Adventist International Institute
of Advanced Studies
Graduate School and Seminary

ACADEMIC BULLETIN
2024-2026

Academic Bulletin 2024-2026

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List of Abbreviations

AIIAS	Adventist International Institute of Advanced Studies
APRC	Asia-Pacific Research Center
AQRA	Asian Qualitative Research Association
ASAC	Academic Standards and Admissions Committee
CEU(s)	Continuing Education Unit(s)
CPC	Conferral by Personal Collection
DIS	Doctor of Intercultural Studies
DMin	Doctor of Ministry
DMiss	Doctor of Missiology
EdS	Education Specialist
ERB	Ethics Review Board
GPA	Grade Point Average
MA	Master of Arts
MA-Min	Master of Arts in Ministry
MA-CM	Master of Arts in Church Ministry
MA-R	Master of Arts in Religion
MBA	Master of Business Administration
MDiv	Master of Divinity
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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President's Welcome

Dear Students,

We are blessed that you are here at AIIAS! This institution exists to provide educational goals, challenge and support for students and faculty in their joint endeavor of teaching and learning. Your journey at AIIAS will be social, spiritual, and missional, as well as academic, but do not underestimate the rigor of the academic part. This Bulletin constitutes both your guidebook and your policy book for your educational endeavors here at AIIAS. The program descriptions here represent the tools that will produce transformations of thought, practice and character that will develop in you between the first day you enter an AIIAS class and your day of graduation.

Students, while your journey at AIIAS will be enjoyable and memorable, at times, it will also be intense, demanding, and dramatic. Learning transforms a person as their preconceived ideas confront new information, contrary perspectives, and challenges from others. This is a healthy dynamic, and it will be experienced at AIIAS. The best learning emerges from cognitive dissonance and dialogue. Through all of this, the faculty and staff at AIIAS are here to support you. Faith and persistence will carry you through, along with the prayers of friends and family.

Let us not take for granted the high privilege of obtaining a graduate education, something that so many people can only dream of. The rigor and structure of your graduate education, as outlined in this Bulletin, are key to building both your character and your capacity.

The mission of AIIAS is to "develop leaders through distinctively Seventh-day Adventist graduate education, excelling in spirituality, scholarship, and service." We trust that you will approach your AIIAS journey with a thirst for learning and a spirit of humility. As you are shaped by the AIIAS curriculum and those who teach it, may your faith and commitment to God and to your church deepen, and may you be equipped for effective work in the service of the Lord.

Sincerely,

Ginger Ketting-Weller, PhD

President, AIIAS

Institutional Information

Contact Information

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AIIAS Online	+63 (46) 414-4365	online@aiias.edu
Finance	+63 (46) 414-4320	finance@aiias.edu
IT Services	+63 (46) 414-4123	it@aiias.edu
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Important Addresses

Academic Bulletin	aiias.edu/academic-bulletin
AIIAS Online	online.aiias.edu
Office of Admissions and Records	aiias.edu/admissions
Flags Magazine	aiias.edu/flags

History of AIIAS

AIIAS was established by the Seventh-day Adventist Church because of its commitment to meet the growing needs of the church for college teachers, theologians, church leaders, health professionals, and treasurers with international-level graduate education.

Beginning in 1956, the church offered graduate extension courses from the Theological Seminary (then located in Washington, DC) on the campus of Philippine Union College (PUC), now the Adventist University of the Philippines (AUP). By 1965, PUC had added a degree in Religious Education to their MA offerings, and in 1971, they voted to offer an MA in theology, requesting that the Division recognize this new program as the establishment of the Division seminary.

On March 21, 1972, the Division approved the use of the name "Seventh-day Adventist Theological Seminary, Far East" for the new institution, thus creating a Division seminary. The first graduation of the Seminary was held just a month later, in April of 1972.

Four years later, in January of 1978, the Seminary and the Graduate School at PUC became the first programs to move from Baesa to the new PUC campus in Puting Kahoy. That same year, the Seminary became an institution of the Far Eastern Division of Seventh-day Adventists. The Division had been financially supporting PUC's graduate programs, and now took up the decision-making and administrative authority.

The establishment of the Division seminary in 1972 constitutes the founding date for AIIAS, which at first consisted of just the Division seminary. There had been talk for many years of the Division also running certain graduate programs for the workers across the region, but there was no legal means to do so in the Philippines until Presidential Decree 2021 established AIIAS on January 31, 1986. Henceforth, the institution was called AIIAS, and came to be composed of two schools: the Seminary (now called Asia Adventist Theological Seminary), and the Graduate School, which began in 1988 and produced its first graduates in March 1991.

In 1991, AIIAS moved to its present campus near Silang, Cavite. When the Asia-Pacific Division was divided in 1996, AIIAS came under the administration of the General Conference of Seventh-day Adventists, becoming the first General Conference educational institution outside North America.

AIIAS is recognized for being innovative and dynamic. From its early days, in addition to its campus programs, AIIAS has offered programs at off-campus locations in an effort to support the graduate level educational needs of the church throughout the region. More recently, cohort programs have expanded to South America, Eastern Europe, the Middle East, and Africa.

AIIAS Online was established in 2001 with the objective of offering quality, affordable Christian graduate education to professionals serving anywhere in the world. In 2007, AIIAS distinguished itself by being one of the first Adventist educational institutions to graduate students with MA degrees from a completely online learning program. In January 2022, the first fully online PhD program offered by the Education Department began.

In 2007, AIIAS began the first Seventh-day Adventist Doctor of Philosophy program in Business. In 2016, the first doctoral programs in Missiology and Intercultural Studies began, with emphases in World Religions, Urban Studies, Intercultural Studies, and Postmodernism and Secularism. In 2023, a Graduate Certificate was added in Faith and Science for educators and pastors, as a collaboration between the Education department, the Theological Seminary, and the General Conference's Geoscience Research Institute.

Institutional Statements

Mission

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

Vision

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

Educational Philosophy

AIIAS has adopted the Seventh-day Adventist educational philosophy. A copy of this statement is available from the Resources webpage of the Department of Education of the Seventh-day Adventist Church, https://education.adventist.org/resources/.

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 institution among Adventist leaders around the world and within the Philippine higher education
- Follow systems and procedures that ensure best academic practices

Service

- Engage with the 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 who . . .

- 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 as 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.

Institutional Learning Objectives

Spirituality. Model the Character of Christ through effective integration of faith, learning and life.

Scholarship. Demonstrate skills in teaching, learning, research, publication, and generating, knowledge.

Service. Serve God and society with high integrity, professionalism, and spiritual maturity.

Leadership. Provide effective, biblically-grounded leadership with commitment to excellence.

Thinking. Think critically and creatively and serve as a catalyst for needed change in their community and in the world.

Communication. Communicate effectively to promote stewardship, diversity, equity, and inclusion.

Global Perspective. Address issues from a world perspective, yet appropriate to the context of their culture.

Corporate Social Responsibility

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

Corporate Identity

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" must be carried, and the triangle, representing the harmonious development of man's threefold nature as a physical, mental, and spiritual being.

In the AIIAS logo, 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. These same two symbols are also depicted in the AIIAS Bell Tower, a prominent landmark in front of the administration building.

The waving of the palm frond on festive occasions has long marked the religious celebrations of the Judeo-Christian tradition. The inclusion in the logo of the embracing branches of the palm tree, so prominent on the AIIAS campus, expresses the joy and victory of the believer's life in Christ.

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

Flag

The AIIAS flag is flown to represent all that AIIAS stands for as an institution: its history, values, and mission.

- The green at the top and bottom of the flag represents the natural beauty of the campus. It also represents the growth and development of leaders.
- The gold stripes on the flag represent excellence in spirituality, scholarship, and service that are part of the AIIAS Mission.
- The white band across the center of the flag represents integrity, a core value of AIIAS.
- In the center of the flag is the institution's 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 who 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 tanguile, a beautiful local hardwood that is also called Philippine mahogany. The carved vines winding up the staff are symbolic of the Adventist faith, which is fully interlaced throughout everything the institution does. The vines are reflective of Christ's analogy in John 5 where He says, "I am the vine, you are the branches." The trapezoidal cube near the top represents the 4 major curriculum areas of the institution—religion, business, education, and public health. The top is crowned with a carved wreath holding a double-sided medallion of the AIIAS logo.

Relationships

Faculty

Faculty members are selected for both their academic qualifications and experience within their area of specialty. Most faculty members have earned doctoral degrees in the 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 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.
- Work with others in a cooperative, friendly way without prejudice or unfairness, showing a healthy respect for the ethnicity, class, culture, and beliefs of others.
- Refrain from cheating, lying, stealing, vandalism, plagiarism, and unauthorized taking, keeping, or defacing the property of other people or of the institution.
- Refrain from immoral conduct and unlawful activities.

A student who is unwilling or unable to conform to these values and standards will be disciplined, and may be asked to withdraw from the institution. Further information is provided in the Student Handbook which may be obtained from the Office of Student Services.

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 in the sight of God and should be treated kindly and fairly. It is expected that each member of the AIIAS community – administrators, faculty, staff, students, or guests – will treat 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 characteristics 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, or 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 in Jesus, the AIIAS community is committed to the newness of life in Christ; therefore, a prominent goal of AIIAS is to reflect the biblical beliefs, lifestyle, standards and principles espoused 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 any behavior that harms individuals or the community or disrupts the mission and/or normal functioning of the institution. 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, and resolve concerns and complaints in a timely manner. If a violation is found, the relevant office will recommend appropriate sanctions, up to and including counseling, warnings, suspension, or expulsion/termination.

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:

1. Go to the teacher, administrator, or staff member believed to have acted in an unfair way. Beginning where the problem started, attempt to resolve it 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 the appointment. The student has the right to appear before the committee to present the case in person. The student is required to provide the committee in advance written materials that clearly state the specific issue, the basis for dissatisfaction, and the outcome being requested.

4. The committee will act promptly and notify both the student and the staff member or teacher in writing when a decision is made. The decision of the committee shall have immediate effect.

5. An appeal to 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

Republic of the Philippines Commission on Higher Education	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 https://ched.gov.ph/).

Accreditation

Adventist Accrediting Association of Seventh-day Adventist Schools	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 five accreditation terms. Having demonstrated a continuous commitment to excellence AIIAS has achieved the designation as a "Form B" institution.
Philippine Accrediting Association of Schools, Colleges, and Universities	Additionally, the Graduate School degree programs in business, education, and public health are accredited by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). PAASCU is a full member of Asia Pacific Quality Network (APQN) and of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE).
Association for Theological Education in South East Asia	Furthermore, 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.

Memberships

IACBE

The IACBE is recognized by the Council on Higher Education Accreditation (CHEA) of the United States.

PeLS Philippine eLearning Society

AIIAS 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.

PAGE

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 of excellence designated by ATESEA for the ATESEA Theological Union, a trans-denominational postgraduate theological school.

Educational Support Services

AIIAS English Center

The primary purpose of the AIIAS English Center is to provide an educational support service to prepare students to study in one of the graduate academic programs. The English language program offered on the campus of AIIAS 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 Admissions Requirements, p. 29 and Financial Information, p. 55. 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 provides dependable and indispensable academic support for students and faculty. The library has holdings of more than 70,000 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 online access to over 14,000 full-text journals and an increasing number of e-books. 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.

Renowned both on and off campus for its personnel and services, the library continuously adapts to the needs of a complex assortment of full-time and part-time students who live on campus, in the community, and around the world. With its commitment to serving these diverse groups, the library allows access to web-based resources, maintains a library website, research guides, and an online repository of theses and dissertations, offers virtual reference service, and utilizes an integrated library system. Its wide array of services includes library orientation and instruction, online tutorials, instruction for research classes, and seminars and workshops covering various topics such as reference managers, plagiarism software, formatting styles, backup and storage, and presentation tools.

The library also incorporates an Instructional and Media Resources Center (IMRC) for curricular and media resources, and houses the Ellen G. White Branch Office, the Writing Center, 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

Instructional and curriculum in education, health education, business, ministry and religious education are housed in the IMRC.

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 stock, and glue.

Media collection/viewing facilities

The library's media collection is housed in the IMRC, along with multimedia viewing equipment and facilities.

Recording Facilities

Furnished with computers, a 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 and /or video.

IMRC Computer Laboratory

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

Writing Center

The Writing Center provides free peer tutoring for students or faculty seeking support for academic writing. The center is staffed by selected graduate students who are skilled and trained in writing, referencing, formatting, and computer skills for research. 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.

Ellen G. White Estate Branch Office

The Ellen G. White Estate Branch Office promotes documentary research on the history, theology and mission of the Seventh-day Adventist Church. The collection includes all the writings of Ellen G. White, as well as works and studies related to Ellen White. It also holds other 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 of 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 Asian Adventist institutions and organizations, and individuals who worked in Asia.

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 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.

- To promote the AIIAS research agenda through faculty research funding.

- To hold seminars and workshops for professional and research skill development targeting both internal and external groups.

- To serve as a regional resource center for research instrumentation, including instrument development and validation for the Asia-Pacific context.

- To coordinate research collaborations between AIIAS and external institutions within Asia Pacific region.

Ethics Review Board

The AIIAS Ethics Review Board (ERB) provides an independent check to all research studies that involve human subjects to ensure that principles of ethical research are observed by faculty and students engaged in research at all stages of the research process. Such principles include but are not limited to non-maleficence and beneficence, informed consent, confidentiality and protection of data, and academic integrity.

Asian Qualitative Research Association

The mission of the Asian Qualitative Research Association (AQRA) is to promote qualitative research and to develop qualitative researchers. It aims to be the leading qualitative research association in Asia, serving this region and beyond. The objectives of AQRA are:

- To set high standards of professional and ethical qualitative research.
- To continually develop the research skills of its members through seminars, workshops, and conferences.
- To provide a platform for faculty and students to interact on the topic of qualitative research.
- To provide research grants for the conduct of qualitative research studies; and
- To promote dissemination of qualitative research through assistance in scholarly publication.

AQRA is guided by three core values—service, empowerment, and quality. It aims specifically

- To touch lives by serving others in the spirit of love and compassion,
- To enable others to act upon their potential as a scholar and as a person, and
- To live by the principles of excellence.

AQRA was initiated in 2015 by three AIIAS faculty members and AIIAS faculty continue to compose its leadership team. At the time of publication, its members represented 383 different institutions, from 40 countries.

Information and Communications Technology

AIIAS recognizes the importance of technology to support learning and achieve quality education. The administration is fully committed to maintaining strong information systems to support the research and communication needs of students and faculty. This commitment is demonstrated by subscribing to a high-speed Internet connection and the employment of full-time IT 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. These systems allow for continuous service. Campus servers are housed and protected in accordance with current technology to allow maximum uptime.

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 wireless internet access. For AIIAS residents, three basic services are provided, via a "triple-play" solution, offering wireless and wired network connection (AIIAS and Internet), as well as campus TV and telephone services (local, national, international).

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 website: 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, theoretical papers, and critical book reviews from a Christian perspective. Published twice yearly, the journal is available in both hard copy and soft copy (visit internationalforum.aiias.edu). The journal is indexed with several platforms such as GoogleScholar, OJS, Public Knowledge Project, Bibliothekssystem Unversitat Hamburg, Global Impact Factor, and Elektronische Zeitschriftenbibliothek Universitatsbibliothek Refensburg.

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 are 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, generally in the Amphitheater. The last Monday of the month, chapel meetings are by schools and are held in the buildings of the Seminary and the Graduate School. Chapel is an integral part of campus life. These meetings are provided to give faculty and students an opportunity to grow closer to God and to each other, and to benefit from special presentations of cross-disciplinary interest. Attendance by all students, including English Center students, and faculty is encouraged.

