing dynamics are determined to a large extent by adherence or non-adherence to God's moral and natural laws. Redemption by Jesus Christ brings healing and transformation of lifestyles for longer and higher quality of life.

Mission

To equip health professionals to serve and transform society through evidence-based health promotion and Bible-based lifestyle principles.

Vision

Faculty and graduates known for academic and scholarly excellence, professionalism in service, exemplary lifestyles and dedication to the promotion of Christian health values.

Professional Competencies

The MPH graduate

1. Has expertise and leadership to assess, plan, develop, and evaluate health promotion interventions together with the community;
2. Develops and implements lifestyle improvement programs through evidence-based and innovative health behavior change strategies;
3. Conducts health research and disease surveillance and control;
4. Recognizes social and ecological determinants of health and develops appropriate community based health improvement programs.;
5. Maintains preparedness for environmental emergencies and employs effective disaster management strategies;
6. Is skilled in addressing health issues throughout the life cycle; and
7. Integrates scientific knowledge, wholeness and spirituality to improve quality and quantity of life.

Motto

WHOLE PERSONS IN HEALTHY COMMUNITIES



Health Festival Celebration

Master of Public Health (MPH)

MPH Possible Employment Opportunities

In the still nascent field of Public Health, AIIAS provides graduates with the academic and experiential preparation they need for public health practice and for the expanding job market.

The fields in which graduates in public health may find employment include, but are not limited to the following:

1. Health and Social Services; Employment by Non-Government Organizations (NGOs), Industry (product promotion, health product industry, e.g., computerized screening programs), Hospitals (patient health education, preventive services), Churches (Department of Public Health or local church-based programs).
2. Relief and Development Activities: Government and Non-Government Organizations (Adventist Development and Relief Agency–ADRA, World Vision).
3. Research: Schools, hospitals, industry, government.
4. Teaching: Universities, schools, industry, NGOs.
5. Law and Policy Enforcement: Government agencies.
6. Advocacy (e.g., smoking reduction policies): Government, churches, advocacy groups.
7. Health Care Provider (preventive care): Self-employment as a consultant in cooperation with other health professionals in a group setting.
8. Publishing: Publishing house (e.g., Editor of a health magazine like *Life and Health*).
9. Administration: In universities, hospitals, churches (e.g., health department of the Adventist Church).
10. Social and Religious Services: Church health services as part of the offered spectrum of programs (e.g., pastor evangelist in the Adventist Church), chaplaincy at health settings, and health education at schools.

Emphasis in Health Ministry

Program Director: Cesar Galvez

The present era in history is dominated by science and the products of scientific research and technology. Even in the orient, where much of the culture is grounded in ancient traditions and fashioned by mystery and magic, life is now being refashioned by a modern scientific outlook. Any leader not capable of thinking scientifically will be at a distinct

disadvantage in dealing with the pervasive facts and issues of the twenty-first century. Christian leaders who are able to think scientifically will have a decided advantage in presenting the Christian faith in the prevailing scientific culture.

To facilitate a clear grasp of what science is and what it is not, of how theology and science encounter and reinforce each other, and of how the health sciences in particular may be utilized in practical ways to mend and enrich human lives and advance the message of Christ, the Great Physician, is the primary mission of the emphasis in Health Ministry curriculum.

In addition to the professional competencies listed in the beginning of the Public Health section of the bulletin, the graduate with an emphasis in Health Ministry will possess the following competencies:

1. Integrate Christian values and the health sciences to achieve the goal of spreading the gospel and making disciples.
2. Provides personal and family crisis management and intervention by providing emotional support, first aid, and referring cases to relevant sources of assistance.

Admission Requirements

1. A baccalaureate degree or its equivalent with a grade point average (GPA) of 3.00 or better (on a four-point scale). Students with an undergraduate GPA of less than 3.00 may be admitted on scholastic probation. Their admission status will be reevaluated after completion of 12 semester hours of coursework.
2. Proficiency in reading, writing, listening, and speaking the English language, which is the medium of instruction at AIIAS ([see p. 20](#)).

Prerequisites

1. At least 12 semester hours in the field of religion or theological studies.
2. Undergraduate studies in Human Anatomy and Physiology (3 semester hours) with a passing grade.

It is possible to be accepted into the program provisionally when the prerequisites are not fully met. In such a case, the student agrees to complete them before 50% of the coursework has been completed.

Requirements

To earn the MPH degree with an emphasis in Health Ministry, the student must satisfy these requirements:

1. Complete a minimum of 38 semester hours of studies as stipulated in the curriculum, achieve a GPA of 3.00 or higher.

2. Select and complete one of the following options:
 - a. Elective class beginning with a PH prefix (3 units) + Field Learning Internship (3 units) + Comprehensive Examination.
 - b. A master's thesis including an oral defense (6).

Curriculum

The curriculum for the MPH with emphasis in Health Ministry comprises a minimum of 44 semester hours configured as follows:

Public Health Core 26

CHMN 630 Health Ministries (3)
 PHFN 600 Health Promotion Theory and Practice (3)
 PHFN 605 Planning and Evaluating Health Promotion Programs (3)
 PHFN 610 Principles of Environmental Health (3)
 PHFN 615 Principles of Epidemiology (3)
 PHFN 620 Biostatistics (3)
 PHFN 625 Maternal-Child Health and Family Planning (3)
 RESM 520 Academic Writing (2)
 RESM 610 Research Methods (3)

Emphasis in Health Ministry 12

CHMN 612 Pastoral Care and Counseling (3)
 LEAD 610 Biblical Foundations of Leadership and Ethics (3)
 PHHM 655 Lifestyle Diseases and Risk Reduction Programs (3)

One of the following:

CHPH 673 Asian Philosophy and Christian Thought (3)
 MSSN 540/640 World Religions (3)
 MSSN 621 Seminar in Contextualization and Mission (3)
 PHHM 684 Issues in Science and Religion (3)

Culminating Phase 6

Complete **one** of the following:

1. Elective class beginning with a PH prefix (3 units) + PHHP 691 Field Learning Internship (3 units) + Comprehensive Examination.
2. Thesis (6 units). The thesis will follow the Graduate School criteria, plus additional guidelines from the Department (see Departmental Policies and Guidelines section).

Total semester hours 44

Emphasis in Health Promotion

Program Director: Cesar Galvez (On-campus), Ayuka Oendo (Online), Chirlynor Calbayan (DLCs)

Health promotion is creating and implementing personal, social and physical environmental interventions that enable individuals and communities, not only to prevent disease and to have access to health care, but also to improve their quality of life, and increase quantity of life.

Health promoters and educators are in high demand in the 21st century. The heavy burden of lifestyle-related diseases or chronic diseases can be overcome only if health care providers work together with health educators and promoters as agents of change. The MPH with an emphasis in health promotion is committed to preparing those agents of change.

In addition to the professional competencies listed in at the beginning of the Public Health section of the Bulletin, the graduate with an emphasis in Health Promotion will have the following competencies:

1. Analyzes current global health issues and the interface between globalization processes and their impact on the health and welfare of disadvantaged populations.
2. Addresses adolescent and school health issues.

Admission Requirements

1. A baccalaureate degree or its equivalent with a grade point average (GPA) of 3.00 or better (on a four-point scale). Students with an undergraduate GPA of less than 3.00 may be admitted on scholastic probation. Their admission status will be reevaluated after completion of 12 semester hours of coursework.
2. Proficiency in reading, writing, listening, and speaking the English language, which is the medium of instruction at AIIAS ([see p. 20](#)).

Prerequisite

The prerequisite for the MPH with emphasis in Health Promotion is an undergraduate study in Human Anatomy and Physiology (3 semester hours) with a passing grade. A student may be accepted provisionally into the program without this prerequisite. The prerequisite must be completed before 50% of coursework.

Requirements

To earn the MPH degree with emphasis in Health Promotion, the student must satisfy the following requirements:

1. Complete a minimum of 38 semester hours of studies as stipulated in the curriculum, achieving a GPA of 3.00 or higher.
2. Choose one of the following options:

- a. Elective class beginning with a PH prefix (3 units) + PHHP 691 Field Learning Internship (3 units) + Comprehensive Examination.
- b. Master's thesis including an oral defense (6).

Curriculum

The curriculum for the MPH with emphasis in Health Promotion comprised a minimum of 44 semester hours, configured as follows:

Public Health Core

26

CHMN 630 Health Ministries (3)
 PHFN 600 Health Promotion Theory and Practice (3)
 PHFN 605 Planning and Evaluating Health Promotion Programs (3)
 PHFN 610 Principles of Environmental Health (3)
 PHFN 615 Principles of Epidemiology (3)
 PHFN 620 Biostatistics (3)
 PHFN 625 Maternal-Child Health and Family Planning (3)
 RESM 520 Academic Writing (2)
 RESM 610 Research Methods (3)

Emphasis in Health Promotion

12

PHHP 640 Public Health Nutrition (3)
 PHHP 645 School and Adolescent Health (3)
 PHHP 655 Lifestyle Diseases and Risk Reduction Programs (3)
 PHHP 660 Current Global Health Issues (3)

Culminating Phase

6

Complete **one** of the following options:

1. Elective class beginning with a PH prefix (3 units) + PHHM 691 Field Learning Internship (3 units) + Comprehensive Examination.
2. Thesis (6 units). The thesis will follow the Graduate School criteria, and the additional guidelines from the Department (see Departmental Policies and Guidelines section).

Total semester hours

44

Emphasis in Nutrition

Program Director: Cesar Galvez

The MPH with emphasis in Nutrition is designed to prepare graduate health professionals to have a thorough understanding of nutrition in relationship to normal body functions and its role in the prevention of disease.

In addition to the professional competencies listed in the beginning of the Public Health section of the Bulletin, the graduate with an emphasis in Nutrition will have the following competencies:

- Assesses nutritional needs and status at the individual and community levels.
- Designs and implement appropriate programs to meet nutritional needs of individuals in a wholistic manner.

Prerequisites

The prerequisites for the MPH with emphasis in Nutrition include the following:

1. A baccalaureate degree or its equivalent, preferably in Nutrition, with a GPA of not less than 3.00.
2. Undergraduate studies in
 - a. Introduction to Nutrition or Basic Nutrition (3 semester hours.) or equivalent
 - b. Nutritional Metabolism or Biochemistry (3 semester hours.)
 - c. Human Anatomy and Physiology (3 semester hours.)

These prerequisites can be met by taking courses offered at AIIAS, or courses with passing grades taken from other institutions.

3. Proficiency in oral and written use of the English language, which is the medium of instruction at AIIAS.

It is possible to be accepted into the program provisionally without these prerequisites, but the student will be required to agree to complete all missing prerequisites as co-requisite requirements before 50% of coursework has been completed. Students with an undergraduate GPA of less than 3.00 may be admitted on scholastic probation, and their admission status will be reevaluated after completion of 12 semester hours of coursework.

Requirements

To earn the MPH degree with emphasis in Nutrition, the student must satisfy the following requirements:

1. Complete a minimum of 38 semester hours of studies as stipulated in the curriculum, achieving a GPA of 3.00 or higher.
2. Choose one of the following options:
 - a. Elective class beginning with a PH prefix (3 units) + PHHP 691 Field Learning Internship (3 units) + Comprehensive Examination.
 - b. Master's thesis including an oral defense (6).

Curriculum

The curriculum for the MPH with emphasis in Nutrition is comprised of a minimum of 44 semester hours configured as follows:

Public Health Core

26

CHMN 630 Health Ministries (3)
 PHFN 600 Health Promotion Theory and Practice (3)
 PHFN 605 Planning and Evaluating Health Promotion
 Programs (3)
 PHFN 610 Principles of Environmental Health (3)
 PHFN 615 Principles of Epidemiology (3)
 PHFN 620 Biostatistics (3)
 PHFN 625 Maternal-Child Health and Family Planning (3)
 RESM 520 Academic Writing (2)
 RESM 610 Research Methods (3)

Emphasis in Nutrition

12

PHNU 600 Nutritional Status Assessment (3)
 PHNU 610 Advanced Nutrition I: Carbohydrates and Lipids (3)
 PHNU 611 Advanced Nutrition II: Proteins, Vitamins, and Minerals (3)
 PHNU 640 Public Health Nutrition (3)

Culminating Phase

6

Complete **one** of the following options:

1. Elective class beginning with a PH prefix (3 units) + PHHP 691 Field Learning Internship (3 units) + Comprehensive Examination.
2. Thesis (6 units). The thesis will follow the Graduate School criteria, plus additional guidelines from the Department (see Departmental Policies and Guidelines section).

Total semester hours

44

Double Emphases in the MPH

In the MPH program, taking double emphasis is encouraged. A student choosing to pursue a double emphasis has to fulfill the number of semester hours for each emphasis.

Effectively, this means for MPH without thesis/with thesis:

One emphasis: 44 semester hours
 Two emphases: 53 semester hours

Double emphasis requires that the Field Learning Internship experience be encompass both fields, or that the thesis fit both emphases.

Graduate Certificate in Public Health

Program Director: Cesar Galvez

The Advanced Certificate in Public Health is a non-degree program designed to expand the knowledge and broaden the usefulness of health educators. This program is available on campus, in Distance Learning Centers, and online. Contact AIIAS Online concerning the online program at www.online.aiias.edu.

Prerequisites

1. A baccalaureate degree or equivalent.
2. Demonstrated English proficiency.

Requirements

Complete 21 credits of courses listed under the Public Health Department.

Departmental Policies and Guidelines

Field Learning Internship (FLI)

The MPH program requires a total of 240 hours of Field Learning Internship experience for those who do not choose a thesis as their culminating experience.

Description

FLI consists of practical field experience where the student works as an intern, doing a variety of tasks, in a variety of settings. Internship activities will be chosen to complement and broaden the student's learning experiences, as they work directly with or under health professionals in new or ongoing health programs, activities or facilities as part of the team. Prerequisite: all MPH course work successfully completed.

Methodology

Field Learning Internship Advisor & Pre-Identified Areas

The Field Learning Internship Advisor (FLIA) will plan and supervise the field learning internship placement, activities and expectations for every enrolled student. MPH students will work with, and possibly under the direction of experienced health professionals as mentors in five different pre-identified areas: (1) Adventist Church Conference/Division/Union "Health Ministries" department offices, (2) adopted or chosen community, (3) government and non-government health or health-related agencies, (4) hospital, rehabilitation center and/or wellness clinic/center, (5) AIIAS Health TV & Internet Program.

For DLC and Online students, the FLIA will plan and coordinate the field learning internship placement, activities and expectations as follows: Students will initially choose and suggest particular place(s) in

each area accordingly, and send all necessary contact information. The FLIA will send the request for collaborative efforts in making a Memorandum of Agreement (MOA) to all suggested organizations/companies. Field learning internship can only be instituted after everything have been fully agreed upon between all parties.

Internship Hours & Schedule

There will be a minimum of 240 clock hours (strictly workplace hours) of field internship activities, and must be completed for a minimum of ten weeks, eight hours per day, typically from Monday to Wednesday. The rest of the week will be utilized for planning administrative aspects of the internship including the writing of reports.

DLC and Online MPH students, who find difficulty in following the outlined procedure to complete the internship hours, may place a written request for variation of these arrangements Internship can only be started after the requested alternative procedure is fully agreed upon and approved by the FLIA.

Internship Working Order & Responsibilities

Students are expected to work cooperatively and harmoniously with the FLIA and designated officers and health professional(s) in each assigned area. The students should understand the health promotion or education program(s) being implemented, be properly prepared for their roles, and contribute responsibly and professionally. Students must maintain proper professionalism and ethics with members of the community at all times. It is expected that students will demonstrate care and empathy for the public.

The detailed information, guidelines, and report of the Field Learning Internship can be read in the MPH Handbook, available from the program directors.

Comprehensive Examination

The comprehensive examination is a requirement for the non-thesis option for the MPH degree. General Graduate School comprehensive examination procedures are outlined on page 64 of AIIAS Bulletin. Additional guidelines that are specific to the Public Health Department may be obtained from the MPH Handbook available from the program director.

Master's Thesis

The master's thesis is one of the two options for the culminating activity in the MPH program. Students selecting the thesis option must enroll for and pass Research Methods and Academic Writing classes before taking the MPH Thesis. The thesis must follow the procedures for research of the Graduate School (see the *Thesis/Dissertation* section of the general information for the

Graduate School on p. **Error! Bookmark not defined.**), and the following additional guidelines:

- Since every thesis is an opportunity for student-faculty collaborative research, the topic must be discussed in advance with the prospective thesis advisor, in coordination with the Department Chair.
- Since every thesis is the result of a great amount of specialized research work by the student and her/his committee, it is strongly advised that the MPH student, after having bound her/his thesis, may write a publishable paper ready to be sent to a selected journal, (e.g., AIIAS Info Journal). After reviewing the paper, the student and thesis advisor may submit to the targeted journal. The paper to be published will have the name of the thesis advisor, as second author.

MPH Handbook

The MPH Handbook, which gives further guidelines, is available in the department and on the AIIAS web page (under Public Health Department). The handbook contains general information about the Public Health Department and gives guidelines for choosing and writing a thesis, choosing and taking the comprehensive exam, and fulfilling the Field Learning Internship.



Morning Star – Exercise for Life

Graduate School: Areas of Instruction

General Information

Letter prefixes used for Graduate School courses are as follows:

Graduate School

_____	Directed Studies
RESM	Research Methods, Writing and Statistics

Business Department

ACCT	Accounting
BUAD	Business Administration
BUIT	Business Information Technology
ECON	Economics
FNCE	Finance
MGMT	Management

Education Department

EDAD	Educational Administration
EDCI	Curriculum and Instruction
EDFN	Educational Foundations
EDIT	Instructional Technology
EDRE	Religious Education
EDTE	Teaching English to Speakers of Other Languages
EDUC	Educational Foundations

Public Health Department

PHEL	Public Health Elective
PHFN	Public Health Foundations
PHHP	Public Health, Health Promotion Emphasis
PHHM	Public Health, Health Ministry Emphasis
PHNU	Public Health, Nutrition Emphasis

Number prefixes used for Graduate School courses are

500-599	Introductory courses for master's students
600-699	Master's level and specialized courses
700-799	Advanced, post-master's courses
800-899	Research or advanced independent courses (doctoral only)

All credits are listed in terms of semester hours. For a listing of Religion courses needed to meet degree requirements, see course listings and descriptions under the *Theological Seminary: Areas of Instruction* section of this Bulletin.

Directed Studies

The following courses may be offered within any degree program. The degree program prefixes, omitted in this list, must be supplied at the time of registration.

_____ **588/688/788 Updating of _____ (Original Course Name) (no credit)**

Updating an outdated course is registered under the same prefix and first digit as the original course. The charge for this course will be equivalent to the fee for one credit in the student's program, but no credit will be granted. For details, see the section entitled "Updating of Academic Credits" under Academic Information and Policies.

_____ **589/689 Elective Course in _____ (1-3)**

This will allow transfer credits and an occasional special course not specifically named in the Bulletin. Transferred courses should still appear as such on the transcript.

_____ **670/870 Independent Project in _____ (1-3)**

Independent projects enable students to develop advanced professional knowledge and competencies and to integrate theory and practice within their chosen profession in a way that is relevant and appropriate to their ongoing personal and professional goals. Projects may include the design and preparation of materials, design, implementation, analysis, and reporting of an intervention, or some other agreed-on application of theory. Open to students on a limited basis with departmental approval.

_____ **690/790 Directed Study (1-3)**

Open to students only on a limited basis with departmental approval. Requires written/oral reports. Normally, Directed Study is limited to 3 credits per student per degree. Not available for core subjects without ASAC approval.

_____ **692/792 Fieldwork/Advanced Fieldwork in _____ (1-3)**

Open to students only on a limited basis with departmental approval. Provides graduate students with opportunities to deepen and apply their learning in real-life settings not before experienced, and expands horizons through new types of professional interactions. Courses designated as fieldwork entail on-site experiences and activities in a setting appropriate to the degree being sought. Fieldwork courses may only be taken after half of the total number of credits for the respective degree program have been completed. Students are expected to spend a minimum of 60 clock hours in practicum activities for each semester hour of credit.

_____ **693/793 Advanced Readings in _____ (1-3)**

Open to students only on a limited basis with departmental approval. Requires extensive readings on an agreed topic with oral and written reports to the professor. Normally, Advanced Readings is limited to 3

credits per student per degree. No Advanced Readings may be used in lieu of core requirements.

695/895 Directed Research in _____ (1-3)

Open to students only on a limited basis and with departmental approval. A written report is required, normally in the form of a research paper. For a PhD level registration, review of literature, conceptual framework, research design, data collection, data analysis, and interpretation culminating in a publishable article is required. May be repeated for credit.

Research Methods, Writing, and Statistics

RESM 520 Academic Writing (2)

Necessary skills for academic writing, including proper use of sources and avoiding plagiarism, organization, the basics of APA style, punctuation, and gender inclusive language. Academic writing ability and knowledge of research procedure is developed through class activities and feedback.

RESM 610 Research Methods (3)

Fundamental processes of research. This course introduces students to the terminology, methods, and tools of scholarly research. Specific topics include characteristics of historical, descriptive, quasi-experimental, experimental, and qualitative research; measurement considerations as related to validity, reliability, generalizability, instrumentation, and data analysis; and ethical concerns. The course also addresses the practical aspects of writing a thesis/project proposal, gathering data, organizing the report, and presenting the findings. Prerequisite: RESM 520 Academic Writing.

RESM 615 Statistics (3)

An introduction to descriptive and inferential statistics. Concepts covered in this course include measures of frequency, central tendency, and variation, transformed scores, normal distribution, central limit theorem, hypotheses testing, statistical power, and sampling. Students should be familiar with different kinds of distributions such as t , f , (ANOVA) and chi-square and other basic measurements in statistics such as bivariate correlation (Pearson product moment correlation coefficient), Spearman rank order correlation coefficient, simple regression, and introduction to multiple regression. The course also includes introduction to non-parametric statistics. Students are expected to develop proficiency in using a major statistical package. Computer laboratory and software fees apply. If more than 5 years have elapsed since RESM 615 Statistics or its equivalent was taken, knowledge of statistics must be reviewed through audit of this course or by preparation for and taking of a proficiency examination before taking courses requiring Statistics as a prerequisite.

RESM 625 Action Research (3)

Theory, concepts, and practice of action research. The process is a disciplinary inquiry carried out by and for those practitioners to solve an immediate problem or improve practice. The research procedures include quantitative and qualitative tools. The participants will produce an action research study.

RESM 630/730 Documentary Research (3)

Documentary and historical methods in obtaining primary and secondary information as well as verification and use in research. Prerequisites: RESM 520 Academic Writing, RESM 610 Research Methods.

RESM 685 Research Experience (3)

Hands-on experience in designing, conducting, and reporting significant primary research in education. The end product should be a publishable scholarly article (2,000-3,000 words) or other substantial research report. The student should plan to spend a minimum of 60 clock hours in research activities for each semester hour of credit. Does not count toward the requirements for the PhD degree. Prerequisites: RESM 520 Academic Writing, RESM 610 Research Methods, RESM 615 Statistics recommended.

694 MA Culminating Project (3)

The MA Project is a practical application of theory learned in the program studied. It may or may not involve data collection, but should serve some useful professional purpose. Prerequisite: completion of all required courses or permission of the department. See Departmental Guidelines for details.

698 MA Thesis (3-6)

The thesis is a potential culminating activity for many Graduate School master's degrees. It consists of qualitative and/or quantitative research that validates or improves existing theory and makes a unique contribution to knowledge in the selected area of study. Research designs could include evaluation, descriptive, or theory-oriented studies. See Graduate School and Departmental Guidelines for details.

RESM 715 Advanced Statistics (3)

Theory and applications of multivariate statistics. Topics include factorial ANOVA, multiple regression, multiple discriminant analyses, logistical regression, multivariate analysis of variance (MANOVA, MANCOVA), multidimensional scaling, cluster analysis, and factor analysis. Computer laboratory and software fees apply. Students who took basic statistics more than 5 years ago must audit RESM 615 or pass a proficiency examination before enrolling in this class. Prerequisites: RESM 615 Statistics (or its equivalent).

RESM 720 Nonparametric Statistics (3)

Theory and application of nonparametric methods for analysis of nominal and ordinal data and distribution-free tests, including rank tests for matched and independent samples, chi-square and goodness-of-fit tests, McNemar's test, rank correlation, k-sample test, randomizations test, and Kolmogorov-Smirnov statistics. Prerequisite: RESM 615 Statistics, RESM 520 Academic Writing recommended.

RESM 740 Qualitative Research Methods (3)

An overview of the research traditions in qualitative research. The range will consist of research methods from criticism to inductive science. Philosophical assumptions; psychological and anthropological perspectives; inductive, deductive, and abductive thought processes will be considered with a personal worldview and values orientation. The purpose is make thoughtful and considered decisions about personal choices of research methods available and suitable or appropriate for conducting research

RESM 745 Construction of Scales and Survey Instruments (3)

Theoretical and empirical study of the development of (1) survey instruments such as questionnaires and interview schedules, and (2) attitude scales and personality instruments. Topics include principles and procedures of survey methodology, sampling techniques and sample size, reliability and validity, scaling, item analysis and selection, non-response problems, data coding and processing, and presentation of results. Practical experience is gained by constructing an instrument and/or completing a survey project. Computer laboratory and software fees apply. Prerequisite: RESM 615 Statistics.

RESM 751 Applied Qualitative Research Methods (1-3)

Examination of a qualitative research method including the question of purpose, design, interpretation, and presentation of findings. The first part of the course would include the philosophy, theory, and the step-by-step processes included in a particular research design. The second part of the course would consist of conducting a study using this design in the field.

RESM 752 Applied Multivariate Analysis (3)

Applications of multivariate statistics (a continuation of topics introduced in RESM 715). In addition, topics include introduction to construction of scales, path analysis, and structural equation modeling. The applications would be related to the quantitative research designs. This should lead to discussion and analyses of the areas of students' dissertation interests. Prerequisite: RESM 715.

RESM 770 Institutional Evaluation (3)

An explanation of and justification for evaluation strategies at both departmental and institutional levels, from the perspective of both the

practitioner and the evaluator. The course emphasizes the building of evaluation criteria, self-study, methods of data collection, organization and analysis, the drawing of inferences and the framing of recommendations consistent with the mission and philosophy of the institution or program being evaluated.

796 EdS Culminating Project (3-6)

The EdS Project is an advanced educational application of theory learned in the program studied. It may involve data collection, and should serve some useful educational purpose. See Departmental Guidelines for details.

897 Dissertation Proposal Writing (1-3)

A part of the culminating activity. Of the 3 credits, 1 credit is for topic approval. During this phase, students develop the topic of the dissertation and justify its pursuance in consultation with the advising committee. The remaining 2 credits are for proposal writing and approval. Only an S/U grade is earned.

898 PhD Dissertation (3-12)

A required culminating activity for all doctoral degree students. It consists of original, primary research that makes a unique contribution to knowledge in the selected area of study. Only an S/U grade is earned. Continuous registration is required until the completion of the dissertation . Prerequisite: BUAD/EDAD/EDCI 897, candidacy status or approval of the department. See Departmental Guidelines for details.



Discovering Treasures

Business

629/729/829 Topics in _____ (3)

A study of current topics, issues and debates in the discipline. Emergent themes and competing ideas in contemporary literature will be covered to give students a wider perspective of the subject area. Students may complete up to a total of **three** topics courses (i.e., a maximum of 9 semester credits). Only 3 credits, from a level, may be used in an emphasis. PhD level registration will involve a deeper exploratory readings and study on the current issues.

Accounting

ACCT 645 Managerial Accounting and Control (3)

Managerial decision making and financial planning through accounting analysis. Special attention is given to cost analysis and control, cost allocation, budgeting, financial analysis, and behavioral aspects of accounting.

ACCT 648 Accounting for Non-Profit Organizations (3)

A course designed to assist user-decision makers in understanding and applying accounting concepts related to not-for-profit organizations. The course emphasizes the applications of accounting as a tool for management control in non-business organizations. Special attention is given to financial statement presentation, analysis, and interpretation.

ACCT 651, 652 Financial Accounting I, II (3), (3)

These two courses involve in-depth study of accounting theories and practices relating to asset, liability, and equity measurements and reporting; revenue and expense determination; and preparation and presentation of financial statements. The courses cover topics that were covered in intermediate accounting but in much greater depth. They are designed for MBA students who will be taking up work in organizational accounting and finance, and denominational accounting and treasury positions.

ACCT 654 Financial Analysis and Reporting (3)

A study of what, how, and where key financial analytical tools are generally used to come up with solutions in management decisions in the areas of investments, finances, and operation. It consists of business performance evaluation, earnings per share (ESP) growth analysis, LBO analysis, special evaluation of the firm, M & A, and financial reporting techniques for decision making. Prerequisite: FNCE 640 Financial Management.

ACCT 657 Fund Accounting (3)

A course designed to assist user-decision makers in understanding and applying accounting concepts related to not-for-profit organizations. The

course emphasizes the applications of accounting as a tool for management control in non-business organizations. Special attention is given to financial statement presentation, analysis, and interpretation.

