



**AIIAS**

## **ACADEMIC BULLETIN 2020-2022 ADDENDUM**

*(Updated February 11, 2021)*

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*Addendum p. 12 para 2*

### **Relationships**

*Insert Policy:*

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#### **AIIAS Non-Discrimination Policy**

AIIAS is committed to maintaining a respectful learning, work, and living environment. We affirm that God created humans in His image and has endowed humanity with unique value. As such, each person is of inestimable value and worth in the sight of God and should be regarded in a similar way by all His people. It is expected that every member of the AIIAS community—whether administrator, faculty, staff, student, or other resident/guest—will treat others and the wider community with respect and dignity and will not tolerate discrimination or harassment.

AIIAS prohibits unlawful discrimination against any member of its community on the basis of race, color, ethnicity, national origin, disability, sex, or other legally protected characteristic in matters of admissions, student life and services, and employment in its educational programs and activities. As a religious institution, AIIAS retains its constitutional and statutory rights to make employment, admission and educational decisions in a manner that is consistent with its mission and that of the Seventh-day Adventist Church. As recipients of the gift of salvation of Jesus, AIIAS community is committed to newness of life in Christ, therefore a prominent goal of AIIAS is to espouse biblical beliefs, lifestyle, standards and principles practiced by the Seventh-day Adventist Church.

All members of the AIIAS community share a responsibility to foster an environment free of harassment. Students and employees have the right to a supportive academic, work and residential environment, free from harassment, intimidation, or hostility. Members shall report inappropriate behavior that harms an individual or the community or disrupts the mission and/or normal functioning of the institution, to enable administration to address behavioral concerns in a timely manner. The Human Resource Office (in the case of employees) or the Office of the Vice President for Student Services (in all other cases) accepts responsibility to receive, investigate, resolve complaints. Where violations are found, the relevant office is to recommend appropriate sanctions, up to and including counseling, warnings, suspension, expulsion, or termination.

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*Addendum p. 27 para 5*

### **Application Procedure**

*Amend Step:*

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#### **How to Apply**

6. Demonstrated English proficiency (see Admissions Requirements) **submitted prior to admission.**

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*Addendum p. 28-30*

### **Admissions Requirements**

*Amend Policy:*

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#### **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 graduate student experience. For this reason, all on-campus and online applicants need to be proficient in English. Demonstrating English proficiency is much like other proficiency tests, but has 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.
3. An acceptable score on a standard test of English proficiency, sent directly from an official testing center. For academic programs, 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 (or equivalent Duolingo 105). For professional programs, a score of 68 on the TOEFL iBT, or a Band score average of at least 6.0 on the IELTS Test (or equivalent Duolingo 95). English test results are valid for 2 years.

If English proficiency is found to be insufficient in practice for academic purposes in one or more areas, even after demonstrating it in one of the above ways for admission, the academic department or program's committee may refer the student to the English Center for further evaluation.

All applicants who need a test as 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 student and/or sponsor signs a letter recognizing the uncertainty of time to completion.

Students may take the English Placement Test on campus on the dates designated in the AIIAS academic calendar, normally shortly before the beginning of every term. The test consists of listening, reading comprehension, grammar, vocabulary, and a written composition. Students who need to take the proficiency test outside of the scheduled dates will be required to pay an additional expediting fee equal to the regular English Center application fee in order for their placement to be determined.

Only students who meet English proficiency standards will be allowed to register for Seminary or Graduate School courses. 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 AIIAS campus. Students in the English Center are expected to make adequate progress in their coursework in order to qualify for an AIIAS-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 Beginner English (Level 1). If at the end of the term, a student has obtained a B grade or above and has fulfilled the course requirements by demonstrating in coursework the ability to communicate in basic English in everyday experiences, the student may register for Elementary English (Level 2). Note: Students who enter Level 1 with a score of less than 30, will have difficulty satisfactorily completing 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 Elementary English (Level 2). If at the end of the term a student has fulfilled the course requirements by demonstrating in coursework the ability to communicate in English at an intermediate level and has completed the coursework with a B grade or above, 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 English (Level 3). If at the end of the term the student has obtained a B grade or above and has fulfilled the course requirements by demonstrating in coursework an advanced ability to communicate in everyday experiences and to communicate successfully in basic academic contexts, 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 550 on the TOEFL ITP and a 6.5 on the internal speaking and writing test is necessary to enter graduate class work for academic programs (520 TOEFL ITP and 6.0 respectively for professional programs).