Worship Services

Our worship services are as diverse as our community. 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. These services cater to different spiritual needs and preferences, offering a unique spiritual experience for each participant. A week of prayer is scheduled twice a year and a mission emphasis week is scheduled once a year. We encourage all students to participate in these services, each offering a unique spiritual experience.

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; engaging in consultancy with businesses; designing and sourcing 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 allows 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) is the heart of our campus community, playing a key role in promoting unity in diversity and fostering fellowship. All AIIAS students are members of the AIIAS Student Association, a platform that plans various activities and events throughout the year. In addition, student-led groups further enrich our community, organizing activities, for educational, cultural, fellowship, and entertainment purposes. All these groups are accountable to the Student Services Office, ensuring a vibrant and responsible student life on campus.

Health Services for Students and Dependents

The AIIAS Health Clinic operates on campus. It is located in the single staff housing, across the main road from the administration building. Clinic hours are 8:00 a.m. to 12:00 noon and 1:00-5:00 p.m., Monday to Thursday, and Friday from 8:00 a.m. to 12:00 noon only. A full-time nurse is staffed at the clinic. The doctor is at the clinic on a part-time basis. Services include medical consultation and examination, initial care for emergencies, minor surgical procedures, health supervision, and preventive care, including vaccinations. 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 hospitals including De La Salle University Hospital, a tertiary hospital with complete facilities and specialized service, about 12 kilometers from AIIAS campus. The Silang Specialists Medical Center, another tertiary hospital, is located at the Silang Bypass, about 4 kilometers from AIIAS campus. The Adventist Medical Center Manila, 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 Residences

Some furnished and unfurnished residences for AIIAS student families or single students are provided on the AIIAS campus and in the annex apartments across the street from the AIIAS campus. The Student Housing Committee assigns residences on campus and in the annex 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 Financial Information, p. 55 for deposits and rent). Living in AIIAS accommodation is a privilege, not a right. Before occupying the apartment, the student must sign and submit the housing contract and student residence payment agreement 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 Student Handbook which is available from the Student Services Office, or www.aiias.edu/student-handbook.

Recreational Facilities

Several facilities are available on campus for sports and recreation. The gymnasium is available for AIIAS student use on Sunday, Tuesday, Thursday, and Saturday, from 6:00-10:00 p.m. Other hours are designated for students of the AIIAS Academy. Three areas with playground equipment are located at strategic points on campus, including a site close to the residences for married students.

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 offer a comfortable environment for students to eat together, 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 on Sundays, Wednesdays, and Fridays. A small AIIAS canteen between towers E and F offers a surprisingly good selection of 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

AIIAS Academy is an international school that offers grades K-12 on the AIIAS campus to benefit the children of faculty, staff, and graduate students. School-age children who do not speak 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 May. All international students who are not covered by an AIIAS scholar 47(a)2 visa must secure a Special Study Permit (SSP).

Scholarships

AIIAS has several scholarship programs, providing both full and half scholarships for worthy students, with differing criteria for eligibility. In particular, AIIAS 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 AIIAS Master's Awards Scholarship (for Graduate School and Seminary two-year non-thesis MA programs). The Presidential Scholarship is managed at the discretion of the AIIAS president.

Most (but not all) scholarships require the student to have completed at least 12 credits, or one semester of residency taking core courses, toward an AIIAS degree for consideration. Students must maintain a CGPA of 3.00 or 3.50 depending on the program of study. Applications are invited each semester and intersemester. Application forms stating eligibility criteria are available from the Student Services Office.

Visa Information

All international students must obtain a 47(a)2 Scholar Visa to study at AIIAS. However, since applying for it before arrival is expensive and 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 can be obtained from the Philippine Embassy in the student's country of origin or residence. After arrival, the Student Services Office will can assist with the status change from the 9(a) Visitor's Visa to the 47(a)2 Scholar Visa. For this reason, admission to AIIAS must be completed prior arrival. Please do not travel to AIIAS if you have not been officially admitted to study. When purchasing air tickets to come to the Philippines, students should note that the government requires an onward or round-trip ticket. 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/student-handbook.

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 study on the campus, online or at Extension Sites should contact the Admissions and Records Office. The starting dates for most degree programs are at very specific times in the year only. 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 the Extension Site or online should send application materials at least 3 months in advance. (See the sections on Cohorts and Extension Sites, p. 61, and Online Learning, p. 66).

The deadline for accepting students for study at AIIAS campus is one month before registration (see the Academic Calendar, p. 272, 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 an 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, p. 55).

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:

Admissions Information

Office of Admissions and Records

Street Address: Aguinaldo Highway, Km 45.5, Lalaan I, Silang, Cavite, Philippines	Phone: +63 (46) 414-4318 Phone (Online): +63 (46) 414-4365 Phone (Cohort & Extension Sites): +63 (46) 414-4317
Postal Address: AIIAS Lalaan I, Silang, Cavite 4118, Philippines	http://aiias.edu/admissions admissions@aiias.edu

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 via email with photo attached, and payment of the non-refundable application fee using online payment or wire transfer.

   b) Official transcripts must be mailed 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) A scanned copy of college/university diploma(s) (with a certified translation if not in English).

   d) One digital photo in jpeg or two passport-size (2" x 2") photographs if submitted personally.

   e) Passport bio-page copy or copy of Birth Certificate (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. Some Seminary programs require three graduation evaluation forms. The individuals should complete the forms and email/post 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. Forms will be provided as necessary. 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 student residence rental/maintenance deposits are required of all self-sponsored students before their arrival (See Financial Information, p. 55). A sponsored student should request the sponsoring organization to complete the sponsorship authorization form and email 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 official document(s) 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 must be submitted prior to admission (see Admission Requirements, p. 29).

7. 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 receive notification from the Admissions and Records Office (see Admissions Classifications, p. 32).

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 check sheet 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 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.

Admission Requirements

The requirements 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 to complete of their prerequisites before finishing registration (see Registration, p. 35).

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 academic advisor, 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 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 a 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 the doctoral or academic master's programs, who receive a minimum English Placement Test score of 80 (78 for professional master's program) will have passed the English proficiency requirement for AIIAS.

English Requirements for Cohorts and Extension Sites

Certain Cohorts and Extension Sites are designated to provide a translation of lectures. (See Cohorts and Extension Sites, p. 61). At these sites, the same standards of English proficiency are not mandatory. Translated programs are indicated on the AIIAS transcript.

Alternative Assessment

An alternative assessment of English proficiency may be permitted through the Graduate School and Seminary as part of a comprehensive evaluation of the applicant and in compliance with the policies of their respective school. The final decision of a program's recommended waiver would rest with ASAC.

Admissions Classifications

Students wishing to take classes at AIIAS are classified into one of the following categories (see Academic Status, p. 45). 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 and prerequisites for his/her respective program of study 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 Academic Status, p. 45).

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 academic advisor or 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 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).

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 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 academic advisor or 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 academic advisors or 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 academic advisor or 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 academic advisor or 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 Extension Site students may contact their Extension Site coordinator or the AIIAS Admissions Office 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 academic advisor or 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 the hold, and clearance procedure. The IUTUS system allows each student to view any pending holds, as well as the reason(s) and the 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. 55).

Students are encouraged to consult with their academic advisors or 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, p. 272, 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, p. 272), 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/concentration/specialization or the addition of a new emphasis/concentration to a student's degree program must be processed through the student's academic advisor or program director, the appropriate program/department committee, and ASAC, and payment must be made of the corresponding fee (see Financial Information, p, 55). Forms are provided by the Admissions and Records Office. Sponsored students must obtain written permission from their sponsor for any change in their program. 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 Other Grade Designations, p. 44, and Refund Policy, p. 57). 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, they may register under non-degree or non-credit enrollment as applicable.

Concurrent enrollment in more than one AIIAS program may be allowed but only 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 registration. 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 Maintaining Registration for Research Students, p. 57, in the Financial Information section.

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.

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.). Beyond 15 months of absence/non-enrollment, the student becomes inactive and thus requires readmission if the student wants to continue. LOA does not require readmission.

Part-Time Research Students

Part-time (i.e., full-time employed) students registering for culminating project/thesis/dissertation shall pay a package fee for research writing (see Maintaining Registration for Research Students, p. 57, in the Financial Information section) that is paid per year upon registration at the beginning of a semester. Such registration is on an individual basis and shall be valid for one year (12 months) with automatic reenrollment by the Records Office but with no further tuition to be paid for the research writing for the rest of the year. A part-time student could include Registration someone from any modality, but the person must be employed full time. Should a student no longer be

employed full time then the tuition and fees for research writing would change to that of regular full-time students. This annual registration provides part-time students access to all academic services and advising and maintains student status.

Academic Credit

Semester Hour Unit

The unit for expressing academic credit for AIIAS programs is the semester hour. Each semester hour unit 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 Credit by Transfer, p. 40).
3. Challenge the course according to policy (see Challenge Exams, p. 41).

Normal Academic 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 and 6 units in intersemester but in professional master's programs, up to 15 units is normal during a regular semester if the student's GPA meets the program's requirements. Requests for overloads shall be channeled through the academic advisor or department chair.

The study load includes the total number of units enrolled whether part of the program or not (including audit classes) or whether taken for credit at AIIAS or by cross enrollment in another institution. 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. The department/program committee may approve 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 professional master's programs (9 units in an intersemester) in the

Seminary. 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 (relevant course outlines or syllabi may be required).
- The grade earned 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 is 25% of the program, which 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 reduced by 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 towards the completion of a former degree which is equivalent to a required course offered by AIIAS in the student's current degree program. The student may request ASAC through the academic advisor or department chair to waive the particular course requirement. The student must furnish a course description and, if requested, a course outline of the completed 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 Exams

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 faculty members and the grade will be recorded into the academic system as satisfactory (S) or unsatisfactory (U). No more than 25% of a program's requirements may be granted for challenge and transfer credits combined.

Updating of Academic Credits

A student with outdated academic credits taken at AIIAS may request to update the credits through their program/department. If approved, 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 may consider and recommend the request to ASAC for approval, including the requirements to be completed. Since Seminary degrees have specific timelines, there will be no updating of courses for the Theological Seminary.

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. Courses such as Research Methods, Statistics, and Information Systems subjects 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. While the general validity of credits is 10 years, some programs have a shorter maximum time for completion. Consult the program director for further information.

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 students and the Admissions and Records Office before beginning the course or workshop (see Financial Information, p. 55, for cost).

Records and Transcripts

A private and confidential academic record is kept for each student in the Admissions and Records Office. Upon submission of the Request for AIIAS Official Transcript of Records form (https://www.aiias.edu/admissions/download-admission-forms/), 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. 55). 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 meeting the requirements for any degree or certificate.	0.00

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

Calculation of Cumulative GPA

The cumulative GPA for an AIIAS degree is computed from **all** courses taken at AIIAS that are required for a degree (except any failed course which was repeated), as well as **any** electives or other courses **potentially** applicable to the degree. Any AIIAS credits transferred to fulfill requirements for a second AIIAS degree (see Credit by Transfer, p. 40) 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 AIIAS. 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. In the case of a failed elective course, that course remains on the transcript and is included in the GPA if another elective is taken (see Calculation of Cumulative GPA, p. 43).

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 an Audit 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. 37). 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 AIIAS-sponsored visa, and an audit does not count toward this total for visa purposes.

DG - Deferred Grade. A DG is intended for courses that, *by their nature* require more than one semester to complete. Thesis/dissertation credits, seminar courses, and those taken in work-embedded or In-Ministry programs or at Extension Sites typically fall into this category.

DG is generally assigned to an entire course (designated by the department) and may not be assigned to an individual student by a teacher without special permission. A deferred grade shall not be substituted for an incomplete grade.

A DG assigned at the end of the semester will show in the student's record until the final grade is given. Deferred grades don't require a contract. However, the course syllabus 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. Except for projects, theses, or dissertations, 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.

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 has been made in calculating or recording the grade, or (2) the teacher 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. 47).

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 up to 15% of the required program units but not to exceed 12 credits. Courses taken under this provision must be approved by the program/department, and will be included in the GPA. They cannot be changed to become additional courses.

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 all academic advising functions. A student eligible for candidacy status must remain registered each semester until the dissertation is completed (see) 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 every 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 international copyright law or licensing agreements—including downloading, uploading, scanning, copying, distributing, or possessing unauthorized copyright material (e.g., books, images, software, etc.) beyond the accepted fair use.
4. Using speech, text, or media to deceive or defraud.
5. Presenting another person's work as one's own (including writing a paper for someone else).
6. Accessing copies of an 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 ethical conduct. 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 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 a warning, denial of admission, a reduced or failing grade for an assignment or a course, or even suspension or dismissal from the institution.

Plagiarism is considered a serious breach of academic integrity. AIIAS 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 shall be carefully demonstrated by faculty, staff, and students.

Graduation

Applicable Bulletin

A 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 two different bulletins. When a bulletin is chosen, it is used in its entirety to determine the requirements for completion of the degree.

Application to Graduate

It is the responsibility of the student to apply for graduation. This application for graduation should be filed one month prior to the graduation ceremony (see 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, AIIAS 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 Use of Academic Regalia, p. 49). 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 again, even if the graduation takes place in a later 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 a party to the Apostille Convention (https://www.apostilleonline.ph/). It is important that official documents, to be recognized and used abroad, be authenticated with an internationally accepted Apostille, or in the case of a country not party to the Apostille Convention, legalization. AIIAS facilitates the process for authenticating the student's diploma and transcript of records as follows:

1. Student requests an endorsement letter from the Admissions and Records office to be submitted with the documents to the Region IV CHED (Commission on Higher Education) office in Lipa City, Batangas for the 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 Apostille.
3. AIIAS Liaison Officer collects the documents issued by DFA. Documents Apostilled by DFA are recognized in other countries that are also party to the Apostille Convention.
4. For countries that are not party to the Apostille Convention, the Apostilled documents must, in addition, be submitted by the student to their respective Embassy or Consulate for legalization or authentication, 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), photocopy of passport, and payment of the authentication fee.

Use of Academic Regalia

The AIIAS academic regalia represent 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 should be ordered and will be charged when a student applies for graduation but will not be issued until all requirements for graduation have been met.

Appropriate use of AIIAS 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 shall only be worn by an AIIAS graduate or a student approved for graduation. Friends, children, family members, or others who have not earned the right to wear the regalia shall not be allowed to put it on or be photographed in the regalia.
3. All AIIAS graduating students shall wear the AIIAS-issued regalia during graduation exercises.

Rental 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 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 August to December and January to May, with a nine-week intersemester term from June to July.

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. 37).

Free Class for Unsponsored Spouse of Full-Time AIIAS Student

The unsponsored 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 independent work.

The spouse taking advantage of this privilege must register through the Admissions and Records Office. Note that to qualify for the free class privilege, a *full-time student* is defined as one who is registered for the required Minimum Load (see).

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 to the program director. 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 AIIAS programs, the student may be able to take courses in the form of a Directed Study, Directed Readings, or Directed Research. AIIAS programs generally limit the number of directed courses allowed per degree. 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 may only be granted if a regular teacher of the course is available, and it constitutes part of the student's program requirements. No directed courses will be granted to students unattached to a degree program.

Registration for a directed course requires approval by the student's department and the department offering the course upon the recommendation of the program director and shall not be finalized without the completion of a signed learning contract (in triplicate). The learning contract shall require a minimum of three (3) teacher-student conferences. The Directed Study Contract form is available from the Admissions and Records Office. It is the student's responsibility to get departmental (GS) or program committee (Seminary) approval for directed courses, 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 (i.e., MA-CM or MDiv) 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. Directed courses not completed by the date stated in the contract will receive a grade of U or F.