ACCT 660 Auditing and Assurance (3)

A study of auditing theory, historical and current developments including statements of auditing standards and other pronouncements of the audit profession, examination of the concepts and problems including ethics and responsibilities. Emphasis is placed on the application of theory to problem solving and cases. Contemporary professional issues including auditing through the computer and statistical sampling will also be examined.

ACCT 675 Accounting for Corporate Structures (3)

These two courses involve in-depth study of accounting theories and practices relating to asset, liability, and equity measurements and reporting; revenue and expense determination; and preparation and presentation of financial statements. The courses cover topics that were covered in intermediate accounting but in much greater depth. They are designed for MBA students who will be taking up work in organizational accounting and finance, and denominational accounting and treasury positions.

ACCT 680/780 Financial Accounting Theory (3)

An in-depth study, analysis and evaluation of accounting theory (theory and method, measurement and accounting theory construction); alternative models to the historical model of accounting; empirical research in accounting: (positive theory of accounting) and accounting regulation (conceptual framework and accounting standards); and other specific issues. Graduate registration involves a study of advanced Accounting Theory, Prerequisite: Financial Accounting II

ACCT 685/785 Current Issues & Developments in Accounting (3)

This course is designed to cover current issues and developments in financial accounting. The topics covered depend on the current issues in the field of financial accounting. It is designed to familiarize students with current issues and problems facing the accounting profession, to examine in depth various solutions proposed by accounting scholars and others, and to strengthen students' understanding of today's critical issues in accounting theory. Graduate registration involves a study of advanced issues in accounting. Pre-requisite: Financial Accounting II

Business

BUAD 595 Business Practicum (3)

Students who have less than one year of full-time work experience are required to spend at least 160 clock hours in a business-related practicum in a chosen workplace with the approval of the business department. At the end of the business practicum the student is required to produce a report about the experience gained and the contribution made in the assigned workplace.

BUAD 615 Marketing Management (3)

A course designed to enable the student to develop and implement marketing strategies. Both the local and global marketplace are considered in analyzing marketing opportunities; selecting target markets; designing marketing programs; and organizing, implementing, and controlling marketing efforts.

BUAD 618 Marketing for Not-for-Profit Organizations (3)

Application of marketing concepts and tools to not-for-profit organizations. Concepts and techniques covered include selection of target markets, marketing mix, marketing program development, implementation, and control of marketing strategies.

BUAD 635 Quantitative Analysis for Decision Making (3)

This course offers the opportunity to apply mathematical models and tools for the analysis of business problems and management decision making. It acquaints students with quantitative techniques commonly used in the decision-making process. Sample topics include concepts of decision making and decision analysis, linear programming, sensitivity analysis, transportation and assignments, problem forecasting and time series analysis, inventory concepts, network models, and mathematical simulations and game theory.

BUAD 691 Strategic Management (3)

This course provides the students with theory and practice in strategic management by the use of lectures and case analysis. It helps build in students critical business skills of planning and managing strategic activities. Topics include determining mission, purpose and philosophy of companies, developing a company profile, conducting a resource analysis, assessing the external environment, identifying various strategic options, making strategic analysis and choice, setting long-term objectives, developing long-term annual objectives and grand strategies, implementing strategic decisions, reviewing, and finally, controlling them.

Note: This is the capstone course for the MBA program and can only be taken after substantial completion of all other requirements, usually in the last semester, just prior to graduation. It is integrative in nature, requiring

the student to put to use the skills and knowledge gained throughout the course of study.

BUAD 694 Master's Project (3)

Masters Project may be taken as a culminating activity for MSA students. The course is designed to give students experience in enhancing practice in the workplace. Master's Projects involve problem identification, antecedents or root cause analysis, literature review, alternative solution generation, intervention recommendations, and project impact evaluation. Candidates registering for BUAD 694 Masters Projects are required to do the following:

1. Identify the problem in practice,
2. Research the antecedents of the problem from the perspective of practitioners,
3. Research from literature the reasons why the problem exists,
4. Generate possible solutions to solving the problem (at least three),
5. Recommend solution to address the problem and provide justifications,
6. Design an intervention that would implement the suggested solution, and
7. Measure the intervention's effectiveness.

BUAD 696 Research Project (3)

Guided independent research project to demonstrate the student's skills in research procedures, analysis, and decision making. Selected project formats may include feasibility studies, case studies, and the development of problem-solving approaches in other management functional areas. Prerequisite: Completion of all required courses, or permission of the program director.

BUAD 697 Internship (1-4)

Students who have less than two years of managerial work experience may spend up to 240 clock-hours in a business-related internship (spread over a period of 3-6 months) in a chosen organization with the approval of the department. At the end of the internship the student is required to produce a report about the experience gained and the contribution made to the organization.

BUAD 698 MBA Thesis (3-6)

Guided independent research to demonstrate the student's skills in the use of the research design. The research process typically includes description of the problem and purpose of the study, limitations/delimitations, literature review, methodology, data presentation and analysis, conclusions, and recommendations. Included in the thesis credits is a seminar in research during which the thesis proposal is developed. Prerequisite: RESM 610 Research Methods and completion of all required courses, or permission of the program director.

BUAD 730 Quality and Knowledge Management (3)

Provides a strategic and structured approach to designing, monitoring, and improving business processes to enhance organizational performance and increase customer satisfaction. Topics include quality perspectives, quality theory, quality standards and awards, quality planning, customer focus, benchmarking, product and process design, service quality design, supply chain management, quality tools, quality improvement teams and projects, statistical process control, process capability, quality training, quality audits, and organizational learning. Knowledge management strategies and processes designed to identify, capture, structure, value, leverage, and share an organization's intellectual properties will also be covered.

BUAD 735 Ethics, Values, and Moral Leadership (3)

A blend of theoretical and real-world situations designed to enable the student to understand and apply moral theory to personal and professional life. This is accomplished through reading, research, interaction with other students and classroom presentations.

BUAD 778 Advanced Management Decision Tools (3)

An advanced level course in quantitative analysis theory, techniques, and tools to support and facilitate management decision-making. It includes financial, statistical, and operational modeling. Specific topics that may be covered are decision making, marketing research, quality control, forecasting, and scenario generation, linear programming, stock control, project management, simulation and financial decision making.

BUAD 785 Leadership and Corporate Governance (3)

A critical examination of traditional, contemporary, and Biblical leadership theories and concepts. It will also evaluate the relative advantages and disadvantages of different approaches to leadership, recognize current trends and development in leadership and apply advanced leadership skills to different organizational situations. The focus will be on leadership roles such as visioning, mentoring, team building, making ethical judgments with informed analysis/reasoning, leading change, leading during crises and influencing business behaviour in an ethical manner towards organizational goals and mission. The course will also critically evaluate the theories of corporate governance, and their empirical testing. A distinction will be made between good and bad corporate governance. The student will also learn to analyse the mechanisms of corporate governance and evaluate the role of internal gatekeepers and external regulators in ensuring good Corporate Governance. Further, the course will also discuss the mechanism by which shareholders, Board of Directors, CEOs, managers, and other stakeholders direct and control corporations and organizations.

Business Informational Technology

BUIT 660 Management Information Systems (3)

Students learn to establish, operate, and control integrated, computer based information systems to support management decision making. Topics discussed include structuring of information systems, hardware and software systems, quality assurance, information gathering, storage, retrieval, and control.

BUIT 662 Information Technology Management (3)

Role of information technology in operations, decision making, and learning in organizations. Competitive and economic benefits from managing information technology resources. How information technology can achieve competitive advantage, efficient operations, and improved decision quality. Prerequisite: BUIT 660 Management Information Systems.

BUIT 672 Systems Analysis and Design (3)

Provides an understanding of the system development, modification, decision process, and choices in business process development and reengineering methodology. Emphasizes integration with users and user systems. Encourages interpersonal skill development, operations and maintenance of the system, and covers quality and decision theory, information theory, and practice.

BUIT 674 Database Applications (3)

Covers information systems design, theory and implementation within a database management system environment. Students demonstrate their mastery of the design process by designing and constructing a physical system using database software to implement the logical design.

BUIT 681 E-Marketing (3)

Principles of digital imaging and design for the production of marketing materials. The focus of this course includes concepts such as digital image preparation, corporate identity, consumer behavior, website analysis and internet behavior, digital marketing, and the digital economy. Various marketing, and communication strategies for internet marketing will also be investigated and evaluated. Students will develop an e-marketing plan, a video production, a personal website, and various marketing materials. Class size will be limited. Requires payment of a computer laboratory fee. Credit may not be earned in both BUAD 681 and EDIT 681.

BUIT 682 E-Business (3)

An introduction to electronic business with a focus on business planning, e-strategy and implementation, and project assessment for online business. Topics covered include fundamentals of e-commerce, principles of Web design, and online business strategy and management. Students will explore and evaluate web technology tools for online business, and discuss

various trends and issues in electronic business. Emphasis is placed on critical thinking and evaluation skills as well as managerial and entrepreneurial skills. Students will form business/consulting teams to plan, develop, launch, and maintain an online business, or assist a small business in establishing a web presence. Class size will be limited. Requires payment of a computer laboratory fee. Credit may not be earned in both BUIT 682 and EDIT 682.

BUIT 684 Telecommunications, Networking, and Security (3)

Fundamentals of telecommunications, basic network design, and network security concepts in organizations are discussed. The course will include a general introduction to networking technology for setting up local area network for the organization. Information security principles covered will include network, data, and personal security. Implications of network access and security issues for organizations and their members will be discussed.

BUIT 692 Fieldwork in Information Technology

Fieldwork in the area of information technology provides students with experiences closely relating IT theory and practice. The fieldwork experience may take a number of forms: IT Management assistance and consultation, working as part of a team in the development of IT projects, or the preparation and presentation of an IT seminar. In any case, the setting and activities are especially designed to accommodate the student's interests and needs.

If IT Management assistance and consultation modality is chosen, the student is expected to assist the IT management. The purpose of this modality is for the student to put into practice various IT strategies that have been learned. The student is given preference as to what department and institution in which to carry out the fieldwork, subject to availability.

The development of IT project modality typically involves collaboration with a professional or team of professionals in planning, designing, constructing, field testing, modifying, and evaluating an IT project. Such involvement will often extend over a period of several months.

In the seminar modality, the fieldwork typically focuses on the development, implementation, and evaluation of an IT seminar of at least 10 clock hours which responds to an assessed need evident in the field. Comprehensive instructional materials are to be developed for both the seminar instructor and participants. A formal evaluation of the seminar is to be conducted and documented. The final product resulting from the fieldwork experience should reflect recommended modifications.

BUIT 760 Seminar in Information Technology Management (3)

Leading edge Information Technology management issues will be addressed. Topics will vary as technology evolves, but could include

virtual teams, knowledge management, justifying IT investments, business process change through technology, web-based systems, software project management, outsourcing, and evolving IT management roles.
Prerequisite: BUIT 660 Management Information Systems.

Economics

ECON 620 Microeconomic Analysis and Decision Making (3)

The application of microeconomics to management decision making and organizational architecture, with special focus on decision rights, performance evaluation, and rewards. Coverage includes decisions on pricing, cost, optimal output levels, product mix, vertical integration, and outsourcing. The impact of government policy on the firm is also studied.

ECON 622 Economic Issues for Managers (3)

Analysis of current topics and issues in macroeconomics. Topics covered include employment, inflation, fiscal policy, monetary policy, international trade, economic development and issues, new world economic order, and regional economic associations.

ECON 765 Advanced Economic Theory (3)

Covers selected topics in microeconomics, macroeconomics, international trade, developmental economics and labor economics. Emphasis will be on reading, analyzing, critiquing and synthesizing recent ideas published in current journal articles on economic related issues.

Finance

FNCE 638 Financial Forecasting Models (3)

A study of quantitative models using simulation for forecasting and decision making under risk. The course focuses on using the computer to solve complex problems involving uncertainty. Students will become familiar with optimization software, Microsoft Excel's Solver and Excel plug-ins. Prerequisites: Business Statistics; BUAD 635 Quantitative Analysis for Decision Making; and FNCE 640 Financial Management.

FNCE 640 Financial Management (3)

A course focusing on the investing and financing activities of a corporation. Topics covered include the concept and application of risk, return, and value; cost of capital and capital budgeting; working capital management; capital structure; and international aspects of financial management.

FNCE 642 Investments (3)

A study of the securities market, current issues in investment portfolio management, analysis of fixed-income and equity securities, and derivatives as investment alternatives as pre-requisite knowledge for a better comprehension to financial risk management.

FNCE 644 Banking Systems (3)

A study of how banks are prudently managed to comply with Central Bank's regulations. Principles of prudent management cover topics such as value creation, CAMEL (capital, assets coverage/quality, management, earnings capacity/quality, and liquidity) compliance, asset-liability management, loan portfolio management, and related topics.

FNCE 646 Finance for Not-for-Profit Organizations (3)

Analysis of the financial and economic aspects of the administration of not-for-profit educational institutions, including sources of long-term financing, resource management, planning the use of funds, internal control, capital budgeting, risk and return analysis, and cost control. The course will also include an extensive discussion on Ellen G. White's writings on prudent finances. Credit may not be earned in both EDAD 730 and FNCE 646.

FNCE 648 Accounting for Non-Profit Organizations (3)

See ACCT 648 for course description.

FNCE 652 Trade Finance (3)

A study of how international trade is financed by banks and how business ventures take advantage of the financing facility. It covers working knowledge of importing, exporting, L/C (letter of credit facility) and the related negotiable documents, exchange risk management, country risk, export credit insurance, and related topics.

FNCE 654 Financial Analysis and Reporting (3)

A study of what, how, and where key financial analytical tools are generally used to come up with solutions in management decisions in the areas of investments, finances, and operation. It consists of business performance evaluation, earnings per share (ESP) growth analysis, LBO analysis, special evaluation of the firm, M & A, and financial reporting techniques for decision making. Prerequisite: FNCE 640 Financial Management.

FNCE 656 International Finance (3)

A study of international financial management and its various techniques of how multinational corporations manage their day-to-day affairs in light of exchange risk exposure. It focuses on the international financial environment, foreign exchange risk management, capital markets and financing instruments, and direct foreign investment decisions.

FNCE 657 Fund Accounting (3)

See ACCT 657 for course description.

FNCE 658 Financial Risk Management (3)

A study of how corporations safeguard their financial and investment decisions against business risk, foreign exchange exposure, liquidity

unavailability, stock and commodity prices fluctuation, interest rates fluctuation, and so on. It focuses on hedging techniques, special financial engineering for special financial problem solving and insurance management. Prerequisites: FNCE 640 Financial Management and either FNCE 642 Investments or FNCE 654 Financial Analysis and Reporting.

FNCE 740 Seminar in Financial Management (3)

A study of research in the field of financial management practices in the areas of corporate, government and Adventist organizational policies. The course is comprised of the following subjects: the institutions affecting the practice of financial management, corporate short-term and long-term financing, including that of mergers and acquisitions for financial growth; money and banking, including how the Bureau of Treasury raises government's financing; and prudent financial policies implementation in an Adventist organization through the financial statement analysis according to the General Conference policies. The students are required to present the above mostly in the form of financial research presentation, which culminates into scholarly presentation as well as publication. Prerequisite: FNCE 640 Financial Management.

Management

MGMT 602 Managerial Communication (3)

The theory and practice of effective communication techniques and strategies in a global work environment are studied. Emphasis is placed on competency in verbal, nonverbal, written, interpersonal, group interaction, and presentation skills. Study is given to ways in which students can adapt their communications to the specific needs of their audiences and make use of new communication technologies. Students are challenged to creatively analyze various communication dilemmas in business and develop sincere, ethical approaches to upward, lateral and downward communication in their organizations.

MGMT 610 Organizational Behavior (3)

Application of behavioral science concepts within a Christian ethics framework. The emphasis is on understanding how individuals and groups behave in organizations, and the development of a moral organizational culture. Topics of interest include perception, values, attitude, motivation, group behavior, communication, leadership, power, politics, conflict, organizational culture, and organizational change.

MGMT 612 Human Resource Management (3)

Integration of human resource programs into organization strategy to support long-term competitive strategies. The emphasis is on human resource planning, attracting, selecting and retaining competent personnel, managing human resource flow, training and development, performance

appraisal, employee welfare and compensation, labor relations, collective bargaining, discipline handling, and dispute resolution.

MGMT 624 Entrepreneurship (3)

Principles, problems and issues in organizing a new venture in small business. Topics covered include creating entrepreneurial spirit, generating business ideas, writing business plans, analyzing feasibility, financing startups, organizing small scale businesses, and operating a new enterprise.

MGMT 626 International Business Management (3)

Analysis of the nature and scope of international business in the global market economy. Topics covered include international business environments, the framework for international transactions, global strategies, and cross-cultural concerns in management.

MGMT 676 Project Management (3)

The course covers project planning and tracking, performance metrics and performance evaluation, as well as recruiting, retention, career planning, team building, quality control, negotiation, risk analysis, and legal issues.

MGMT 720 Management Thought and Philosophy (3)

Historical and contemporary theories of administration and their application in today's world. Particular attention is focused on the context (history, politics, religion, economics, geography) in which the theories emerge, and their implications for Christians. The course aims to provide an understanding of the major philosophical and theoretical underpinnings of management thinking and practice. Credit may not be earned in both MGMT 720 and EDAD 720.

MGMT 725 Change and Crisis Management (3)

Examines contemporary theories, conceptual frameworks and best practices in managing organizational change and preventing and managing crisis. The course will enhance student's competence in the area of understanding trends, identifying needs for change, overcoming resistance for change, designing programs for change, implementing change, sticking change, spreading change and controlling change. Further, it will also prepare students in anticipating crisis and its impact, planning for crisis, developing a crisis plan, managing crisis when and if it happens and learning from crisis. Prerequisite: MGMT 610 Organizational Behavior.

Education

Educational Administration

EDAD 530 Foundations of School Administration (3)

A study of major opportunities, threats, and trends in the administration of elementary and secondary schools. The course includes an analysis of leadership skills required in the development of the school in such areas as the school program, human relations, facilities, and finances. It also includes a study of the legal rights, roles, and responsibilities of the various stakeholders in the educational endeavor.

EDAD 601 Supervision of Instruction (3)

An overview of the principles and processes of supervision instruction within the framework of teacher growth and development. This course explores the rationales, assumptions, processes and implications related to a variety of instructional supervision practices and contexts associated with supervision of instruction and teacher growth. The emphasis is on research-based practices to provide focused feedback designed to increase student learning in a community of learners. The same course content as EDCI 601.

EDAD 610 Organizational Behavior (3)

A study of human behavior in organizations and its implications for management decisions and actions. Topics include perception, values, attitudes, motivation, group behavior, communication, leadership, power, politics, conflicts, organizational culture, and change. The same course content as MGMT 610.

EDAD 640 Institutional Finance (3)

Basic concepts of accounting and reporting, analysis, and interpretation of financial statement (working capital and liquidity), variance analysis of income statements and expenditure, principles of time value of money, and budgeting, an introduction to costing principles, and issues in strengthening the financial condition of an institution or a business. (Not applicable to the MBA degree.)

EDAD 650 Human Resource Management (3)

See MGMT 612 for course description.

EDAD 651 Principalship and School Improvement (3)

The study of leadership and its dynamics as it applies to the administration of elementary and secondary schools, highlighting planning and implementing change for school improvement. The course explores the principal's role in providing moral, relational, instructional, and administrative leadership within the context of a school's culture and potential resources.

EDAD 674 School Organization and Law (3)

A study of the principles of K-12 school law. The course addresses legal issues affecting teachers and principals including church-state issues, school board operations, teacher employment, and student welfare.

EDAD 730 Financial Management for Educational Institutions (3)

An analysis of the financial and economic aspects of the administration of educational institutions, including sources of long-term financing, resource management, planning the use of funds, internal control, capital budgeting, risk and return analysis, and cost control. Prerequisite: EDAD 640 Institutional Finance. Credit may not be earned in both EDAD 730 and FNCE 646.

EDAD 742 Marketing for Not-for-Profit Organizations (3)

Application of marketing concepts and tools to not-for-profit organizations. Concepts and techniques covered include selection of target markets, marketing mix, marketing program development, implementation, and control of marketing strategies. Same course content as BUAD 618.

EDAD 750 Seminar in Administration and Institutional Development (3)

A team-led seminar that focuses on areas of perceived student needs and interests in educational administration and institutional improvement.

EDAD 780 Disciplinary Research Topics in Administration Policy/Management (2-4)

Critical analysis of the research literature within a selected disciplinary topic. Classical and emerging literature are analyzed. Both a broad scan and a focused review of the literature are conducted. The purpose is to lay the foundation for the dissertation literature review. This course must be taken before, or concurrently with, EDAD 897.

EDAD 786 Administration in Higher Education (3)

A study of governance in higher educational institutions and current trends for higher education in developing and developed countries. The course emphasizes leadership roles and principles in establishing administrative structures and processes for distinctive futures in academic programs and learning outcomes, instructional resources, student services, financial support, staffing, professional development, and evaluation.

Curriculum and Instruction

EDCI 515 Teaching and Learning in Higher Education (3)

An introductory course designed to prepare subject matter specialists to teach at the tertiary level. It focuses on characteristics of the adult learner and methods of teaching appropriate to higher education. The course is designed for those without an education background, and for that reason, in addition to teaching methods, it addresses topics such as instructional planning and design, curriculum, course outlines and lesson planning, evaluation, the selection and preparation of learning materials, and the use of technology in teaching, as well as research on best practices in adult learning.

EDCI 520 Methods of Teaching Elementary _____ (2-3)

A study of principles, content, strategies, materials, technology, and current research related to the teaching of the selected content area at the elementary level. This course deals with the development of a sense of the professional landscape in the content areas at the respective levels, understanding of research-based teaching strategies, use of modern technologies, connecting the content area with other academic disciplines, strengthening commitment to service through education, and trends and issues related to the content areas. Students may take up to 6 credits of methods courses, with a maximum of 3 credits in a specific content area.

EDCI 521 Methods of Teaching Secondary _____ (2-3)

A study of principles, content, strategies, materials, technology, and current research related to the teaching of the selected content area at the secondary level. This course deals with the development of a sense of the professional landscape in the content areas at the respective levels, understanding of research-based teaching strategies, use of modern technologies, connecting the content area with other academic disciplines, strengthening commitment to service through education, and trends and issues related to the content areas. Students may take up to 6 credits of methods courses, with a maximum of 3 credits in a specific content area.

EDCI 530 Instructional Planning & Evaluation (3)

Principles and practices for organizing classroom instruction and evaluation of learning. The course will provide theoretical as well as hands-on experiences in the three phases of instruction: preplanning, unit and lesson planning, and post-lesson activities. The preplanning phase of instruction includes the selection of content and resources, and the needs of the learners. The unit and lesson planning phase deals with the process of instructional planning, methods of teaching, and ongoing assessment strategies. Selection of appropriate instructional evaluation procedures will be included in the post-lesson phase of instruction.

EDCI 601 Supervision of Instruction (3)

See EDAD 601 for course description.

EDCI 610 Classroom Management (3)

A comprehensive view of classroom management. This includes areas such as understanding student academic and psychosocial needs, establishing positive teacher-student-parent and peer relationships, student motivation, discipline, establishing rules and procedures, and maximizing on-task behavior.

EDCI 615 Instructional Models (3)

Designed to increase the teaching repertoire of teachers and other instructional leaders interested in improving instruction. The power and usefulness of research-based teaching models are presented. The emphasis is on developing a repertoire of complex teaching models or strategies of teaching/learning through guided practice and feedback. Participants develop their ability to reflect on their own teaching performance and provide effective feedback and support to others. (Prerequisite: EDCI 526).

EDCI 620 Foundations of Curriculum (3)

Philosophical, historical, psychological and sociological foundations that shape curriculum practices. This course includes an introduction to the literature, theories, and designs of curriculum. The approach will be analytical and theoretical, attempting to clarify the relationship between theory and practice.

EDCI 622 TESOL Methods for Content-Area Reading and (3)

See EDTE 622 for course description.

EDCI 625 Instructional Media (3)

Philosophical, technical, ethical, and practical issues in using technology in the classroom. The course emphasizes both developing technical skills in technological areas appropriate to education, as well as exploring the educational advantages and disadvantages of using technology. Topics include the selection, production, utilization, and evaluation of audio, graphic, and electronic educational materials. Students will develop educational materials using technology, and present them publicly. A computer laboratory fee will be charged.

EDCI 632 Inclusive Instruction (3)

An exploration of the approaches that can be used by teachers for inclusion of exceptional learners, including gifted learners, in the regular classroom setting. The characteristics of enabling conditions will be analyzed, and appropriate educational programs and issues of assessment will be addressed. Current trends and the impact of legislation upon special education and inclusive practices will be reviewed. Strategies and methods

for dealing with different levels of ability within the regular education classroom will be examined.

EDCI 640 Process of Curriculum (3)

A comprehensive introduction to the components of curriculum development. This course examines the process and product aspects of curriculum for schools. Students will learn the basic theory and skills of conceptualizing, designing, constructing, implementing, and evaluating curriculum. The course will include issues of curriculum change, and the roles of curriculum participants and specialists in all curriculum activities. Students will create original curriculum documents within a limited scope.

EDCI 645 Instructional Evaluation (2-3)

The manner in which evaluative procedures contribute to the teaching/learning process and to the improvement of educational decisions. Topics include measurement theory; the alignment of evaluative procedures with teaching objectives; diagnostic, formative, and summative evaluation; the assessment of ability, achievement, aptitude, interest, and personality; alternative forms of evaluation, such as process and product assessment; the interpretation of standardized test data; the reporting of evaluative results; and trends and issues in instructional evaluation.

EDCI 685/785 E-Learning (3)

Educational issues specific to online learning, both as a supplement to or a substitute for face-to-face interaction. Attention is given to principles and strategies of teaching and learning online and how they differ from traditional methods, curriculum and instructional design issues relating to online environments, online assessment strategies and tools, and an introduction to administrative and technical support, together with actual course development applications. The course will provide students with hands-on experience in an online environment. Prerequisites: a graduate course in curriculum, and EDCI 625 Instructional Media.

EDCI 730 Advanced Curriculum Theory and Practice (3)

Streams of curricular thought based on extant literature. Consideration is given to the shifts of perspective in curricular theory over time, primarily throughout the twentieth century, leading to the present; the relationship of curriculum theory to major philosophical frameworks and assumptions; the interaction of the commonplaces of curriculum, and the dominant models of curriculum. Prerequisite: EDCI 620 Foundations of Curriculum or EDCI 640 Process of Curriculum.

EDCI 750 Seminar in Curriculum and Instruction (3)

Current and emerging topics in curriculum and instruction within a seminar format. The course will consist of structured discussions, research based presentations, and presentations of position papers.

EDCI 765 Advanced Instructional Processes (3)

Introduction and practice of advanced teaching strategies that rely on systematic instruction based upon theory, research, and scholarly thinking in specific disciplines. It relies substantively on digital teaching/learning tools, dispositions, and skills of the 21st century. Designed to increase teaching repertoire, feedback, and support of others within the context of teaching/learning communities. (Prerequisites: EDCI 615, EDCI 625.)

EDCI 780 Disciplinary Research Topics in Curriculum/Instruction (2-4)

Critical analysis of the research literature within a selected disciplinary topic. Classical and emerging literature are analyzed. Both a broad scan and a focused review of the literature are conducted. The purpose is to lay the foundation for the dissertation literature review. This course must be taken before, or concurrently with, EDCI 897.

Educational Foundations

Credits earned under an EDFN prefix do not apply toward a graduate degree in Education. Courses with an asterisk (*) are available as self-study modules.

EDFN 500 Fundamentals of English (3)

Basic English language skills in reading, writing, listening, speaking, and grammar. This course will develop Academic English skills such as fluency, accuracy, critical thinking, comprehension, and retention, preparing students to succeed in an English-medium educational environment. This course does not apply toward the MA in Education or the MAT in English Education.

EDFN 501 Methods of Learning and Instruction (2)*

An introduction to the methods and techniques of teaching based on major principles of learning. The course provides knowledge and skills of selecting and organizing teaching materials, developing instructional plans, and teaching selected content areas using a variety of research-based strategies.

EDFN 505 General Linguistics (1-3)

A survey of the main linguistic areas. The course introduces the major fields of general linguistics, providing the foundation needed in the understanding of language, language use, and language function. It provides an overview on syntax, lexicology, semantics, pragmatics, and morphology. This course may also include phonetics and phonology, and discourse analysis, should the number of credits allow it.

EDFN 506 English Composition (1-3)

A study of the fundamental writing principles and strategies. Techniques highlighted include writing complete sentences, paragraphs and essays with cohesion, clarity, structure, and appropriate vocabulary. The use of

analytical thinking, argument, and critical thinking that takes writing from the initial brainstorming stage to the final product will be highlighted.

EDFN 508 Creative Writing (2)

A “workshop” introduction to the fundamental working models of creative writing, including poetry, short stories, essays, and prose. Students will read and analyze a wide range of literary texts, however, the principal focus of the class will be writing, both to apply techniques used by others, and to adapt them to the student’s own creative work. The major means of assessment will be a portfolio of the student’s creative and analytical written work.

EDFN 510 Teaching Practicum (1-3)

Experience-based instruction in actual school settings with the support of a mentor. Experiences will include classroom observations, preparation and delivery of learning activities, instructional evaluation, and exposure to instructional leadership.