Transition. Students who are very close to reaching the English proficiency score required for entering a graduate program at AIIAS will be allowed to take a graduate class, plus 8 hours in the English Center, which will be prescribed based on the student's test scores and abilities. Transition students, at the end of Term, may have alternative assessments evaluated by a team consisting of: (i) the teacher of the current course, (ii) the department

head, (iii) the dean, and (iv) the English Center director/teacher. 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 going into academic programs, who receive a minimum English Placement Test score of 80 (78 for professional programs) will have passed the English proficiency requirement for AIIAS.

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### *Addendum p. 57 para 2*

#### **Application**

#### *Amend Policy:*

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##### **English Requirements for Cohorts and at Distance Learning Centers**

English requirements for Cohort and 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. Language Assisted. In a Cohort or DLC where English is a foreign language and students only have a conversational level of English, instruction may take place in English without a translator but with language assistance under certain conditions. A conversational level of English proficiency (Duolingo score of 85 or other standardized test equivalent to IELTS 5.5) is required for admission to the particular Cohort or DLC program. The requirements for such a language-assisted program are that it include a language study course taught by a qualified TESOL teacher and that written assignments be either submitted in the students' proficient language or that students receive editorial assistance for those submitted in English.
3. Fully Translated. In a Cohort or DLC where lectures are to be translated, all students do not need to meet the English proficiency. No English proficiency examination is required for admission to that particular Cohort or DLC program. However, the requirements for such a translated Cohort or DLC are that all students speak the same language, adequate learning resources are available in a language understood by all students, a qualified translator with a graduate degree in the field of study is available during and after the course, and there is an additional 50% hours of instruction if not using simultaneous translation.

Every Cohort or DLC student needing to take a course in a different cohort or modality will be required to demonstrate the relevant level of English proficiency if he/she is not under category 1 (see English Proficiency).

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### *Addendum p. 121 para 1*

#### **Public Health Department**

#### *Update List:*

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##### **Faculty**

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

Rantung, Danny, Interim Chairperson, Associate Professor, PhD (2003, University of Santo Tomas), 2019, Commerce

Aja, Godwin Nwadiibia, Professor, DrPH (2008, Loma Linda University), 2017, Health Promotion/Education

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

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*Addendum p. 158 para 3-5*

## **Teaching English to the Speakers of Other Languages (TESOL)**

*Amend Credits:*

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### **EDTE 628 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; developing general and specific listening skills; selection of instructional materials; testing; and individual, group, and laboratory techniques for oral skills development are included.

### **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 are discussed.

### **EDTE 680 Advanced Grammar (3)**

English grammar, syntax, and usage patterns, and methods of presenting them to language learners. Course includes advanced grammatical concepts, as well as techniques, curricula, and materials for language teaching, and testing of grammar-related content. Observation and teaching practice at various ages and levels of language ability are also done.

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*Addendum p. 198 para 1*

## **Master of Theology**

*Amend Timeline:*

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### **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 entry point for the MTh in Religion is **August** (the first semester of the school year) for in-residence MTh students, and **May** for In-Ministry MTh students. Late applications may not be considered until the following year.

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*Addendum p. 244 para 1*

## **World Religions**

*Insert Course:*

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### **MSSN 563/663 Ministry Practicum I/II/III (1)**

This course provides practical experience in the area of specialty. It is offered in cooperation with a local congregation/conference, mission agency, or supporting organization which will provide the student with direct involvement with the people group in the area of specialty. The course may be repeated up to three times indicated by successive Roman numerals.

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*Addendum p. 246 para 2*

## **History and Backgrounds**

*Amend Course Description:*

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### **OTST/NTST 632/832 Archaeology of the Biblical World (3)**

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 as well as a review of archaeological method.

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*Addendum p. 258 para 5*

**Modern Theology**

*Insert Course:*

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**THST 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.

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*Addendum p. 261 para 2*

**Chairs of Academic Departments**

*Update List:*

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**Chairs of Academic Departments**

Mora, Carlos, ThD, Biblical Studies Department, Seminary  
Ozolins, Aivars, PhD, Applied Theology 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  
Rantung, Danny, PhD, Public Health Department, Graduate School