The following additional stipulations shall apply only to students requesting a Directed Study:

- A student may not use the directed study option in place of core requirements without the specific approval of the department or program committee and ASAC.
- No directed study will be allowed for language courses.
- The privilege will not be granted to students on scholastic probation or for a course that is being taught in the same semester.
- Except as specified by a student's program, a directed study should only be taken when no other suitable courses are offered for, they are more demanding on resources and may have a higher tuition rate. This means Extension Site/Cohort/Online students may only take a course as a directed study if they miss the course on schedule, get an unacceptable grade, or need a prerequisite course. It may not be taken as a directed study if the course is scheduled to be offered in the future in the student's modality.
- For non-resident students, directed study shall be limited to those courses for which existing online modules can be used. The alternatives are to take the course as scheduled on campus, online, or at another institution and transfer the credits to their program at AIIAS.
- A student may take no more than two (2) directed study courses in their program.
- The normal duration of the directed study shall be 8 to 16 weeks.
- The directed study shall have a proctored final assessment.
- A course outline (syllabus) shall be used for each directed study.
- The letter grade system shall be used if the course is repeated due to the student obtaining an unacceptable grade on the first attempt.

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 Graduate School uses APA (American Psychological Association) style. In the Seminary students with a concentration in Biblical Studies or Theological-Historical Studies use SBL style; Applied Theology Studies usually use APA style. The differences in style conform to different

standards of publication in the areas of religion and the behavioral/social sciences. Thesis, dissertations, or projects are usually written using a bibliographic referencing software. AIIAS supports students with a campus-wide license of Citavi reference management software, as well as training seminars and assistance. The *Graduate School Writing and Research Manual* is available to assist empirical research students with the basic AIIAS policies and procedures for research, as well as to introduce students to APA style. The electronic version of the manual is available from https://www.aiias.edu/research-manual, 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 usually 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 (see Credit by Transfer, p. 40, 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 additional 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 Proficiency, 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, and 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 their best interest in mind. Please check the academic bulletin on the web site for updates to academic policies and procedures (aiias.edu/academic-bulletin).

Financial Information

Information in the financial section deals primarily with costs for students on the main campus. 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 1 USD = P55.45, but this is subject to market fluctuations.

The financial information in this section is indicative, and subject to change. Please visit https://www.aiias.edu/admissions/tuition-and-fees/ for detailed current information. Those wishing to receive a printed copy may contact the AIIAS 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.

Sample Budget

	Single	Married
School Fees – 30 credits		
Tuition (Master's)	2,530	2,530
Tuition (PhD/EdS/DMin/MTh)	3,628	3,628
Tuition (PhD Business)	3,818	3,818
General Fees (Per Academic Year)	900	900
Included: Registration fees, Library fees, Medical fees,		
School fees, Student Association fee, Information		
Technology fee, Forum, & Software.		
Textbooks	600	600
Living Expenses		
Student Residence rental		
Furnished	1,737	5,337
Unfurnished	1,160	2,870
Utilities	433	960
Food and Miscellaneous	1,680	4,800
Total yearly estimate (MA)	7,880	14,832
Total yearly estimate (PhD)	8,978	15,930
Total yearly estimate (PhD Business)	9,168	16,120

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 https://www.aiias.edu/admissions/tuition-and-fees/

Financial Information

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.

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		
Self-sponsored applicant	USD	650
Each accompanying family member	USD	300

Online Classes for Campus or Extension Site Students

On-campus and Extension Site students may be allowed to take an online course on a space available basis. Such students will be charged tuition and required fees for an on-campus course 25% additional fee. However, students who are taking online classes as a requirement based on their academic adviser's advice will be exempted on paying the additional 25%.

Books and Supplies

The cost of textbooks and supplies varies but is about USD 600 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.

Maintaining Registration for Research Students

Students in the research/writing phase of their program (who have registered for research writing units or are eligible for candidacy) are required to maintain continuous enrollment until their research is completed unless they have an approved Leave of Absence. Upon registration each semester and intersemester, research students are charged a package fee. 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.

For a part-time (i.e., full-time employed) research student the package fee may be paid per year upon registration at the beginning of a semester. Such registration is on an individual basis and shall be valid for one year (12 months) with automatic reenrollment by the Records Office but with no further tuition having to be paid for the research writing for the rest of the year. A part-time student could include someone from any modality but the person must be employed full-time. Unless otherwise specified in a Memorandum of Understanding, the package fee is calculated as follows:

1. Research writing package tuition for a part-time PhD, DMin, or DMiss/DIS student is equivalent to the tuition and fees of a full-time on-campus dissertation student for a regular semester.
2. Research writing package tuition for a part-time MA, EdS, MBA, MPH, or MAR student is equivalent to the tuition and fees of a full-time on-campus thesis student for a regular semester.
3. Culminating project package tuition for a part-time MA, MSA, MBA, or MPH student is equivalent to the tuition and fees of a full-time on-campus project student for a regular semester.

Should a student no longer be employed full-time then the tuition and fees for research writing would change to that of regular full-time students.

Refund Policy

Tuition and fees, as applicable, are charged for all courses taken during a semester. Tuition refunds for dropping 3-unit 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

Note: The number of hours will be prorated for classes with other unit 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 https://www.aiias.edu/admissions/tuition-and-fees/

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 https://www.aiias.edu/admissions/tuition-and-fees/

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. All student residence occupants must place a key deposit. There will also be a cleaning fee for all occupants moving out of the apartment, see https://www.aiias.edu/admissions/tuition-and-fees/

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.

Cohort students coming to the main campus may rent student housing at a fixed cost per student per month, including utilities.

Non-Enrolled Resident Campus Service Fee

As a rule, student must be enrolled to reside on campus. However, in exceptional cases where students are unable to enroll but still wish to reside in the apartments, they must inform the Student Services Office of the reason for their non-enrollment. In such instances, students who are not enrolled will be charged the "Non-Enrolled Resident Campus Service Fee" until they are re-registered. This fee, determined annually by the Finance Committee and published on the website, covers the use of AIIAS facilities and campus-wide internet access, which are typically included in tuition and fees. The amount can be found online at https://www.aiias.edu/admissions/tuition-and-fees/

Financial Assistance

Certain funds provided by alumni and friends of AIIAS are available to help students who might not otherwise be able to fully finance their education. Such funds include scholarships for worthy students, with differing criteria for eligibility (see Scholarships, p. 25). Applications are invited from self-supporting, needy students before each semester or intersemester. For information on application dates and eligibility, contact the Student Services Office.

Cohorts and Extension Sites

The AIIAS central campus is located in Lalaan I, Silang, Cavite, Philippines, about 45 km south of Manila. AIIAS Extension Sites are located strategically around the world. Some programs are taught intensively in short campus sessions, and some degree programs are available entirely online. Students can take advantage of more than one modality to complete their degree.

History

Even before AIIAS came into existence as an entity in 1986, 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. More recently, Cohort programs started on the AIIAS campus. This is where cohorts of students attend intensive classes for several weeks each year.

Modality Definitions

Extension Sites are normally programs offered at other Adventist educational institutions or Union/Conference offices where AIIAS provides several courses per year in short, intensive face-to-face sessions. These are based on a signed MOU with AIIAS (see below).

Cohorts operate in the same way, except that the sessions take place on the AIIAS campus. Each course in these modalities is normally taught during a 2-3-week intensive period of time. Cohorts and Extension Sites operate from 6 to 9 weeks a year in their given location and may include pre- and post-work or assignments. Students entering a Cohort or Extension Site program will normally complete a master's program in 4-6 years. Degree programs for Cohorts or at Extension Sites are frequently restricted to a single entry point at the beginning of the program. For each Cohort or Extension Site, AIIAS is represented by a local coordinator. This coordinator is normally a faculty member of the institution where the Extension Site operates, or an officer or departmental director of that Union, or a person appointed by the entity with which AIIAS has a Memorandum of Understanding for offering the Cohort or Extension Site. 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.

Modalities of AIIAS Programs

All of the Graduate School programs and most of the programs in the Seminary may be taken at the main campus on a year-round basis. The Master of Arts in Ministry (MA-Min) and the Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS) programs are only offered in short, intensive yearly Cohort sessions on the main campus. Many of the other degree programs are also offered in short, intensive yearly sessions, both on the main campus as Cohorts, and at Extension Sites. Many other programs are offered as online degrees through AIIAS Online. The table below summarizes the modalities currently available for the different AIIAS degrees.

Summary of AIIAS Offerings

Graduate School	On Campus Year-Round	Extension	Cohort	Online
Graduate Certificate in Business	√			√
Master of Science in Administration	√			√
Master of Business Administration	√		√	√
Doctor of Philosophy in Business	√	√		
Graduate Certificate in Education/Teaching	√			√
Graduate Certificate in TESOL	√			
Master of Arts in Education	√		√	√
Education Specialist	√			
Doctor of Philosophy in Education	√		√	√
Graduate Certificate in Public Health	√			√
Master of Public Health	√	√		√
Seminary				
Graduate Certificate in Ministry	√			√
Master of Arts in Church Ministry	√	√		√
Master of Divinity	√		√	√
Master of Arts in Ministry	√		√	
Doctor of Ministry			√	
Doctor of Missiology/Intercultural Studies			√	
Master of Arts in Religion	√			
Master of Theology	√			
Doctor of Philosophy in Religion	√			

Establishing a Program

All programs, including those offered as Cohorts or through Extension Sites, are administered by the pertinent committees of their respective school at AIIAS. 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 Cohort and Extension Site students and maintains their academic records, just as for all other students on campus. All financial matters are administered by the Office of the Vice President for Finance.

Certain steps and procedures are followed when establishing a Cohort or Extension Site program. Anyone interested in establishing a Cohort or Extension Site should address their questions to the respective school. Students interested in applying for a Cohort or Extension Site program should contact the local Cohort or Extension Site coordinator.

The establishment of a new Cohort or Extension Site 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 Extension Site 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. This process may take up to 6 or even 9 months to be completed. The process for Cohorts is much shorter.

Application

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 local Cohort or Extension Site coordinator will assist new students in their application to the Cohort or Extension Site programs and will submit to the Admissions and Records Office the application materials for all applicants preferably at least 3 months prior to the beginning of the first course. All necessary application forms are available online at https://www.aiias.edu/admissions/download-admission-forms/ or from the Office of Admissions and Records.

While the Cohort or Extension Site coordinator facilitates the applications of students, AIIAS reserves the right to admit students based on the requirements outlined in the bulletin. Selection of new sponsored students for study at a Cohort or Extension Site 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 Cohort or Extension Site coordinator with a copy to the appropriate AIIAS dean and Admissions and Records (Extension Site) 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 Cohort or Extension Site 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 Extension Site, come to the main campus or take online courses (with additional financial arrangement) to complete the program requirements. A reservation for accommodation must be submitted if a student is planning to come to AIIAS campus for a class.

English Requirements for Cohorts and Extension Sites

English requirements for Cohort and Extension Site 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 Extension Site 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 Extension Site 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 Extension Site 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 Extension Site program. However, the requirements for such a translated Cohort or Extension Site 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 Extension Site 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, p. 30).

Other Requirements

The student is responsible for reading the requirements for entering the program of choice in the bulletin (available online at aiias.edu/academic-bulletin), 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 Cohort or Extension Site coordinator. Registration and Records information is provided through IUTUS (https://iutus2.aiias.edu/login).

Financial Information

The Cohort or Extension Site financial arrangements including student expenses are included in the Memorandum of Understanding of each host institution. Local coordinators will communicate these arrangements with the students.

Contact Information

Further information is available from the Admissions & Records (Cohort and Extension Site) Office (extension@aiias.edu)

AIIAS Online

In an attempt to widen the reach of quality Adventist education, some graduate degrees at AIIAS are also offered online through a 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 breaks, 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 provide quality graduate Christian education through flexible, interactive, 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

Graduate degrees currently being offered online include:

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

Graduate certificates are also offered in Education, Business, Ministry, and Public Health for those who want to take a shorter graduate-level program. Online courses can also be taken by professionals to fulfill continuing education needs or by anyone who is qualified for graduate education.

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, videoconferencing, and team-based projects—that facilitate frequent student-teacher and student-student interaction.

Flexible weekly modules. Online learning at AIIAS is generally asynchronous, making access to classes more flexible. 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. Real-time class meetings, through video conferences, are arranged at least four times (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, the 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 the 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 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. Proctored online examinations are administered by the student support staff to ensure the credibility and integrity of the online students. 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 Southeast Asia (ATESEA), and the Adventist Accrediting Association (AAA) of Maryland, USA, and an active member of the Philippine eLearning Society (PeLS). (See Recognition, Accreditation, and Membership, p. 16).

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@aiias.edu). The same application procedures used for on-campus programs apply to online programs, except for housing and financial requirements (see Application Procedure, p. 27).

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 Admission Requirements, p. 29). 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 an 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 administrative evaluation 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 (online.aiias.edu). On-campus and Extension Site students may have different online tuition rates.

Financial assistance. Students who want to receive discounts on tuition fees may avail of group tuition rates, recruitment incentives, and scholarships. Group tuition rates are available for all new applicants who enroll as a group of not less than three (3) students throughout the duration of their study. Recruitment incentives are given to those who bring new students to AIIAS. Scholarships are also available for applicants and current students who undergo a selection process (see Financial Assistance, p. 59).

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 online.aiias.edu (e-mail: online@aiias.edu).

Graduate School

Graduate School Personnel

Dean	Kenneth Swansi, PhD
Associate Dean	Leni Casimiro, PhD
Faculty	Faculty are listed by department, and adjunct faculty are at the end of the bulletin.

Staff

Catherin Celis	Department Resource Assistant for Business and Public Health
Ronelda Ejercitado	Department Resource Assistant for Education
Melchie Modillas	Administrative Assistant to the Dean
Donie Ver Medalla	Associate Editor

Contact Information

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Public Health	+63(46) 414 4385	publichealth@aiias.edu
International Forum	+63(46) 414 4375	internationalforum@aiias.edu
Research Conference		iconference@aiias.edu

Mission

To develop academic and professional leaders who excel in spirituality, scholarship, and service in the fields of Business, Education, and Public Health, in an international context.

Vision

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

Graduate School Competencies

Upon completion of their degree programs, graduates will:

1. **Spirituality** - Model the Character of Christ through effective integration of faith, learning, and life.

2. **Scholarship** - Demonstrate skills in research, publication, and generating knowledge.

3. **Service** - Serve God and society with high integrity, professionalism and spiritual maturity.

4. **Leadership** - Provide effective, biblically grounded leadership with commitment to excellence.

5. **Thinking** - Be critical creative thinkers who will serve as catalysts for needed change in their community and in the world.

6. **Communication** - Promote inclusiveness through effective communication and collaboration.

7. **Global Perspective** - Address issues from a world perspective, yet appropriate to the context of their culture.

Programs Offered

The following degree and certificate programs are offered with possible specializations, or emphases as indicated:

Master of Arts in Education (MA) with emphasis
Curriculum and Instruction
Educational Administration
Teaching English to Speakers of Other Languages (TESOL)

Master of Business Administration (MBA) with emphasis
Management
Finance
Accounting
Information Technology
Customized

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

Master of Public Health (MPH) with emphasis
Health Ministry
Health Promotion
Nutrition

Education Specialist (EdS) with specialization
Curriculum and Instruction
Educational Administration

Doctor of Philosophy (PhD) in Business with specialization
Management
Finance
Human Resource Management
Accounting
Marketing

Doctor of Philosophy (PhD) in Education with specialization
Curriculum and Instruction
Educational Administration

Graduate Certificates
Graduate Certificate in Business
Graduate Certificate in Education/Graduate Certificate in Teaching
Graduate Certificate in Public Health
Graduate Certificate in TESOL

Entry Competencies

All students in the Graduate School are expected to be proficient in basic computer literacy, math, and standard English writing 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.