EDFN 511 Higher Education Teaching Practicum (1-3)

Tertiary level teaching experience with support from a faculty mentor. Instructional activities will include developing a course outline, preparing the lesson and teaching, and implementing instructional evaluation.

EDFN 515 Teaching and Learning in Higher Education (3)

See EDCI 515 for course description.

EDFN 518 Educational Psychology (2)*

An introduction to psychological theories in education. Topics include learning theories and the nature of learning, including Christian goals of learning and learning as development. It also examines student diversity, barriers to learning, and Christian approaches to improving learning through effective classroom management, motivation, and instructional activities.

EDFN 520 Philosophy of Adventist Education (2)*

A comprehensive in-depth study of the underlying philosophy of Adventist education, emphasizing the complementary functions of the church and the school in the education-redemption process. In the context of the great controversy between good and evil, the course explores such topics as the nature of the student; the nurturance of faith, practical godliness, and personal piety.

EDFN 525 Instructional Evaluation (2)*

An exploration of the purposes and procedures used in assessing student learning. This course will introduce basic terminology and strategies related to both formative and summative evaluation of instruction. A thorough discussion of designing, constructing, administering and grading classroom tests and using authentic assessment will be included.

Instructional Technology

EDIT 660 Educational Information Systems (3)

A study of the design, establishment, operation, and control of integrated, computer-based information systems that can support the educational process. Topics discussed include the structuring of information systems for educational purposes, hardware and software systems and their effects on learning, quality assurance, information gathering, storage, retrieval, and control. Credit may not be earned in both EDIT 660 and BUIT 660.

EDIT 662 Managing Technology in Schools (Hardware & Software) (3)

The role of technology management in schools. This course provides basic knowledge and skills necessary to maintain software and hardware in an educational institution. Students will learn basic maintenance, including an introduction to networking and security; how to select, install, and update software, troubleshoot and upgrade hardware components; maintain and replace computer parts; and assemble and disassemble microcomputer systems. The course will also cover computer system management, and how to plan, and organize, and maintain the computer system in a school, identifying and anticipating educational needs and system failure, and providing proper solutions.

EDIT 668 Telecommunications, Networking and Security (3)

See BUIT 668 for course description.

EDIT 674 Database Applications (3)

See BUIT 674 for course description.

EDIT 681 E-Marketing for Education (3)

Principles of digital imaging and design for the production of marketing materials for education. The focus of this course includes concepts such as digital image preparation, internet marketing analysis and strategy, and building the institutional image through digital media. Students will explore various skills in digital imaging, and will develop digital marketing materials for institutional uses. Credit may not be earned in both EDIT 681 and BUIT 681.

EDIT 682 Web Tools for Education (3)

The use of Internet technologies to facilitate the educational process. Topics covered include fundamentals of design for the World Wide Web, graphics standards, web site hosting, and educational uses of internet technology. Students will gain basic skills in developing a simple web site. Students will explore and evaluate various web technology tools for education, and discuss trends and issues in web-based education. Students will complete a website development project, and design, produce, and

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evaluate web-based educational materials. Credit may not be earned in both EDIT 682 and BUIT 682.

EDIT 692 Fieldwork in Instructional Technology (3)

Instructional technology integration project. This course lays the groundwork for institutional planning for educational change in the area of technology. It includes planning, implementation, and reporting after the implementation has been completed. Plans may include teacher seminars, the development of educational materials, hardware and software acquisition, or other appropriate activities. Students should expect to spend a minimum of 180 clock hours on fieldwork activities in total.

Religious Education

EDRE 612 Pastoral Care and Counseling (3)

See CHMN 612 for course description.

EDRE 635 Youth Ministry (3)

See CHMN 635 for course description.

EDRE 679 Ministry and Spiritual Life (3)

See CHMN 679 for course description.

EDRE 710 Seminar in Family Life Issues (3)

[See PHFN 625](#) for course description. Also identical to CHMN 710.

Teaching English to Speakers of Other Languages (TESOL)

EDTE 500 Fundamentals of English (3)

Basic English language skills in reading, writing, listening, speaking, and grammar. This course will develop Academic English skills such as fluency, accuracy, critical thinking, comprehension, and retention, preparing students to succeed in an English-medium educational environment. This course does not apply toward the MA in Education or the MAT in English Education.

EDTE 520 Applied Grammar for Teachers (3)

A simplified version of EDTE 580 Advanced Grammar for Language Teaching. Designed for content specialists who will be teaching in English. An introduction to English grammar, syntax, and usage patterns, and methods of presenting them to language learners. Course will include grammatical concepts, as well as techniques for helping students acquire grammatical patterns.

EDTE 521 Writing Across the Curriculum (3)

A course designed to develop English writing skills, and to prepare teachers to develop similar skills in their own students as they teach their own content subjects. Includes structure and organization, grammar and

punctuation, and thinking and reasoning skills, as well as creative ways of integrating writing into every subject as a means of learning.

EDTE 523 Teaching Developmental Reading for Language Learners (3)

A study of the role of content courses in the development of reading, comprehension, vocabulary, and thinking skills. Emphasis is placed on comprehension, retention, and vocabulary development skills needed by language learners across the content areas. The course includes a survey of appropriate teaching aids suitable for all learners, including critical evaluation, media literacy, and addressing underlying issues such as bias, power, and culture.

EDTE 528 TESOL Methods in Speaking and Listening (3)

An introduction to concepts of phonetics and phonology for language teachers. Techniques for teaching pronunciation, and assisting learners in gaining fluency and grammatical accuracy in real-time oral language production, as well as for developing general and specific listening skills. Includes selection of materials, testing, group, and laboratory techniques for oral skills development. Class activities include observation and teaching practice at various ages and levels of language ability.

EDTE 580 Advanced Grammar for English Language Teaching (3)

English grammar, syntax, and usage patterns, and methods of presenting them to language learners. Course will include advanced grammatical concepts, as well as techniques, curricula, and materials for language teaching, and testing of grammar-related content. Includes observation and teaching practice at various ages and levels of language ability.

EDTE 620 Second Language Acquisition (3)

An overview of theories of first and second language acquisition, including comprehensible input, the monitor hypothesis, and order of acquisition. The role of linguistics in understanding language acquisition. The differences between learning and acquisition, EFL, ESL, and ESP, pedagogy and andragogy, integrative and instrumental motivation. Traditional and current approaches to language teaching will be discussed, including grammar/translation approaches, and communicative language teaching.

EDTE 622 TESOL Methods for Content-Area Reading and Writing (3)

A study of the role of content courses in the development of reading and writing, grammar, vocabulary, and thinking skills. Emphasis is placed on the integration of writing and study skills in order to enhance retention in all content areas. The course includes a survey of appropriate teaching aids suitable for all learners, incorporating critical evaluation of numerical data, technology, and media literacy, including underlying issues such as bias, power, and culture. Experiences in the class include observation and teaching practice at various ages and levels of language ability.

EDTE 630 Pragmatics (3)

An overview of the cultural development and history of the English language. Effects of culture on language learning. How language and culture overlap, interact, and influence each other. How to manage, read, and adapt cultural indicators to language learning. Directness, intensity, proper social behavior, power relations, and other pragmatic issues that affect language learning contexts.

EDTE 689 Evaluation and Design of TESOL Materials (3)

An instructional guide in how to find TESOL materials, evaluate them, and adapt them to meet the needs of different English language learners' needs. The course also provides students a large selection of strategies used to design texts, tasks, and instructional activities for English language learners.



Graduation 2016

Education

EDUC 526 Pedagogical Foundations (3)

A course designed to improve basic teaching practices. The emphasis will include both teaching/learning concepts such as philosophical assumptions of learning and nature of learners, and teaching/learning processes apply to all ages and all subject matter. Participants become a member of a study group and present teaching episodes and participate in structured coaching and focused feedback processes.

EDUC 582 Foundations of Christian Education (3)

A survey of the historical, philosophical, psychological, and sociological foundations of education. Emphasis is given to the relationship of these foundational areas to the design and practice of contemporary Christian education.

EDUC 602 Introduction to Counseling (3)

An introduction to the counseling profession in school and community setting. This course includes historical development, theoretical approaches, professional issues, and current trends in counseling, as well as an examination of Christian counseling models. Emphasis is given to the role and functions of counselors in varied settings.

EDUC 620 Developmental Psychology (3)

Study of physical, intellectual, personality, social, and emotional development from conception through the lifespan, examined through an ecological framework. This course examines particular needs of individuals and families throughout the life cycle from a range of cultural perspectives, and how aspects of family formation impact on human development.

EDUC 624 Faith and Learning in Christian Education (2)

Interdisciplinary consideration of Christ-centered, Bible-based, faith-nurturing educational theory and practice. This class will assist students in developing a personal, experiential faith and a balanced lifestyle in which the spiritual aspects of life blend naturally with day-to-day activities, as beliefs, values, experiences, and attitudes of their Christian worldview are integrated into the total school environment.

Public Health

Electives

PHEL 566 Introduction to Human Nutrition (3)

A study of the basic nutritional requirements of the human body and the effects of inadequate nutrition on the health status of the individual. Includes topics such as the basic food groups, macronutrients and micronutrients, recommended dietary allowances, digestion and metabolism, and the relationship between physical fitness and nutrition.

PHEL 567 Nutritional Metabolism (3)

A study of the static and dynamic aspects of metabolism of nutrients and their functions within a normal healthy human.

PHEL 662 Principles of Nutrition Education (3)

Teaching methods and strategies appropriate to a nutrition educator. This course includes definition of effective teaching, the learning environment, lesson design, use of teaching models and strategies to improve student motivation and retention of information, and evaluation of learning outcomes. Laboratory. Field experience.

PHEL 664 Nutrition in the Life Cycle (3)

This course explores the role of nutrition in human growth and development, and throughout the life cycle. Influences of socioeconomic, cultural, and psychological factors on food and nutritional behavior are discussed.

PHEL 665 Concepts of Nutritional Epidemiology (3)

This course prepares students to conduct investigation of diet-disease relationships. Topics include variation in diet, measurement errors and correction for its effects, dietary assessment techniques, dietary assessment tool design and development, and total energy intake analysis.
Prerequisites: PHFN 620, PHFN 615.

PHEL 666 Applied Nutrition (3)

The practical application of principles of nutrition including nutrition assessment and evaluation, cooking schools, and food preparation workshops. Students are expected to be actively involved as participants so as to develop practical skills. Field experience.

PHEL 671 Topics in Health Science (1-3)

In-depth study of the scientific aspect of specific health topics such as the immune system, HIV and AIDS, etc. Faculty as well as guests with specialized expertise will contribute to this course.

PHEL 672 Integrated Home Health Care (3)

The study and practical application of current concepts and methods of home-based primary health care. Emphasis is placed on simple techniques for disease prevention and relief of common symptoms, primarily through natural remedies.

PHEL 674 Mental Health and Stress Management (3)

An examination of the principles of mental health and hygiene, the effect of the mind on personal health, and the role of psychosocial and environmentally induced stress in the etiology of illness. How to identify non-psychiatric diseases and psychiatric diseases, emphasizing diagnosis and referral. A major focus is on methods and programs of intervention for effective stress management.

PHEL 675 Components of Public Health Science (3)

An introductory survey of major components of public health science, including epidemiology, environmental health, infectious diseases, biostatistics, and health administration. Students obtain a broad picture of public health, showing how various dimensions are interrelated and integrated.

PHEL 678 Topics in Family Health (3)

Selected topics in the area of family health, including women's issues, aging, migration, problems in parenting, child and spousal abuse and their prevention, and crises at critical stages of the life cycle.

PHEL 679 Disease Prevention Through Physical Fitness (3)

An introduction to the principles of exercise physiology and the role of regular physical fitness programs in the prevention of acute and chronic diseases, and in promoting mental and learning abilities, and overall well-being. The focus of the course is on lifestyle planning.

PHEL 680 Integrated Community Development (3)

An examination of health factors and how they interrelate with other factors in the development of communities. Issues of environment, poverty, gender, justice and equity will be studied for their role in individual and family health. The course will incorporate field trips to observe institutions and agencies implementing agricultural, nutritional, educational, livelihood and other projects. Field experience.

PHEL 681 Smoking Cessation Workshop (3)

A comprehensive study of smoking and tobacco as a major public health hazard. The course examines how the tobacco industry perpetuates dependency on vulnerable populations, and the impact of advertising, promotion, and political activity. A major focus of the course is on successful methods and programs for combating tobacco addiction. Field experience.

PHEL 682 Applied Communication Techniques (3)

A study of the principles of effective communication for motivating behavior change, including both oral communication and the preparation and use of audiovisual materials. Basic experience in utilizing the media for health promotion is gained, including preparing press releases, public service announcements, news stories, feature articles, and the use of advertisements. Field experience.

PHEL 685 Addiction Determinants and Control (3)

This course explores the dynamics of chemical dependency, including the psychological, physiological, and spiritual bases of addiction, and intervention modalities. Students are expected to observe or participate in an addiction intervention program. Field experience.

PHEL 686 Seminar in Health Promotion (1-3)

Special topics in public health promotion and education are reviewed. Specialists with expertise in critical areas will be invited to make presentations. Students are expected to choose a current public health topic, research the topic, and make presentations in class.

PHEL 687 Grant Proposal Writing (2)

A review of the principles of project development and their application in the preparation of a written proposal for an applied project. The proposal should conform to standards that are acceptable to funding organizations. Writing skills are applied in preparing summary reports and evaluations which are accurate, concise, and convincing.

PHEL 689 Health Care Administration (3)

A discussion of the principles of administration in the context of prevailing health care systems and primary health care. The course analyzes the structure and function of government and nongovernment health care programs, evaluates their impact on the health of communities, and proposes models to enhance effective and efficient delivery of health services. Field experience.

PHEL 694 Special Individual Project (1-4)

The individual student pursues a topic of interest under the guidance of a faculty member. May include a literature review, reading assignments, and/or other special projects.

Public Health Core

PHFN 600 Health Promotion Theory and Practice (3)

An overview of theories and principles of Health Promotion, and an exposition of methods and procedures for planning community intervention programs. A special attention is given to the writing of goals and objectives, understanding of program types, application of the laws of learning, and of the behavioral component in the Health Promotion process.

PHFN 605 Planning and Evaluating Health Promotion Programs (3)

A study of the process of planning health promotion programs. Builds on the principles laid down in PHFN 600. The course emphasizes methods of implementing and evaluating programs, such as community organization and involvement, program design, social marketing, management, health communication, and process, impact and outcome evaluation.. Prerequisite: PHFN 600 Health Promotion Theory and Practice.

PHFN 610 Principles of Environmental Health and Disaster Management (3)

A study of environmental factors and how they interact with agent and host factors in the causation, prevention, and control of disease in human populations and appropriate technologies for intervention. Focus is on water supply, sanitation; industrial and solid waste management, vector control and atmospheric pollution control. The course will also include a review of the types and public health consequences of natural and man made disasters, principles of emergency planning, including evacuation procedures, management of disaster casualties, control of disease outbreaks and meeting the physical and psychological needs of disaster victims. Steps in disaster response and recovery and coordination of emergency relief operations will also be reviewed.

PHFN 615 Principles of Epidemiology (3)

This course is a study of the general principles involved in understanding the frequency, distribution, and etiology of acute and chronic diseases, and the method for disease surveillance and control. Emphasis is on the epidemiology of lifestyle-related diseases.

PHFN 620 Biostatistics (3)

An introduction to the fundamental methods of collecting, organizing, and presenting data for community assessment and health interventions. Includes the study of central tendency and variation, sampling, *t* tests, chi-squared tests, simple and multiple regression, confidence intervals, correlations, and making statistical inferences for analyzing health data.

PHFN 625 Maternal-Child Health and Family Planning (3)

Preventive and therapeutic concepts of maternal and child health including reproductive physiology, prenatal and neonatal care, and child growth and development. Concepts of planned parenthood are studied, along with a

review of the role of contraceptive technologies together with their moral, social, cultural, political, and ethical implications. Maternal and child health issues are also studied in terms of their social and environmental causes, and their impacts on life prospects and on the social and economic welfare and development of the family, community and nation. Successful maternal and child health programs are discussed.

Health Ministry

PHHM 655 Lifestyle Diseases and Risk Reduction Programs (3)

This course examines the etiology and development of major lifestyle diseases such as cardiovascular diseases, cancer, obesity, nutritional disorders, and selected infectious diseases. Emphasis is on identifying risk factors and examination of successful risk-reduction programs. Field experience.

PHHM 684 Issues in Science and Religion (3)

See CHPH 684 for course description.

PHHM 691 Field Learning Internship (3)

A practical field experience where the MPH student will work as an intern in five different settings, doing a variety of tasks. Internship activities will be chosen to complement and broaden the student's learning experiences, as they will work directly with or under health professionals and educators in a new or ongoing health program, activity or facility, as part of a team. Prerequisite: all MPH course work is successfully completed.

PHHM 695 Health Evangelism (3)

This course is designed to be combined with an evangelistic series that has a health component built into it. Student participation in a health evangelism event will be supplemented with classroom instruction which includes a rationale for health evangelism, basic planning of the program, budget building, advertising, and audio-visual aids for health evangelism. May be taken in place of CHMN 550 Field Evangelism.

PHHM 698 MPH Thesis (3-6)

Guided independent research to demonstrate the student's skills in the use of the research design. The research process typically includes description of the problem and purpose of the study, limitations/delimitations, literature review, methodology, data presentation and analysis, conclusions, and recommendations. A total of 6 semester hours must be taken.

Health Promotion

PHHP 550 Anatomy and Physiology (2)

A study of the major systems of the human body to appreciate their orderliness and consistency, and their interactions with one another to control the dynamics of health and disease.

PHHP 640 Public Health Nutrition (3)

A study of the principles of nutritional science and their application to the health of the public throughout the life cycle. Also examines local and international policies and programs of intervention for the prevention and control of nutrition-related diseases. Field experience.

PHHP 645 School and Adolescent Health (3)

The course is a study of the biological, psychological, social and spiritual changes that occur among young people during school ages and adolescence and the impact of these changes that is of public health concern. It will explore major health issues unique to these groups and create strategies to assist them in rational decision making and providing programs to maintain health. It will include mechanisms of health and disease. This course requires field work.

PHHP 655 Lifestyle Diseases and Risk Reduction Programs (3)

See PHHM 655 for course description.

PHHP 660 Current Global Health Issues (3)

An overview of current issues in global health, including the impact of globalization on health, poverty, culture, conflict and the problem of refugees, food security and nutrition, environment and climate change, population growth and urbanization, HIV/AIDS, chronic diseases, infectious diseases and the special concerns of maternal and child health based on the available data and student self experience.

PHHP 691 Field Learning Internship (3)

See PHHM 691 for course description.

PHHP 698 MPH Thesis (3-6)

See PHHM 698 for course description.

Nutrition

PHNU 600 Nutritional Status Assessment (3)

This course introduces the student to the dietary, anthropometric, biochemical, and clinical methodologies to assess nutritional status at the individual and community levels. Includes principles and practice of nutrition counseling. With laboratory. Field experience.

PHNU 610 Advanced Nutrition I: Carbohydrates and Lipids (3)

A study of the digestion, absorption, function, metabolism, and control of metabolism of carbohydrates and lipids. This course develops a thorough understanding of the nutrition of carbohydrates and lipids and their applications to selected nutrition-related diseases that have public health impact, such as cardiovascular disease, diabetes, and cancer. Prerequisite: PHEL 567 Nutritional Metabolism.

PHNU 611 Advanced Nutrition II: Proteins, Vitamins, and Minerals (3)

A study of the nutrition, metabolism, and function of proteins, vitamins, and minerals and their applications to understanding the relationship between nutrition and health and disease. Prerequisite: PHEL 567 Nutritional Metabolism or ≥ 3 units of Biochemistry.

PHNU 640 Public Health Nutrition (3)

See PHHP 640 for course description.

PHNU 691 Field Learning Internship (3)

See PHHM 691 for course description.

PHNU 698 MPH Thesis (3-6)

See PHHM 698 for course description.



Theological Seminary

Dean

Ricardo Gonzalez, PhD

Faculty

Faculty are listed by department, and adjunct professors are at the end of the bulletin.

Staff

Ambat, Ivy May	Secretary, Biblical Studies and Historical-Theological Studies
Modillas, Melchie	Secretary, Applied Theology
Orate, Ruby	Secretary to the Dean
Compuesto, Ellen	Associate Editor
Medalla, Donnie Ver	Associate Editor

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Applied Theology	+63 (46) 414-4360	appliedtheo@aias.edu
Biblical Studies	+63 (46) 414-4364	biblicalstudies@aias.edu
Historical/Theological	+63 (46) 414-4364	histtheo@aias.edu
Journal of Asia Adventist Seminary	+63 (46) 414-4352	jaas@aias.edu

Mission, Vision, and Goals

Mission Statement

The AIIAS Theological Seminary exists to equip mission-driven professional teachers and other church leaders in a wholistic, multicultural, and collaborative approach to learning. The Seminary promotes biblically informed scholarship, spirituality, and meaningful field experience.

Vision Statement

The Seminary endeavors to be globally recognized as a center for research excellence in theology and mission: a place where personal faith is strengthened, biblical understanding sharpened, and a sense of mission embraced.

Goals of the Seminary

1. Be an influential Adventist voice.
2. Provide competent human resources for the world church.
3. Engage in the international, regional, and local communities relevant to the mission of the church.
4. Foster high academic standards and practice.
5. Respond to student needs in a supportive way.
6. Provide essential support systems.
7. Obtain additional international accreditation.

Core Graduate Profile

Upon completion of their degree programs, graduates of the Theological Seminary will

- Demonstrate the attributes and skills of competent spiritual leaders, including a sense of divine call and communion with God, a compassionate and accepting relationship with other people, personal integrity, and a balanced judgment.
- Successfully manage religious programs, personnel, finances, and facilities in a diverse cultural environment.
- Promote and participate in the global mission of the church.
- Inspire and facilitate personal ministry growth through a commitment to life-long learning.
- Initiate critical and creative thinking, serving as a catalyst for advancement and growth.
- Demonstrate competence in communicating through the printed medium biblically based responses to contemporary cultural, ethical, and theological issues and challenges.

Graduate Profile by Program

Seminary Program	Graduate Profile
Graduate Certificate in Ministry	<ul style="list-style-type: none"> Advanced knowledge and practice of pastoral ministry, mission, preaching, and the presentation of biblical truth.
Master of Ministry (MMin)	<ul style="list-style-type: none"> Competent church pastors and administrators who demonstrate advanced skills in pastoral ministry, leadership, and the presentation of Christian doctrines. Teachers at the high school level.
Master of Divinity (MDiv)	<ul style="list-style-type: none"> MMin graduate profile. Teachers of introductory Bible courses at the college level.
Master of Arts in Ministry (MA Min)	<ul style="list-style-type: none"> Experts in intercultural studies with an emphasis in Buddhism, Chinese or Islam Studies who are involved in ministry and provide training for church members. Leaders of mission to the cultural group in their emphasis. Teachers of mission courses at the college level.
Master of Arts in Religion (MA-R)	<ul style="list-style-type: none"> MDiv graduate profile. Researchers in the area of their academic specialty. Teachers of advanced and specialized courses in the college level.
Master of Theology (MTh)	<ul style="list-style-type: none"> MA-R graduate profile. Teachers at the Master's level in their areas of specialty
Doctor of Ministry (DMin)	<ul style="list-style-type: none"> MDiv graduate profile. Experts in integrating biblical and theological knowledge in church ministry, mission, and leadership. Teachers at the masters level and in the applied theology professional programs at the post-graduate level.
Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS)	<ul style="list-style-type: none"> MDiv graduate profile. Experts in missiology and cross-cultural ministry, able to relate theology to sensitive cultural and social contexts, leaders of change Teachers at the masters and post-graduate levels in applied theology degrees.

Doctor of Philosophy in
Religion (PhD-R)

- MA/MDiv graduate profile.
 - Advanced researchers in different areas of their specialty.
 - Teachers of advanced and research courses in the academic theological programs of the post-graduate level in their relevant fields of expertise.
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Program Offerings

Professional programs

Graduate Certificate in Ministry

Master of Ministry (MMin)

Master of Divinity (MDiv)

Master of Arts in Ministry (MAMin), with major
Intercultural Studies

Doctor of Ministry (DMin), with major
Church Ministry
Church Mission
Church Leadership

Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS), with
concentration
World Religions
Urban Studies
Intercultural Studies
Postmodernism and Secularism

Academic programs

Master of Arts in Religion (MA-R), with major
Biblical Studies
Biblical Languages
Old Testament
New Testament
Theological-Historical Studies
Christian Theology
Church History
Adventist Studies
Mission
Church Ministry
Intercultural Studies
Church Leadership and Management

Master of Theology (MTh), with concentration

Old Testament
New Testament
Theological Studies
Historical Studies
Intercultural Studies and World Mission
Church Ministry and Leadership

Doctor of Philosophy in Religion (PhD), with concentration

Old Testament
New Testament
Theological Studies
Historical Studies
Intercultural Studies and World Mission
Church Ministry and Leadership

Applied Theology Department

Faculty

Order of information: Name, academic rank, highest academic degree (year degree was granted, institution granting degree), date appointed to AIIAS, teaching area.

Mergal, Bienvenido, Department Chair, Professor, PhD (2001, Adventist International Institute of Advanced Studies), 2008, Leadership Ministry and Research

Almocera, Reuel, Professor, DPS (1990, Southeast Asia Graduate School of Theology), 1987, Church Ministry

Cruz, Dioni, Assistant Professor, DMin (2014, Andrews University), 2016, Global Mission Leadership

Dizon, Abner, Assistant Professor, DMiss (2013, Philippine Christian University), 2015, Mission

Dumitrescu, Cristian, Associate Professor, PhD (2010, Andrews University), 2012, Mission

Sumendap, Edward Bryan, Assistant Professor, DMin, (2013, Adventist International Institute of Advanced Studies), 2015, Church Ministry

Mission Statement

The mission of the Applied Theology Department is to form church administrators, ministers, missionaries, teachers, and scholars who will render relevant, competent and committed service to God, the Church and their communities around the world.

Vision Statement

The Applied Theology Department will be the premier school in the 10/40 Window for academic study and related field experience in practical theology and missiology.

Programs

Graduate Certificate of Ministry
Master of Ministry (MMin)
Master of Divinity (MDiv)
Master of Arts in Ministry (MA Min)
Master of Arts in Religion (MA-R), with major
 Mission
 Church Ministry
 Intercultural Studies
 Church Leadership and Management
Doctor of Ministry (DMin), with major
 Church Ministry
 Church Mission
 Church Leadership
Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS), with
concentration
 World Religions
 Urban Studies
 Intercultural Studies
 Postmodernism and Secularism
Doctor of Philosophy (PhD), with concentration
 Intercultural Studies and World Mission
 Church Ministry and Leadership



AIAS Main Gate

Biblical Studies Department

Faculty

Order of information: Name, academic rank, highest academic degree (year degree was granted, institution granting degree), date appointed to AIIAS, teaching area.

Mora, Carlos Elías, Department Chair, Professor, ThD (2006, Universidad Adventista del Plata), 2009, Old Testament and Biblical Languages

Agustin, Alfredo, Associate Professor, PhD (2007, Adventist International Institute of Advanced Studies), 2012, New Testament

Correa, Teofilo, Associate Professor, PhD (2007, River Plate Adventist University), 2014, Old Testament

Mueller, Eike, Assistant Professor, ThD, (2015, Andrews University), 2014, New Testament

Mission Statement

The Biblical Studies Department exists to develop competent leaders and scholars with a solid biblical foundation who exhibit clear scriptural thinking and practice, relevant to the needs of a global church.

Vision Statement

The Biblical Studies Department envisions being a top choice by the global church for developing reliable biblical scholars and leaders who responsibly interpret the word of truth.

Programs

Master of Arts in Religion (MA-R), with major
Biblical Studies
Biblical Languages
Old Testament
New Testament

Master of Theology (MTh), with concentration
Old Testament
New Testament

Doctor of Philosophy (PhD), with concentration
Old Testament
New Testament

Theological-Historical Studies Department

Faculty

Order of information: Name, academic rank, highest academic degree (year degree was granted, institution granting degree), date appointed to AIIAS, teaching area.

Song, Kyungho, Department Chair, Professor, PhD (1998, Adventist International Institute of Advanced Studies), 1997, Systematic Theology

Campbell, Michael, Associate Professor, PhD (2008, Andrews University), 2013, Adventist Studies

Gonzalez, Ricardo, Associate Professor, PhD (2008 Adventist International Institute of Advanced Studies), 2016, Theological-Historical Studies

Tornalejo, Remwil, Assistant Professor, DTheol (2014, ATESEA Theological Union), 2013, Systematic Theology

Mission Statement

The Theological-Historical Studies department exists to develop leaders who carefully relate biblical truth and historical insights within the context of a deep experience of God's grace, and reflect in an integrative way on Christian theology and its implications for the spiritual and moral life of the believers.

Vision Statement

The department will be recognized for its instructional and informational expertise, for its commitment to the faith delivered once for all to the saints, and its proclamation of the eternal gospel to every nation, tribe, language and people so that they may stand in the hour of God's judgment.

