



## ACADEMIC BULLETIN 2020-2022 ADDENDUM

(Updated May 24, 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:*

#### **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:*

#### **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 doctoral and academic master's 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 master's 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 doctoral and academic master's programs (520 TOEFL ITP and 6.0 respectively for professional master's 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 doctoral or academic master's programs, who receive a minimum English Placement Test score of 80 (78 for professional master's 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. 99-100 para 2*

## **Master of Arts in Education (TESOL)**

*Amend Prerequisites:*

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### **Prerequisites**

1. Adequate undergraduate preparation in education to include a minimum of 6 credits of professional education, with at least one class from each of the following three areas:
  - Philosophy of Adventist Education
  - Educational Psychology
  - Methods of Teaching

The following courses are offered on campus as 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)

All prerequisite courses must have a minimum grade of **B**. A student who has not met these prerequisites 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 must have at least 1 year of English language teaching. Those who do not meet this teaching experience requirement must do teaching practicum. For TESOL students, they must do teaching practicum in English language teaching.
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 Teaching of Jesus (2)
  - THST 501 Adventist Doctrines (2)
4. Additional prerequisites for the TESOL emphasis:
  - a. At least 10 undergraduate credits in English language (at least 4 credits of which are in addition to basic English skills courses).
  - b. An undergraduate course in Testing and Evaluation. To meet this prerequisite a student may take EDFN 525 Instructional Evaluation (2) as a graduate self-study module at AIIAS or EDCI 645 Assessment for Learning (3).
  - c. All students taking the TESOL emphasis are required to take and pass one of the standard English proficiency tests prescribed by AIIAS. The required passing score for the test is IELTS 6.5 or equivalent.

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### *Addendum p. 102-103 para 1*

## **Graduate Certificate in Education**

### *Revised Curriculum:*

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#### **Graduate Certificate in Education**

The Graduate Certificate in Education is a non-degree program designed to enhance the professional development of educators. It may be ladderized towards a master's or a doctorate degree, where appropriate, and an unlimited number of directed studies may be allowed. It is accredited by the Adventist Accrediting Association (AAA).

#### **Admission Requirements**

1. A baccalaureate degree or its equivalent with a minimum GPA of 3.0 (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 English Proficiency for professional master's programs).

#### **Prerequisites**

1. A minimum of 2 credits in educational psychology. To meet this prerequisite, the student may take EDFN 518 Educational Psychology (2), which is offered at AIIAS as a graduate level self-study module.
2. One year teaching experience or EDFN 510 Teaching Practicum (3)

#### **Requirements**

To complete the program and be awarded a Graduate Certificate in Education, the candidate must satisfactorily meet the following requirements:

1. Complete 17 semester hours of coursework from the MA program.
2. Complete Service Learning requirement (see Service Learning).

#### **Proposed Curriculum**

One of the three (3 units):

- EDCI 610 Pedagogy and Classroom Management (3)
- EDCI 615 Instructional Models (3)
- EDCI 620/720 Teaching and Learning in Higher Education (3)

One of the two (3 units):

- EDCI 625 Instructional Media (3)
- EDCI 685/785 E-Learning (3)

One of the two (3 units):

- EDUC 624 Faith and Learning in Christian Education (3)
- CHPH 872 Philosophy: An Adventist Perspective (3)

All of the three (8 credits):

- EDCI 645 Assessment for Learning (3)
- EDCI 640 Process of Curriculum (3)
- RESM 520 Academic Writing (2)

**Total: 17 units**

**Note: Only PhD students may enroll in 700-800 level courses.**

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*Addendum p. 111-112 para 3*

**Doctor of Philosophy in Education**

*Amend Prerequisites:*

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**Prerequisites**

1. Graduate Education courses (minimum grade of **B**), to include the following courses, regardless of the area of emphasis:
  - Faith and Learning in Christian Education  
(Note: Those who earned their bachelor's and/or master's degree from an AAA-accredited Adventist higher educational institution may not need to take this course.)
  - Research Methods, Statistics, Academic Writing  
(Note: May need to audit these courses or take a proficiency exam if taken 5 or more years ago).Additional graduate courses required for the specialization in Curriculum and Instruction:
  - Instructional Models
  - Process of Curriculum
  - Instructional MediaAdditional graduate courses required for the specialization in Educational Administration:
  - Administrative Finance
  - School Organization and Law
  - Principalship and School Improvement
  - Instructional Media (if cognate is C&I)
  - Instructional Models (for those from a non-education background, i.e., without an education degree at either the bachelor's or master's level)
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) to meet this research prerequisite.
3. Teaching experience, normally a minimum of 3 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 StudiesThe 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 academic advisor).

5. For those taking a cognate in TESOL. A pass in one of the standard English proficiency tests prescribed by AIIAS. The required passing score for the test is IELTS 6.5 or equivalent.

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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 Nwadibia, 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 Speakers of Other Languages**

##### *Update Credit:*

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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. 181 para 3*

#### **Master of Divinity**

##### *Amend Admission Requirements:*

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#### **Admission Requirements**

1. Hold a baccalaureate degree from a recognized institution with a minimum GPA of 2.75 (or equivalent).
2. Demonstrated English proficiency (see English Proficiency).
3. The following documents must be submitted to the Admissions and Records Office:
  - a. Three recommendations using the forms provided. This should normally include a recommendation from the local church pastor or church board, a faculty or academic administrator of the previous academic degree, and a leader of the current employing organization.

- b. Personal statement of approximately 500 words explaining the applicant's purpose for seeking the MDiv degree and describing their professional goals.
4. An interview with the candidate.

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*Addendum p. 198 para 1*

### **Master of Theology**

*Amend Entry Points:*

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#### **Timeline and Limits**

The entry point for the MTh program 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. 239 para 5*

### **World Mission**

*Amend Course Name:*

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#### **MSSN 605/705/805 Seminar in Missiological Issues (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.

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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

**Rantung, Danny, PhD, Public Health Department, Graduate School**

Rosario, Arceli, PhD, Education Department, Graduate School

Song, Kyung Ho, PhD, Theological-Historical Studies Department, Seminary

Swansi, Kenneth, PhD, Business Department, Graduate School