Service learning includes a philosophy of education, and for Christian schools, a theological base that reflects the assumption that education must be linked to societal and civic engagement in order to be meaningful and wholistic. Therefore, classroom theory must find application avenues in addressing societal problems for learning to be complete. We draw inspiration from Micah 6:8 [NASB]. "He has told you, mortal one, what is good; and what does the Lord require of you but to do justice, to love kindness, and to walk humbly with your God?"

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 Business, 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 academic advisor.

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 faculty member 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 the running list of activities, comments/signatures and time spent, and an electronic portfolio. The e-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 sent to the academic advisor, who will present it to the department and department chair to record the completion of the activity. Once it is approved, the academic advisor may enter the completion into the academic record system.

Comprehensive Examinations

All programs in the Graduate School have a comprehensive examination as a degree requirement. 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 that 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, MBA, MSA, MPH, EdS, 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 format, length and procedures for different programs. Consult the department chair for more information.

All comprehensive examination questions are evaluated by a minimum of two faculty members, 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 academic advisor and 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 develop expertise in a specific area, to develop theory, and advance learning. The thesis/dissertation usually involves the collection and analysis of primary data and must demonstrate that the study appropriately contributes significant knowledge to the area of emphasis or specialization. While culminating projects are generally designed and supervised by departments, culminating theses and dissertations are school-wide initiatives, involving interdisciplinary teams.

The master's thesis is a potential culminating activity for some 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 academic advisor and department chair. The doctoral dissertation is the culminating activity of the PhD degree. The thesis/dissertation should be congruent with the area of specialization. Both the thesis and the dissertation are the products of a 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 thesis and the PhD dissertation adhere to the following procedural requirements, which are outlined below and described in more detail in the *Writing and Research Manual*.

1. **Topic and committee.** In consultation with the academic advisor, the student selects a topic for the research study and identifies potential committee members to serve as chair, member, and methodologist. The thesis committee is typically composed of three

members of which at least two must be from the student's department. The committee is made up of the following:

a) Thesis Chair—Appointed by the department
b) Member
c) Methodologist

The dissertation (defense) committee is typically composed of five members of which at least two must be from the student's department. The committee is made up of the following:

a) Dissertation/Thesis Chair -- Appointed by the department
b) Member
c) Methodologist
d) External Examiner – Appointed by the Graduate School dean
e) Graduate School Dean – Presider

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 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 in most quantitative studies but can vary in qualitative or mixed methods studies.

Throughout this process the student must remain in close contact with members of the thesis/dissertation 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 student's research committee chair before the student is free to collect data.

b. **Data collection and analysis.** After the proposal approval, the student proceeds to collect and analyze the required data. The student may 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.

c. **Full report.** Excluding appendices, the complete report is typically 70 to 120 pages in length in the case of a 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 *Writing and Research 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.

d. **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 in front of 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 member of the defense committee 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 decision usually includes one of the following: Pass with no revision, Pass with revisions, Fail.

6. **Final copies.** If the work is pass with revisions, the student should work closely with the research committee chair on any changes specified by the defense committee. The document should then be submitted to the AIIAS 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 committee chair, 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. Together, five copies must be made of a thesis/dissertation. The student should discuss with the research committee chair how many copies need to be printed and how many can be sent in electronic format. This includes one copy for the committee chair. An electronic copy must also be submitted to the library. The student should immediately submit a copy of the signed approval sheet to the office of Admissions and Records. Only once the signed approval sheet is submitted can the thesis/dissertation be considered completed. For more detailed information on the research process, see the *Writing and Research Manual.*

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.

Ruhupatty, LeRoy, Department Chair, Associate Professor, PhD (2008, The University of Western Australia), 2017, Financial Accounting

Lumowa, David, Assistant Professor, PhD, (2020, Adventist International Institute of Advanced Studies), 2020, Finance

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

Nangoy, Natasha, Assistant Professor, PhD (2023, Adventist International Institute of Advanced Studies), 2023, Human Resource Management

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

Sigauke, Innocent, Assistant Professor, PhD (2019, Adventist International Institute of Advanced Studies), 2024, Marketing

Tuapin, Jasmin, Assistant Professor, PhD (2022, Adventist International Institute of Advanced Studies), 2021, Accounting

Programs Offered

Graduate Certificate in Business

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

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

Doctor of Philosophy (PhD) in Business with specialization in
Management
Finance
Human Resource Management
Accounting
Marketing

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

Graduate Certificate in Business

Academic Advisor: Raimond Luntungan
Academic Advisor: David Lumowa (Online Program)

The Graduate Certificate in Business program is designed to expand the knowledge and broaden the usefulness of business professionals. It is accredited by the Adventist Accrediting Association (AAA).

Admission Requirements

1. Hold a four-year baccalaureate degree or its equivalent.
2. Demonstrated English proficiency (see English Proficiency, p. 30).

Requirements

1. The Certificate requires 23 semester hours of coursework from the Business Department.
2. Complete the Service Learning requirement.

Curriculum

The curriculum of the Graduate Certificate in Business Administration is made up of 23 semester hours of coursework as explained below. To be awarded the certificate the student must satisfactorily meet the following requirements:

Program Structure		Credits
Core		14
Business Electives		9
	Total	**23**

Core	**14**
Complete the following courses:	
ACCT 501 Accounting for Managers	3
BUAD 691/791 Strategic Management	3
LEAD 610 Biblical Foundations of Leadership and Ethics	3
MGMT 502 Management	3
RESM 520 Academic Writing	2
Electives	**9**
Complete 9 credits in ACCT/BUAD/BUIT/ECON/FNCE/MGMT/MKTG	
Elective	3
Elective	3
Elective	3

MSA Master of Science in Administration

Academic Advisor: Raimond Luntungan
Academic Advisor: David Lumowa (Online Program)

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 in transitioning into management positions in their field. In recognition of this need AIIAS offers the Master of Science in Administration (MSA) with emphases in Church Administration and Management Studies. The program is accredited by the Adventist Accrediting Association (AAA). The Management Studies emphasis is also offered online.

Program Learning Outcomes and Professional Competencies

The goal of the MSA programs is to prepare organizational and institutional leaders who will enhance organizational performance in mostly not-for-profit settings. In order to fulfill this goal, the graduates of this program will have the following PLOs and competencies:

Learning Outcomes	Professional Competencies
1. Leadership & Governance	a. Exhibit visioning b. Show initiative c. Demonstrate interpersonal influence d. Empower others e. Use power bases appropriately f. Able to create and promote good governance g. Demonstrate understanding of good stewardship h. Map and manage stakeholders i. Manage change
2. Service Orientation	a. Exhibit caring b. Demonstrate social responsibility c. Contextualize theory to meet societal needs d. Collaborate with community
3. Decision-making	a. Critically accumulate and analyze data for problem-solving b. Generate and choose from creative alternative solutions c. Use of intuition and reason d. Assess the impact of decisions e. Apply decision theory and data analytical tools
4. Interpersonal and Communication Skills	a. Build and manage teams b. Communicate to motivate, inspire, and empower c. Share ideas and solutions effectively d. Demonstrate cultural awareness and respect e. Display interpersonal flexibility

Learning Outcomes	Professional Competencies
	f. Communicate virtually
	g. Develop and maximize network for value creation

Learning Outcomes	Professional Competencies *(continued)*
5. Strategic Agility	a. Display awareness of the environment
	b. Develop learning skills
	c. Demonstrate future orientation
	d. Demonstrate innovation and strategic risk taking
	e. Manage quality
	f. Capable of quick strategic adaptation
	g. Exhibit market-driven mindset
6. Technical Knowledge	**Emphasis**
	Management
	a. Manage project for value creation
	b. Operate efficiently and effectively
	c. Manage human resources creatively
	d. Use financial reports for financial management
	e. Conduct research in management
	Church Administration
	a. Internalize church mission
	b. Create church ministry strategy
	c. Demonstrate Leadership skills
	d. Use financial reports for financial management
	e. Conduct research in church administration
7. Professional Ethics	a. Develop sound ethical theory framework
	b. Apply ethical principles in decision-making
	c. Institute professional code of conduct
	d. Build values, beliefs, and priorities
	e. Promote corporate social responsibility [CSR]
	f. Create a climate of fairness, justice, and trust
	g. Demonstrate integrity
	h. Conduct impact analysis of decision

When to Begin

Students who plan to take the full-time MSA program on the main campus are advised to meet the required course sequences. The best time to start the MSA program is at the beginning of the first semester (August) or the beginning of the second semester (January) in order to avoid scheduling problems and delay in the completion of their program. All students should coordinate their arrival on campus with the Business Department (business@aiias.edu).

Admission Requirements

1. Hold a four-year baccalaureate degree or its equivalent with a minimum GPA of 3.00 (four-point scale).
2. Demonstrated English proficiency (see English Proficiency, p. 30).
3. If deemed necessary, undergo an interview.

Prerequisites

1. Three years of full-time work experience.

Requirements

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

1. Complete 38 credits of course work as identified in the MSA curriculum below.
2. Maintain a minimum cumulative GPA of 3.00.
3. Successfully pass the comprehensive examination.
4. Complete the Service Learning requirements.
5. Demonstrate the acquisition of the MSA PLOs and Professional Competencies by building and presenting an e-portfolio.

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:

Program Structure	Credits
Core	20
Elective from Business	3
Emphasis	9
Culminating	6
Total	**38**

Core	**20**
Complete the following **seven** courses:	
ACCT 501 Accounting for Managers	3
BUAD 691/791 Strategic Management	3
BUIT 660 Management Information Systems	3
LEAD 610 Biblical Foundations of Leadership and Ethics	3
MGMT 502 Management	3
MKTG 615 Marketing Management	3
RESM 520 Academic Writing	2
Elective	**3**
Elective from Business	3

Church Administration Emphasis	9
Complete the following **three** required courses:	
LEAD 630 Church Leadership and Administration	3
Electives from CHMN or LEAD	3
Electives from CHMN or LEAD	3
Management Emphasis	**9**
Complete **three** of the following courses:	
MGMT 612 Human Resource Management	3
MGMT 626 International Business Management	3
MGMT 610 Organizational Behavior and Communication	3
MGMT 624 Entrepreneurship	3
MGMT 676 Project Management	3
Culminating	**6**
RESM 610 Research Methods	3
BUAD 696 Research Project	3

Career Opportunities

Emphasis	Career Path		
	Entry Level Career	**Mid-Level Career**	**Senior Level Career**
Church Administration	- Accounts Officer - Office Executive - Finance Officer - Project Supervisor - Unit Manager	- Chief Accountant - Office Administrator - Treasurer - Executive Secretary - Project Manager	- Vice President - President
Management Studies	- Management Intern Supervisor - Works Manager - Office Executive - Admin. Assistant - Unit Managers	- Office Administrator - HR Manager - Marketing Manager - Project Manager	- General Manager - Managing Director - Chief Exec. Officer

MBA Master of Business Administration

Academic Advisor: Raimond Luntungan
Academic Advisor: David Lumowa (Online Program)

The MBA program, with emphases in Management, Finance, Accounting, 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 commercial, governmental, faith-based and social organizations in various managerial capacities. It is accredited by the Adventist Accrediting Association (AAA) and by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) at Level III. The main campus offers a full-time course of study, while Cohorts and Extension Sites offer scheduling for part-time students. An online MBA is also offered.

Program Learning Outcomes and Professional Competencies

The goal of the MBA program 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 program learning outcomes (PLOs) and professional competencies:

Program Learning Outcomes	Professional Competencies
1. Leadership & Governance	a. Exhibit visioning b. Show initiative c. Demonstrate interpersonal influence d. Empower others e. Use power bases appropriately f. Create and promote good governance g. Practice good stewardship h. Map & manage stakeholders i. Manage change
2. Service Orientation	a. Exhibit caring b. Look beyond business objectives c. Demonstrate social responsibility d. Discover and meet societal needs e. Collaborate with community f. Connect classroom theory to societal needs g. Improve the quality of life
3. Decision-making	a. Gather relevant information for problem-solving b. Analyze data using critical thinking c. Generate creative alternative solutions d. Choose from alternatives e. Apply decision theory, data analysis, and information technology to support decisions f. Use of intuition and reason g. Assess the impact of decisions

Master of Business Administration

Program Learning Outcomes	Professional Competencies
4. Interpersonal and Communication Skills	a. Build and manage teams b. Communicate to motivate, inspire, and empower c. Share ideas and solutions effectively d. Respect and manage cultural differences e. Demonstrate interpersonal flexibility f. Manage communication in the virtual environment h. Develop and maximize network for value creation
5. Strategic Agility	a. Display awareness of the environment b. Develop learning skills c. Demonstrate future orientation d. Innovate and take risk e. Manage quality f. Capable of quick strategic adaptation g. Exhibit market-driven mindset
6. Entrepreneurial Mind	a. Apply intelligent opportunism b. Create Agile business models c. Understand business drivers d. Operate businesses commercially e. Lead projects f. Build business plan
7. Technical Knowledge (Emphasis)	***Management*** a. Lead project for value creation b. Operate efficiently & effectively c. Manage human resources creatively d. Conduct management research ***Financial Management*** a. Manage organizational finances b. Plan and execute investment activities c. Conduct financial management research ***Accounting*** a. Manage risks strategically b. Analyze financial reports for decisions c. Conduct accounting research ***Information Technology*** a. Leverage the use of IT for value creation b. Use data analytics strategically c. Conduct IT research
8. Professional Ethics	a. Develop sound ethical theory framework b. Apply ethical principles in decision-making c. Institute professional code of conduct d. Build values, beliefs, & priorities e. Promote corporate social responsibility (CSR) f. Create a climate of fairness, justice, and trust g. Conduct impact analysis of decisions

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 that must be met. The best time to start the MBA program is at the beginning of the first semester (August) or the beginning of the second semester (January), 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 Business Department (business@aiias.edu)

Admission Requirements

1. Hold a four-year baccalaureate degree or its equivalent with a minimum GPA of 3.00 (four-point scale).
2. Demonstrated English proficiency (see English Proficiency, p. 30).
3. If deemed necessary, undergo an interview.

Prerequisites

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

Most students will meet these prerequisites by earning undergraduate credits in these 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.

The following courses are offered to meet the prerequisites mentioned above:

As graduate level self-study modules:

ACCT 501 Accounting for Managers	3
MGMT 502 Management	3
ECON 503 Economics	3

As a regular taught course:

RESM 615 Applied Statistical Methods I	3

These courses are designed to meet the prerequisites and cannot be applied towards the MBA degree.

Students must use current information technology such as word processors, spreadsheets, presentation software, and the Internet in their coursework. Proficiency in statistics 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.

Master of Business Administration

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 697 Internship (3 credits).
4. Students must complete a thesis or a project as the culminating phase of their MBA Program.
5. The MBA Thesis (academic) Track requires publication or acceptance for publication of at least one article in a refereed journal.
6. Successfully pass the comprehensive examination.
7. Complete the Service Learning (p. 75) requirement.
8. Demonstrate the acquisition of the MBA PLOs and Professional Competencies by building and presenting an e-portfolio.