Programs

Master of Arts in Religion (MA-R), with major
Theological-Historical Studies
Christian Theology
Church History
Adventist Studies

Master of Theology (MTh), with concentration
Theological Studies
Historical Studies

Doctor of Philosophy (PhD), with concentration
Theological Studies
Historical Studies

Programs: Prerequisites, Requirements, and Curricula

Summary of the Graduate Certificate and Master's Programs

Below is a brief summary of the certificate and master's programs offered by the Theological Seminary at AIIAS. Please consult the appropriate bulletin section for more detailed information regarding admissions requirements, transfer of credits, prerequisites, and language requirements.

Summary of Graduate Certificate and Masters Programs						
Program	Certif in Ministry	MMin	MMin DLC	MDiv	MA-R	MA Min
Admission Requirements/Prerequisites						
BA Religion Cr.	0	72	72	54	72	72
Admission GPA	—	2.75	2.75	2.75	3.00	2.75
Greek/Hebrew	No	No	No	Yes	Yes	No
Min. Service	None	None	None	None	None	None
Requirements						
Program Units	21	36	36	72	42	42
Transfer Credits	0	9	9	18	10	12
Writing Courses	No	Yes	Yes	Yes	Yes	Yes
Thesis/project	No	No	No	No	Optional	Yes
Minimum GPA	—	2.75	2.75	2.75	3.00	2.75
Years to Finish	1	1	4	2-3	2	4

Summary of Master of Theology and Doctoral Programs

Shown below is a brief summary of the Master of Theology and Doctoral Programs offered by the Theological Seminary at AIAS. Please consult the appropriate bulletin section for more detailed information regarding admissions requirements, transfer of credits, prerequisites, and language requirements.

	DMin	DMiss	MTh	PhD
Prerequisites				
Admission Degree	MMin, MAMin, or MA-R	MDiv or MA-R	MDiv or MA-R	MDiv or MA-R
Admission GPA	3.33	3.33	3.50	3.50
English Proficiency	Yes	Yes	Yes	Yes
Greek/Hebrew	No	No	Yes	Yes
Demonstrated Writing Ability	Thesis or Equivalent	Thesis or Equivalent	Thesis or Equivalent	Thesis or Equivalent
Ministerial Service	5 yrs.	3 yrs.	2 yrs.	2 yrs.
Requirements				
Program Units	42	48	48	60
Transfer Credits	10	12	12	12 or MTh
Comprehensives	No	No	Yes	Yes
Project/Dissertation	Yes	Yes	No	Yes
Minimum GPA	3.33	3.33	3.50	3.50
Years to Finish	2.5-3.5	4 (cohort)	2	4-5

Graduate Certificate in Ministry

Introduction

Program Director: Bienvenido G. Mergal

This program is designed to meet the needs of AIIAS students who do not choose to enter a graduate degree program. It is open primarily to lay workers or to spouses or other dependents of resident students enrolled in AIIAS graduate degree programs. This program is also available in Distance Learning Centers and online. Contact AIIAS Online about the online program (www.online.aiias.edu).

Admission Requirements

1. A baccalaureate degree or its equivalent.
2. Demonstrated proficiency in English.

Degree Requirements

The Graduate Certificate in Ministry requires 21 semester hours of coursework from the areas Biblical Studies, Theological-Historical Studies, and/or Applied Theology, with at least 9 semester hours in the area of Applied Theology.

Master of Ministry (MMin)

Introduction

Program Director: Bienvenido G. Mergal

The MMin is a professional degree program designed for people who plan to enter or upgrade in pastoral ministry. The normal duration of the on-campus program is one year, plus the time needed to finish prerequisites.

Outcomes and Competencies

Outcomes	Competencies
A Committed Spiritual Leader	<ul style="list-style-type: none"> • Demonstrates integrity in words and deeds • Possesses an abiding and deep personal relationship with Christ • Demonstrates a deep understanding of the theories and principles of church Leadership both in theory and practice • Reflects the character of Christ in deportment • Provides vision and direction in pastoral leadership • Reflects trust, humility, spirituality, and transparency in leadership • Develops and trains spiritual leaders for effectiveness and efficiency

Outcomes	Competencies
A Competent Discippler and Pastoral Leader	<ul style="list-style-type: none"> • Provides meaningful leadership in church worships • Competent pastoral counseling to various groups and age levels • Committed to the spiritual growth of church members • Demonstrates enthusiasm in mission and evangelism • Capable in performing church ordinances and traditions • Demonstrates a basic understanding of approaches to discipleship and ability in discipling individuals toward multiplication and maturity of faith in Christ
A Compassionate Minister/Pastor	<ul style="list-style-type: none"> • Provides care of their family and the church members • Gives evidence of passionate care by visiting, praying with, and encouraging church members • Sensitive to the various needs of church ministry • Loves the ministry, the church and the people they lead • Provides caring opportunities to revive and reclaim erring and backsliding members • Demonstrates appropriate care and empathy toward persons experiencing various crises
A Conscientious Teacher and Preacher	<ul style="list-style-type: none"> • Is passionate in sharing and preaching the gospel • Demonstrates a thorough knowledge and understanding of the distinctive doctrines of the Adventist church • Demonstrates an ability to use the Scriptures effectively in preaching, teaching, pastoral care, and evangelism • Demonstrates interpretive skills of the Word of God based on sound theology with a solid biblical foundation • Exhibits a general understanding of the bible in relation to its authorship, background, history, and messages

Admission Requirements

1. Hold a baccalaureate degree from a recognized institution with a minimum GPA of 2.75 (on a four-point scale) or equivalent.
2. Demonstrate proficiency in English.

Prerequisites

1. Have a minimum of 72 undergraduate semester hours in religion.
2. For every year of full-time regular denominational employment as a pastor, teacher or chaplain, two of the 72 semester hours in religion may be waived, up to a total of 10 years (20 semester hours). The employing institution should provide a certified copy of the worker's service record.

Degree Requirements

1. Complete 36 semester hours of coursework specified in the program within a maximum of 10 years.
2. Have a cumulative GPA of not less than 2.75 for graduation.

Credit Load

The maximum credit load is 15 semester hours in a regular semester and 9 semester hours in an intersemester. If the cumulative GPA falls below 2.75, the student will be placed on scholastic probation and limited to 12 semester hours per regular semester or 6 semester hours in the intersemester until the scholastic probation is lifted.

Credit by Transfer

The maximum credits by transfer and the challenge of courses through proficiency tests may not exceed 9 semester hours.

Directed Study

A maximum of 3 semester hours of credits may be earned by Directed Study. A student may not use the Directed Study option in place of core requirements without specific ASAC approval.

Curriculum

In order to complete the Master of Ministry program the following 12 courses or their equivalent totaling 36 semester hours must be completed on campus, at a DLC, or online.

Applied Theology	15
CHMN 579 Ministry and Spiritual Life (3)	
LEAD 510 Biblical Foundations of Leadership and Ethics (3)	
MSSN 577 Growing Disciples and Mission (3)	
CHMN/MSSN/LEAD–Elective (3)	
CHMN/MSSN/LEAD–Elective (3)	
Biblical Studies	9
OTST/NTST 512 Biblical Hermeneutics (3)	
NTST–Elective (3)	
OTST–Elective (3)	
Theological-Historical Studies	9
THST 531 Distinctive Doctrines of the Seventh-day Adventist Church (3)	
THST/CHIS/CHPH–Elective (3)	
THST/CHIS/CHPH–Elective (3)	
Research and Writing	
GSEM 600 Applied Theology Research and Writing (3)	3
Total Semester Hours	36

Master of Divinity (MDiv)

Introduction

Program Director: Dioi Cruz

The Master of Divinity is an internationally recognized degree for Pastoral Ministry. At AIIAS, this program accepts students coming from different educational/geographical backgrounds: those who hold a baccalaureate degree in an area other than religion, those who already have an undergraduate background of ministerial studies, or those who already have a Master of Ministry degree or its equivalent. The normal duration of the program is two years, plus any time needed to meet AIIAS English proficiency, prerequisites, or other requirements. This program is also available in an online modality but only to those without any prerequisites.

Outcomes and Competencies

Outcomes	Competencies
Personal and Spiritual Formation	<ul style="list-style-type: none">• Demonstrates the ability to integrate personal faith and theological learning in the context of ministry• Demonstrates insight and self-knowledge on spiritual practice• Is able to teach, model, and inspire a life of faith that fosters a posture of reverence, gratitude and desire for truth• Is an example in justice (fairness), compassion (kindness), integrity (honesty) and service (humility)
Professional Knowledge	<ul style="list-style-type: none">• Understands biblical principles and is able to apply them to contemporary situations• Recognize and defend the unity and diversity of the Adventist church in consideration of its history, traditions, and distinctive teachings• Is to analyze contemporary theological issues from an Adventist perspective
Christian Commitment	<ul style="list-style-type: none">• Exercises effective leadership of the church within the context of its communities through teaching, worship, pastoral care and welfare ministries• Takes responsibility to lead and equip the church to progress by faith despite challenges• Is able to move people to participate in gospel ministry with motivation, enthusiasm, and passion

Credit Load

The maximum credit load is 15 semester hours per regular semester and 9 semester hours in an intersemester. A student whose cumulative GPA falls below 2.75 will be placed on scholastic probation. Students placed on scholastic probation are limited to 12 semester hours per regular semester or 6 semester hours in the intersemester until the scholastic probation is lifted.

Directed Study

A Directed Study should only be taken in case of a scheduling conflict or to fulfill a special coursework need of the student. A maximum of 9 credits of Directed Study work may be taken. A student may not use the Directed Study option in place of a core requirement without specific ASAC approval.

Admission Requirements

1. Hold a baccalaureate degree from a recognized institution with a minimum GPA of 2.75 (or equivalent).
2. Demonstrated English proficiency.

Prerequisites:

1. Have at least 54 semester hours in religion at the undergraduate level.

Degree Requirements

1. Complete 72 semester hours of coursework specified in the program within a maximum of eight years excluding the time of completing the prerequisites.
2. Have a minimum cumulative GPA of not less than 2.75 for graduation.

Credit by Transfer

The maximum credits by transfer and the challenge of courses through challenge exams may not exceed 18 semester hours. Master of Ministry and Master of Arts in Ministry degrees from AIIAS may transfer up to 36 credits into the MDiv program.

Curriculum

In order to complete the Master of Divinity program the following 72 semester hours must be completed.

Applied Theology

30

Required courses:

15

- CHMN 550 Field Evangelism (3)
- CHMN 555 Applied Theology Colloquium I (1)
- CHMN 558 Church Ministry Practicum (1)
- CHMN 579 Ministry and Spiritual Life (3)
- CHMN 655 Applied Theology Colloquium II (1)

LEAD 510 Biblical Foundations of Leadership and Ethics (3)
MSSN 577 Growing Disciples and Mission (3)

Elective Courses **15**

One CHMN Course
One LEAD Course
Two MSSN Courses
One CHMN/MSSN/LEAD Course

Biblical Studies **18**

Required courses: **9**

NTST 540 Greek Grammar (3)
OTST 540 Hebrew Grammar (3)
OTST/NTST 512 Biblical Hermeneutics (3)

Elective Courses **9**

One OTST Course (3)
One NTST Course (3)
One OTST/NTST Course (3)

Theological-Historical Studies **18**

Required courses: **6**

CHIS 570 History of the Seventh-day Adventist Church (3)
THST 531 Distinctive Doctrines of the Seventh-day Adventist Church (3)

Elective Courses: **12**

One CHIS Course (3)
Three THST/CHPH Courses (9)

General Courses **6**

GSEM 608 Advanced Methods of Teaching Bible (3)
One of the following:
GSEM 600 Applied Theology Research and Writing (3)
GSEM 630 Documentary Research and Writing (3)

Total Semester Hours **72**

Field Evangelism and Practicum Courses

The on-campus students do their practicum and Field Evangelism courses under a direct supervision of the professors. They are engaged in ministering to the local churches and practicing different aspects of ministry they have learned in the classroom. The online students do their practicum and Field Evangelism under the supervision of a Church entity with whom the Seminary and the Online Division make a specific arrangement and agreement. The details about implementation and evaluation of the courses are elaborated in the course outline. Based on the ministerial experience the requirements for the Practicum course may differ.

Master of Arts in Ministry (MA Min) – Intercultural Studies

Introduction

Program Director: Abner Dizon

The Master of Arts in Ministry – Intercultural Studies is a focused missiological degree focusing on training church pastors and leaders to minister in the 10/40 Window. The program is divided into the three specialties of Buddhism, the Chinese, and Islam.

Admission Requirements

1. Hold a baccalaureate degree in religion from a recognized institution or 72 semester hours in religion with any equivalent undergraduate degree with a minimum GPA of 2.75 (or equivalent).
2. Demonstrated proficiency in English.

Degree Requirements

1. Complete 42 semester hours of coursework specified in the program within a maximum of eight years.
2. Have a minimum cumulative GPA of not less than 2.75 for graduation.

Credit by Transfer

The maximum credits by transfer cannot exceed 12 semester hours. The transfer of credits may be requested through the program director.

Curriculum

In order to complete the Master of Arts in Ministry emphasis in Intercultural Studies program, the following 14 courses of 42 semester hours or their equivalent must be completed.

Core Requirements	24
General Missiology	12
CHMN 615 Equipping Ministry (3)	
CHMN 679 Ministry and Spiritual Life (3)	
MSSN 665 Urban Ministry and Mission (3)	
MSSN 685 Biblical Foundations of Ministry and Mission (3)	
Biblical Studies and Theology	6
OTST/NTST 612 Biblical Hermeneutics (3)	
THST 631 Distinctive Doctrines of the Seventh-day Adventist Church (3)	
Research and Writing	6
CHMN 696 MA in Ministry Project (3)	
GSEM 600 Applied Theology Research and Writing (3)	

One of the following Sets of Courses as Area of Specialization**Specialty in Buddhism****18**

- MSSN 510 Introduction to Buddhism (3)
- MSSN 530 Buddhist Culture and Society (3)
- MSSN 560 Authentic Biblical and Buddhist Spirituality (3)
- MSSN 670 Biblical Teaching and the Writings of Buddhism (3)
- MSSN 680 Current Issues in the Buddhist World (3)
- MSSN 694 Models/Strategies of Contextualized Ministry in Buddhism (3)

Specialty in Chinese

- MSSN 511 Introduction to Chinese Mission (3)
- MSSN 531 Chinese Culture and Society (3)
- MSSN 561 Authentic Biblical and Chinese Spirituality (3)
- MSSN 671 Biblical Teaching and the Writings of Chinese Philosophy (3)
- MSSN 681 Current Issues in the Chinese World (3)
- MSSN 691 Models/Strategies of Contextualized Ministry for Chinese (3)

Specialty in Islam

- MSSN 512 Introduction to Islam (3)
- MSSN 532 Islamic Culture and Society (3)
- MSSN 562 Authentic Biblical and Islamic Spirituality (3)
- MSSN 672 Biblical Teachings and the Writings of Islam (3)
- MSSN 682 Current Issues in the Muslim World (3)
- MSSN 692 Models/Strategies of Contextualized Ministry in Islam (3)

Total Semester Hours**42**

Students and Professor in the Classroom

Master of Arts in Religion (MA-R)

Introduction

Program Director: Teofilo Correa

The MA-R program is intended for persons wishing to obtain an academic degree in religion at the master's level, with an emphasis in a major field of religious studies. It is designed primarily for students who wish to qualify themselves for teaching religion.

The MA-R also prepares the student for entrance into the PhD or MTh program. Because of this, care has been taken to provide an academically demanding curriculum, including a thesis. The academic departments will carefully screen applicants, giving special attention to the student's demonstrated academic ability.

The MA-R is offered with two options for the culminating phase:

(1) Specialized Research or (2) Comprehensive Research. The Specialized Research option is designed to prepare the student for further studies at the doctoral level (PhD) by writing and successfully defending a thesis. The Comprehensive Research is geared towards professional careers and/or teaching at the undergraduate and college levels. This option includes six additional semester credits from the student's area of study, and two comprehensive examinations.

Outcomes and Competencies

Outcomes	Competencies
Educational and spiritual strengthening in major area of study	<ul style="list-style-type: none"> Graduate demonstrates advanced theological knowledge in the major area chosen for study (biblical studies, biblical languages, theological-historical, mission) Graduate has a deepened spiritual understanding in major area of study and sustains a vibrant intellectual and relationship-oriented life as part of an ongoing commitment to Christ
Teaching for college level	<ul style="list-style-type: none"> Graduate demonstrates knowledge, understanding, and professional skills in religious studies and is prepared to teach religion courses at college level Graduate is able to interact with the broader philosophical community and minister effectively in academic and church related settings

Outcomes	Competencies
Research and writing in preparation for doctoral studies	<ul style="list-style-type: none">• Graduate demonstrates mastery of the methodological and theoretical frameworks employed in religious studies research• Graduate has analytic and discursive skills at a high level of proficiency, has conducted research, and successfully defended a thesis in the major area of study• Graduate is qualified for studies on the doctoral level

Areas of Study

The MA-R degree is offered in the following majors:

Biblical Studies
Biblical Languages
Old Testament
New Testament
Theological-Historical Studies
Christian Theology
Church History
Adventist Studies
Mission
Church Ministry
Intercultural Studies
Church Leadership and Management

At the beginning of the student's coursework, the department chairperson and program director will meet with the student to plan a program of study that will be implemented by the program director.

Credit Load

The maximum credit load is 12 semester hours per semester (6 semester hours during the intersemester). MA-R students may take some courses with students in professional programs but may expect to be given additional class assignments in reading and/or writing due to the different levels of the prefix numbering of the courses. Since the MA-R is a research degree, most courses require a major paper as part of the coursework to help prepare the student for writing the thesis. The normal duration of the program is two years. Students should plan additional time to complete any prerequisites, including the English language proficiency requirements.

All matters pertaining to a student's program will be handled by the program director in consultation with the department of the student's major field and/or the student's thesis committee.

Admission Requirements

1. Hold a baccalaureate degree in religion or its equivalent from a recognized institution, or 72 semester hours in religion with any baccalaureate degree or its equivalent.
2. A minimum GPA of 3.00 on a four-point scale.
3. Demonstrated proficiency in English.
4. Three satisfactory recommendations showing strong potential for academic development and service. The recommendations should come from a former teacher or work supervisor, a pastor, and other church leader.
5. A written statement (500-600 words) of purpose for graduate study in the MA-R program.

Prerequisites

MA-R applicants are required to demonstrate proficiency in both Greek and Hebrew grammar and readings by taking proficiency exams at first availability in the schedule. The minimum pass for the Grammar level is 73%. The passing grade for the Reading level is 83%. AIAS Seminary offers proficiency exams for Hebrew and Greek before the beginning of each semester. Students with majors other than Biblical Studies will choose only one reading prerequisite.

Program Requirements

Complete a total of 42 semester hours by taking courses at the 600 level with a maximum load of 12 credits per regular semester and 6 credits during the intersemester, with a cumulative GPA of not less than 3.00 for graduation. Each major area of study requires the successful completion of the following courses:

Three core courses	9
GSEM 608 Advanced Methods of Teaching Bible (3)	
OTST/NTST 612 Biblical Hermeneutics (3)	
One of the following research courses:	
GSEM 630 Documentary Research and Writing (3) or	
GSEM 600 Applied Theology Research and Writing (3)	
Seven major courses	21
Taken from the major area, these should include seminars. For majors in the Biblical Studies Department the seven courses should be primarily exegesis courses and seminars.	
Two electives	6
May be chosen from an area different than the major.	
One research option	6
Specialized Research (includes MA-R thesis) or	
Comprehensive Research (includes two courses and two comprehensive examinations from the major area of study)	

Total	42
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Except for the three core courses (GSEM 608 Advanced Methods of Teaching Bible, GSEM 630 Documentary Research and Writing, and OTST/NTST 612 Biblical Hermeneutics) up to two courses may be taken as Directed Research or Directed Study.

Register for the course GSEM 630 Documentary Research and Writing in the very beginning of the course work (first or second semester). Students with Applied Theology majors who prefer to do quantitative research may take GSEM 600 Applied Theology Research and Writing in lieu of GSEM 630. The grade earned in this course must be a B (3.00) or above. If a student fails this course he/she may retake it once. Failure to pass this course the second time will disqualify the student from continuation in the program.

Thesis

One purpose of the thesis is to demonstrate the student's ability to conduct research and to express the results clearly and logically in writing. Early in his/her program, the student should select a broad area of interest for a thesis topic. Then the following steps should be taken:

1. The student should undertake research on the topic as early as possible in order to discover its viability and to narrow and refine the topic.
2. After successfully completing at least 24 semester hours of required coursework, the student should submit to his/her department chairperson a topic proposal of 1 to 2 pages, focusing on the statement of the problem and the purpose of the study. The department will decide either to approve the topic or ask the student to submit a new proposal.
3. Once the topic proposal is approved by the department, the department chairperson informs the student of the approval of his/her topic proposal and recommends to the Programs Committee the chairperson, who as the advisor will guide the student in the process of developing a formal proposal, and another member of the student committee from among the faculty of the Department. Upon the recommendation of the department chairperson, the Programs Committee, selecting the third member from another department, officially forms the student thesis committee. The program director informs the student of the composition of his/her thesis committee.
4. When the thesis committee is assigned, the student writes a formal thesis proposal (including a timetable for completion) under the guidance of the thesis advisor. The proposal should (1) define and state the problem clearly, (2) include a review of literature that puts the research problem in perspective with the current body of knowledge and practice and justifies the significance of the problem, (3) outline the purpose(s) of the research and the significance of the answers to be discovered or proposed, and (4) describe the methodology and approach that will be used to solve the research

problem. The methodology should be described in sufficient detail to demonstrate that a successful conclusion can be obtained within the resources available (indicated by a bibliography) within the allotted time frame of 9-16 months. The proposal should also identify, if possible, the researcher's unique and original contribution.

5. Once a draft of the proposal is approved by the advisor, the student circulates the proposal to the other members of the thesis committee. After any revisions are made, the draft is again circulated and a proposal defense scheduled. The student orally presents and defends the proposal to the thesis committee, chaired by the program director or another faculty member he may appoint. Based on the proposal defense, the thesis committee may accept, suggest modifications or reject the proposal.
6. Once the student has completed all required coursework, he/she must complete the "Student's Report of Research Progress" form and submit a copy to the program director one week before the end of each semester. Failure to submit this report on time may delay registration and result in a late registration fee being charged to the student's account.

The advisor reports on the student's research progress by filing a copy of the "Advisor's Report of Research Progress" form with the program director at the end of each semester. This report is reviewed by the department.

7. Once the proposal has been accepted, the student works on the thesis under the supervision of the thesis advisor and committee. The thesis committee must meet at least twice more prior to the defense of the thesis. When the work is approved by the thesis committee and the thesis editor has cleared it for defense, the advisor asks the Programs Committee to schedule a public defense. At least two weeks before the defense, unbound copies of the thesis should be distributed to the committee members and the program director. The defense should take place not less than four weeks before graduation.
8. The program director, or a faculty member appointed by him, chairs the defense including the executive session. The acceptance or rejection of the thesis is decided by a consensus of the thesis committee. In the case of acceptance, the thesis may be accepted as presented, accepted subject to minor revisions or accepted subject to major revisions. Then five final copies of the thesis (one is for the research advisor), approved by the thesis committee, the thesis editor, and the dean, should be turned in to the Dean's office not less than one week before graduation. An electronic copy must also be filed with the Library. In the case of rejection, the Programs Committee decides whether another thesis can be written and submitted.

Comprehensive Examinations

The MA-R program with the option of Comprehensive Research requires two comprehensive examinations (3 hours for each exam, taken on the same day). These examinations test the student's comprehensive knowledge in the major area, determine familiarity with the pertinent literature relating to the field of study, and the student's powers of criticism and analysis.

Scheduling and Preparation. At the time of registration for the last semester of coursework the student is required to apply for the comprehensive examination. The exam will take place no earlier than upon completion of the student's coursework and an appropriate period of intensive preparation (normally four to six weeks). The program committee will assign the examination date and two professors of the major area who will provide the student with detailed information and will guide him/her in the preparation for the exams.

Grading and Reporting. The MA-R director will officially notify the student of his/her performance on the comprehensive examination within two weeks. Each exam is evaluated and graded individually.

- A score of 90% and above is considered a high pass.
- A score of 80% and 89% is considered a pass.
- A score of 75% to 79% is considered a conditional pass. In the case of a conditional pass on any of the exams the student may be asked for an oral examination on that exam.
- A score of 74% and below on any comprehensive exam is considered a failing grade. In the case of a failing grade the student will be asked to re-take the failed exam. A student who fails the re-take exam will be given the opportunity to repeat both comprehensive examinations at a time determined by the Program Committee, usually within four to six weeks.

If the student fails any of the individual examinations on the second attempt s/he will be dropped from the program.

Academic Standards

The MA-R program at AIIAS Seminary follows high standards of scholarship. Among these are the following:

Time Limitation. The time limitation for the MA-R program is five calendar years from the beginning of the first semester of class work.

Transfer Credit and Challenge Examination. The student may request to transfer credits and take challenge examinations up to the limit stated in the general policy (25%), [see p. 30](#).

Overload. Normally, the MA-R program at AIIAS Seminary does not allow an overload of credits.

Assignments. A MA-R student may take classes with students in professional programs (MMin, MDiv), but will be given additional class assignments in

reading and writing. The reason for additional assignments is that the MA-R is a research degree, in which most courses require a major paper as part of the coursework in order to sharpen the student's research skills and to help prepare for the writing of the thesis.

Master of Theology (MTh)

Introduction

Program Director: Ricardo Gonzalez

Associate Program Directors:

 Bienvenido Mergal (Applied Theology Concentrations)

 Carlos Mora (Biblical Studies Concentrations)

 Kyungho Song (Theological-Historical Studies Concentrations)

The Master of Theology Program offers a third level degree in theology and is similar to the Doctor of Philosophy in Religion (PhD). It is intended for MDiv or MA-R graduates with a strong academic orientation, who wish to become specialists in Applied Theology, Biblical Studies, or Historical-Theological Studies.

The degree involves a minimum duration of two years of specialized study and research beyond the master's degree. The student chooses a concentration and a cognate from one particular field of study. This degree program equips individuals for research and qualifies them to teach in theological colleges in their field of specialization. The MTh degree requires a minimum of 48 semester hours at the 800 level.

Goals

The Master of Theology program aims:

1. To develop teachers and researchers with a high degree of competency in the areas of religion.
2. To develop the spirit of inquiry, critical thinking, analysis, and synthesis within the context of Adventist self-understanding and mission.
3. To understand and appreciate a variety of viewpoints, while at the same time maintaining sound reason for one's faith and belief in the reliability of the Bible.
4. To become significant contributors to the purpose and praxis of the Church.
5. To conduct original and responsible research that result in a significant contribution to the body of religious knowledge.

Competencies and Outcomes

The MTh degree is not earned by the mere accumulation of credits but is conferred in recognition of outstanding standards of scholarship and level of expertise in a student's main area of study and cognate, as demonstrated by written and oral independent research based on in-depth analysis, mature synthesis and interpretation of evidence, and responsible application.

MTh specialists should possess the following competencies, and demonstrate the outcomes:

Competencies	Outcomes
Faithfulness to God and Scripture.	<ul style="list-style-type: none">• Candidates should be able to clearly describe the theological, philosophical, epistemological, and cultural assumptions on which their theology is based.
Comprehensive understanding of the chosen area of concentration.	<ul style="list-style-type: none">• Ability to deal with philosophical underpinnings of different theories or positions in their concentration area, as well as a thorough knowledge of their cognate.
Advanced research and writing capability in the chosen concentration.	<ul style="list-style-type: none">• Logical, clearly written papers, following accepted written standards, based on original ideas and objective research that contribute to the field of study.
Expertise in teaching and other forms of communication, as well as networking with other professionals.	<ul style="list-style-type: none">• Candidates are expected to publish and present at scholarly meetings, as well as demonstrate teaching skills and cultural sensitivity in the classroom and pulpit.

Areas of Study - Concentration

The MTh degree is offered in the following areas:

Old Testament
New Testament
Church History
Systematic Theology
Intercultural Studies and World Mission
Church Ministry and Leadership

Areas of Study - Cognate

In addition to a concentration, students should choose a cognate from a different field of study. Possible options are as follows:

Old Testament
New Testament
Systematic Theology
Church History
Adventist History

Historical Theology
Christian Ministry
World Mission
Church Leadership and Administration
Intercultural Studies

Students may also choose a different graduate level cognate approved by the PhD Program Committee.

Timeline and Limits

All application materials must be submitted to the Office of Admissions and Records no later than six months before the intended beginning of the program. The regular time to begin the MTh in Religion is June (the first semester of the school year) for in-residence MTh students, and March for In-Ministry MTh students. Late applications may not be considered until the following year.

The expected time to complete an MTh program is two years for in-residence candidates (4 years for In-Ministry candidates), if no remedial or pre-requisite courses are needed. All degree requirements have to be completed within four years (6 years for In-Ministry candidates) of initial registration.