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 Track	*Project Track*
Core	26	26
Emphasis	9	12
Culminating Phase	9	6
Research Methods	(3)	(3)
Thesis†	(6)	
Research Project†		(3)
Total	**44**	**44**

† The thesis (6 credits) and the research project (3 credits) must be in the area of emphasis

Core	26
Complete the following **eight** courses:	
BUAD 675 Data Analytics for Decision-Making	3
MGMT 624 Entrepreneurship	3
BUIT 660 Management Information Systems	3
FNCE 640 Managerial Accounting and Finance	3
LEAD 610 Biblical Foundations of Leadership and Ethics	3
MGMT 610 Organizational Behavior and Communication	3
MKTG 615 Marketing Management	3
RESM 520 Academic Writing	2
Capstone Course:	
BUAD 691/791 Strategic Management	3

Management Emphasis 9-12

Complete the following **three** required courses:

MGMT 612 Human Resource Management	3
MGMT 626 International Business Management	3
MGMT 676 Project Management	3

Project Option. Complete **one** of the following courses or a course from one of the other emphases:

MGMT 602 Managerial Communication	3
MGMT 629 Topics in Management	3
MGMT 650 Management of Organizations	3
MGMT 692 Fieldwork in Management	3

Finance Emphasis 9-12

Complete the following **three** required courses:

FNCE 642 Investments Analysis and Portfolio Management	3
FNCE 658 Financial Risk Management	3
FNCE 660 Advanced Corporate Finance	3

Project Option.

Complete **one** of the following courses or a course from one of the other emphases:

FNCE 629 Topics in Finance	3
FNCE 644 Banking Systems	3
FNCE 646 Finance for Not-for-Profit Organizations	3
FNCE 654 Financial Analysis and Reporting	3
FNCE 656 International Finance	3
FNCE 692 Fieldwork in Finance	3

Accounting Emphasis 9-12

Complete the following **three** required courses:

ACCT 648 Accounting for Non-Profit Organizations	3
ACCT 654 Financial Analysis and Reporting	3
ACCT 658 Accounting Information Systems	3

Project Option.

Complete **one** of the following courses or a course from one of the other emphases:

ACCT 629 Topics in Accounting	3
ACCT 651 Financial Accounting I	3
ACCT 652 Financial Accounting II	3
ACCT 660 Auditing and Assurance	3
ACCT 675 Accounting for Corporate Structures	3
ACCT 680 Financial Accounting Theory	3
ACCT 682 Behavioral Accounting	3
ACCT 685 Current Issues and Developments in Accounting	3
ACCT 692 Fieldwork in Accounting	3

Master of Business Administration

Information Technology Emphasis	9-12

Complete the following **three** required courses:

BUIT 662 Information Technology Management	3
BUIT 674 Database Applications	3
BUIT 684 Network Administration and Security	3

Project Option.

Complete **one** of the following courses or a course from one of the other emphases:

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 (3) 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. Complete the following **two** required courses:

BUAD 698 MBA Thesis	6
RESM 610 Research Methods	3

Project Option. Complete the following **two** required courses:

BUAD 696 Research Project	3
RESM 610 Research Methods	3

Note: BUAD 691 Strategic Management is the capstone course and should be taken last, after all core courses are completed prior to graduation.

Career Opportunities

Emphasis   **Career Path**

	Entry Level Career	Mid-level Career	Senior Level Career
Management	• Management Interns Supervisor • Works Manager • Office Executive • Admin. Assistant • Unit Managers • Management Instructor	• Office Admin. • HR Manager • Marketing Manager • Project Manager • Supply Chain Manager • Management Faculty	• General Managers • Managing Director • Chief Exec. Officer • Management Professor
Finance	• Finance Executive • Financial Planner • Financial Analyst • Budget Analyst • Credit Analyst • Investor Relations Associate • Finance Instructor	• Finance Manager • Portfolio Manager • Insurance Manger • Risk Manager • Treasurer • Finance Faculty	• General Manager • Chief Finance Officer • Finance Professor

Emphasis	Career Path		
	Entry Level Career	**Mid-level Career**	**Senior Level Career**
Information Technology	• IT Supervisor • Database Operator • Data Analyst • Network Admin. • System Analyst • Web Programmer • IT Instructor	• IT Project Manager • Database Admin. • Senior Data Analyst • Network Manager • Systems Manager • Web Admin. • IT Faculty	• IT Director • IT Manager • Chief Info. Officer • IT Professor

PhD Doctor of Philosophy in Business

Academic Advisor: Kenneth Swansi

The PhD in Business, with specialization in Management, Finance, Human Resource Management, Marketing, or Accounting, is a 66-credit doctoral program designed for high caliber and self-motivated students who wish to acquire top research, leadership and analytical skills in business. It is primarily designed for students seeking jobs in academia but it is also for professionals and consultants seeking to serve multinational companies, government agencies, financial institutions, consulting firms and international agencies. The PhD program is accredited by the Adventist Accrediting Association (AAA) and by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU).

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 program curriculum.
- Providing highly qualified faculty, facilities, resources and networking, all being conducive to more effective graduate learning.
- Focusing on research and on syntheses of information to address societal problems.
- Developing in students a passion for self-directed life-long learning.

Program Learning Outcomes and Doctoral Competencies

The doctoral competencies feature a select set of knowledge, skills, values and attitudes necessary for success as academicians, professional and consultants. The graduates of this program will have the following PLOs and competencies:

Doctor of Philosophy in Business

Program Learning Outcomes	Doctoral Competencies
1. Theoretical & Philosophical Foundations	a. Trace philosophical foundations of business b. Critique Schools of Management thought c. Understand diverse worldviews d. Recognize evolving idea patterns e. Build and test theories
2. Research & Publication Skills	a. Identify research problems b. Review literature to 'identify gaps in knowledge' c. Design research methodologies d. Gather data e. Interpret and discuss findings f. Contextualize research to local need g. Create new knowledge f. Communicate findings to diverse audiences
3. Advanced Leadership & Management Skills	a. Assume leadership b. Lead change c. Manage performance d. Create agile organization structure. e. Build learning organizations f. Optimize decisions g. Build strategic plans h. Create corporate governance mechanisms i. Create processes to deliver quality
4. Independent Learning	a. Show intellectual curiosity b. Formulate self-learning objectives c. Exhibit self-dependence d. Demonstrate internal locus of control e. Know what to learn f. Master independent learning
5. Business Consultancy	a. Provide vital information to clients b. Define and solve client's problem c. Make diagnosis-based recommendations d. Assist solution implementation e. Build consensus and commitment f. Facilitate client learning g. Improve organizational effectiveness
6. Professional Ethics	a. Develop sound ethical theory b. Apply ethical principles c. Institute professional code of conduct d. Build values, beliefs, and priorities e. Promote corporate social responsibility [CSR] f. Apply corporate justice g. Demonstrate integrity h. Conduct impact analysis of decision
7. Teaching Skills	h. Assess level of learning i. Provide timely feedback j. Mentor and role model k. Display sensitivity to student's need l. Engage in industry immersion m. Develop innovative curriculum n. Demonstrate mastery of subject matter i. Apply effective pedagogy

Program Learning Outcomes	Doctoral Competencies

8. Technical Knowledge (Specialization)	**Management**
	  a. Mastery of management science
	  b. Develop courses in management
	  c. Conduct research in management
	  d. Publish scholarly work in management
	
	Human Resource Management
	  a. Mastery of human resource management science
	  b. Develop courses in human resource management
	  c. Conduct research in human resource management
	  d. Publish scholarly work in human resource management
	
	Marketing
	  a. Mastery of marketing science
	  b. Develop courses in marketing
	  c. Conduct research in marketing
	  d. Publish scholarly work in marketing
	
	Finance
	  a. Mastery of financial science
	  b. Develop courses in finance
	  c. Conduct research in finance
	  d. Publish scholarly work in finance
	
	Accounting
	  a. Mastery of accounting science
	  b. Develop courses in accounting
	  c. Conduct research in accounting
	  d. Publish scholarly work in accounting

When to Begin

Students who plan to take the full-time PhD in Business program on the main campus are advised to meet the required course sequences. The best time to start the PhD in Business program is at the beginning of the first semester (August) or the beginning of the second semester (January) 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 Business Department (business@aiias.edu).

Admission Requirements

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

1. Hold a master's degree, with a cumulative GPA of 3.50 or above (on a four-point scale).

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 AIIAS, and (b) the topic or topics they would like to pursue for their dissertation research.

4. Meet the requirements of a selection interview by demonstrating readiness to undertake a doctoral program. The preparedness of a student for doctoral studies will be determined in terms of thinking skills, inquiring mind, self-directed learning, motivation, leadership potential, research aptitude and writing skills.

5. Demonstrated English proficiency (see English Proficiency, p. 30).

Prerequisites

1. Have a master's degree in a business area or a minimum of 36 semester credits of graduate coursework in business.

   Provide evidence of graduate level preparation in each of the following areas:
   - Accounting or Finance
   - Information Systems
   - Academic Writing
   - Management
   - Strategic Planning
   - Research Methods
   - Marketing

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

2. All students must demonstrate computer literacy upon entry into the program. Students deficient in any areas of computer literacy (word processing, spreadsheets, presentation, reference management software, academic plagiarism checker, etc.) will be recommended to take appropriate self-study modules.

Requirements

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

1. Complete a minimum of 66 credits of graduate coursework according to the curriculum with a minimum GPA of 3.50.

2. Successfully pass the comprehensive examination.

3. Publication/s or acceptance for publication in internationally/nationally indexed journal.

4. 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. The plan to meet this requirement must receive prior approval from the program committee.

5. Write and defend a doctoral dissertation.

6. Complete the Service Learning (p. 75) requirement.

7. Demonstrate the acquisition of the PhD PLOs and Doctoral Competencies by building and presenting an e-portfolio.

The program committee will evaluate all students once a year. The committee will evaluate the student's doctoral competencies (e-portfolio), 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.

Estimated Duration

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 and research as follows:

Program Structure	Credits
Business Core	21
Education Cognate	6
Specialization	12
Research Cognate	12
Dissertation	15
Total	**66**

Core	**21**
Complete the following **seven** courses:	
BUAD 730 Quality and 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 Biblical and Ethical Perspectives of Business Issues	3
MGMT 720 Management Thought and Philosophy	3
MGMT 725 Change and Crisis Management	3

Education Cognate	**6**
Complete the following **two** courses:	
CHPH 872 Philosophy: An Adventist Perspective	3
EDCI 720 Teaching and Learning in Higher Education	3

Management Specialization	**12**
Complete the following **two** courses:	
MGMT 626 International Business Management	3
MGMT 750 Performance Management	3
Complete **two** of the following courses:	
MGMT 793 Advanced Readings in _____	3
MGMT 895 Directed Research in____	3
MGMT845 Business Consulting	3

Finance Specialization	12

Complete the following **two** courses:	
FNCE 720 Innovative FinTech Management	3
FNCE 740 Seminar in Financial Management	3

Complete **two** of the following courses:	
FNCE 793 Advanced Readings in _____	3
FNCE 895 Directed Research in____	3
FNCE 845 Business Consulting	3

Accounting Specialization	12

Complete **two** of the following courses:	
ACCT 780 Financial Accounting Theory	3
ACCT 785 Current Issues and Development in Accounting	3

Complete **two** of the following courses:	
ACCT 793 Advanced Readings in _____	3
ACCT 895 Directed Research in _____	3
ACCT 845 Business Consulting	3

Human Resource Management Specialization	12

Complete **two** of the following courses:	
HRMT 765 Staffing and Talent Management	3
HRMT 775 Advanced Training and Development	3

Complete **two** of the following courses:	
HRMT 793 Advanced Readings in _____	3
HRMT 895 Directed Research in____	3
HRMT845 Business Consulting	3

Marketing Specialization	12

Complete **two** of the following courses:	
MKTG 775 Advanced Consumer Behavior	3
MKTG 778 Advanced Advertising and Promotion	3

Complete **two** of the following courses:	
MKTG 793 Advanced Readings in _____	3
MKTG 895 Directed Research in____	3
MKTG 845 Business Consulting	3

Research Cognate	12

Complete the following **four** courses:	
RESM 715 Applied Statistical Methods II	3
RESM 740 Qualitative Research	3
RESM 751 Applied Qualitative Research	3
RESM 752 Applied Statistical Methods III	3

Dissertation	15

Complete the following:	
RESM 894 PhD Dissertation Topic	1
RESM 897 Dissertation Proposal Writing	2
RESM 898 PhD Dissertation	12

Career Opportunities

Specialization	Career Path		
	Entry Level Career	**Mid-Level Career**	**Senior Level Career**
Management Specialization	• Asst. Professor • Faculty • Asst. Manager • Mgt. Consultant	• Assoc. Professor • Dean • Manager • Director • Consult Partner	• Professor • VC/President • Gen. Manager • Board Manager • Consult Princi.
Finance Specialization	• Asst. Professor • Faculty • Asst. Manager • Fin. Consultant	• Assoc. Professor • Dean • Fin. Manager • Director • Consult Partner	• Professor • VC/President • Gen. Manager • Board Member • Consult Princi.
HRM Specialization	• Asst. Professor • Faculty • Asst. Manager • HRM Consultant	• Assoc. Professor • Dean • HRM Manager • Director • Consult Partner	• Professor • VC/President • Gen. Manager • Board Member • Consult Princi.
Accounting Specialization	• Asst. Professor • Faculty • Asst. Manager • Acct. Consultant	• Assoc. Professor • Dean • HRM Manager • Director • Consult Partner	• Professor • VC/President • Gen. Manager • Board Member • Consult Princi.
Marketing Specialization	• Asst. Professor • Faculty • Asst. Manager • Mkt. Consultant	• Assoc. Professor • Dean • HRM Manager • Director • Consult Partner	• Professor • VC/President • Gen. Manager • Board Member • Consult Princi.

Departmental Policies and Guidelines

Double Emphases

MBA students wishing to take a second emphasis must take 3 additional required courses (9 credits) from the second area of emphasis.

Students choosing the Project Option as the culminating phase are required only one elective course for both emphases.

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.

Comprehensive Examinations

The MBA, MSA, and PhD in Business programs require a comprehensive examination. For information on comprehensive procedures, see the Comprehensive Examinations Section (p. 76) for the Graduate School, or contact the department chair for further information.

MBA Thesis/PhD Dissertation

The potential culminating activity in the MBA and PhD program is an MBA Thesis and PhD Dissertation respectively. Master's students selecting the MBA 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 (p. 77) of the Graduate School.

Research Project

Master's students opting for non-thesis track are required to do a research project.

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.

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

Aclan, Eunice, Professor, PhD (2015, University of Utara Malaysia), 2024, TESOL, Qualitative Research

Gaikwad, Prema, Professor, PhD (1992, Andrews University), 2003/2024, Curriculum and Instruction, Research

Gaikwad, Samuel, Professor, PhD (1992, Andrews University), 2003/2024, Curriculum and Instruction, Administration, Research and Statistics

Ketting-Weller, Ginger, Professor, PhD (1997, Claremont Graduate University), 2019, Human Development, Administration

Kijai, Jimmy, Professor, PhD (1987, University of South Carolina), 2022, Research and Statistics

Luntungan, Raimond, Assistant Professor, PhD Candidate (2014, Adventist International Institute of Advanced Studies), 2003, Curriculum and Instruction

Weller, James, Assistant Professor, PhD, (2014, Andrews University), 2019, School Leadership

Programs Offered

*Graduate Certificate in Education/Graduate Certificate in Teaching

Graduate Certificate in Faith and Science

*Graduate Certificate in TESOL

*Master of Arts in Education (MA) with emphasis

Curriculum and Instruction
Educational Administration
Teaching English to Speakers of Other Languages (TESOL)

*Education Specialist (EdS) with specialization

Curriculum and Instruction
Educational Administration

*Doctor of Philosophy (PhD) with specialization

Curriculum and Instruction
Educational Administration

*These programs are also offered online.

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 critical, reflective, and creative thinkers and practitioners, collaborative professionals, 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

To develop internationally recognized educational leaders known for spirituality, scholarship, and service.