In-Ministry MTh Track

The In-Ministry track of the MTh in Religion program allows candidates to save on the total cost of earning an MTh as well as continue their employment. However, candidates should clear prerequisites before being allowed to enter this track:

English proficiency
Biblical languages proficiency
Prerequisite credits in their concentration area
MA Thesis (or equivalent)

Candidates and their employers should sign a memorandum of understanding (MOU) making sure that students will be able to come to AIAS one term (2 months) per year during Sessions 1 to 3 of their program, for 6 months during Session 4 (see table), and be able to spend at least 10 quality hours a week to complete assignments during the rest of each year while in the program. Candidates should also have an adequate Internet connection, and access to suitable academic libraries online and offline while studying at home. The Seminary will contact and evaluate, and may even visit the proposed libraries in the student's country.

In-Ministry MTh Students will spend a term during each of their first three years at AIAS taking classes, attending doctoral seminars, and completing Directed Readings/Research during the rest of the year. This way, the student will register for up to 12 units a year. At the beginning of the

Session 3 on campus, students will take the general knowledge examination. For Session 4, students will come for 6 months finishing the rest of the course credits and preparing for comprehensive examinations. The last month will be reserved for taking the comprehensive examinations. This schedule requires good time management and planning.

It is recommended that the student comes alone to take courses on AIIAS campus. The Seminary will provide the necessary doctoral seminars when In-Ministry MTh students are on campus. Before going home every year the student should propose topics and sign a number of contracts for Directed Readings/Research in order to fulfill the planned credits for the yearly session, make the necessary arrangements with professors, examiners, advisors, or committees, and to renew their library research. All other program requirements specified in the MTh description of the AIIAS Bulletin apply to the In-Ministry MTh track as well.

Session	On-Campus Residence	Rest of the Year	Aim to Complete
1	6 credits (AIIAS)	6 credits (home)	12 credits
2	6 credits (AIIAS)	6 credits (home)	12 credits
3	General knowledge examination, 6 credits (AIIAS)	6 credits (home)	Pre-candidacy, 12 credits
4	6 credits (incl. teaching practicum – AIIAS)	6 credits, Preparation for Comprehensive examinations	12 credits,
5	Comprehensive examinations (AIIAS)		MTh degree awarded

Admission Requirements

1. An MA in Religion (MA-R) or MDiv degree, with no less than 15 graduate semester hours in the proposed concentration.
2. A minimum entrance GPA of 3.50 on a four-point scale (or equivalent).
3. Two years of full-time church ministry experience.
4. The following additional documents must be submitted to the Admissions Office:
 - Recommendations from the following using the forms provided: An academic administrative officer or leader of the applicant's employing organization in the last five years, and

the school from which the applicant received the graduate degree, if other than AIAS.

- Personal statement of approximately 600 words explaining the student's purpose for seeking the Master of Theology degree, and his/her philosophical perspective and professional goals.

Prerequisites

1. At least 15 graduate semester hours in the proposed major field of study.
2. A pass (**B** or above) in a research writing course equivalent to GSEM 630.
3. A copy of the MA-R Thesis or a defended equivalent project must be submitted. If this prerequisite is missing, the student may be accepted on provisional status while he/she prepares an 80+ page thesis equivalent. Registration for GSEM 611 (1-3 credits) is required. The Thesis equivalent will be submitted to an oral examination by two professors and the MA Program Director. The Thesis or its equivalent will be assessed according to AIAS MA in Religion Thesis research standards.
4. MTh applicants must demonstrate proficiency in both Greek and Hebrew (Grammar and/or Reading) before entrance into the program, by a proficiency exam. Students whose concentration is OT or NT should demonstrate proficiency in both Hebrew and Greek Readings level (**B**, 83%). Students with other concentration should choose the language in which to demonstrate Reading proficiency (**B**, 83%) while the other will require Grammar proficiency (**C**, 73%).

Applicants who do not fulfill this requirement may be admitted on provisional status and fulfill it by taking remedial course(s) concurrently with their MTh coursework, but not later than 50% of coursework. Students who fail to meet this deadline will not be further registered for regular course work until biblical language proficiency is met.

5. Those applying for an Applied Theology concentration should have at least three credits each in Statistics and Applied Theology Research Methods.

Degree Requirements

In order to complete the MTh program, the following requirements must be met:

1. Complete a curriculum of forty-eight semester hours of coursework: 30 in the concentration, 12 in the cognate area, 3 credits for GSEM 894 Course Development and Teaching Practicum and 3 credits for an elective course.

Area	Credits
Concentration	30
Cognate	12
GSEM 894 Course Development and Teaching Practicum	3
Elective course	3
TOTAL Program Credits	48

- The student needs to develop a study plan under the guidance of the MTh Program director, in consultation with the respective Department chair.
 - Courses numbered 800 and above may be taken for credit. Some specialized courses numbered 600-700 may also be taken, provided they do not make up more than a third of coursework (18 credits).
 - Of the 48 credits of coursework, at least 24 should consist of seminars, directed study, and/or reading courses. A minimum of three doctoral-level seminar courses must be completed to afford the opportunity for research. At least two doctoral-level seminars should be in the student's chosen concentration.
 - The regular full-time coursework load is 9-12 credits per semester, and 6 credits during the Intersemester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for comprehensive preparation or examination are considered as full-time students.
2. Maintain a cumulative GPA of 3.50 or above. Only grades of **B-** or above (or **S**) can apply toward the degree program. The matriculation of students who accumulate three grades below **B-** (including **U**) is normally terminated.
 3. Language Requirements. In addition to biblical languages proficiency, students with an OT concentration are required to take OTST 658 Biblical Aramaic and OTST 852 Advanced Hebrew. Those with a NT concentration are required to take NTST 852 Advanced Greek. If they have taken these advanced courses or equivalents in another context (graduate level) they may choose to replace them with other courses.
 4. Exegesis Requirements. All concentrations must demonstrate competency in biblical exegesis either by having taken a relevant course in their masters studies, or by taking one as part of their MTh curriculum.
 5. Register for GSEM 894 Course Development and Teaching Practicum and teach a course under the instruction of the department of the concentration. This will give the student

experience in teaching in the field of concentration at graduate level, after pre-candidacy is granted. If the student has had a record of 3 years teaching at graduate level, this requirement is waived, and the student will register for another course. GSEM 608 Advanced Methods of Teaching Bible is a prerequisite for Course Development and Teaching Practicum. This prerequisite can alternatively be fulfilled by submitting evidence of three years of full-time undergraduate teaching at an accredited institution.

6. Demonstrate, by a proficiency exam taken at AIIAS, a working knowledge of one or more modern and/or ancient language(s) (other than English, Biblical Hebrew, Biblical Greek, and/or a research tool needed for theological studies as determined in consultation with the student's program director and approved by the Program Committee. This requirement must be completed before taking the comprehensive examinations.
7. Not earlier than the last semester, four comprehensive examinations will be taken that will proportionately cover material from both the student's concentration and cognate.

Advancement to Pre-candidacy

The department will evaluate all students in the program upon completion of their first 24 credits of MTh program. The evaluation will be based on grades, research skills, and general aptitude for the proposed program of study. Students will also have to pass a general knowledge examination in their area of concentration. Approved students will be advanced to pre-candidacy for the MTh degree by the Programs Committee. The following aspects must be noted:

1. Aptitude for the program is treated as a prerequisite. No new student may acquire regular status until declared a pre-candidate by the Program Committee.
2. If a student is denied advancement to pre-candidacy, he/she may be dropped from the program or apply for a reduced load status.
3. The application for a reduced load status must be approved by sponsors, where applicable, and must be reviewed by the department every semester.
4. A student with a reduced load must register accordingly or drop the agreed courses, and may request a deferred grade in order to allow for additional time to complete the required work. However, the deadlines for finishing coursework and comprehensive examinations remain the same.
5. All decisions of the Program Committee regarding pre-candidacy shall be communicated to the student and the sponsors.

Comprehensive Preparation and Examinations

If the last courses remaining to be taken in the course work of a student amount to 6 units or less, a MTh student may enroll them together with Preparation for the Comprehensives (no credit) which is counted for study load purposes as equivalent to 6 units. The comprehensive examination (also no credit) has a load value of another 6 units. Preparation for Comprehensives and the examination itself may be enrolled together, or in different semesters, as long as the preparation represents between 3 and 5 months of study for the examinations.

Upon completion of coursework and an appropriate period of intensive study and research, four comprehensive examinations will be taken. Three 6-hour examinations will be taken in the concentration area, and one 4-hour examination in the cognate. These examinations are normally given one each week over four weeks. Areas of focus for comprehensive examinations within the fields of study are as follows:

Biblical Studies

- Text, Literature, and Interpretation
- History and Backgrounds
- Exegesis and Theology

Theological-Historical Studies

- General Christian Studies
- Distinctive Seventh-day Adventist Doctrines
- Church History
- Christian Philosophy and Ethics

Applied Theology

- Theology of Ministry and Mission
- Culture and Context
- Mission Strategy
- Church Leadership and Administration

1. The comprehensive examinations not only test the student's command of his/her coursework, but primarily demonstrate broad proficiency in the areas of concentration and cognate of study, determine the student's familiarity with the pertinent literature relating to the fields of study, and the student's skills of analysis, synthesis, and critical thinking.
2. The Program Committee appoints the examiners for the student's comprehensive examinations.
3. It is expected that a student's examinations should demonstrate greater proficiency in his/her area of concentration than in the cognate.
4. Each comprehensive examination is graded by the person preparing it. If an examination is failed, a second examiner will be appointed by the dean to verify the initial evaluation.

5. A student may be required to sit for an oral examination (not to exceed two hours) at the request of the respective examiner(s) as part of his/her comprehensive examination or if the result is a *conditional* pass. The program director, or someone appointed by him, arranges for and chairs the oral examination. An oral examination will normally be conducted within 14 days after the last written examination is administered. The program director informs the student of the results of the comprehensive examinations.
6. A score of less than 75% on a comprehensive examination will be considered a failing grade. A score between 75% and 79% will be considered a *conditional* pass and may require an additional oral examination. A score between 80% and 89% is considered a pass. A score of 90% and above is considered a high pass.
7. A student who fails no more than two comprehensive examinations must retake the failed examinations as scheduled by the Programs Committee, usually within one to three months.
8. To remain in the program, a student who fails three or more comprehensive examinations must repeat all examinations, at a time determined by the Programs Committee, not later than four months from the time the initial results have been announced.
9. A student who receives more than one *conditional* pass on the comprehensive examinations must repeat all the examinations for which a *conditional* pass was received except one, which will normally be the one for which the highest grade was received.
10. A full examination may be retaken only once. No retake of any individual exam and no oral examination is offered during the retake of full comprehensive examination. Students who fail any of the individual examinations during the second full retake will be dropped from the program.

Transfer of credits

Credits accrued during the MTh program at AIIAS are fully transferable toward a PhD in Religion at AIIAS, conditional to meeting the PhD program requirements, and the MTh degree not being awarded.

Doctor of Ministry (DMin)

Introduction

Program Director: Reuel Almocera

The DMin is a professional degree program primarily designed to serve the needs of pastors, mission executives, church leaders, and other ministry professionals. The purpose of this degree program is to equip people for a higher level of ability in the practice of ministry. This is achieved through an experience of further education, which renews the personal life of faith, sharpens ministerial skills, and stimulates growth in understanding the biblical and theological foundations of ministry and mission.

Goals of the DMin Program

1. To increase the student's capacity to integrate biblical, theological and social sciences into ministerial and mission practice.
2. To deepen the understanding of, and experience in, Christian commitment and vocation.
3. To sharpen the skill of ministers in areas of preaching, teaching, pastoral care, church growth, evangelism, leadership, worship, and church management.
4. To advance techniques and approaches for conducting independent research that can be utilized in the graduate's own practice of ministry.

Outcomes and Competencies

Outcomes	Competencies
Spiritual Organizational Leader	<ul style="list-style-type: none">• Morally upright; Righteous judgments; Bible reading leader; Believer of gift of prophecy; Astute administrator; Lead prayerful life; Unsullied integrity; Literate in financial management
Competent Pastor/Teacher	<ul style="list-style-type: none">• Skilled in teaching (Andragogy & Pedagogy); Prepare and deliver biblical sermons; Proficient in pastoral counseling; Loyal to the Adventist Church; Model family• Hardworking shepherd; Productive evangelist
Astute Practical Theologian	<ul style="list-style-type: none">• Accurate doctrinal understanding; Relevant biblically-based practice; Desire for lifelong learning• Proficient researcher; Express well in academic writing
Resolute Missionary	<ul style="list-style-type: none">• Change agent/manager; Sufficient understanding of world religions; Skilled in contextualization; Proficient in language of target groups• Conversant understanding of modern/post-modern culture• At home with urban mission realities

Admission Requirements

1. A master's degree in religion, with a minimum GPA of 3.33.
2. A minimum five years of gospel ministry experience is normally required.
3. The following documents must be submitted to the Office of Admissions and Records:
 - Letters of recommendation from two church administrators with whom the applicant has had a working relationship for the past five years.
 - A personal statement of approximately 500 words explaining the applicant's reason for seeking the DMin degree.
4. Demonstrated proficiency in English.

Prerequisites

1. A pass (**B** or above) in a research writing course equivalent to GSEM 600 Applied Theology Research or GSEM 630 Documentary Research and Writing.
2. Twenty-four graduate semester credits in ministry/mission.
3. Twelve graduate credits in biblical studies.
4. Twelve graduate credits in historical-theological studies.

Degree Requirements

1. Complete a total of 42 semester hours with a cumulative GPA of 3.33 or higher. A maximum of 9 semester hours may be earned by Directed Study. Mainly courses numbered 700 or above should be taken. Under the guidance of the program director, limited courses numbered 600 may be taken for DMin credit.
2. Write a defensible project. The project (120-150 pages) should address a problem or issue directly relevant to the ministry of the contemporary church.
3. Successfully defend the project before the Project Defense Committee, composed of the Student's Project Committee plus one external examiner appointed by the Programs Committee.
4. Have five approved, final copies of the project, bound and submitted to the Dean's office at least one week before graduation.

Core Courses and Emphasis

All DMin candidates will take core courses in Applied Theology, Leadership, and Research and Writing.

Under the guidance of the DMin program director, the student will also choose four courses in Church Ministry, Mission or Leadership in order to develop an emphasis that is related to the area of research.

Candidacy Requirements

Admission to the DMin program does not guarantee advancement to candidacy. A student may be advanced to candidacy only after

- 1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission.
- 2. Completion of all coursework with a cumulative GPA of at least 3.33.
- 3. Acceptance of the DMin project proposal by the student’s project committee.

Time Limits

In residence students will normally finish the program within three years. All DMin students are required to finish the program within 10 years from the start of their program.

Curriculum

In order to graduate from the DMin program the following courses (42 semester hours) must be completed.

Core Courses	15
CHMN/MSSN 709 Seminar in Applied Theology Methods (3)	
CHMN/MSSN 785 Biblical Foundations of Ministry and Mission (3)	
GSEM 608 Advanced Methods of Teaching Bible (3)	
LEAD 733 Theology, Theory and Practice of Leadership (3)	
MSSN 721 Seminar in Contextualization and Mission (3)	
Emphasis	15
CHMN/MSSN/LEAD electives (12)	
Elective from an alternative emphasis (3)	
Core Courses in Research and Writing	12
_____ 703 Applied Theology Research Seminar (3)	
CHMN/MSSN/LEAD 796 DMin Project (9)	
Total Semester Hours	42

DMin—In-Ministry Program

Introduction

The In-Ministry DMin Program is designed for church leaders who are engaged in full-time ministry to come to the main campus for one to two months of each year in order to take two or four intensive courses.

Admission Requirements

Admission to the In-Ministry DMin program is on the basis of competence in theology and commitment to ministry, as well as motivation to pursue further study in a recognized area of ministry. In order to be admitted into the program, the prerequisites for the regular DMin program must be met.

Course Requirements

There will be pre-course, on-campus and post-course assignments for each course associated with the In-Ministry DMin program. Each course requires 48 hours of face-to-face regular meeting, conducted in 12 days, 4 hours per day. Reading and work assignments may be given prior to the start of the course.

Candidacy Requirements

Admission to the In-Ministry DMin program does not guarantee advancement to candidacy. The candidacy requirements for the In-Ministry DMin program are the same as for the regular DMin program.

Degree Requirements

The In-Ministry DMin degree has the same degree requirements as the regular DMin program.

Time Limits

The In-Ministry DMin students should finish the program within 10 years.

Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS)

Introduction

Program Director: Cristian Dumitrescu

The Doctor of Missiology (DMiss) or Doctor of Intercultural Studies (DIS) is a combined academic and professional degree with the main purpose of equipping pastors, mission leaders/teachers, administrators, and other ministry professionals with advanced cross-cultural mission skills. The purpose of this degree program is to form culturally sensitive leaders and enhance their level of ability in pursuing the mission of the Church. This higher level of education strengthens the individual's spiritual life, sharpens missiological skills, equips leaders with the ability to relate theology to different cultural and social contexts, and prepares missionaries with mentoring abilities and refocused vision.

The DMiss/DIS is an In-Ministry program, and includes a significant research component. The degree is conferred only upon those who clearly demonstrate the ability to do independent research, and who have reached a high level of competency and expertise in their field of study. The program is cohort based and delivered in four yearly modules.

Goals

The DMiss/DIS program aims

1. To develop leaders and researchers with a high degree of competency in the areas of mission.
2. To develop the spirit of inquiry, critical thinking, analysis, and synthesis within the context of Adventist identity and mission.
3. To prepare theologically educated mentors who will contribute significantly to the advancement of the Church's mission in currently diverse and challenging contexts.

Competencies and Outcomes

The DMiss/DIS degree is the highest research degree in missiological studies offered at AIIAS Theological Seminary. This degree is conferred on qualified individuals in recognition of outstanding standards of scholarship and levels of expertise in their area of concentration, as demonstrated by written and oral independent research based on in-depth analysis, mature synthesis and interpretation of evidence, and responsible application.

DMiss/DIS specialists should possess the following competencies, and demonstrate the outcomes:

Competencies	Outcomes
Spiritually driven leader	Faithfulness to God and Scripture, Integrity and honesty in all matters, Prayerful devotional life, Humility in recognizing personal strengths and weaknesses, Awareness of personal particular cluster of spiritual gifts
Competent cross-cultural pastor/teacher/administrator	Exhibiting the appropriate gifts, Balanced view of mission contextualization issues, Ability to understand non-Christian worldviews and create appropriate mission strategies, Enhanced teaching skills, Lifelong learner
Effective missionary mentor in global context	Evident relational skills, Cultural sensitivity, Ability to work in multicultural and challenging social contexts, Ability to understand and relate to different age-specific issues
Visionary cross-cultural researcher/change agent	Advanced research and writing capacity, Ability to identify causes and solutions for specific cross-cultural ministry issues, Clear ministry vision and goals supported by sound academic and field research

Areas of Specialization (Concentration)

The DMiss/DIS is cohort based and each cohort offers one of the following areas of specialization (concentration):

- World Religions (i.e., Buddhist, Chinese, Islam, Hinduism, Animism)
- Urban Studies
- Intercultural Studies
- Postmodernism and Secularism

Timeline and Limits

All application materials must be submitted to the Office of Admissions and Records no later than six months before the intended beginning of the program. The regular time to begin the DMiss/DIS is March (the Intersemester at AIIAS). The number of students who may enter the DMiss/DIS program in any given year is limited. Late applications are not guaranteed acceptance.

The DMiss/DIS is an In-Ministry based program and can be completed in approximately 4 years (but not less), if no remedial or pre-requisite courses are needed. Regular course work should be completed on time every year since a given concentration may not be offered again immediately. The dissertation, including the defense and subsequent revisions, must be completed in three years or less from the time the coursework is finished. All degree requirements have to be completed within six years of initial registration.

Admission Requirements

1. A Master of Divinity (MDiv), a Master of Arts in Religion (MA-R), or an equivalent from an approved Seminary or University.
2. A minimum GPA of 3.33 on a four-point scale or equivalent.
3. A minimum of three years full-time cross-cultural ministry experience.
4. The following additional documents and data submitted to the Office of Admissions and Records:
 - Recommendations from the following, using the forms provided: an academic administrative officer or leader of the applicant's employing organization in the last five years, and the school from which the applicant received the graduate degree, if other than AIIAS.
 - Personal statement of approximately 1000 words explaining the student's purpose for seeking the DMiss/DIS degree, and his/her philosophical perspective and professional goals.
5. Demonstrated proficiency in English.

Prerequisites

1. At least 15 graduate semester hours in a mission related area.
2. A pass (of **B** or above) in a research writing course equivalent to GSEM 630.
3. A copy of a masters thesis or a defended equivalent project must be submitted. If this prerequisite is missing, the student may be accepted on provisional status while registering for GSEM 611 (3 credits) and preparing an 80+ page thesis-equivalent. The thesis-equivalent shall be submitted for approval and will be assessed according to AIIAS masters thesis research standards.
4. An interview will take place with each candidate in order to assess their motivation for the program, readiness and capacity in the chosen area of specialization, needed skills, future potential denominational employment, as well as the usefulness to the mission of the Church. Candidates who do not pass the interview may be referred to other programs.

Degree Requirements

In order to complete the DMiss/DIS program, the following requirements must be met:

1. Complete a curriculum of 42 semester hours of coursework and 6 credits of dissertation writing, in four yearly modules, bringing the total to 48 semester hours.

Area	Credits
Concentration	42
Dissertation	6
Total Program Credits	48

- Maintain a cumulative GPA of 3.33 or above. Only grades of **B-** or above (or S) can apply toward the degree program. Students who accumulate three grades below **B-** (including U) are terminated from the program.
- Some concentrations may require learning a foreign language. Students in these concentrations will be guided accordingly
- Choose a tentative dissertation topic and submit a preliminary or tentative proposal during the second module. After the preliminary or tentative proposal has been approved, an advisor and a dissertation committee will be appointed to give further guidance as needed.
- Submit and defend a full proposal during the third module.
- Write and successfully defend the doctoral dissertation.
- Submit five approved copies of the bound dissertation to the Dean's Office at least one week before graduation (including one for the research advisor). Submit an electronic copy to the Library.

Curriculum

The DMiss/DIS curriculum is designed on four modules, each module including pre-session research and written assignments, post-session projects or papers, as well as participation in online group discussions with the cohort. Students are expected to spend at least four weeks in residence at AIIAS every year during the delivery of each program module.

Courses

Module One: Theoretical	12
MSSN 795 Approaches in Applied Theology	
Research in Mission (3)	
MSSN 727 Seminar in the History and Strategy of Mission (3)	
MSSN 779 Spiritual Issues in Mission (3)	
MSSN 790 Seminar in the Theology of Mission (3)	
Module Two: Contextual	12
MSSN 721 Seminar in Contextualization and Mission (3)	
MSSN 780/1/2 Current Issues in the _____ World (6)	
MSSN 854 Research Design in Mission (3)	
Module Three: Discipleship/Mentoring	12
MSSN 716 Mission Education and Training (3)	

MSSN 731 Seminar in Worldview and Worldview Change (3)
MSSN 791/2/4 Models/Strategies of Contextualized
Ministry _____ (6)

Module Four: Integrative

12

MSSN 805 Seminar in Missiological Problems (3)
MSSN 896 Seminar in _____ (Concentration) (3)
MSSN 897 DMiss Dissertation (6)

Dissertation Committee

The student's dissertation committee is appointed by the Program Committee following the submission of a dissertation topic by the student and its subsequent approval by the Program Committee. The dissertation committee consists of a chairperson, who becomes the student's research advisor, and two other members.

Dissertation Preparation

After the approval of the dissertation topic, the student must complete the following dissertation preparation steps:

1. A full dissertation proposal should be submitted to the student's dissertation committee for approval by the time of the third module, including an outline and a bibliography. Upon approval, a proposal approval form is to be signed by the dissertation advisor and committee members, with copies given to the student, the advisor, and the program director.
2. The dissertation will normally be approximately 200-225 pages in length. It should demonstrate the student's expertise and knowledge of the literature related to the topic, give evidence of clarity of logic and of student's ability to research a specific topic and report the results, following an appropriate methodology, at the same time making a significant contribution to thought and strategy in the chosen specialization.
3. The candidate must submit six printed copies of the dissertation, approved by the dissertation editor, to the program director four weeks before the oral defense. An electronic version is also required.

Oral Defense

The oral defense of the student's dissertation must adhere to the following stipulations:

1. The oral defense of the student's dissertation normally cannot take place until the year after the fourth module has been completed.
2. The Dissertation Defense Committee is composed of the student's committee and two examiners appointed by the Programs Committee. At least one of these examiners will be a person from outside the AIIAS Theological Seminary.

3. The oral defense is to be held no later than four weeks before the degree is to be conferred.
4. At least four of the five examiners must vote for acceptance of the dissertation and the defense in order for the candidate to pass the oral defense. The vote of the committee falls into one of the following categories:
 - Acceptance of the dissertation as presented
 - Acceptance of the dissertation subject to revisions
 - Rejection
5. Any revisions voted by the defense committee shall be made under the supervision of the chairperson of the student's committee, who then recommends the dissertation to the director of the program for conferral of the degree. Major revisions in the dissertation or defense shall be reviewed and approved by the full defense committee. The Programs Committee recommends the candidate to the Seminary faculty for graduation.
6. If the dissertation is rejected, the Programs Committee decides whether another dissertation may be written and submitted. If the second dissertation is also rejected, the candidate forfeits any possibility to finalize a DMiss/DIS degree.



Praying Together

Doctor of Philosophy in Religion (PhD)

Introduction

Program Director: Ricardo Gonzalez

Associate Program Directors:

Ben Mergal (Applied Theology Concentrations)

Carlos Mora (Biblical Studies Concentrations)

Kyungho Song (Theological Historical Studies Concentrations)

The PhD in Religion is an advanced academic degree and its main purpose is to prepare teachers, scholars, and researchers for institutions of higher learning, particularly related to the Seventh-day Adventist Church.

The PhD program is designed to develop individuals capable of doing careful research and teaching religious studies up to the postgraduate level. The degree is conferred only upon those who clearly demonstrate the ability to do independent research, and who have reached a high level of competency and expertise in their field of study. The program is offered both as in-residence and in-ministry tracks.

Goals

The PhD in Religion program aims:

1. To develop teachers and researchers with a high degree of competency in the areas of religion.
2. To develop the spirit of inquiry, critical thinking, analysis, and synthesis within the context of Adventist self-understanding and mission.
3. To understand and appreciate a variety of viewpoints, while at the same time maintaining sound reason for one's faith and belief in the reliability of the Bible.
4. To become significant contributors to the purpose and praxis of the Church.
5. To conduct original and responsible research that result in a significant contribution to the body of religious knowledge.

Outcomes and Competencies

The PhD in Religion degree is the highest research degree offered at AIIAS Theological Seminary. This degree is not earned by the mere accumulation of credits but is conferred in recognition of outstanding standards of scholarship and level of expertise in a student's main area of study and cognate, as demonstrated by written and oral independent research based on in-depth analysis, mature synthesis and interpretation of evidence, and responsible application.

PhD in Religion specialists should possess the following competencies, and demonstrate the outcomes:

Competencies	Outcomes
Faithfulness to God and Scripture.	<ul style="list-style-type: none"> Candidates should be able to clearly describe the theological, philosophical, epistemological, and cultural assumptions on which their theology is based.
Comprehensive understanding of the chosen area of concentration.	<ul style="list-style-type: none"> Ability to deal with philosophical underpinnings of different theories or positions in their concentration area, as well as a thorough knowledge of their cognate.
Advanced research and writing capability in the chosen concentration.	<ul style="list-style-type: none"> A logical, clearly written dissertation, following accepted written standards, based on original ideas and objective research that contribute to the field of study.
Expertise in teaching and other forms of communication, as well as networking with other professionals.	<ul style="list-style-type: none"> Candidates are expected to publish and present at scholarly meetings, as well as demonstrate teaching skills and cultural sensitivity in the classroom and pulpit.

Areas of Concentration

Each PhD in Religion candidate will choose one area of concentration from the following:

Old Testament Studies
 New Testament Studies
 Theological Studies
 Historical Studies
 Intercultural Studies and World Mission
 Church Ministry and Leadership

Each area of concentration should be complemented with a cognate from a different field of study, preferably one that will contribute to the writing of the dissertation. Possible options for the cognate are as follows:

Biblical Studies

Old Testament
 New Testament

Theological-Historical Studies

Systematic Theology
 Church History
 Adventist History
 Historical Theology

Applied Theology

Christian Ministry

World Mission

Church Leadership and Administration

Intercultural Studies

Students may also choose a different graduate level cognate area of study approved by the PhD Program Committee.

Timeline and Limits

All application materials must be submitted to the Office of Admissions and Records no later than six months before the intended beginning of the program. The regular time to begin the PhD in Religion is June (the first semester of the school year) for in-residence PhD students, and March for In-Ministry PhD students. The number of students who may enter the PhD program in any given year is limited. Late applications may be considered for the following year.