Vision

To be an outstanding model of Adventist graduate education with a heart for mission.

Motto

Shaping Lives

Professional Competencies

1. Spirituality
    a. Reflects the character of Christ.
    b. Integrates faith and learning in professional and personal life.
    c. Incorporates ethical practices in all aspects of life.

2. Scholarship
    a. Engages in, disseminates, and utilizes research.
    b. Plans and implements a repertoire of teaching processes.
    c. Demonstrates proficiency in research-based practices in education.
    d. Evaluates curriculum documents fairly and efficiency.
    e. Displays love for lifelong learning.

3. Service
    a. Demonstrates selfless service.
    b. Makes a positive difference in the community.

4. Leadership
    a. Practices service-oriented leadership in professional and spiritual life.
    b. Provides vision and facilitates educational change.
    c. Inspires holistic growth and change.

5. Thinking
    a. Thinks Christianly.
    b. Exhibits creative and critical thinking skills.
    c. Makes responsible decisions, implements them creatively, and evaluates fairly.

6. Communication
    a. Utilizes technology strategically.
    b. Communicates orally and in writing effectively.
    c. Works well with others.

7. Global Perspective
    a. Thinks globally, applies locally.
    b. Respects diversity.

Graduate Certificate Programs

The Education Department offers three graduate certificate programs. These are Graduate Certificate in Education, Graduate Certificate in Teaching, and Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages). These programs can be ladderized towards a master's or doctoral degree program.

Graduate Certificate Program Learning Outcomes

Institutional Learning Outcomes (ILOs)	Educ. Dept. Professional Competencies	Program Learning Outcomes (PLOs)		
		Educ/Teaching	TESOL	Faith and Science
1. Spirituality				
Model the Character of Christ through effective integration of faith, learning and life.	• Reflects the character of Christ. • Integrates faith and learning in professional and personal life. • Incorporates ethical practices in all aspects of life.	• Models the character of Christ through effective integration of faith, learning, and life.	• Models the character of Christ through effective integration of faith, learning, and life.	• Demonstrates a strong understanding of the truth as written in the Bible. • Models the character of Christ through effective integration of faith, learning, and life. • Actively engages in the mission of the church through the platform of science and creation.
2. Scholarship				
Demonstrate skills in teaching, learning, research, publication, and generating knowledge.	• Engages in, disseminates, and utilizes research. • Plans and implement a repertoire of teaching process. • Demonstrates proficiency in research-based practices in education. • Evaluates curriculum documents fairly and efficiently. • Displays love for lifelong learning.	• Plans and implements a repertoire of research-based teaching processes. • Is committed to lifelong learning.	• Integrates theories of learning and research-based practices in English instruction. • Is committed to lifelong learning.	• Prepares to be an effective educator and expositor of biblical truth with regard to origins. • Plans and implements a repertoire of teaching processes. • Is committed to lifelong learning.

Institutional Learning Outcomes (ILOs)	Educ. Dept. Professional Competencies	Program Learning Outcomes (PLOs)		
		Educ/Teaching	**TESOL**	**Faith and Science**
3. Service				
Serve God and society with high integrity, professionalism, and spiritual maturity.	• Demonstrates selfless service. • Makes a positive difference in the community.	• Demonstrates selfless service to God and humanity with integrity, professionalism, and spiritual maturity. • Participates in service learning.	• Demonstrates selfless service to English language teachers and learners. • Participates in service learning.	• Demonstrates selfless service by caring for God's creation, for God's glory, and for the benefit of humankind. • Participates in service learning that supports the mission of the church.
4. Leadership				
Provide effective, biblically grounded leadership with commitment to excellence.	• Practice service-oriented leadership in professional and spiritual life. • Provides vision and facilitates educational change. • Inspires holistic growth and change.	• Provides vision-driven change in the classroom. • Inspires personal growth and change while leading as a servant.	• Provides leadership in classroom and school settings.	• Models a Bible-based and creation-oriented perspective in the understanding and teaching of science. • Mentors students to become future scientists who excel in their field of expertise while giving glory to the creator God. • Inspires personal growth and change while leading as a servant.
5. Thinking				
Think critically and creatively and serve as a catalyst for needed change in their community and in the world.	• Thinks Christianly • Exhibits creative and critical thinking skills • Makes responsible decisions, implements them creatively, and evaluates fairly.	• Is proficient in and models 21st century skills. • Uses the full range of thinking skills to address the needed change in society.	• Develops higher level-order thinking skills. • Uses the full range of thinking skills to address the needed change in society.	• Is proficient in and models 21st-century skills. • Uses the full range of thinking skills to address the needed change in society. • Thinks scientifically in biblical perspective.

Institutional Learning Outcomes (ILOs)	Educ. Dept. Professional Competencies	Program Learning Outcomes (PLOs)		
		Educ/Teaching	TESOL	Faith and Science
6. Communication				
Communicate effectively to promote stewardship, diversity, equity and inclusion.	• Utilizes technology strategically. • Communicates orally and in writing effectively. • Works well with others.	• Uses oral and written communication effectively to enhance instruction and promote teamwork. • Incorporates technology when appropriate.	• Exhibits proficiency in all language skills. • Incorporates technology when appropriate.	• Exemplifies scholarly discourse on how creation and other scientific discoveries interact with the truth in the Bible. • Uses oral and written communication effectively to enhance instruction and promote teamwork, incorporating technology when appropriate.
7. Global Perspective				
Address issues from a world perspective, yet appropriate to the context of their culture.	• Thinks globally, applies locally. • Respect diversity.	• Works collaboratively with individuals of cultural and linguistic diversity. • Meets varied student learning needs.	• Demonstrates cross-cultural understanding.	• Presents science content in consideration of diverse religious backgrounds. • Works collaboratively with individuals of cultural and linguistic diversity. • Meets varied student learning needs.

Graduate Certificate in Education/Graduate Certificate in Teaching

Academic Advisor: Leni Casimiro

The Graduate Certificate in Education/Graduate Certificate in Teaching 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, p. 30, 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. Maintain a minimum cumulative GPA of 3.00.
3. Complete Service Learning (p. 75) requirement.

Curriculum

One of the three:	
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 three:	
EDUC 624 Faith and Learning in Christian Education	3
LEAD 610 Biblical Foundations of Leadership and Ethics	3
CHPH 872 Philosophy: An Adventist Perspective	3
One of the two:	
EDCI 625 Instructional Media	3
EDCI 685/785 E-Learning	3
All of the three:	
EDCI 645 Assessment for Learning	3
EDCI 640 Process of Curriculum	3
RESM 520 Academic Writing	2
Total	**17**

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

Graduate Certificate in TESOL

Academic Advisor: Eunice Aclan

The Graduate Certificate in Teaching English to Speakers of Other Languages (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. 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 3.00 (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 English Proficiency, p. 30).

Prerequisites

1. At least 6 undergraduate units in English language (at least 3 credits of which are in addition to basic English skills courses).
2. 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.
3. 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.

Requirements

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

1. Complete 17 semester hours of coursework from the MA program.
2. Maintain a minimum cumulative GPA of 3.00.
3. Complete the Service Learning (p. 75) requirement.

Curriculum

Complete the following **five** courses:	
EDCI 610 Pedagogy and Classroom Management	3
EDTE 620 Second Language Acquisition	3
EDTE 622 TESOL Methods for Reading and Writing	3
EDTE 628 TESOL Methods in Speaking and Listening	3
RESM 520 Academic Writing	2
One of the **two** courses:	
EDUC 624 Faith and Learning in Christian Education	3
LEAD 610 Biblical Foundations of Leadership and Ethics	3
Total	**17**

Graduate Certificate in Faith and Science

Academic Advisor: Leni Casimiro

The Graduate Certificate in Faith and Science (GCFS) is an academic program designed to enhance the professional development of science 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.

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, p. 30).

Prerequisites

1. Adequate undergraduate preparation in the fields of science and religion to include a minimum of 4 credits in both fields.
2. At least 3 undergraduate units in academic writing in the English language. If this prerequisite is not met, the student may take RESM 520 Academic Writing (2), which is offered as a graduate course at AIIAS. (A waiver on this prerequisite may be applied to qualified applicants as per policy).

Requirements

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

1. Complete 18 semester hours of coursework from the GCFS program.
2. Maintain a minimum cumulative GPA of 3.00.
3. Complete Service Learning Requirement (see p. 75).

Curriculum

The following **three** Religion courses:	
CHPH 672 Philosophy: An Adventist Perspective	3
THST 512 Doctrine of God	3
MSSN 589 [Elective Course in] Science and Mission	3
The following **three** Science teaching courses:	
EDUC 628 Life, Earth History, and the Bible (3)	3
EDUC 626 Cosmology, Geology, and the Bible (3)	3
EDUC 624 Faith & Learning in Christian Education (3)	3
Total	**18**

MA Master of Arts in Education

Academic Advisors: Raimond Luntungan, Eunice Aclan, Samuel Gaikwad, and Leni Casimiro

The MA in Education is offered with emphasis in the areas of Curriculum and Instruction, Educational Administration, and Teaching English to Speakers of Other Languages (TESOL). It is accredited by the Adventist Accrediting Association (AAA) and by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) at Level III. The 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. All three emphases are also offered online (http://online.aiias.edu/).

Curriculum and Instruction

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

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

Teaching English to Speakers of Other Languages (TESOL)

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.

MA in Education Program Outcomes

Institutional Learning Outcomes (ILOs)	Educ. Department Professional Competencies	Program Learning Outcomes (PLOs)		
		Curriculum & Instruction	Educational Administration	TESOL
1. Spirituality				
Model the Character of Christ through effective integration of faith, learning and life.	• Reflects the character of Christ. • Integrates faith and learning and professional and personal life. • Incorporates ethical practices in all aspects of life.	• Reflects the character of Christ. • Integrates faith and learning in instructional design and delivery. • Models the integration of faith in personal life. • Incorporates ethical practices.	• Reflects the character of Christ. • Integrates faith in leadership practices. • Models the integration of faith in personal life. • Incorporates ethical practices.	• Reflects the character of Christ. • Integrates faith and learning in English instructional design and delivery. • Models the integration of faith in personal life. • Incorporates ethical practices.
2. Scholarship				
Demonstrate skills in teaching, learning, research, publication, and generating knowledge.	• Engages in, disseminates, and utilizes research. • Plans and implements a repertoire of teaching processes. • Demonstrates proficiency in research-based practices in education. • Evaluates curriculum documents fairly and efficiently. • Displays love for lifelong learning.	• Engages in and disseminates research. • Develops and teaches lessons using a variety of techniques and strategies. • Demonstrates proficiency in research-based practices in curriculum and instruction. • Displays love for lifelong learning.	• Engages in and disseminates research. • Plans and implements administrative practices based on research.	• Engages in, disseminates, and integrates research in their professional practice. • Leads out in the implementation of innovative and engaging methods of English instruction.
3. Service				
Serve God and society with high integrity, professionalism, and spiritual maturity.	• Demonstrates selfless service. • Makes a positive difference in the community.	• Demonstrates selfless service in the classroom and community. • Responds timely to community needs. • Participates in sustained service learning.	• Demonstrates sustained selfless service in the community and society at large. • Participates in sustained service learning.	• Demonstrates selfless service to the community of English language teachers and learners. • Participates in sustained service learning.

Master of Arts in Education

Institutional Learning Outcomes (ILOs)	Educ. Department Professional Competencies	Program Learning Outcomes (PLOs)		
		Curriculum & Instruction	Educational Administration	TESOL
4. Leadership				
Provide effective, biblically grounded leadership with commitment to excellence.	• Practices service-oriented leadership in professional and spiritual life. • Provides vision and facilitates educational change. • Inspires holistic growth and change.	• Provides vision and facilitates educational change. • Demonstrates curricular and instructional leadership. • Empowers those they serve.	• Engages in critical reflection on, and evaluation of, leadership theories and practices to effectively lead in one's professional and personal sphere of influence, modeling servant leadership.	• Provides service-oriented leadership in professional and personal life.
5. Thinking				
Think critically and creatively and serve as a catalyst for needed change in their community and in the world	• Thinks Christianly • Exhibits creative and critical thinking skills • Makes responsible decisions, implements them creatively, and evaluates fairly.	• Shows Christian thinking in curriculum preparation and teaching practices. • Exhibits creative and critical thinking skills. • Practices responsible decision-making in curriculum and instruction.	• Comprehends and applied eternal principles for decision-making in all aspects of life. • Exhibits creative and critical thinking skills.	• Engages in and promotes creative and critical thinking within a Christian paradigm.
6. Communication				
Communicate effectively to promote stewardship, diversity, equity, and inclusion.	• Communicates orally and in writing effectively. • Utilizes technology strategically. • Works well with others.	• Disseminates curriculum knowledge and skills. • Integrates instructional technology strategically in curriculum preparation and teaching. • Collaborates with stakeholders in promoting stewardship, diversity, equity, and inclusion.	• Applied innovative communication skills to create unity and increase commitment among stakeholders. • Strategically uses current technologies where appropriate. • Collaborates with stakeholders in promoting stewardship, diversity equity, and inclusion.	• Exhibits proficiency in all language skills. • Collaborates with stakeholders in promoting stewardship, diversity, equity, and inclusion.

Institutional Learning Outcomes (ILOs)	Educ. Department Professional Competencies	Program Learning Outcomes (PLOs)		
		Curriculum & Instruction	Educational Administration	TESOL
7. Global Perspective				
Address issues from a world perspective, yet appropriate to the context of their culture.	• Thinks globally, applies locally. • Respects diversity.	• Contextualizes teaching and curriculum practices. • Practices inclusiveness in instructional design and delivery.	• Demonstrates cross cultural understanding. • Builds, or becomes a part of, collaborative intercultural groups for achieving shared leadership imperatives.	• Promotes understanding and collaboration among diverse cultural and linguistic groups, acknowledging unity in Christ.

When to Begin

Students who plan to take a full-time MA program on the main campus are advised that the best time to start their MA program is at the beginning of the first semester (August) or at the beginning of the second semester (January) in order to avoid scheduling problems and a delay in the completion of the program. All students should coordinate their arrival on campus with the admission office (admission@aiias.edu) and with the department (education@aiias.edu).

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 English Proficiency, p. 30).

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

   All Prerequisite courses must have been passed in the undergraduate level. A student wo has not met these prerequisites may take courses at the graduate level with a satisfactory grade. The credit earned for graduate courses used as prerequisites, however, will not apply toward the MA Degree.

The following courses are offered 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

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 12 undergraduate credits in English language (at least 3-4 credits of which are advanced English courses).

     b. 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.

Requirements

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

1. Excluding culminating phase, complete the minimum coursework:

     a. Professional Track – 41 semester hours

     b. Academic Track – 41 semester hours

2. Complete the culminating phase of the degree program in one of the two modalities:

     a. Professional Track – MA Project (3 semester hours)

     b. Academic Track – MA Thesis (6 semester hours)

3. Maintain a minimum cumulative GPA of 3.00.

4. Pass the written comprehensive examination.

5. The MA Academic Track requires publication or acceptance for publication of at least one article in a refereed journal.

6. Complete the Service Learning (p. 75) requirement.

7. Develop an e-portfolio to showcase work done to meet the professional competencies.

Curriculum

The curriculum for the MA in Education includes a total of 38 semester hours and is configured as follows:

Program Structure		Credits	
		Professional Track	Academic Track
Core		17	17
Emphasis		12	12
Research		6	6
Elective		3	-
Culminating Phase		3	6
	Total	**41**	**41**

Core Courses	17
Complete the following **six** courses:	
EDCI 625 Instructional Media	3
EDCI 610 Pedagogy and Classroom Management	3
EDUC 624 Faith and Learning in Christian Education	3
EDCI 645 Assessment for Learning	3
RESM 520 Academic Writing	2
LEAD 610 Biblical Foundations of Leadership and Ethics	3

Field of Emphasis
One of the following fields:

Emphasis in Curriculum and Instruction	12
Complete the following **four** courses:	
EDCI 620 Foundations of Curriculum	3
EDCI 615 Instructional Models	3
EDCI 632 Inclusive Instruction	3
EDCI 640 Process of Curriculum	3

Emphasis in Educational Administration	12
Complete the following **four** courses:	
EDAD 601 Supervision of Instruction	3
EDAD 640 Administrative Finance	3
EDAD 651 Principalship and School Improvement	3
EDAD 674 School Organization and Law	3

Emphasis is TESOL	**12**
Complete the following **four** courses:	
EDTE 620 Second Language Acquisition	3
EDTE 622 TESOL Methods for Reading and Writing	3
EDTE 628 TESOL Methods in Speaking and Listening	3
EDTE 630 Pragmatics	3

Research	**6**
RESM 610 Research Methods	3
RESM 615 Applied Statistical Methods I	3

A student may opt to take a double emphasis in the MA program. In such Double Emphasis case, the student must take four additional courses (12 credits) from the second area of emphasis.

Culminating Phase	**3-6**
Comprehensive Examination	0
One of the two culminating modalities:	
a. Academic Track - EDAD/EDCI/EDTE 698 MA Thesis	6
b. Professional Track - EDAD/EDCI/EDTE 694 MA Project + any course from other education emphases in consultation with academic advisor	3

EdS Education Specialist

Academic Advisors: Leni Casimiro and Samuel Gaikwad

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. It is accredited by the Adventist Accrediting Association (AAA) and by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) at Level III.

The EdS program is offered with specialization in the areas of Curriculum and Instruction and Educational Administration. The available cognates for the EdS degree are Curriculum and Instruction, Educational Administration, and TESOL. A customized cognate is also available for those who have another particular area of interest. See more about a customized cognate in the EdS curriculum section.

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).

Prerequisites may increase this estimate. The EdS degree may lead to the PhD or may be used as a terminal degree itself. For this reason, credit transfer from an AIIAS EdS to an AIIAS PhD do not have the normal limitations, regardless of whether the EdS was completed or abandoned.

EdS Program Outcomes

Institutional Learning Outcomes (ILOs)	Educ. Dept. Professional Competencies	Program Learning Outcomes (PLOs)	
		Curriculum & Instruction	Educational Administration
1. Spirituality			
Model the Character of Christ through effective integration of faith, learning and life.	• Reflects the character of Christ. • Integrates faith and learning and professional and personal life. • Incorporates ethical practices in all aspects of life.	• Reflects the character of Christ. • Integrates faith and learning in instructional design and delivery. • Demonstrates ethical practices and integrity in all aspects of life.	• Reflects the character of Christ. • Integrates faith and learning in professional and personal life. • Demonstrates ethical practices and integrity in all aspects of life.
2. Scholarship			
Demonstrate skills in teaching, learning, research, publication, and generating knowledge.	• Engages in, disseminates, and utilizes research. • Plans and implements a repertoire of teaching processes. • Demonstrates proficiency in research-based practices in education. • Evaluates curriculum documents fairly and efficiently. • Displays love for lifelong learning.	• Produces scholarly outputs that advance knowledge and practices in curriculum and instruction. • Integrates research-based practices in innovations in curriculum and instruction.	• Produces scholarly outputs that advance knowledge and practices in educational leadership and management. • Makes significant contribution in educational leadership and management by integrating research-based, theory-driven practices and innovations.
3. Service			
Serve God and society with high integrity, professionalism, and spiritual maturity.	• Demonstrates selfless service. • Makes a positive difference in the community.	• Demonstrates sustained selfless service in the community and society at large. • Initiates community projects professionally.	• Demonstrates sustained selfless service in the community and society at large. • Initiates community projects professionally.

| Institutional Learning Outcomes (ILOs) | Educ. Dept. Professional Competencies | Program Learning Outcomes (PLOs) | |
		Curriculum & Instruction	Educational Administration
4. Leadership			
Provide effective, biblically grounded leadership with commitment to excellence.	• Practices service-oriented leadership in professional and spiritual life. • Provides vision and facilitates educational change. • Inspires holistic growth and change.	• Initiates opportunities for holistic curricular and instructional leadership growth and change. • Demonstrates ability to practice curricular and instructional change.	• Engages in critical reflection on, and evaluation of, leadership theories and practices to effectively lead in one's professional and personal sphere of influence. • Modifies and/or develops leadership models that facilitate growth and change in people and institutions through a sustainable process.
5. Thinking			
Think critically and creatively and serve as a catalyst for needed change in their community and in the world.	• Thinks Christianly. • Exhibits creative and critical thinking skills. • Makes responsible decisions, implements them creatively, and evaluates fairly.	• Exhibits creative and critical thinking skills in curriculum preparation and teaching practices within a Christian perspective. • Makes responsible curricular and instructional decisions leading to transformative change in their community and in the world.	• Comprehends and applied eternal principles for decision-making in all aspects of life. • Exhibits creative and critical thinking skills using a formal taxonomy.
6. Communication			
Communicate effectively to promote stewardship, diversity, equity, and inclusion.	• Communicates orally and in writing effectively. • Utilizes technology strategically. • Works well with others.	• Amalgamates innovative curricular, instructional, and research tools in professional communication. • Makes significant contributions in the promotion of stewardship, diversity, equity, and inclusion.	• Applied innovative communication skills and strategically uses current technologies, where appropriate, leading to change through synergy among professional communities. • Makes significant contributions in the promotion of stewardship and in strengthening unity and commitment among stakeholders.

Institutional Learning Outcomes (ILOs)	Educ. Dept. Professional Competencies	Program Learning Outcomes (PLOs)	
		Curriculum & Instruction	Educational Administration
7. Global Perspective			
Address issues from a world perspective, yet appropriate to the context of their culture.	• Think globally, applied locally. • Respects diversity.	• Contextualizes inclusive teaching and curriculum and instructional practices. • Studies and applies diverse yet appropriate curricular and instructional practices.	• Adapts and/or creates models to promote understanding across cultures. • Builds collaboration among intercultural groups to achieve shared leadership imperatives.

When to Begin

Students who plan to take a full-time EdS program on the main campus are advised that the best time to start their program is at the beginning of the first semester (August) or at the beginning of the second semester (January) in order to avoid scheduling problems and a delay in the completion of the program. All students should coordinate their arrival on campus with the admission office (admissions@aiias.edu) and with the department (education@aiias.edu).

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 (see English Proficiency, p. 30).

Prerequisites

1. Graduate education courses, to include the following courses, regardless of the area of emphasis:

   Research Methods, Statistics, Academic Writing
   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.

   Additional prerequisite graduate courses for the emphasis in Curriculum and Instruction:
   Instructional Models

   Additional prerequisite graduate courses for the emphasis in Educational Administration:
   Administrative Finance (or any finance course in the tertiary level)
   School Organization and Law
   Principalship and School Improvement

2. Teaching experience, normally a minimum of 2 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

    Note: Other Seminary courses may also apply (ask your academic advisor).

4. 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.

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. Complete a minimum of 3 semester hours of fieldwork.
3. Successfully pass the comprehensive exam.
4. Successfully complete 6 semester hours of EdS Project.
5. Complete the Service Learning (p, 75) requirement.
6. Develop an e-portfolio to showcase work done to meet the professional competencies.

Curriculum

A total of 34 semester hours is required for the EdS degree, distributed in the following manner:

Program Structure	Credits
Philosophy	4
Specialization	12
Cognate	6
Research	6
Project	6
Total	**34**

Philosophy	**4**
CHPH 872 Philosophy: An Adventist Perspective	3
One of the following: CHMN 779 Ministry and Spiritual Life LEAD 821 Leadership and Spirituality	1

Specialization in Curriculum and Instruction	**12**
Complete the following **four** courses:	
EDCI 720 Teaching and Learning in Higher Education	3
EDCI 792 Advanced Fieldwork in Curriculum and Instruction	3
EDCI 730 Advanced Curriculum Theory and Practice	3
EDCI 785 E-Learning	3

Specialization in Educational Administration	**12**
Complete the following **four** courses:	
EDAD 730 Financial Management for Educational Institutions	3
EDAD 785 E-Learning	3
EDAD 786 Administration in Higher Education	3
EDAD 792 Advanced Fieldwork in Educational Administration	3

Cognate	**6**
At least **one** of the following cognate areas, distinct from the area of specialization:	
Cognate in Curriculum and Instruction	
EDCI 615 Instructional Models	3
EDCI 640 Process of Curriculum	3
Cognate in Educational Administration	
EDAD 640 Administrative Finance	3
EDAD 651 Principalship and School Improvement	3

Cognate in TESOL	
EDTE 620 Second Language Acquisition	3
One of the following: EDTE 622 TESOL Methods for Reading and Writing EDTE 628 TESOL Methods in Speaking and Listening	3 3

If the students have taken the above courses in their MA, they will be required to take other courses within their area as advised by the academic advisor and approved by the Education Department.

Customized Cognate	**6**

Students who have a particular area of interest, may design a cognate in consultation with their academic advisor and upon approval of the Education Department. This cognate may include courses from other departments at AIIAS, transfer credits, online courses, or independent research. To fulfill the customized cognate requirement students must take two courses in the chosen cognate area.

Research	**6**
RESM 715 Applied Statistical Methods II	3
RESM 751 Applied Qualitative Research	3

Culminating Project	**6**
EDAD/EDCI 796 EdS Project	6

PhD Doctor of Philosophy in Education

Academic Advisors: Leni Casimiro, Samuel Gaikwad, and Prema Gaikwad

The PhD is an academic, research degree designed especially for Christian educational administrators, teacher educators, and faculty members serving at the tertiary level. It is accredited by the Adventist Accrediting Association (AAA) and by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) at Level III.

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 specialization in the areas of Curriculum and Instruction and Educational Administration. The available cognates for the PhD degree are Curriculum and Instruction, Educational Administration, and TESOL.

A customized cognate is also available for those who have a particular area of interest. See more about customized cognate in the PhD curriculum section.

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 will increase this estimate. All two specializations are also offered online (http://online.aiias.edu/).

PhD in Education Program Outcomes

Institutional Learning Outcomes (ILOs)	Educ. Dept. Professional Competencies	Program Learning Outcomes (PLOs)	
		Curriculum & Instruction	Educational Administration
1. Spirituality			
Model the Character of Christ through effective integration of faith, learning and life.	• Reflects the character of Christ. • Integrates faith and learning and professional and personal life. • Incorporates ethical practices in all aspects of life.	• Reflects the character of Christ. • Integrates faith and learning in instructional design and delivery. • Demonstrates ethical practices and integrity in all aspects of life.	• Reflects the character of Christ. • Integrates faith and learning in professional and personal life. • Demonstrates ethical practices and integrity in all aspects of life.
2. Scholarship			
Demonstrate skills in teaching, learning, research, publication, and generating knowledge.	• Engages in, disseminates, and utilizes research. • Plans and implements a	• Produces scholarly outputs that advance knowledge and practices in curriculum and instruction.	• Produces scholarly outputs that advance knowledge and practices in educational leadership and management.

Institutional Learning Outcomes (ILOs)	Educ. Dept. Professional Competencies	Program Learning Outcomes (PLOs)	
		Curriculum & Instruction	Educational Administration
	repetoire of teaching processes. • Demonstrates proficiency in research-based practices in education. • Evaluates curriculum documents fairly and efficiently. • Displays love for lifelong learning.	• Integrates research-based practices in innovations in curriculum and instruction.	• Makes significant contribution in educational leadership and management by integrating research-based, theory-driven practices and innovations.
3. Service			
Serve God and society with high integrity, professionalism, and spiritual maturity.	• Demonstrates selfless service. • Makes a positive difference in the community.	• Demonstrates sustained selfless service in the community and society at large. • Initiates community projects professionally.	• Demonstrates sustained selfless service in the community and society at large. • Initiates community projects professionally.
4. Leadership			
Provide effective, biblically grounded leadership with commitment to excellence.	• Practices service-oriented leadership in professional and spiritual life. • Provides vision and facilitates educational change. • Inspires holistic growth and change.	• Initiates opportunities for holistic curricular and instructional leadership growth and change. • Demonstrates ability to practice curricular and instructional change.	• Engages in critical reflection on, and evaluation of, leadership theories and practices to effectively lead in one's professional and personal sphere of influence. • Modifies and/or develops leadership models that facilitate growth and change in people and institutions through a sustainable process.
5. Thinking			
Think critically and creatively and serve as a catalyst for needed change in their community and in the world.	• Thinks Christianly. • Exhibits creative and critical thinking skills. • Makes responsible decisions, implements them creatively, and evaluates fairly.	• Exhibits creative and critical thinking skills in curriculum preparation and teaching practices within a Christian perspective. • Makes responsible curricular and instructional decisions leading to transformative change in their community and in the world.	• Comprehends and applies eternal principles for decision-making in all aspects of life. • Exhibits creative and critical thinking skills using a formal taxonomy.

Institutional Learning Outcomes (ILOs)	Educ. Dept. Professional Competencies	Program Learning Outcomes (PLOs)	
		Curriculum & Instruction	Educational Administration
6. Communication			
Communicate effectively to promote stewardship, diversity, equity, and inclusion.	• Communicates orally and in writing effectively. • Utilizes technology strategically. • Works well with others.	• Amalgamates innovative curricular, instructional, and research tools in professional communication. • Makes significant contributions in the promotion of stewardship, diversity, equity, and inclusion.	• Applied innovative communication skills and strategically uses current technologies, where appropriate, leading to change through synergy among professional communities. • Makes significant contributions in the promotion of stewardship and in strengthening unity and commitment among stakeholders.
7. Global Perspective			
Address issues from a world perspective, yet appropriate to the context of their culture.	• Think globally, applied locally. • Respects diversity.	• Contextualizes inclusive teaching and curriculum and instructional practices. • Studies and applies diverse yet appropriate curricular and instructional practices.	• Adapts and/or creates models to promote understanding across cultures. • Builds collaboration among intercultural groups to achieve shared leadership imperatives.

When to Begin

Students who plan to take a full-time PhD program on the main campus are advised that the best time to start their program is at the beginning of the first semester (August) or at the beginning of the second semester (January) in order to avoid scheduling problems and a delay in the completion of the program. All students should coordinate their arrival on campus with the admission office (admissions@aiias.edu) and with the department (education@aiias.edu).

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 AIIAS 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 AIIAS, with a GPA

greater than 3.50. Credit transfer from an AIIAS EdS to an AIIAS PhD does not have the normal limitations, 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 (see English Proficiency, p. 30).

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.

4. Participate in an interview, which is a pre-entry assessment.

Prerequisites

1. Graduate education courses, to include the following, regardless of the area of emphasis:

    Research Methods, Statistics, Academic Writing

    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.

    Additional graduate courses for the specialization in Curriculum and Instruction:
    Instructional Models

    Additional graduate courses for the specialization in Educational Administration:
    Administrative Finance (or any finance course at the tertiary level)
    School Organization and Law
    Principalship and School Improvement

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 Studies
    Note: 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

    Note: 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.

Doctor of Philosophy in Education

Requirements

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

1. Complete a minimum of 46 semester hours of coursework beyond the MA in Education (600-level or above) with a minimum GPA of 3.50.

2. Complete a minimum of 3 semester hours of fieldwork.

3. Pass the written comprehensive examination.

4. Pass an oral defense of his/her dissertation before the Dissertation Defense Committee.

5. Complete the Service Learning (p. 75) requirement.

6. Develop an e-portfolio to showcase work done to meet the professional competencies.

Curriculum

A total of 61 semester hours is required for the PhD degree, distributed in the following manner.