The expected time to complete a PhD in Religion program is 4 years for in-residence candidates (5 years for In-Ministry candidates), if no remedial or pre-requisite courses are needed. Regular course work must be completed and comprehensive examinations passed within 4 years from the date of initial registration to the program for in-residence candidates (5 years for In-Ministry candidates). All degree requirements have to be completed within eight years of initial registration for in-residence candidates (10 years for In-Ministry candidates). The dissertation, including the defense and subsequent revisions, must be completed in four years or less from the time the comprehensive examinations are passed for in-residence candidates (five years for In-Ministry candidates). The two time limits (coursework + comprehensives, and dissertation + defense) apply independently, so that shortening one does not lengthen the other.

In-Ministry PhD Track

The In-Ministry track of the PhD in Religion program allows candidates to save on the total cost of earning a PhD as well as continue their employment. However, candidates should clear prerequisites before being allowed to enter this track:

English proficiency

Biblical languages proficiency

Prerequisite credits in their concentration area

MA Thesis (or equivalent)

Candidates and their employers should sign a memorandum of understanding (MOU) making sure that students will be able to come to AIAS one term (2 months) per year during each Session of their program,

for 12 months during Session 3 (see table), and be able to spend at least 10 quality hours a week to complete assignments during the rest of each year while in the program. Candidates should also have an adequate Internet connection, and access to suitable academic libraries online and offline while studying at home. The Seminary will contact and evaluate, and may even visit the proposed libraries in the student's country.

In-Ministry PhD Students will spend term during each of their first two years at AIIAS taking classes, attending doctoral seminars, and completing Directed Readings/Research during the rest of the year. This way, the student will register for up to 18 units a year. At the end of Session 2 on campus, the students will take the first comprehensive examination and be evaluated for pre-candidacy. For Session 3, students will come for the term and continue to stay on campus for one more year finishing the rest of the course credits, developing the full dissertation proposal, and preparing for comprehensive examinations. Session 4 on campus will be reserved for taking the rest of the comprehensive examinations and for defending the dissertation proposal. Upon returning home, the student will register for and write a chapter per semester, coming back on campus during the fifth year's Session to consult with the dissertation chair and committee and to use the campus resources. The remaining time will be used for writing the rest of the dissertation chapters and do the necessary corrections. During or at the end of the fifth year the defense of the dissertation may be scheduled, including possible corrections or revisions required by the defense panel. This schedule requires good time management and planning.

It is recommended that the student comes alone to take courses at AIIAS during the shortest session on campus, but may bring the family, if possible, for the one year period during Session 3 (see table).

The Seminary will provide the necessary doctoral seminars when In-Ministry PhD students are on campus. Before going home every year the student should propose topics and sign a number of contracts for Directed Readings/Research in order to fulfill the planned credits for the yearly session, make the necessary arrangements with professors, examiners, advisors, editor, or committees, and to renew their library research. All other program requirements specified in the PhD description of the AIIAS Bulletin apply to the In-Ministry PhD track as well.

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Session	On-Campus Residence	Rest of the Year	Aim to Complete
1	9 credits (AIIAS)	9 credits (home)	18 credits
2	9 credits, Pre-candidacy examination, submit preliminary proposal (AIIAS)	9 credits (home)	18 credits, Pre-candidacy
3	9 credits (incl. teaching practicum – AIIAS)	3 credits, develop full dissertation proposal, preparation for Comprehensive examinations (AIIAS)	Ready to take comprehensive examination, defend Dissertation proposal
4	Take comprehensive examinations, defend Dissertation proposal, advancement to candidacy	Writing chapters 2 and 3 (home)	Candidacy, Dissertation writing
5	Consulting with Dissertation committee, writing chapter 4	Writing chapter 5 and Conclusions, editing, preparation for defense (home)	Ready for Dissertation defense
6	Dissertation defense, revisions		PhD degree awarded

Admission Requirements

1. An MA in Religion (MA-R), MDiv, or equivalent from an approved Seminary or University.
2. A minimum GPA of 3.50 on a four-point scale (or equivalent).
3. A minimum of two years of full-time church ministry experience.
4. The following additional documents and data must be submitted to the Admissions and Records Office:
 - Recommendations from the following, using the forms provided: an academic administrative officer or leader of the applicant's employing organization in the last five years, and the school from which the applicant received the graduate degree, if other than AIIAS.
 - Personal statement of approximately 600 words explaining the student's purpose for seeking the PhD in Religion degree, and his/her philosophical perspective and professional goals.

Prerequisites

1. At least 15 graduate semester hours in the proposed concentration of study.

2. A pass (**B** or above) in a research writing course equivalent to GSEM 630.
3. A copy of the MA-R Thesis or a defended equivalent project must be submitted. If this prerequisite is not yet met, the student may be accepted on provisional status while he/she prepares an 80+ page thesis equivalent. Registration for GSEM 611 (1-3 credits) is required. The Thesis equivalent will be submitted to an oral examination by two professors and the MA-R program director. The Thesis or its equivalent will be assessed according to AIAS MA-R Thesis research standards.
4. PhD applicants must demonstrate proficiency in both Greek and Hebrew (Grammar and/or Reading) before entrance into the program, by a proficiency exam. Students whose concentration is OT or NT should demonstrate proficiency in both Hebrew and Greek Readings level (**B**, 83%). Students with other concentrations should choose the language in which to demonstrate Reading proficiency (**B**, 83%) while the other will require Grammar proficiency (**C**, 73%).
Applicants who do not fulfill this requirement may be admitted on provisional status and fulfill it by taking remedial course(s) concurrently with their PhD coursework, but not later than pre-candidacy (50% of coursework). Students who fail to meet this deadline will not be further registered for regular course work until biblical language proficiency is met.
5. Those applying for an Applied Theology concentration should have at least three credits each in Statistics and Applied Theology Research Methods.

Requirements

In order to complete the PhD in Religion program, the following requirements must be met:

1. Complete a curriculum of 48 semester hours of coursework: 30 in the concentration, 12 in a cognate area, and 6 credits in required courses (GSEM 890 PhD Dissertation Proposal, and GSEM 894 Course Development and Teaching Practicum). A dissertation (12 semester hours) is also required, bringing the total to 60 semester hours.

Area	Credits
Concentration	30
Cognate	12
Required Courses	6
Dissertation	12
TOTAL Program Credits	60

- The student needs to develop a study plan under the guidance of the

PhD director in consultation with the respective Department chair.

- Courses numbered 800 and above may be taken for doctoral credit. Some specialized courses numbered 600-700 may also be taken, provided they do not make up more than a third of coursework (18 credits).
 - Of the 48 credits of coursework, at least 24 should consist of seminars, directed study and/or reading courses. A minimum of three doctoral-level seminars must be completed to afford the opportunity for research in preparation for dissertation writing. At least two doctoral-level seminars should be in the student's chosen concentration. The Directed Research for PhD Religion students with the grade S/U Satisfactory/Unsatisfactory, requiring only one professor) will be limited to the maximum of two (2).
 - The regular full-time coursework load for in-residence students is 9-12 units per semester, and 6 units during the Intersemester. Sponsored students are expected to take a full load of 12 units per semester. In-Ministry PhD students may take nine units during the Intersemester. On-campus students who are registered for comprehensive preparation or examination and dissertation writing are considered full-time students.
2. Maintain a cumulative GPA of 3.50 or above. Only grades of **B-** or above (or **S**) can apply toward the degree program. The matriculation of students who accumulate three grades below **B-** (including **U**) is normally terminated.
 3. Language Requirements. In addition to biblical languages proficiency, students with a concentration in Old Testament are required to take OTST 658 Biblical Aramaic and OTST 852 Advanced Hebrew. Students with a concentration in New Testament are required to take NTST 852 Advanced Greek. If they have taken these advanced courses or equivalents in another context (graduate level) they may choose to replace them with other courses.
 4. Exegesis Requirements. All PhD students, regardless of concentration, must demonstrate competency in biblical exegesis either by having taken a relevant course in their master's studies, or by taking one as part of their PhD curriculum.
 5. Choose a tentative dissertation topic during the Dissertation proposal seminar and submit a preliminary or tentative proposal before completing 24 credits of the program (pre-candidacy). After the preliminary or tentative proposal has been accepted, an advisor and a dissertation committee will be appointed to give further guidance as needed.
 6. Register for GSEM 894 Course Development and Teaching Practicum and teach a course under the instruction of the department of the

concentration. This will give the student experience in teaching in the concentration at graduate level, after pre-candidacy is granted. If the student has had a record of 3 years teaching at graduate level, this requirement is waived, and the student will register for another course. GSEM 608 Advanced Methods of Teaching Bible is a prerequisite for Course Development and Teaching Practicum. This prerequisite can alternatively be fulfilled by providing evidence of three years of full-time undergraduate teaching at an accredited institution.

7. Demonstrate, by a proficiency exam, a working knowledge of one or more modern and/or ancient language(s) (other than English, Biblical Hebrew, or Greek), and/or a research tool needed for dissertation writing as determined in consultation with the student's program director and approved by the Program Committee. This requirement must be completed before taking the comprehensive examinations.
8. Pass the comprehensive examinations.
9. Write and successfully defend the doctoral dissertation.
10. Submit five approved copies of the bound dissertation to the Dean's Office at least one week before graduation (one is for the research advisor). Submit an electronic copy to the Library.

Advancement to Pre-candidacy

The department will evaluate all students in the program upon completion of their first 24 credits of PhD program. The evaluation will be based on grades, research skills, and general aptitude for the proposed program of study. Students will also have to pass a general knowledge pre-candidacy examination in their area of concentration. Approved students will be advanced to pre-candidacy for the PhD degree by the Program Committee. The following aspects must be noted:

1. Aptitude for the program is treated as a prerequisite. No new student may acquire regular status until declared a pre-candidate by the Seminary.
2. If a student is denied advancement to pre-candidacy, he/she may drop from the program or apply for pre-candidacy under a reduced load status.
3. The application for a reduced load status must be approved by sponsors, where applicable, and must be reviewed by the department every semester.
4. A student with a reduced load must register accordingly or drop the agreed courses, and may request a deferred grade in order to allow for additional time to complete the required work. However, the deadlines for finishing coursework and comprehensive examinations remain the same.
5. All decisions of the Program Committee regarding pre-candidacy shall be communicated to the student and the sponsors.

Dissertation Committee

The student's dissertation committee is appointed by the Program Committee following pre-candidacy, after submission of a mini-proposal by the student. The committee consists of a chairperson, who becomes the student's advisor, and two other members.

Comprehensive Examination Preparation and Examinations

If the last courses remaining to be taken in the course work of a doctoral student amount to 6 units or less, a PhD in Religion student may enroll them together with Preparation for the Comprehensives (no credit) which is counted for study load purposes as equivalent to 6 units. The comprehensive examination (also no credit) has a load value of another 6 units. Preparation for Comprehensives and the examination itself may be enrolled together, or in different semesters, as long as the preparation represents between 3 and 5 months of study for the examinations.

Upon completion of coursework and an appropriate period of intensive study and research, four comprehensive examinations will be taken. Three 6-hour examinations will be taken in the area of concentration, and one 4-hour examination in the cognate. These examinations are normally given one each week over four weeks. The focus for comprehensive examinations within the fields of study are as follows:

Applied Theology

- Theology of Ministry and Mission
- Culture and Context
- Mission Strategy
- Church Leadership and Administration

Biblical Studies

- Text, Literature, and Interpretation
- History and Backgrounds
- Exegesis and Theology

Theological-Historical Studies

- General Christian Studies
- Distinctive Seventh-day Adventist Doctrines
- Church History
- Christian Philosophy and Ethics

1. The comprehensive examinations not only test the student's command of his/her coursework, but primarily demonstrate broad proficiency in the concentration and cognate areas, determine the student's familiarity with the pertinent literature relating to the fields of study, and the student's skills of analysis, synthesis, and critical thinking.
2. The Programs Committee appoints the examiners for the student's comprehensive examinations.

3. It is expected that a student's examinations should demonstrate greater proficiency in his/her concentration of study than in the cognate.
4. Each comprehensive examination is graded by the person preparing it. If an examination is failed, a second examiner will be appointed by the dean to verify the initial evaluation.
5. A student may be required to sit for an oral examination (not to exceed two hours) at the request of the respective examiner(s) as part of his/her comprehensive examination or if the result is a *conditional* pass. The program director, or someone appointed by him, arranges for and chairs the oral examination. An oral examination will normally be conducted within 14 days after the last written examination is administered. The program director informs the student of the results of the comprehensive examinations.
6. A score of less than 75% on a comprehensive examination will be considered a failing grade. A score between 75% and 79% will be considered a *conditional* pass. A score between 80% and 89% is considered a pass. A score of 90% and above is considered a high pass.
7. A student who fails no more than two comprehensive examinations must retake the failed examinations as scheduled by the Programs Committee, usually within one to three months.
8. To remain in the program, a student who fails three or more comprehensive examinations must repeat all examinations at a time determined by the Programs Committee, not later than four months from the time the initial results have been announced.
9. A student who receives more than one *conditional* pass on the comprehensive examinations must repeat all the examinations for which a *conditional* pass was received except one, which will normally be the one for which the highest grade was received.
10. A full examination may be retaken only once. No retake of any individual exam and no oral examination is offered during the retake of full comprehensive examination. Students who fail any of the individual examinations during the second full retake will be dropped from the program.

Advancement to Candidacy

When a student submits a formal application to take comprehensive examinations, he/she should also apply for advancement to candidacy. The form for making this application is available from the PhD program director. Upon the student's successful completion of all comprehensive examinations, the Seminary will advance the student to candidacy for the PhD degree.

Dissertation Preparation

After successful completion of the comprehensive examination, the student must complete the following steps of dissertation preparation:

1. Register for ____ 898 PhD Dissertation (12 sem. hrs.), 6 units per semester and 3 units per Intersemester.
2. A full dissertation proposal should be submitted to the student's dissertation committee for approval as soon as possible, including an outline and a bibliography. Upon approval, a proposal approval form is to be signed by the dissertation advisor and committee members, with copies given to the student, the advisor, and the program director.
3. After registering for 12 dissertation credits must continue to register for GSEM 898 Continuation of Dissertation Writing (no units) and pay a continuation fee until the dissertation is defended. Failure to register each semester may result in termination from the program.
4. The dissertation will normally be approximately 200-250 pages in length. It should demonstrate the student's familiarity with the primary and secondary literature related to the topic, give evidence of clarity of thought and of the ability of the student to research a specific topic and report the results, following a careful and appropriate methodology, at the same time making a significant contribution to the thought in the field of study.
5. The candidate must submit five copies of the dissertation, approved by the dissertation editor, to the program director four weeks before the oral defense.

Oral Defense

The oral defense of the student's dissertation must adhere to the following stipulations:

1. The oral defense of the student's dissertation normally cannot take place earlier than 12 months after he/she has passed his/her comprehensive examinations.
2. The Dissertation Defense Committee is composed of the student's committee and two examiners appointed by the Programs Committee. At least one of these examiners will be a person from outside the AIIAS Theological Seminary.
3. The oral defense is to be held no later than four weeks before the degree is to be conferred.
4. At least four of the five examiners must vote for acceptance of the dissertation and the defense in order for the candidate to pass the oral defense. The vote of the committee falls into one of the following categories:
 - Acceptance of the dissertation as presented.
 - Acceptance of the dissertation subject to revisions.
 - Rejection.

5. Any minor revisions voted by the defense committee must be made under the supervision of the chairperson of the student's committee, who then recommends the dissertation to the director of the program for conferral of the degree. Major revisions in the dissertation or defense must be reviewed and approved by the full defense committee. The Programs Committee recommends the candidate to the Seminary faculty for graduation.
6. If the dissertation is rejected, the Programs Committee decides whether or not another dissertation can be written and submitted. If the second dissertation is also rejected, the candidate forfeits any possibility to finalize a PhD degree.

Transfer of credits

MTh program Credits accrued at AIIAS are fully transferable toward a PhD in Religion at AIIAS, conditional to meeting the PhD program requirements, and the MTh degree not being awarded.



Directed Study

Theological Seminary: Areas of Instruction

Letter prefixes for Seminary courses are

GSEM General

Applied Theology

CHMN Church Ministry

LEAD Church Leadership

MSSN World Mission

Biblical Studies

OTST Old Testament

NTST New Testament

Theological-Historical Studies

CHIS Church History

CHPH Christian Philosophy

THST Christian Theology

Number prefixes used for Seminary courses are:

500-599 Introductory courses for masters students.

600-699 Masters level and specialized courses.

(Doctoral students may get credit for a limited number of 600 level specialized courses)

700-799 Advanced, post-masters courses.

800-899 Research or advanced independent courses.

(Available to doctoral students only)

For non-Seminary courses needed to meet degree requirements, see course listings and descriptions under the Graduate School: Areas of Instruction section of this Bulletin.

General and Research Courses

_____ **589/689 Elective Course in _____ (1-3)**

A provision for the entry of transfer credits and an occasional special course or elective not specifically named in the Bulletin.

GSEM 600 Applied Theology Research and Writing (3)

In this course, students will learn to write clear, concise and well-developed exposition where critical thinking and editing skills are emphasized. There will also be an introduction to Library Research, the APA style, the basic components of an Applied Theology research paper and basic research methods. This course will attempt to provide an adequate foundation for students to write research papers for their coursework.

GSEM 605 Academic Composition (3)

In this course, students will learn to write clear, concise, and well-developed exposition. Other objectives include peer evaluation, learning to revise and edit drafts, and evaluation of models for writing. Critical thinking and editing skills are emphasized. The course includes an introduction to library research.

GSEM 608 Advanced Methods of Teaching Bible (3)

This course is designed to provide theoretical and experiential knowledge related to teaching techniques, values teaching, and student growth and development characteristics. Emphasis is given to the practical application of concepts and tools discussed in the classroom, with a requirement to demonstrate mastery of material in actual classroom teaching.

GSEM 610 Research Methods (3)

See RESM 610 for course description.

GSEM 611 Thesis Equivalent Writing (1-3)

This is a directed research course guiding doctoral students who did not write a thesis in their master program to write a thesis equivalent to fulfill the thesis prerequisite. This course should be completed before 50% of the course work is done. The program director in consultation with the related department to decide the number of credits required. Prerequisite: GSEM 630 Documentary Research and Writing (can be registered concurrently).

GSEM 615 Statistics (3)

See RESM 615 for course description.

GSEM 620 Reading French (3)

This course is designed to equip the doctoral student with the minimum skills necessary to read research literature in French with the aid of a good lexicon. Proficiency may be demonstrated by means of a challenge examination graded an **S/U**. (See Challenge Policy, p. 32.)

GSEM 622 Reading German (3)

This course is designed to equip the doctoral student with the minimum skills necessary to read research literature in German with the aid of a good lexicon. Proficiency may be demonstrated by means of a challenge examination graded an **S/U**. (See Challenge Policy, p. 32.)

GSEM 630 Documentary Research and Writing (3)

A study of the philosophy, methods, and tools of research, with primary emphasis on documentary research; steps in preparing a proposal, thesis, project, or dissertation; practical instruction on writing techniques, including Turabian guidelines and APA guidelines for format, style, and mechanics. As a basic requirement of the course, the student must prepare a research paper that conforms to the appropriate style guidelines.

GSEM 698 Continuation of MA Thesis Writing (no credit)

Students who have already taken the **six** credits of MA Thesis but are still working on the thesis must continue enrollment by registering for continuation of thesis writing.

GSEM 731/831 Seminar in Worldview and Worldview Change (3)

A study of the nature and functions of worldview and the dynamics of worldview change. Special attention is given to Christian transformational change in worldview.

MSSN 795 Approaches in Applied Theology Research in Mission (3)

A study of qualitative and quantitative research methods appropriate for church ministry and mission such as the case study approach, the descriptive phenomenological approach, field study, ethnographic approach, and program development approach. It also explores theories and methods in preparing students to do research in missions.

GSEM 796 Continuation of DMin Project Writing (no credit)

Students who have already taken the **nine** credits of DMin Project but are still working on the project must continue enrollment by registering for continuation of project writing.

MSSN 854 Research Design in Mission (3)

Advanced missiological research methods that includes preparation of a tentative proposal for a field research dissertation. The course addresses the specific challenge to the discipline of missiology in an intercultural setting.

GSEM 890 PhD Dissertation Proposal Seminar (3)

A seminar in advanced research techniques and tools used in developing a PhD dissertation proposal. The student will develop a preliminary or tentative proposal that will be defended in a mock defense. The seminar will extend over two semesters. Prerequisite: GSEM 630 Documentary Research and Writing.

GSEM 894 Course Development and Teaching Practicum (3)

PhD in Religion candidates are required to teach a course under the instruction of the department of the major. This course is designed to offer the student supervision and instruction in course development, teaching, and evaluation for this purpose. The student must submit a course syllabus along with all major exams for the course being taught under the supervision of the professor assigned by the department.

GSEM 898 Continuation of PhD Dissertation Writing (no credit)

Students who have already taken the 12 credits of PhD Dissertation but are still working on the dissertation must continue enrollment by registering for continuation of dissertation writing.

Directed Studies

The appropriate program prefix (such as MSSN, OTST or THST) will be filled in at the time of registration, depending on the area of study.

_____ **588/688/788 Updating of _____ (Original Course Name) _____ (no credit)**

Updating an outdated course is registered under the same prefix and first digit as the original course. The charge for this course will be equivalent to the fee for one credit in the student's program, but no credit will be granted. For details, see the section entitled "Updating of Academic Credits" under Academic Information and Policies.

_____ **603/703/803 Applied Theology Research Seminar (3)**

This course is designed to equip students with theories, research designs and methods in both quantitative and qualitative research appropriate for Applied Theology. Special emphasis will be focused on approaches to case study, program evaluation, action research, and phenomenological research. Students are expected to produce a mini-proposal in preparation for their project or dissertation.

_____ **690/790 Directed Study (1-3)**

For details, see the section entitled "Directed Study and/or Research" under Academic Information and Policies. An **S** grade will be given on the basis of a **B-** or better evaluation.

_____ **693/793/893 Directed Readings in _____ (1-3)**

A course designed to allow doctoral students to pursue independent research on a particular topic that is not available through regular coursework. A contract is prepared between the student and a professor who will supervise the student's work.

_____ **695/895 Directed Research in _____ (1-3)**

For details, see the section entitled "Directed Study and/or Research" under Academic Information and Policies.

_____ **696 Ministry Project (3)**

A guided project with written report dealing with actual ministry application.

_____ **698 MA Thesis (3-6)**

A thesis required under the MA in Religion program and a prerequisite to the PhD in Religion program. For details, see the MA in Religion program section. A total of **six** semester hours must be taken. Prerequisite: GSEM 630 Documentary Research and Writing.

_____ **796 DMin Project (3-9)**

A project and report required under the DMin program. The project should address a problem or issue directly relevant to the ministry of the contemporary church. The report should be roughly 120-150 pages. A total

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of nine semester hours must be taken. Prerequisite: CHMN 703 Applied Theology Research Seminar.

898 PhD Dissertation (3-9)

A dissertation required under the PhD in Religion program. For details, see the PhD in Religion program section. A total of 12 semester hours must be taken. Prerequisite: GSEM 630 Documentary Research and Writing.

MSSN 897 DMiss Dissertation (3-6)

A research required under the DMiss program. The dissertation should be between 200-225 pages and should address a problem or issue directly relevant to the mission context of the candidate. A total of six semester hours must be taken. Prerequisite: MSSN 854 Research Design in Mission.



Week of Prayer

Applied Theology

Church Ministry

CHMN 515/615/715 Equipping Ministry (3)

This course studies the biblical basis for the pastor's teaching ministry, the psychological foundations of the teaching and learning process, and the skills needed for teaching in a congregational setting. It helps the pastor to develop leaders in the congregation and to develop the skills needed to administer church programs.

CHMN 546 Field Experience in Preaching and Worship (1-2)

This course is an immersion in the practice and discipline of preaching different styles of sermon to different congregations. It is also to provide students the opportunity to develop their skills in the design and leadership of worship.

CHMN 555/655 Applied Theology Colloquium (1)

This course is designed to introduce students to specific areas of practical theology which the regular curriculum does not cover. It provides students with an opportunity to be exposed to a variety of topics. Faculty and experts from every department and program across the campus and other institutions will be invited to participate in the colloquiums. Sixteen hours of Colloquiums would be offered during each semester for one credit. The course requirements would be met through attendance and written reaction papers. The course can be repeated for credit.

CHMN 556 Pastoral Ministry (3)

A study of the divine calling to ministry, ministerial ethics, and the diverse functions of a Seventh-day Adventist minister, such as administrator, evangelist, worship leader, teacher, shepherd, organizer, district leader, and counselor. The *Manual for Ministers* serves as the basic resource material for the course.

CHMN 558/559 Church Ministry Practicum (1)

This course is designed to give practical experience in local congregations to students in their second year of MDiv program (for students who have no theology degree). It is offered in cooperation with local congregations which will provide students with exposure to and direct involvement with local church ministerial activities. Students will develop skills in church ministry, evangelism, church leadership and administration.

CHMN 600/700/800 Studies in Church Ministry (3)

A study of selected issues relevant to church ministry.

CHMN 606/706/806 Theology and Practice of Ministry (3)

This course focuses on both the theological and theoretical foundations for the practice of ministry and mission today. Through this course, pastors

and church leaders will study the practice of ministry from a biblical perspective and reflect on how it can be effectively reproduced in the modern context.

CHMN 609/709/809 Seminar in Applied Theology Methods (3)

A discussion and illustration of principles and methods of study and research in the fields of mission and ministry, especially for students majoring in Applied Theology. A major paper is required, using selected methods from the discipline. (Identical to MSSN 609/709/809)

CHMN 658 Advanced Church Ministry Practicum (1)

This course is designed to give practical experience in local congregations to students in their second semester of their MDiv program (for students who have a theology degree). It is offered in cooperation with local congregations which will provide students with exposure to and direct involvement with local church ministerial activities. Students will develop skills in church ministry, evangelism, church leadership and administration.

Christian Community and Spirituality

CHMN 512/612/712 Pastoral Care and Counseling (3)

The course combines biblical principles with modern approaches to interpersonal relationships. It studies procedures and problems in pastoral care. Emphasis is given to developing the communication skills necessary for smooth resolution of conflicts. Students will participate in counseling sessions to apply the principles learned in class. (Identical to EDRE 612.)

CHMN 513 Field Experience in Pastoral Care and Counseling (1-2)

This course is an application of the theories and principles learned in CHMN 512 Pastoral Care and Counseling. The students are expected to undergo a field experience in conflict resolution and counseling practices in the church.

CHMN 535/635/735 Youth Ministry (3)

The course is designed to equip pastors and other leaders with strategies to win, retain, and develop youth as the most precious asset of the church.

CHMN 545/645/745 Dynamic Sermon Design and Delivery (3)

The course builds on basic knowledge and skills developed in college homiletics courses and prior preaching experience. The course stresses sharpening homiletical methods and developing them into effective sermon delivery.

CHMN 549/649/749 Religious Education in the Local Church (3)

Designed to enable the student to effectively direct programs, build organizational structures, and develop curriculum for Christian education in the local church.

CHMN 550/650 Field Experience in Religious Education in the Local Church (1-2)

This course is a follow-up study of the concepts and principles learned in CHMN 549/649/749 Religious Education in the Local Church. It discusses and presents how the Adventist perspective of education be a conduit to mission and discipleship in the local churches. Special focus will be addressed on how to establish church school, conduct child evangelism, and develop religious programs for young people with focus on outreach. Prerequisite course: CHMN 549/649/749 Religious Education in the Local Church

CHMN 579/679/779 Ministry and Spiritual Life (3)

A study designed to develop understanding of and experience in the spiritual life. The classic disciplines are examined, biblically and historically, with special reference to the responsibilities of ministry. Emphasis is on the development and maintenance of vital faith, habits of spiritual discipline, self-renewal, and personal devotion in the face of the pressures and problems of contemporary Christian service. The course explores spiritual vitality programs, both for the minister and the local congregation. (Identical to EDRE 679.)

CHMN 580 Field Experience in Ministry and Spiritual Life (1-2)

This course is Spirit-led application of spiritual practices/disciplines designed for self-renewal and spiritual transformation needed for authentic ministry.

CHMN 610/710/810 Seminar in Family Life Issues (3)

This seminar discusses contemporary problems and issues relative to family wellness. It includes topics such as spousal interactions, problems in parenting, child abuse, aging and health, and other needs and crises at critical periods in the life cycle. (Identical to EDRE 710 and PHEL 678.)

CHMN 611/711/811 Seminar in Preaching and Worship (3)

An advanced course emphasizing homiletical theory, current preaching trends and models of experimental preaching techniques, current trends and practice of corporate worship. Prerequisite: six graduate units of preaching and worship.

CHMN 641/741/841 Theology and Practice of Worship (3)

A study of the biblical foundation and historical background of Christian worship with attention to principles, plans, methods, and resources for worship.

[Evangelism and Church Growth](#)

CHMN 530/630 Health Ministries

Study of the Adventist health message from revelation, scientific and educational perspectives. This course focuses on health, disease, and healing dynamics from revelation and scientific viewpoints. Emphasis is

given to medical missionary work at the church and evangelistic levels. Simple techniques of maintaining personal health, and methods for combining the gospel and health are discussed.

CHMN 550 Field Evangelism (3)

This course is offered in connection with a field school of evangelism. The first week offers classroom study of the skills for personal evangelism. The other two weeks are an in-residence study of basic planning, budget building, church participation, advertising, audio-visual aids for public evangelism, and dynamics and techniques of evangelism in which the students will participate.

CHMN 563/663 Principles and Procedures of Evangelism (3)

This course covers planning, budget building, church participation, advertising, audiovisual aids for evangelism, and approaches to personal and public evangelism.

CHMN 578/678/778 Approaches to Muslim Culture and Ministry (3)

A study of the development and evaluation of various approaches of Christian ministry among the broad spectrum of Muslim peoples.

CHMN 586/686/786 Techniques in Church Planting (3)

The course provides an overview of the entire church planting process. It discusses topics such as the need for church planting models, as well as basic plans for beginning a church plant. The course provides the needed criteria for the denomination to become a church planting movement, based on multiplication rather than addition. (Identical to MSSN 586/686/786.)

Church Leadership

LEAD 510/610/710 Biblical Foundations of Leadership and Ethics (3)

The course explores the foundational teaching and primary metaphors of leadership including theories, models, and concepts viewed in the context of God's call on the covenant community in the redemptive history. Part of the course covers ethical philosophies, construction of framework for ethical decision, and application of ethical principles in one's personal life and work place.

LEAD 530/630 Church Leadership and Administration (3)

A study of leadership theories from various disciplines, as well as a biblical perspective on leadership principles and development. The course studies the financial and administrative structures of the Adventist Church and recommends procedures for church and mission administration. The *Seventh-day Adventist Church Manual* and the *Working Policy* serve as basic resource materials for the course.

LEAD 533/633/733 Theology, Theory, and Practice of Leadership (3)

The course investigates principles and practices of effective Christian leadership. It includes theological reflection, literature review, theory, and practice application of learning in the context of professional ministry. Emphasis is placed on developing the leadership potential of the students and sharpening their skills in developing leaders from among those who are reached by their influence.

LEAD 607/707/807 Leadership Development (3)

This course is designed to help pastoral leaders to intentionally develop leadership in the local church. Its main objective will be not only to fine-tune an individual's leadership skills, but to help the student to become a leader of leaders, who will have a plan for intentionally developing leadership in the local church. The subjects are 'mentoring,' 'staffing from within and without,' 'motivating volunteers,' 'finding spiritual gifts,' and other related subjects.

LEAD 617/717/817 Seminar in Leadership Development (3)

This course will build upon the students understanding of the theoretical aspects of leadership and of administrative roles within the church. Secular and Christian ideas of leadership are examined and applied to the church and ministry environment.

LEAD 628/728/828 Seminar on the Contemporary Issues in Leadership (3)

Leadership is a process of motivating and influencing people to accomplish the goal of the organization. Its goal is to lead followers become effective and be able to achieve the focus of the institution under various conditions. In this rapid changing world leaders may confront many unpredictable challenges and crisis. This course is designed to handle and prepare leaders to create vision, generate courage in time of crises, and develop emotional intelligence in promoting core values. Further, it deals on leadership issues such as; trust and ethical behavior, role of mentor, and authentic leadership.

LEAD 635/735 Servant Leadership (3)

Servant leadership is rooted in the model of Jesus Christ in order to build a bridge between the church and the world. This course is designed to develop a theology of service and leadership that will be tested and practiced in their work, home, and church setting. This course will help the students to discern their vocation in the church and the world.

LEAD 640/740 Women and Leadership (3)

This program is designed to prepare a new generation of women leaders with vision and courage, who will go on to participate effectively in leadership spheres in the church. It focuses on the barriers to women leadership positions in the church, and provides the participants an opportunity to sharpen their leadership skills and take proactive steps to close the gender gap in the church.

LEAD 720/820 Leadership and Spirituality (3)

This course seeks to enable doctoral students to (1) appraise how their own vocational calling can best assist the local church in fulfilling its mission; (2) clearly grasp and understand the concept of Christian leadership; (3) have a beginning overview of the dynamics of resistance, change, and transformation of an entire congregational system; and (4) be able to articulate the primary values the student desires to hold in leadership.

Church Management

LEAD 620/720/820 Organizational Behavior (3)

See MGMT 610 for course description.

LEAD 645 Institutional Finance (3)

See EDAD 640 for course description.

LEAD 650 Human Resource Management (3)

See MGMT 612 for course description.

LEAD 655/755/855 Seminar in the Management of Conflict and Problem Solving (3)

The course investigates the biblical principles for preventing, managing, and resolving conflicts. Emphasis is given to developing personal attitudes and skills necessary for smooth conflict resolution. The course also identifies intervention resources and strategies in managing and resolving conflicts in churches and church organizations.

LEAD 662/762/862 Seminar in Church Financial Management (3)

This course covers theory and application of financial management systems and techniques in church and non-profit organizations. It seeks to enhance financial decision making skills through application of analytical concepts and decision techniques to a variety of situations. Particular attention is paid to basic accounting procedures, techniques for financial analysis, investment in long-term assets, budgeting systems, cash management, risk management, and debt management.

LEAD 672/772/872 Seminar in the Management of Change (3)

Studies models of change and the minister/leader as change agents. Emphasis will be placed on sustaining change.

LEAD 682/782/882 Management in the Church and Church Organizations (3)

A study of the pastor's management functions in the local church and/or church-related organizations. It includes topics such as strategic planning, relationships and community building, working with boards and committees, staffing and delegating responsibilities, and motivating and mobilizing lay members for ministry.

World Mission

MSSN 515 Introduction to Missions (3)

An introductory study of the theology of mission, the history of missions, various philosophies of mission including the Adventist philosophy and strategy of mission, and the strategic implementation of these in given cultural settings.

MSSN 585/685 Biblical Foundations of Ministry and Mission (3)

This course focuses on a study of the “Missio Dei” in both the Old and New Testaments. Emphasis is given to biblical and theological foundations of mission and how it can be applied to mission theory and practice today. The study of the biblical material will include such subjects as the call of Abraham, God’s covenant to bless the nations through Israel, and the Great Commission in Matthew and other relevant texts. Application of the biblical material will be made throughout the course to the church leader’s own unique ministry context (may be taken as CHMN 585/685).

MSSN 586/686/786 Techniques in Church Planting (3)

The course provides an overview of the entire church planting process. It discusses topics such as the need for church planting models, as well as basic plans for beginning a church plant. The course provides the needed criteria for the denomination to become a church planting movement, based on multiplication rather than addition. (Identical to CHMN 586/686/786.)

MSSN 605/705/805 Seminar in Missiological Problems (3)

A study of different issues confronting the modern missiologist, such as ecumenism, power encounters, polygamy, membership shrinkage, multicultural churches, moratorium, ancestor-worship, and closed countries.

MSSN 609/709/809 Seminar in Applied Theology Methods (3)

A discussion and illustration of principles and methods of study and research in the fields of mission and ministry, especially for students majoring in Applied Theology. A major paper is required, using selected methods from the discipline. (Identical to CHMN 609/709/809.)

MSSN 679/779/879 Spiritual Issues in Mission (3)

Key issues in mission are the person of the messenger, the core message, and the methods used in proclamation. These issues will be considered from a spiritual perspective with special emphasis on understanding and putting into practice the SDA recent new fundamental belief “Growing in Christ”. This course is intended for MA, DMin, DMiss/DIS, and PhD students, but MDiv students may take this with a 600 level course content and requirements.

230 Theological Seminary: Areas of Instruction

MSSN 790/890 Seminar in the Theology of Mission (3)

The seminar will cover hermeneutical issues that affect the theology of mission, as well as major biblical and systematic theological themes and their implications to the practice of mission.

MSSN 896 Seminar in _____ (Concentration) (3)

This seminar will address specific issues beyond the core mission courses that are appropriate to the cohort concentration, allowing students to apply biblical, theological, and missiological concepts to issues in mission from their context. Research applicable to the people group or mission emphasis will be included.

History, Culture, and Contextualization

MSSN 520/620/720 History of Missions (3)

A study of the expansion of the Christian Church, its understanding of the missionary mandate, the methods it has employed, and the results of its missionary activities from the first century to the present. Special attention is given to the expansion of Christianity in Asia and to the development of missions in the Adventist Church. (Identical to CHIS 520/620.)

MSSN 577/677/777 Growing Disciples and Mission (3)

An exploration of the biblical basis for the organic reproduction of disciples and mission in both the Old and New Testament, and how God grows the church by growing people. Emphasis will be given throughout the course on practical principles which will inform and empower the local church pastor to grow new and established members in discipleship and mission.

MSSN 578 Field Experience in Discipleship (1-2)

The course exposes students to personal and congregational discipleship models. They are also expected to develop skills on how to communicate and present the gospel individually and corporately in order to establish members in solid faith.

MSSN 607/707/807 Field Contextualization Seminar (3)

AIAS is situated in a unique geographical and cultural crossroads that facilitates the research, observation and writing about the major religions, people groups and areas that surround it, especially those in the 10/40 Window. This course is designed to combine academic research, field observation and written reflection concerning how to understand and more effectively witness to one or more geographical areas or world religions. The travel and other expenses associated with the field experience must be provided for by the student. Class size is limited.

MSSN 621/721/821 Seminar in Contextualization and Mission (3)

A study of a selected number of contemporary theological issues and concerns vital to the life and witness of the church.

MSSN 623/723/823 Mission and Religion in Modern/Postmodern Culture (3)

An analysis of approaches and models of missionary witness that engage the critical, intellectual, and religious issues of modern/postmodern culture.

MSSN 625/725/825 Revivals and Church Growth (3)

A study of spiritual revivals throughout history, with special attention to the setting, leaders, manifestations, and their impact on missions. A study of false revivals, conditions and preparation for the “Latter Rain” of the Holy Spirit. The course aims to prepare the student for mission service.

MSSN 630/730/830 Anthropology for Missions (3)

The principles and findings of anthropology applied to the task of the missionary, to facilitate cross-cultural communication. A study of the phenomenology of religion, with special attention to traditional religions.

MSSN 635/735/835 Ethnic Missions (3)

A study of historical, cultural, social, political, and economic factors affecting diverse ethnic groups with the goal of developing more effective evangelistic strategies. The course may focus on selected peoples of Asia.

MSSN 665/765/865 Urban Ministry and Mission (3)

This course focuses on the study of the city as the major center of mission and ministry in the 21st century. It examines the process of secularization, the complex human interaction in the city and how the pastor and his church can minister in the urban environment. Special emphasis will be given to a balanced evangelistic program that will lead to lifelong disciples and church planting.

MSSN 668/768/868 Development of Missions in the Adventist Church (3)

Development and expansion of Adventist missions from the very beginning of the Adventist Church up to the present situation.

MSSN 716 Mission Education and Training (3)

A survey of educational approaches and training methodologies for teaching mission and missionaries. Adult education and discovery learning models will be practiced and critiqued.

MSSN 731/831 Seminar in Worldview and Worldview Change (3)

A study of the nature and functions of worldview and the dynamics of worldview change. Special attention is given to Christian transformational change in worldview.

MSSN 770/870 Seminar in Modern/Postmodern Culture (3)

A seminar focusing on factors in the process of modernization and secularization, with a view to develop more effective mission approaches, with special emphasis on the Asian context.

Religions

MSSN 533/633/733 Folk Religions (3)

A biblical, theological, historical, anthropological, and sociological study of folk religions.

MSSN 540/640 World Religions (3)

A study of the development and beliefs of major world religions. Special consideration is given to their contemporary forms and settings, with the aim of facilitating an understanding of the religious experience of potential recipients of the gospel. (Identical to THST 540/640.)

MSSN 545/645 Islam and Christianity (3)

A survey of the development, beliefs, and practice of the Muslim faith. Special attention is given to comparisons with Christianity, varieties of expression, and their implications for Christian witness. The course includes an introductory study to the Qur'an, focusing on selected portions relevant to Christian witnessing among Muslims.

MSSN 550/650 Christian Denominations (3)

A historical, biblical, and missiological survey of the Roman Catholic Church and major Protestant denominations. A survey of other religious movements and organizations, with practical applications to the contemporary Asian reality.

MSSN 567/667 Buddhism and Christianity (3)

An analysis of the fundamental presuppositions and the various schools of thought within Buddhism from both the historical and contemporary perspective. The course explores Christian witnessing approaches to Buddhists in Asia.

MSSN 660/760/860 Seminar in Church Growth in World Mission (3)

A seminar in the major principles and missionary strategies for church growth with a worldwide perspective.

MSSN 687/787/887 Seminar in the Strategy of Mission (3)

A seminar in strategies for church growth, evangelism, church planting, world evangelization, and development.

MSSN 727 Seminar in the History and Strategy of Mission (3)

An exploration of the key expansion and strategies of the church missionary movement from first century to the present. It will emphasize among others the biblical and theological principles of sharing the gospel to the world with a focus in studying and evaluating the different theories, models and strategies in doing mission.

Intercultural Studies

Specialty in Buddhism

MSSN 510 Introduction to Buddhism (3)

An introduction to the origin and history of Buddhism in the Theravada, Mahayana and Tibetan schools in its classic and folk traditions within the 10/40 Window. Practical applications will be made for contemporary mission to Buddhists.

MSSN 530 Buddhist Culture and Society (3)

A study of the effects of Buddhism on the religious, social, health, economic, educational and political life in the 10/40 Window. It will also include how various human institutions including Christians have sought to influence Buddhists within the broader society. Practical applications will be made for contemporary mission to the revealed felt needs of Buddhists.

MSSN 560 Authentic Biblical and Buddhist Spirituality (3)

A study of the essence of authentic spirituality and how it compares and contrasts with Christian and Buddhist theologies and practices. Special study will be given on how to make the Seventh-day Adventist faith and practice both experientially and rationally accessible to classic and folk Buddhist peoples including evil spirits and spiritual warfare.

MSSN 670 Biblical Teaching and the Writings of Buddhism (3)

An examination on how specific teachings of the Bible compare and contrast with the writings of Buddhism. Specific methodologies will be explored on how to bridge from the positive aspects of Buddhist teachings to essential biblical truths and how to sensitively but effectively bridge between the two.

MSSN 680/780/880 Current Issues in the Buddhist World (3-6)

An overview of current issues in the Buddhist world that are affecting its teachings and influence. Trends within Buddhism will be examined, especially as they might relate to the Christian witness in the future.

MSSN 694/794/894 Models/Strategies of Contextualized Ministry in Buddhism (3-6)

A study of the development and evaluation of various approaches of how both Buddhists and Christians are successfully ministering in the Buddhist context. Friendship Evangelism, Church Planting, Contextualized Worship, Adaptation or Replacement of Local Ceremonies, Small Groups, Health and other models will be explored.

Specialty in the Chinese

MSSN 511 Introduction to Chinese Mission (3)

An introduction to the history of the Christian faith in the Chinese context. Special emphasis will be given to the ebb and flow of Chinese culture in Southeast Asia and the interface the various localities and the Christian church has had with this people group.

MSSN 531 Chinese Culture and Society (3)

An introduction to different approaches to understanding Chinese culture and an attempt to seek ways of dialogue between Christianity and Chinese culture with the aim of establishing an indigenous theological methodology.

MSSN 561 Authentic Biblical and Chinese Spirituality (3)

A study of the essence of authentic spirituality and how it compares and contrasts with Christian and Chinese theologies and practices. Special study will be given on how to make the Seventh-day Adventist faith and practice both experientially and rationally accessible to the Chinese peoples.

MSSN 671 Biblical Teachings and the Writings of Chinese Philosophy (3)

This course is designed to provide a philosophical understanding of three main religions of the Chinese culture, namely, Confucianism, Buddhism, and Taoism. Attention will be focused on their ancient and modern aspects.

MSSN 681/781/881 Current Issues in the Chinese World (3-6)

An overview of current issues in the Chinese world that are affecting its teachings and influence. Emerging trends within the country of China and Southeast Asia will be examined, especially as they might relate to the Christian witness in the future.

MSSN 691/791/891 Models/Strategies of Contextualized Ministry for Chinese (3-6)

A study of the development and evaluation of various approaches of how both Chinese and Christians are successfully ministering in the Chinese context. Friendship Evangelism, Church Planting, Contextualized Worship, Small Groups, Health, Prophecy and other models will be explored.

Specialty in Islam

MSSN 512 Introduction to Islam (3)

To encourage students to think critically and creatively about the history, vision, faith and practice of Islam in its variety of expressions, with special emphasis on the implications for Seventh-day Adventists mission in a variety of Muslim contexts.

MSSN 532 Islamic Culture and Society (3)

Ministering to Muslim women and their families (including husbands). Includes social structures, women and children, family life and law, rituals and ceremonies, female spirituality and discipleship.

MSSN 562 Authentic Biblical and Islamic Spirituality (3)

Spirituality in the Muslim context – what are the similarities and differences between Muslim and Christian spirituality and how might we relate to this from a missiological perspective. This would include examining Sufism and various forms of mysticism as well as spiritual practice and thought of Muslims in their everyday life and appropriate Adventist responses. The influence of folk Muslim thought and the spirit world will also be explored.

MSSN 672 Biblical Teachings and the Writings of Islam (3)

A comparative study of the Bible and the Qur'an and accompanying commentaries with the purpose of identifying common themes comparing the major themes in the respective sacred texts, exploring the Qur'an texts relating to common Muslim objections to biblical teaching and enveloping appropriate hermeneutical skills in handling respective sacred texts.

MSSN 682/782/882 Current Issues in the Muslim World (3-6)

This course examines the major religious trends and movements in Islam and the challenges and opportunities for mission. This is very important as it outlines the various sects and movements and teaches students to identify windows of opportunity within each group and groups that are currently receptive or resistant to the gospel.

MSSN 692/792/892 Models/Strategies of Contextualized Ministry in Islam (3-6)

A study of the development and evaluation of various approaches of how both Muslims and Christians are ministering in the Islamic context. A thorough discussion of the spectrum of options will be studied and illustrated in a practical manner especially as it relates to the Adventist Church's past and current theory and practice.

Biblical Studies

Literature and Interpretation

NTST 501 Introduction to Biblical Interpretation (2)

An introduction to biblical hermeneutics including basic skills of dealing with different genres of the Bible, with application to selected texts.

NTST 502 Life and Teachings of Jesus (2)

An exploration of the life and teachings of Jesus. The course content will consist of basic biblical concepts such as grace, faith, prayer, conversion, obedience and the Parousia in the light of the life and teachings of Jesus as depicted in the Gospels and other relevant literature. Special emphasis will be given to the teaching ministry of Jesus focusing on His teaching methods as the Master Teacher.

OTST 510 Introduction to the Old Testament (3)

A survey of the Old Testament books, their origin, transmission, inclusion in the canon, and messages.

NTST 510 Introduction to the New Testament (3)

A survey of the New Testament books, their origin, transmission, inclusion in the canon, and messages.

OTST/NTST 512/612 Biblical Hermeneutics (3)

A survey of the methods of biblical interpretation up to the present. An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation, with application to selected texts.

History and Backgrounds

OTST 624 History of the Old Testament (3)

A study of the history of Israel from earliest times, with reference to the history of the surrounding peoples and empires.

NTST 624 History of the Intertestamental and New Testament Periods (3)

A survey of the history and chronology of events preparatory to and during the New Testament period, particularly as related to the Jewish people and the early Christian church. Special attention is given to the historical aspects of the life of Christ and the founding of the Christian church as informed by the New Testament and other contemporary sources.

OTST/NTST 604 Guided Study Tour of Bible Lands (3)

A guided tour of biblical sites of historical and archaeological interest in the countries surrounding the Eastern Mediterranean, with study assignments related to the sites being visited.

OTST/NTST 632 Archaeology of the Biblical World (3)

A brief introduction to archaeological method followed by a study of archaeological, textual, and other ancient material and data of the biblical world, inclusive of cultures, customs, languages, and rituals that illuminate the biblical text.

Languages and Exegetical Tools

OTST 540 Hebrew Grammar (3)

This course provides an intensive introduction to the fundamentals of Biblical Hebrew grammar, a practical vocabulary, and practice in the use of language tools.

NTST 540 Greek Grammar (3)

This course provides an intensive introduction to the fundamentals of New Testament Greek grammar, a practical vocabulary, and practice in the use of language tools.

OTST 640 Hebrew Readings (3)

An intermediate course in biblical Hebrew, emphasizing readings in selected parts of the Old Testament and an introduction to the basic concepts and characteristics of Hebrew syntax. Prerequisite: OTST 540 or equivalent.

NTST 640 Greek Readings (3)

An intermediate course in New Testament Greek, emphasizing readings in the text of the Greek New Testament and a study of Greek syntax. Prerequisite: NTST 540 or equivalent.

OTST 650/850 Hebrew Exegesis (3)

A formal introduction to the steps and tools for exegesis of the Hebrew text, including practice in exegesis of selected Old Testament passages and the writing of an exegesis paper. Prerequisite: OTST 640 or equivalent (may be taken concurrently).

NTST 650/850 Greek Exegesis (3)

A formal introduction to the steps and tools for exegesis of the Greek text, including the study of textual criticism, practice in exegesis of selected New Testament passages, and the writing of an exegesis paper. Prerequisite: NTST 640 or equivalent (may be taken concurrently).

OTST 652/852 Advanced Hebrew (3)

An advanced course in Hebrew grammar, semantics, syntax, and readings, including Old Testament texts and samples of extrabiblical Hebrew texts such as epigraphical texts from the biblical period and Hebrew texts from the Dead Sea Scrolls. Prerequisite OTST 640 or equivalent.

NTST 652/852 Advanced Greek (3)

An advanced course in Greek grammar, syntax, and readings, including both New Testament texts and samples of extrabiblical Koine Greek literature from the period. Prerequisite: NTST 640 or equivalent.

OTST 656 Introduction to Semitic Languages (3)

An introductory study on the cognate Semitic languages such as Akkadian, Amorite, Ugaritic, Phoenician, Syriac, Arabic, or a selection of any of the above. This course does not include the study of Hebrew and Aramaic. Prerequisite: OTST 540 or equivalent.

OTST 658 Biblical Aramaic (3)

A course in the essentials of the grammar and syntax of biblical Aramaic, with readings from the Aramaic sections of the Old Testament. Prerequisite: OTST 540 or equivalent.

OTST/NTST 659/859 Readings in Second Temple Period Jewish Literature (3)

Reading of selected Hebrew, Greek and Aramaic documents in order to provide a sense of the worldview and literature that grew out of the Old Testament texts and that illuminate the larger context of the New Testament writings. Prerequisites: OTST 640 Hebrew Readings, NTST 640 Greek Readings, and OTST 658 Biblical Aramaic.

Expositions and Exegesis

Note: The 500-level courses are for students who take them as expositions of the Old or New Testament. Credits at the 600 level are accessible only to students who add Hebrew or Greek exegesis to the exposition—additional work, under the guidance of the instructor, is done outside the regular class on exposition. Prerequisite for the exegesis courses: OTST 640 or NTST 640, as relevant (these may be taken concurrently).

The content of the courses that may be repeated for credit should be specified and preannounced by the instructor. The specific content of those courses will be included in the student's transcript.

OTST 560/660 Pentateuch (3)

A study of the Pentateuch as a whole, including the analysis and exposition of selected passages from all five books of the Pentateuch, focusing particularly upon their message and significance for the Christian church. Special emphasis *may be* placed upon biblical teachings such as creation, redemption, law, sanctuary, and eschatology.

OTST 562/662/862 Historical Books _____ (3)

A survey of the following books of the Bible: Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah, and Esther.

OTST 563/663/863 Poetic Literature _____ (3)

A theological study of the Psalms, Song of Songs, and Lamentations that includes structure, genre, and the characteristics of biblical poetry and liturgy, as well as the exegetical study of specially selected texts, with a focus on the relevance of this collection to Asia-Pacific cultures. May be repeated for credit with different content.

OTST 565/665/865 Biblical Wisdom Literature _____ (3)

A study of the distinctive features of Hebrew wisdom in its ancient Near Eastern context. The course consists of a selected study of the Wisdom Books of the Hebrew Bible: Job, Proverbs, Ecclesiastes, and Song of Solomon concentrating on the historical setting, literary structure, selected exegesis, and theological message. May be repeated for credit with different content.

OTST 566/666/866 Pre-Exilic Prophets _____ (3)

A study of selected texts and theology of the eighth- and seventh-century Old Testament prophets: Jonah, Amos, Hosea, Micah, Isaiah, Nahum, Habakkuk, Zephaniah, and Joel. May be repeated for credit with different content.

OTST 567/667/867 Exilic and Post-Exilic Prophets _____ (3)

A study of selected texts and theology of the sixth- and fifth-century B.C. prophets: Jeremiah, Ezekiel, Obadiah, Haggai, Zechariah, and Malachi. May be repeated for credit with different content.

OTST 570/670 The Book of Daniel (3)

An expository study of the book of Daniel, including introductory information, the genre and structure of the book, and different approaches to the book. The study of each chapter will include a contextual exposition taking into consideration the theology of the book, enabling the student to prepare sermons and other materials related to the book.

OTST 661/861 Selected Exegesis of the Pentateuch (3)

An in-depth study of one book of the Pentateuch which will be announced in advance, including historical, literary, theological, and comparative perspectives. Emphasis may also be given to the issues involving Pentateuchal criticism. May be repeated for credit focusing on a different book. Prerequisite OTST 640 Hebrew Readings (may be taken concurrently).

OTST 671/871 Exegesis of the Book of Daniel (3)

An exegetical study of the book of Daniel. The course constitutes a chapter-by-chapter study utilizing all the tools of exegesis including linguistic and syntactical analyses of the book in its original languages. The theology of individual portions of the book as well as of the book as a whole will also be considered. Prerequisites: OTST 640 Hebrew Readings (may be taken concurrently) and OTST 658 Biblical Aramaic.

NTST 560/660 Gospels (3)

A study of the four Gospels, including introductory issues, the theology of each Gospel, analysis and exposition of selected passages, and consideration of the essence of the gospel message for the Church.

NTST 562/662/862 The Acts of the Apostles (3)

An expository/exegetical study of the Acts of the Apostles.

NTST 564/664/864 Pauline Epistles (3)

A study of one or more of the Pauline Epistles. The epistle(s) to be studied will be announced. May be repeated for credit with different content.

NTST 566/666/866 Hebrews (3)

An expository/exegetical study of the Epistle to the Hebrews.

NTST 568/668/868 General Epistles (3)

A study of selected writings among the general epistles. The epistle(s) to be studied will be announced. May be repeated for credit with different content.

NTST 570/670 The Book of Revelation (3)

An expository study of the book of Revelation, including introductory information, the genre and structure of the book, and different approaches to the book. The study of each chapter will include a contextual exposition taking into consideration its theology in light of OT background, enabling the student to prepare sermons and other materials related to the book.

NTST 661/861 Selected Exegesis of the Gospels (3)

An in-depth study of one Gospel which will be announced in advance, from historical, literary, and theological perspectives. May be repeated for credit focusing on a different Gospel. Prerequisite: NTST 640 Greek Readings (may be taken concurrently).

NTST 671/871 Exegesis of the Book of Revelation (3)

An exegetical study of the book of Revelation. The course constitutes a chapter-by-chapter study utilizing all the tools of exegesis including linguistic and syntactical analyses of the book in its original language. The theology of individual portions of the book as well as of the book as a whole will also be considered. Prerequisite NTST 640 Greek Readings (may be taken concurrently).

Biblical Themes and Theology

OTST 580/680 Selected Old Testament Themes (3)

A survey of selected major Old Testament themes like salvation, law, covenant, sacrificial system, messianic expectations, etc. May be repeated for credit with different content.

NTST 580/680 Selected New Testament Themes (3)

A survey of selected major New Testament themes like salvation, law, covenant, sacrificial system, messianic expectations, etc. May be repeated for credit with different content.

OTST 682/882 Theology of the Old Testament (3)

An in-depth study of Old Testament theology and its methodology. A survey of the theology of the respective Old Testament writers, with special focus on the unity of the Bible and biblical authority.

NTST 682/882 Theology of the New Testament (3)

An in depth study of New Testament theology and its methodology. A survey of the theology of the respective New Testament writers, with special focus on the unity of the Bible and biblical authority.

Seminars

OTST/NTST 555/655 Interdepartmental Colloquium and Forum (1–3)

This course is designed to sharpen skills in Biblical, Theological-Historical, and Applied Theological Studies through academic presentations and participation in colloquia and forum meetings.

OTST/NTST 609/809 Seminar in Biblical Studies Methods (3)

A discussion and illustration of principles and methods of study and research in the field of Biblical Studies, especially for students majoring in Biblical Studies. A major paper is required, using selected methods from the discipline.

OTST/NTST 614/814 Seminar in Biblical Interpretation (3)

A research seminar on specific problems related to biblical interpretation. May be repeated for credit with different issues. A major paper is required.

OTST/NTST 634/834 Seminar in Biblical History and Backgrounds (3)

A research seminar on specific problems relating to biblical history and backgrounds. May be repeated for credit with different issues. A major paper is required.

OTST 674/874 Seminar in Old Testament Exegesis (3)

Advanced work on selected Old Testament passages, building on other courses in Old Testament exegesis. May be repeated for credit with different issues. A major paper is required. Prerequisites: OTST 640 and OTST 658.

NTST 674/874 Seminar in New Testament Exegesis (3)

Advanced work on selected New Testament passages, building on other courses in New Testament exegesis. May be repeated for credit with different issues. A major paper is required. Prerequisite: NTST 640.

OTST/NTST 677/877 Seminar in Biblical Theology (3)

A seminar course focusing on major theological themes and thought patterns of the Bible, with special attention to such subjects as the unity of the Bible, the relationship between the Testaments, and biblical authority. May be repeated for credit with different issues. A major paper is required.



Expressing Thoughts and Interpretations

Theological-Historical Studies

History of the Christian Church

General

CHIS 511/611 History of the Early and Medieval Church (3)

An overview of the development of the Christian church from apostolic times to the Reformation, including the development of doctrines and liturgical practices; the self-understanding, mission, and expansion of the church; and the developing relationship between church and state.

CHIS 512/612 History of the Reformation and Modern Church (3)

An overview of the Christian church from the Reformation to present times, including the Reformation and Counter-Reformation, development of denominationalism, the Enlightenment and its influence upon Christian thought, and the influence of changing worldviews upon theology. Emphasis is given especially to factors which influenced the rise and development of the Adventist Church.

CHIS 520/620 History of Missions (3)

A study of the expansion of the Christian church, its understanding of the missionary mandate, the methods it has employed, and the results of its missionary activities from the first century to the present. Special attention is given to the expansion of Christianity in Asia and to the development of missions in the Adventist Church. (Identical to MSSN 520/620)

CHIS 517/617 Theology and Methodology of Church History (3)

A survey of representative philosophies of history from Plato to Cullmann, with emphasis on the Adventist understanding of a theology of history as reflected in the Bible, especially the books of Daniel and Revelation; and an introduction to methodology associated with a study of history, especially Christian history.

CHIS 604 Guided Study Tour of _____ (3)

A guided tour of Reformation sites in Europe, with study assignments related to the sites being visited. This guided study tour may be repeated with different sites and different assignments.

History by Periods

CHIS 534/634/834 History of Luther, Calvin, and Wesley (3)

A study of the ministry and theological contributions of Martin Luther, John Calvin, and John Wesley, their respective historical and doctrinal contexts, and their influence, especially that of John Wesley, upon Seventh-day Adventism.

CHIS 621/821 History of the Early Church (3)

A study of the self-understanding, mission, and development of the Christian church from the apostolic century to the Council of Chalcedon in CE 451. This course includes a brief introduction to Patrology, with special consideration given to the doctrinal development of the church during the first five centuries.

CHIS 622/822 History of the Medieval Church (3)

A study of the self-understanding, mission, and development of the Christian church during the medieval period from the Council of Chalcedon in CE 451 to the beginning of the Reformation. The course considers the introduction of the great heresies into the church, the consequent dogmas, the rise of the papacy, the relationship between church and state, religious persecutions, and the longings for reformation among many Christians.

CHIS 623/823 History of the Reformation (3)

A study of the activities and beliefs of the Christian Church from the beginning of the Reformation in 1517 to the Wesleyan Revival and the beginnings of the Great Awakening in the late eighteenth century.

CHIS 624/824 History of the Modern Church (3)

A study of the activities and beliefs of the Christian church in the nineteenth and twentieth centuries, emphasizing the theological roots of Adventist theology, and contemporary developments.

History of Christian Development and Expansion

CHIS 554/654/854 History of Christianity in Asia (3)

A study of Christian beginnings and development in the Middle East, and Central, Southern, and Eastern Asia, with consideration given to the establishment and development of the Adventist Church in these areas.

History of Christian Denominations

CHIS 501 Spirit of Prophecy (2)

An introductory study of the life, ministry, and writings of Ellen G. White, with emphasis on her prophetic gift and her contributions in the formation and the development of the Seventh-day Adventist Church.

CHIS 563/663/863 History and Theology of the Roman Catholic Church (3)

A study of the history and theology of the Roman Catholic Church from its earliest beginnings between the fourth and sixth centuries to its post-Vatican II developments, with particular emphasis on the rise, development, and progress of the papacy. Appropriate consideration is given to the main dogmas of the Church, and to the world strategy of the papacy and its prophetic significance.

CHIS 570/670 History of the Seventh-day Adventist Church (3)

A study of the history of the Adventist Church from its nineteenth-century Millerite roots, its organization and reorganization, the development of its missionary understanding and activities, to its present worldwide expansion.

CHIS 665 History of Evangelicalism (3)

A study of the causes and results of Christian evangelicalism such as revivals among the Anabaptists, Puritans, and Methodists; the Great Awakening; Millerism and the Adventist Revival; the “prayer meeting” revival; the Anglo-American revival; and the Pentecostal and Charismatic movements.

History of Christian Doctrines

CHIS 572/672/872 Development of Seventh-day Adventist Theology and Lifestyle (3)

A study of the early beginnings and historical development of characteristic Adventist teachings such as the sanctuary, the Sabbath, biblical eschatology, conditional immortality, prophetism, healthful living, and tithing, with emphasis on holy living based upon righteousness by faith in Jesus Christ.

CHIS 574/674/874 The Life, Work, and Writings of Ellen G. White (3)

A study of the life, work, and writings of Ellen G. White, with emphasis on the historical, cultural, and social context in which she wrote, and the interpretation and application of her writings to modern times on the basis of sound interpretive principles.

CHIS 581/681/881 History/Doctrine of the Sabbath (3)

A biblical and historical survey of the Sabbath doctrine from creation to the consummation, with special emphasis on its relationship to the work of God’s remnant people and its eschatological significance. The course includes a review of the history and doctrinal significance of the observance of the first day of the week. (Identical to THST 532/632/832.)

Seminars in Church History

CHIS 555/655 Interdepartmental Colloquium and Forum (1–3)

This course is designed to sharpen skills in Biblical, Theological-Historical, and Applied Theological Studies through academic presentations and participation in colloquia and forum meetings.

CHIS 609/809 Seminar in Theological-Historical Studies Methods (3)

See THST 609/809 for course description.

CHIS 685/885 Seminar in Church History (3)

A seminar on selected issues in church history. This seminar may be repeated for credit with different issues. A major paper is required.

Christian Philosophy

CHPH 515/615 History of Philosophy (3)

An overview of ancient, medieval, and modern Western philosophers and philosophical systems, with emphasis on the development of prominent philosophical perspectives, their proponents, and their influence on theology.

CHPH 517/617 Principles of Christian Ethics (3)

A study of the process of ethical decision making illustrated in the application of biblical principles to contemporary personal, social, and professional issues of special significance to Adventists.

CHPH 584/684/884 Issues in Science and Religion (3)

A study of the relationship of scientific information and theories to biblical revelation. This course includes discussion of theories of origins, geological time, uniformitarianism and catastrophism, organic evolution and organization of the fossil records, fixity and change, the biblical flood, the extinction of species, and the relevance of the doctrine of creation. (Identical to PHHM 684.)

CHPH 672/872 Philosophy: An Adventist Perspective (3)

A critical comparison of secular systems of Western philosophy and Christian and educational thought, with special reference to the Seventh-day Adventist Church and the writings of Ellen White. This course is based on an extensive survey of secular philosophical documents and consideration of theological, educational, and practical issues arising from the readings. Position/reaction papers and extensive discussion allow students to explore the Adventist perspective.

CHPH 673/873 Asian Philosophy and Christian Thought (3)

A study of major Asian philosophers and philosophical traditions, such as Animism, Confucianism, Hinduism, and Buddhism, in the light of the biblical worldview.

CHPH 686/886 Philosophy of Religion (3)

A study of philosophical issues and approaches common to philosophy and religion including arguments for the existence of God; the meaning of and language about God; and the origin, meaning, and purpose of life.

Christian Theology

General

THST 510 Introduction to Christian Doctrines (3)

An overview of basic biblical doctrines, including the doctrine of Revelation and Inspiration, the doctrine of God, doctrine of man, the doctrine of Christ, and the doctrine of salvation. This course covers doctrinal beliefs which Adventists share with one or more other Christian denominations.

THST 604 Guided Study Tour of _____ (3)

A guided tour of Reformation sites in Europe, with study assignments related to the sites being visited. This guided study tour may be repeated with different sites and different assignments.

Deity and Salvation

THST 511/611/811 Revelation, Inspiration, and Prophetic Guidance (3)

A study of how God reveals Himself and His will to man. This course deals with revelation and its media, inspiration, and the authenticity, historicity, and authority of the Bible. Special consideration is also given to a study of the gift of prophecy as a biblical phenomenon and as a spiritual gift to the church manifested in the ministry of Ellen G. White to the Adventist Church.

THST 512/612/812 Doctrine of God (3)

A study of evidences of the existence of God, the attributes and character of God, and His relationship to the world, which includes consideration of divine foreknowledge and human freedom, predestination, providence, and the Trinity.

THST 515/615/815 Doctrine of the Holy Spirit (3)

A study of biblical teachings concerning the Holy Spirit, including the deity, personhood, fruit, gifts, and work of the Spirit, especially His work in the plan of redemption.

THST 516/616/816 Doctrine of Christ (3)

A study of the unique person of Christ. His preexistence and incarnation through the virgin birth; His divinity and humanity and the relationship between them; the meaning and implications of His life, death, and resurrection; His role in human salvation; and the Christian experience of salvation, focusing on the relationship between justification and sanctification.

THST 518/618/818 Doctrine of Salvation (3)

A study of the Christian experience of salvation, focusing on the nature and consequences of sin, the meaning and means of salvation, and the relationship between law and grace, justification and sanctification.

THST 519/619/819 Doctrine of the Sanctuary (3)

A study of the present session of Christ at the right hand of God and his work in the heavenly sanctuary. Special emphasis is placed on His work of mediation and judgment as typified in the OT sacrificial and priestly system with emphasis on the Israelite sanctuary.

Man and the Church

THST 520/620/820 Doctrine of Man (3)

A survey of biblical anthropology which includes themes such as the creation of man in the image of God; the nature of man; the fall; hamartiology or the nature, imputation, and effects of sin; the restoration of God's likeness in man; the nature of death; the intermediate state; the doctrine of resurrection; and the restoration of immortality to man.

THST 522/622/822 Doctrine of the Church (3)

A study of the people of God in the Old and New Testaments, including God's calling of His people; His covenant relationship and dealings with them; the meaning, nature, privileges, responsibilities, organization, functions, and mission of the church; the theological concept of the visible and invisible church; and the Remnant Church and its identifying marks.

Seventh-day Adventist Studies

THST 501 Adventist Doctrines (2)

An introductory study of the doctrines of the Seventh-day Adventist Church. The course surveys Adventist doctrines as a whole, but special emphasis is put upon the distinctive doctrines of the Adventist Church such as the Spirit of Prophecy, the Remnant, the Seal of God and the Mark of the Beast, the Three Angels' Messages, and the Pre-Advent Investigative Judgment.

THST 531/631/831 Distinctive Doctrines of the Seventh-day Adventist Church (3)

A study of doctrines in which the Adventist Church offers relevant contributions to a theological understanding of the Bible, such as the mediatorial ministry of Christ in the heavenly sanctuary, the antitypical significance of the Day of Atonement, the pre-advent investigative phase of the judgment, the Three Angels' Messages of Revelation 14, the eschatological remnant, the gift of prophecy, the unmasking of spiritualism, and the message of health reform.

THST 532/632/832 Doctrine/History of the Sabbath (3)

A biblical and historical survey of the doctrine of the Sabbath from creation to the consummation, with special emphasis on its relationship to the work of God's remnant people and its eschatological significance. The course includes a review of the history and doctrinal significance of the observance of the first day of the week. (Identical to CHIS 581/681.)

THST 533/633/833 Christian Eschatology (3)

A study of last-day events as presented in significant eschatological passages of the Old and New Testaments including, among others, Daniel 2, 7–12, Matthew 24, and Revelation 13-22; and an overview of primary Christian systems of eschatological interpretation.

Modern Theology

THST 540/640 World Religions (3)

A study of the development and beliefs of major world religions. Special consideration is given to their contemporary forms and settings, with the aim of facilitating an understanding of the religious experience of potential recipients of the gospel. (Identical to MSSN 540/640.)

THST 642/842 Contemporary Theology (3)

A study of major trends in 19th- and 20th-century theology, from Liberalism to Neo-orthodoxy, and from higher or historical criticism to atheism; and a review of the works, teachings, and influence of such creative theologians as Schleiermacher, Barth, Bultmann, and Brunner, among others, viewed against the background of Adventist theology.

Methods and Seminars in Theological Studies

THST 555/655 Interdepartmental Colloquium and Forum (1–3)

This course is designed to sharpen skills in Biblical, Theological-Historical, and Applied Theological Studies through academic presentations and participation in colloquia and forum meetings.

THST 609/809 Seminar in Theological-Historical Studies Methods (3)

A discussion and illustration of principles and methods of study and research in the fields of Theological and Historical Studies, especially for students majoring in Theological-Historical Studies. A major paper is required, using selected methods from the discipline.

THST 651/851 Principles and Methods of Theology (3)

A study of the nature, function, purpose, methods, and practice of constructive theological activity, and the role of theology in the life of the church.

THST 685/885 Seminar in Christian Theology (3)

A seminar on selected issues in Christian theology. This seminar may be repeated for credit with different issues. A major paper is required.

Directories

Board

General Vice President of the General Conference of Seventh-day Adventists

Treasurer of the General Conference of Seventh-day Adventists or designee

Director of Education for the General Conference of Seventh-day Adventists

Associate Secretary of the General Conference of Seventh-day Adventists

President of the Adventist International Institute of Advanced Studies

President of the Southern Asia-Pacific Division

Treasurer of the Southern Asia-Pacific Division

President of the Northern Asia-Pacific Division

Treasurer of the Northern Asia-Pacific Division

Director of Education for each of the Northern Asia-Pacific Division and Southern Asia-Pacific Division

Division Ministerial Director for the Northern Asia-Pacific Division or Southern Asia-Pacific Division alternating every five (5) years

Union President from each of the Northern Asia-Pacific Division and Southern Asia-Pacific Division

Layperson from Southern Asia-Pacific Division

Administration

General Officers

Guptill, Stephen, EdD, President

Oberholster, Frederick, PhD, Vice President for Academic Administration

Montero, Jorge, MBA, Vice President for Finance

Sumendap, Bryan, DMin, Vice-President for Student Services

Officers of Schools

Gonzalez, Ricardo, PhD, Dean, Seminary

Green, William, PhD, Dean, Graduate School

Swansi, Kenneth, PhD, Associate Dean, Graduate School

Administrative Assistants

_____, PhD, Administrator, AIIAS Academy

Almocera, Reuel, DPS, Director, Center for Adventist Research Asia

Brofas, Eleanor, MBA, Controller

Campbell, Heidi, MA, Director, English Language Center
 Casimiro, Leni, PhD, Director, AIIAS Online
 Flores, Megumi Sol, MLIS, Director, Leslie Hardinge Library
 Mergal, Bienvenido, PhD, Coordinator, Distance Education (Seminary)
 Sumendap, Bruce, MBA, Director, Student Recruitment
 Taipe, Miguel, BEngr, Director, Information Technology
 Tieng'o, Eliada, Director, Admissions and Records
 Vallejos, Maria, PhD, Director, Asia Pacific Research Center

Chairs of Academic Departments

Galvez, Cesar, DrPH, Public Health Department, Graduate School
 Mergal, Benvenido, PhD, Applied Theology Department, Seminary
 Mora, Carlos, ThD, Biblical Studies Department, Seminary
 Rosario, Arceli, PhD, Education Department, Graduate School
 Song, Kyung Ho, PhD, Theological-Historical Studies Department,
 Seminary
 Swansi, Kenneth, PhD, Business Department, Graduate School

Directors of Degree Programs

Almocera, Reuel, DPS – DMin
 Calbayan, Chirlynor, DrPH – MPH (DLC)
 Casimiro, Leni, PhD – Online MA in Education
 Correa, Teofilo, PhD – MA-R
 Cruz, Dioi, DMin – MDiv
 Dizon, Abner, DMiss – MAMin – Intercultural Studies
 Dumitrescu, Cristian, PhD – DMiss/DIS
 Fukofuka, Sunia, PhD – Online MBA/MSA
 Gaikwad, Prema, PhD – EdS and PhD in Education–Curriculum and
 Instruction
 Gaikwad, Samuel, PhD – MA in Education–Religious Education and
 Educational Administration, MEd
 Galvez, Cesar, DrPH – MPH (On-campus)
 Gonzalez, Ricardo, PhD – MTh/PhD in Religion
 Henriquez-Green, Rita, EdD – MA in Education – Curriculum and
 Instruction
 Luntungan, Raimond, PhD Candidate – MBA/MSA, MA in Education –
 Instructional Technology
 Mergal, Bienvenido, PhD – MMin
 Oendo, Ayuka, PhD – MPH (Online)
 Rosario, Arceli, PhD – EdS and PhD in Education– Educational
 Administration, MAT
 Swansi, Kenneth, PhD – PhD in Business
 Wa-Mbaleka, Safari, PhD – MA in Education–TESOL

Faculty

Order of information is: Name, academic rank, highest academic degree (year degree was granted, institution granting degree), date appointed to AIHAS [except adjunct faculty], teaching area.

Agustin, Alfredo, Associate Professor, PhD (2007, Adventist International Institute of Advanced Studies), 2012, New Testament

Almocera, Evelyn, Associate Professor, MD/MPH (1982/1998, Southwestern University/Adventist International Institute of Advanced Studies), 1992, Maternal and Child Health

Almocera, Reuel, Professor, DPS (1990, Southeast Asia Graduate School of Theology), 1987, Church Ministry

Calbayan, Chirlynor, Assistant Professor, DrPH/RND (2012/2000, Adventist University of the Philippines), 2013, Preventive Health Care, Nutrition

Campbell, Michael, Associate Professor, PhD (2008, Andrews University), 2013, Adventist Studies

Casimiro, Leni, Associate Professor, PhD (2009, Adventist International Institute of Advanced Studies), 2002, Curriculum and Instruction, Online Learning

Cornejo, Marcos, Professor, DBA/CPA (2006/1988, Fred Villarreal National University), 2016, Accounting

Correa, Teofilo, Associate Professor, PhD (2007, River Plate Adventist University) 2014, Old Testament

Cruz, Dioi, Assistant Professor, DMin (2014, Andrews University) 2016, Global Mission Leadership

Delfin, Hesell, Instructor, MEM (2012, Polytechnic University of the Philippines), 2006, Educational Management

Dizon, Abner, Assistant Professor, DMiss (2013, Philippine Christian University), 2015, Mission

Dumitrescu, Cristian, Associate Professor, PhD (2010, Andrews University), 2012, Mission

Flores, Megumi Sol, Assistant Librarian, MLIS/MA Educ. (2016/2003, University of the East/Adventist International Institute of Advanced Studies), 2006, Library Administration

Fukofuka, Sunia, Assistant Professor, PhD (2012, Adventist International Institute of Advanced Studies), 2013, Business

Gaikwad, Prema, Professor, PhD (1992, Andrews University), 2003, Curriculum and Instruction

- Gaikwad, Samuel, Professor, PhD (1992, Andrews University), 2003, Curriculum and Instruction
- Gálvez, Cèsar, Professor, DrPH/MT (2001/1988, Loma Linda University/ Seminario Adventista Latino Americano de Teologia), 2009, Health Promotion, Health Ministries
- Gonzalez, Ricardo, Associate Professor, PhD (2008 Adventist International Institute of Advanced Studies), 2016, Theological-Historical Studies
- Green, William, Professor, PhD, (1985, University of Oregon), 2013, School Leadership, Curriculum and Instruction
- Guptill, Stephen, Professor, EdD, (1982, Loma Linda University), 2007, Educational Administration and Leadership
- Henriquez-Green, Rita, Professor, EdD, (1995, Andrews University), 2013, Curriculum and Instruction
- Luntungan, Raimond, Assistant Professor, PhD Candidate (2014, Adventist International Institute of Advanced Studies), 2003, Information Technology
- Mergal, Bienvenido, Professor, PhD (2001, Adventist International Institute of Advanced Studies), 2008, Leadership Ministry and Research
- Mora, Carlos, Professor, ThD (2006, Universidad Adventista del Plata), 2009, Old Testament, Biblical Languages
- Mueller, Eike, Assistant Professor, ThD (2015, Andrews University), 2014, New Testament
- Oberholster, Frederick, Associate Professor, PhD (2001, Adventist International Institute of Advanced Studies), 2002, Educational Administration
- Oendo, Ayuka, Associate Professor, PhD/MPH (1988/2003, University of Cambridge/Loma Linda University), 2009, Global/Environmental Health
- Rosario, Arceli, Associate Professor, PhD (2010 University of San Carlos), 2012, Educational Administration
- Song, Kyung Ho, Professor, PhD (1998, Adventist International Institute of Advanced Studies), 1997, Systematic Theology
- Sumendap, Edward Bryan, Assistant Professor, DMin (2013, Adventist International Institute of Advanced Studies), 2015, Church Ministry
- Swansi, Kenneth, Associate Professor, PhD (2004, Tilak Maharashtra Vidyapeeth University), 2009, Management and Economics
- Tieng'o, William, Associate Professor, PhD (2003, University of Santo Tomas), 2014, Commerce
- Tornalejo, Remwil, Assistant Professor, DTheol (2014, ATESEA Theological Union), 2013, Systematic Theology

Vallejos, Maria, Professor, PhD (2012, Universidad Complutense de Madrid), 2016, Research and Statistics

Wa-Mbaleka, Safary, Associate Professor, PhD/EdD (2013/2006, Capella University/Northern Arizona University), 2011, Curriculum and Instruction, TESOL, Instructional Technology



Inauguration of the New Seminary Chapel

Adjunct Faculty

Graduate School

Business Department

Downing, Larry, DMin (1982, Lancaster Theological Seminary), Ethics and Leadership

Egwakhe, Johnson, PhD (2005 University of Santo Tomas), Management

Ganu, Josephine, PhD (2005, University of Santo Tomas), Management

Harris, David, PhD (1995, Claremont Graduate University), Management Information Systems

Lee, Pak, PhD (1996, University of Newcastle), Accounting and Finance

Luz, Sheila, PhD (2006, University of Reading), Economics, Higher Education

Maguad, Ben A., PhD (1998, University of South Australia), Business and Management

Nasution, Eric, Professor, PhD (1983, University of Santo Tomas) 1998, Finance

Salazar, Neda June, PhD (2000, University of Santo Tomas), Psychology

Vyhmeister, Ronald, PhD (2000, University of Illinois at Chicago), Information Systems and Management

Wa-Mbaleka, Gimylin, PhD (2015, Trident University), Business Administration

Education Department

Abordo, Ian, PhD (2007, Adventist International Institute of Advanced Studies), Curriculum and Instruction

Allida, Daniel, PhD (2003, Adventist International Institute of Advanced Studies), Curriculum and Instruction

Allida, Vencie, PhD (2005, Adventist International Institute of Advanced Studies), Curriculum and Instruction

Kijai, Jimmy, PhD (1987, University of South Carolina), Research and Statistics

Kountur, Ronny, PhD (2002, University of the Philippines), Educational Research and Evaluation

Nebres, Bienvisa, PhD (2011, Adventist International Institute of Advanced Studies), Curriculum and Instruction

Perry, Glenys, MED Stud (1995, University of Newcastle), Communication, Educational Studies

Perry, Graeme Hamley, PhD (2000, University of Newcastle), Research and Statistics

Role, Elizabeth, PhD (1995, University of the Philippines), Research and Statistics

Roque, Eleanor, PhD (2006, University of the Philippines), Educational Administration

Salazar, Neda June, PhD (2000, University of Santo Tomas), Psychology

Santiago, Priscilo, PhD (1998, University of the Philippines), Educational Administration

Thomas, Sheralee, PhD (2008, Adventist International Institute of Advanced Studies), Curriculum and Instruction

Vasquez, Olivia, PhD (2007, Adventist International Institute of Advanced Studies), Curriculum and Instruction

Vyhmeister, Shawna, PhD (1997, University of Illinois at Chicago), Curriculum and Instruction

Emeritus

Longway, Ina, Professor Emeritus, DSN (1983, University of Alabama), 1987, Nursing Education and Research

Public Health

Carpena, Abraham, MPH (Philippine Union College), Health Ministries

Dela Torre, Hilario, DrPH (2009, Adventist University of the Philippines), Lifestyle Diseases

Dela Torre, Mabel, MD (1987, Manila Central University), Practicum Coordinator

Edwards, Hedrick, DHSc (1976, Loma Linda University), Health Promotion/Education

Haynal, Andrew, DrPH (Loma Linda University), Health Promotion/Education

Hoffman, Donald, DrPH (Loma Linda University), Health Promotion/Education

Irrgang, Klaus, DrPH (1985, Loma Linda University), Preventive Care

Katembo, Thaddee, DrPH (2012, Adventist University of the Philippines), Planning and Management of Health Programs

Kiroyan, Jeffrey, MPH/PhD (1994, University of Santo Tomas), Public Health and Community Development

Luntungan, Grace, DrPH Candidate (2016, Adventist University of the Philippines), Practicum Coordinator

Mesa, Milton, MD/MPH (2001/2003, River Plate Adventist University/Kuopio University), Global Health

Morgan, John, DrPH (Loma Linda University), Epidemiology

- Salamante, Ricardo, DHSc (1979, Loma Linda University), Preventive Care
- Schneider, Raul, MD/MPH (2000/2004, River Plate University/Kuopio University), Global Health
- Siapco, Gina, DrPH (2004, Loma Linda University), Public Health Nutrition
- Varona, Blecenda, DrPH/RND (2005, Adventist University of the Philippines), Preventive Health Care

Seminary

Applied Theology

- Amurao, Julio, PhD (2011, Adventist International Institute of Advanced Studies), Church Mission
- Baloyo, Rudy, DMin (2004, Adventist International Institute of Advanced Studies), Church Ministry
- Bauer, Bruce, DMiss (1985, Fuller Theological Seminary), World Mission
- Chun, Pyun Duk, DDiv (HonorisCausa) (2004, Adventist International Institute of Advanced Studies), Church Leadership
- Downing, Larry, DMin (1982, Lancaster Theological Seminary), Ethics and Leadership
- Dybdahl, Jon, PhD (1981, Fuller Theological Seminary), Mission Institute
- Garilva, Don Leo, DMin (2003, Adventist International Institute of Advanced Studies), Church Ministry
- Jang, Byung Ho, DPTH (1991, Adventist International Institute of Advanced Studies), Church Ministry
- Joo, Min Ho, PhD (2006, Adventist International Institute of Advanced Studies), Church Mission
- Klingbeil, Chantal, MPhil (1999, University of Stellenbosch), Research and Thesis Writing
- Koh, Linda, EdD (1975, Andrews University), Church Ministry
- Kuntaraf, Jonathan, DMin (1979, Andrews University), Church Ministry
- Merklin, Lester, DMin/DMiss (2001, Trinity International University), World Mission
- Ng, G. T., PhD (1991, Andrews University), Church Leadership
- Onn, Liang, DMin (2000, Trinity Theological Seminary), Church Ministry
- Panjaitan, Edison, DMin (1999, Andrews University), Church Ministry
- Park, James, PhD (2001, Fuller Theological Seminary), Discipleship and Mission
- Perangin-angin, Joseph, DPTH (1995, Adventist International Institute of Advanced Studies), Church Ministry

- Rantung, Johnny, DPh (1995, Adventist International Institute of Advanced Studies), Church Ministry
- Song, Chang Ho, DMin (2000, Adventist International Institute of Advanced Studies), Church Ministry
- Tomado, Luisito, DMin (2001, Adventist International Institute of Advanced Studies), Leadership

Biblical Studies

- Christo, Gordon, PhD (1992, Andrews University), Old Testament
- Davidson, Richard M., PhD (1980, Andrews University), Old Testament
- Kent, Grenville, PhD (2008, University of Manchester), Old Testament
- Klingbeil, Gerald, DLitt (1995, University of Stellenbosch), Hebrew Bible and Ancient Near Eastern Studies
- Klingbeil, Martin, D.Litt. (1995, University of Stellenbosch), Old Testament
- Kobayashi, Yoshitaka, PhD (1975, University of California, Los Angeles), Ancient Near Eastern Literature and Languages
- Li, Tarsee, PhD (1999, Hebrew Union College), Old Testament
- Mueller, Ekkehardt, PhD (1994, Andrews University), New Testament, Applied Theology
- Musvosvi, Joel, PhD (1986, Andrews University), New Testament
- Nam, Daegeuk, ThD (1989, Andrews University), Old Testament
- Paulien, Jon, PhD (1987, Loma Linda University), New Testament
- Pfandl, Gerhard, PhD (1990, Andrews University), Adventist Studies, Old Testament
- Regalado, Fernando, PhD (2003, Adventist International Institute of Advanced Studies), Old Testament
- Sabuin, Richard, PhD (2006, Adventist International Institute of Advanced Studies), New Testament
- Shepherd, Tom, PhD (1991, Andrews University), New Testament
- Tasker, David (2001, Andrews University), Old Testament Exegesis and Theology
- Wahlen, Clinton, PhD (2004, University of Cambridge), New Testament

Theological-Historical Studies

- Bissell, Ron, PhD (1990, Andrews University), Systematic Theology
- Cairus, Aecio, PhD (1988, Andrews University), Systematic Theology
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Congratulations!

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