Program Structure	Credits
Philosophy	4
Specialization	18
Cognate	9
Research	15
Dissertation	15
Total	**61**

Philosophy	4
CHPH 872 Philosophy: An Adventist Perspective	3
Choose **one** of the following:	
CHMN 779 Ministry and Spiritual Life LEAD 821 Leadership and Spirituality	1

Specialization in Curriculum and Instruction	18
Complete the following **six** courses:	
EDCI 720 Teaching and Learning in Higher Education	3
EDCI 730 Advanced Curriculum Theory and Practice	3
EDCI 785 E-Learning	3
EDCI 771/2/3 Curriculum Development	3
EDCI 792 Advanced Fieldwork in Curriculum and Instruction	3
EDCI 895 Directed Research in _____	3

Specialization in Educational Administration	18
Complete the following **five** courses:	
EDAD 730 Financial Management for Educational Institutions	3
EDAD 786 Administration in Higher Education	3
EDAD 792 Advanced Fieldwork in Educational Administration	3
EDAD 785 E-Learning	3
EDAD 895 Directed Research in_____	3

Choose **one** of the following:

MGMT/ EDAD 750 Performance Management	3
BUAD/EDAD 730 Quality and Knowledge Management	3
BUAD 791 Strategic Management	3

Cognate in Curriculum and Instruction (for EdAd specialization) **9**

Complete the following **three** courses:

EDCI 720 Teaching and Learning in Higher Education	3
EDCI 632 Inclusive Instruction	3
EDCI 640 Process of Curriculum	3

Cognate in Educational Administration (for C&I specialization) **9**

Complete the following **two** courses:

EDAD 640 Administrative Finance	3
EDAD 674 School Organization and Law	3

One of the **two** courses:

EDAD 651 Principalship and School Improvement	3
EDAD 786 Administration in Higher Education (if taken EDAD 651)	3

Cognate in TESOL (for C&I and EdAd specialization) **9**

Complete the following **three** courses:

EDTE 620 Second Language Acquisition	3
EDTE 622 TESOL Methods for Reading and Writing	3
EDTE 628 TESOL Methods in Speaking and Listening	3

Or, *if taken during Master's degree, choose any of the following TESOL courses:*

EDTE 711 Language Teaching Principles and Practices	3
EDTE 721 Language Program Planning and Management	3
EDTE 722 Advanced Sociolinguistics	3

Research **15**

Complete the following **five** courses:

RESM 715 Applied Statistical Methods II	3
RESM 740 Qualitative Research	3
RESM 751 Applied Qualitative Research	3
RESM 752 Applied Statistical Methods III	3
RESM 770 Program Evaluation	3

Dissertation **15**

RESM 896 Dissertation Seminar	1
RESM 897 Dissertation Proposal Writing	2

Note: *This course may be taken before writing the Comprehensive Exam.*

EDAD/EDCI 898 PhD Dissertation	12

Note: *This course may be taken only after attaining the doctoral candidacy status.*

PhD Work-Embedded Doctor of Philosophy in Education

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 workplaces for a long period of time. Designed as a cohort, the participants attend online or on-campus classes for 2 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 on-campus 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 syllabus, 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 syllabi by the faculty 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. These requirements include 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 writing phase. The same 10-year time limit to complete the program applies.

Departmental Policies and Guidelines

Teaching Practicum

Teaching practicum is an alternate way to meet the teaching experience requirement. EDFN 510 Teaching Practicum is offered to GCE/GCT and 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 (ask the department chair for a copy).

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/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 specialization. Doctoral students may choose to do their fieldwork in an area that also incorporates their cognate area, not only their area of specialization. Fieldwork courses may only be taken after half of the total number of credits for the respective degree program has 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 faculty member.

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 typical fieldwork activities in each area of emphasis or specialization.

Specialization 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. Regardless of the modality chosen— teaching, curriculum, or seminar—each should follow the action research cycle.

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 curriculum 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 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.

Specialization in Educational Administration. Fieldwork experiences with a specialization in educational administration typically take place in a college/university or Union/Conference setting. Activities could involve academic or financial administration, human resource management, curriculum development, or supervision, or 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 2 weeks may be divided into two segments, with 1 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 3 weeks of fulltime 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 education director/superintendent.

Other Areas of Emphasis. While not required for any specific program, fieldwork may occasionally be chosen in other areas such as 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.

Project/Research

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

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

Research courses provide 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 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 academic advisor to meet this objective.

Adventist Administrator Certification

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

Comprehensive Examinations

All programs in the Education Department require a comprehensive examination. For information on comprehensive procedures, see the Comprehensive Examinations section (p. 76) of the general information for the Graduate School, or contact your academic advisor 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 often 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. Regardless of which, 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 *Writing and Research Manual* available from the AIIAS store or at https://www.aiias.edu/research-manual/. 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. The student will make a public oral presentation of the project.

Thesis/Dissertation

A thesis is required for an academic-track master's program, and a dissertation is a required part of the PhD degree in Education at AIIAS. While culminating projects are generally designed and supervised by departments, culminating research is a school-wide initiative, involving an interdisciplinary team. For further information on Graduate School procedures for research, see the Thesis/Dissertation (p. 77) section of the general information for the Graduate School.

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.

Nathan, Edward, Department Chair, Assistant Professor, MBBS/DrPH (1995/2015, Christian Medical College/Loma Linda University), 2024, Preventive Care, Corporate Wellness, Environmental Health, Epidemiology

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

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

Nelson, Richard, Professor, MD/MS (1995/2016, Angeles University/Loma Linda University), 2021, Interdisciplinary Health Education & Practice, Lifestyle Education, Public Health

Solomon, Shanthi, Assistant Professor, RN, PhD (2015, Loma Linda University), 2024, Interdisciplinary Health Education

Programs Offered

Graduate Certificate in Public Health

Master of Public Health (MPH) with emphasis

Health Ministry
Health Promotion
Nutrition

The MPH is offered in each of three modalities: On campus, Online and at Extension Sites

Philosophy

The philosophy of the Public Health Department is based on biblically inspired health principles, with encouragement of scientific inquiry, and implementation of evidence-based practice. Humankind as whole beings with physical, emotional, social, ecological, and spiritual dimensions, are created and redeemed as whole persons. The Public Health Department considers that wellness and healing dynamics are influenced by adherence or non-adherence to God's moral and natural laws. Redemption by Jesus Christ brings spiritual healing and transformation, with the added benefit of promoting healthy lifestyle practices associated with a longer and higher quality of life.

Mission

Develop leaders to serve and transform society through evidence-based health promotion and Bible-based lifestyle principles.

Vision

Provide competent, evidence-based and faith-based, public health graduate education to meet the needs of a diverse international community.

Motto

Whole Persons in Healthy Communities

Core Knowledge in Public Health*

Learning outcomes of the student throughout the MPH program will encompass the fundamental responsibilities of the public health professional:

Profession & Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the ten Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.

4. List major causes and trends of morbidity and mortality in the communities relevant to the program.

5. Discuss the science of primary, secondary, and tertiary prevention in population health, including screening and optimizing lifestyle to include prevention and/or reversal of lifestyle-related public health problems, and implement public health nutrition programs among different life cycle groups.

6. Explain the critical importance of evidence in advancing public health knowledge, including from a Biblical, faith-based perspective.

Factors Related to Human Health

7. Explain the effects of environmental factors on a population's health.

8. Explain biological and genetic factors that affect a population's health to include how a faulty lifestyle, including poor nutrition, inadequate exercise, and substance abuse, adversely affects epigenetics contrary to God's wish for humanity.

9. Explain behavioral and psychological factors that affect a population's health and the effect of faith in God on personal health.

10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.

11. Explain how globalization affects global burdens of disease.

12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health in a perspective that we are created by God.

*Excerpt (with modifications to include faith-based emphasis) from the Council on Education for Public Health, 2021, https://media.ceph.org/documents/2021.Criteria.pdf

Example Certifications in Public Health including Health Education

The program prepares the graduate in core competencies which reflect the integration of the mission of AIIAS with the competencies expected regionally and internationally as listed by the Council on Education for Public Health (www.ceph.org) with data on areas of responsibility collected by the Council on Linkages Between Academic and Public Health Practice (www.cphno.org). Assessment of MPH core competencies is designed to include areas of responsibility as tested for by leading international certifications such as

1. The Certified in Public Health (CPH®) examination by the National Board for Public Health Examiners that assesses for ten areas of responsibility (https://www.nbphe.org /cph-content-outline/).

2. The Certified Health Education Specialist (CHES®) examination (https://www.nchec.org /ches) that assesses for eight areas of responsibility, competencies, and sub-competencies for health education specialist practice as assessed for by the National Commission for Health Education Credentialing (www.NCHEC.org).

These core competencies are also designed to prepare for employment eligibility as a public health leader and/or health ministries leader in centers holding faith in the God of Abraham such as the global health network of the Seventh-day Adventist Church. The MPH graduate is responsible and encouraged to determine their eligibility for certification and employment in their area of interest. Preparation for specialized boards may depend on the background of the MPH graduate along with additional exam preparation, such as wellness coaching, nutrition, and lifestyle medicine (https://iblm.co/).

As of 2022, AIIAS MPH program alumni with three years of full-time experience in public health are eligible to sit for the CPH® exam that is proctored by Prometric™ (https://www.prometric.com/). Determination of eligibility for the CHES® exam is subject to transcript evaluation upon application to the NCHEC.

Competencies of the MPH Program

The MPH Program foundation competencies to which an MPH student is prepared and assessed for follow the listing by CEPH* (2021 criteria):

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

Public Health & Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.

Planning & Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health.
8. Apply awareness of cultural and religious values and practices to the design, implementation, or critique of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity leadership.
16. Apply leadership and/or management principles to address a relevant issue.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Systems Thinking

22. Apply a system thinking tool to visually represent a public health issue in a format other than standard narrative.

   *Excerpt (with modifications to include faith-based emphasis) from the Council on Education for Public Health, 2021, https://media.ceph.org/documents/2021.Criteria.pdf

Public Health Advisory Committee

The Department of Public Health is advised by an external and independent global Public Health Advisory Committee comprised of stakeholders (including university health education leaders and potential employers) representing major regions of the world. The current chair of the advisory committee, Anna Nelson, DrPH, CHES, is an MPH/DrPH Program Director at Loma Linda University, USA, and leads the committee representing the international stakeholders of AIIAS. This advisory committee meets annually to advise the MPH program in relation to the Mission, Vision, and Outcome expectations.

Graduate Certificate in Public Health

Academic Advisor: Edward Nathan

The Graduate Certificate in Public Health is a non-degree program designed to expand the knowledge and broaden the capacity of individuals, including health educators and advocates to deliver evidence-based health programs. It is accredited by the Adventist Accrediting Association (AAA). This program is available on campus, in Extension Sites, and online. Contact AIIAS Online concerning the online program (online.aiias.edu).

Admission Requirements

1. A baccalaureate degree or its equivalent.
2. Demonstrated English proficiency (see [English Proficiency](#), p. 30).
3. Complete an interview with a faculty member of the Public Health Department.

Requirements

1. Complete 21 credits of courses listed under the Public Health Department.
2. Complete the Service Learning requirement (See [Service Learning](#), p. 75).

MPH Master of Public Health

Academic Advisor: Edward Nathan (On campus)
Academic Advisor: Godwin Aja (Online)
Academic Advisor: Chirlynor Calbayan (Cohorts and Extensions)

The MPH is a professional and academic degree with thesis, designed for clinicians and non-clinicians. The program emphasizes the use of scientific and biblical evidence in health programming. The MPH is offered with the following three emphases: Health Ministry, Health Promotion, and Nutrition. It is accredited by the Adventist Accrediting Association (AAA) and by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) at Level III.

Possible Employment Opportunities

In the broad field of Public Health, AIIAS provides graduates with the academic and experiential preparation they need for public health practice and for the wellness of society.

The fields in which graduates in public health are most often needed include community health, epidemiology, biostatistics and information, environmental health, and global health. Examples of potential employers include, but are not limited to the following:

1. Health and Social Services: Employment by Non-Government Organizations (NGOs), industry (product promotion, computerized screening programs), Medical Centers (patient health education, preventive services), Religious Organizations (health department or local house of worship).

2. Relief and Development Activities: Government and NGOs (e.g., 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 (e.g., specialist in wellness, lifestyle modification, and nutritional health: Self-employment as a consultant in cooperation with other health professionals in a group or individual 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 a spectrum of programs (e.g., pastor evangelist in the Adventist Church), chaplaincy at health settings, and health education in schools.

Emphasis in Health Ministry

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 science. Any leader not capable of thinking scientifically will be at a distinct disadvantage in dealing with the pervasive facts and issues of the 21st century. Christian leaders who can 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 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. Integrates 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.

Emphasis in Health Promotion

Health promotion is creating and implementing personal, social, physical and 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 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.

Emphasis in Nutrition

The MPH with emphasis in Nutrition is designed to prepare graduate health professionals to have a thorough understanding of nutrition in relation 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 implements appropriate programs to meet the nutritional needs of individuals in a holistic manner.

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. Note: For the nutrition emphasis undergraduate studies shall be preferably in Nutrition.
2. Demonstrated English proficiency (see English Proficiency, p. 30).
3. Complete an interview with a faculty member of the Public Health Department.

Master of Public Health

Prerequisites

1. The prerequisites for the MPH program are:
   (Note: Health Practitioners do not need to fulfill prerequisites A and B)
   a. Human Anatomy and Physiology (3 semester hours)
   b. Biology (3 semester hours)
2. Additional prerequisites for the emphasis in Health Ministry are:
   a. At least 12 semester hours in the field of religion or theology
3. Additional prerequisites for the emphasis in Nutrition are:
   a. Introduction to Nutrition or Basic Nutrition (3 semester hours)
   b. Nutritional Metabolism or Biochemistry (3 semester hours)

These prerequisites are undergraduate credits with a minimum grade of B. Other documents that demonstrate an acceptable level of knowledge in the above subjects may be accepted, including evidence of the successful completion of online study modules, from recognized institutions /organizations. It is possible to be accepted into the program provisionally without these prerequisites, but the student will be required to complete all missing prerequisites and co-requisite requirements before 50% of the coursework has been completed.

Requirements

To earn the MPH degree, the student must satisfy the following requirements:

1. Complete the required minimum semester hours of courses as stipulated in the curriculum, achieving a GPA of 3.0 or higher.
2. Select and complete one of the following culminating options:
   a. Elective class PHEL 690/691 Wellness Coaching I & II (3 semester hours (an alternative elective with PH prefix may be approved by the academic advisor in the event of an unavailable listed elective) + PHHM/PHHP/PHNU 691 Field Learning Internship (3 units) + Comprehensive Examination.
   b. PHHM/PHHP/PHNU 698 Thesis including an oral defense (6 semester hours) + Comprehensive Examination + PHHM/PHHP/PHNU 691 Field Learning Internship (3 units) + publication or acceptance for publication of at least one article in a refereed journal.
3. Complete the Service Learning (p. 75) requirement.

Program Structure	Credits
Public Health Core	30
Emphasis in:	
Health Ministry	9
Health Promotion	10
Nutrition	10
Culminating Phase	6-9
	Total 45-49

Public Health Core	**30**

Complete the following **ten** courses:

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 and Disaster Management	4
PHFN 615 Principles of Epidemiology	3
PHFN 620 Biostatistics	3
PHNU/PHHP 640 Public Health Nutrition	3
PHFN 660 Policy and Advocacy Development for Public Health	3
RESM 520 Academic Writing	2
RESM 610 Research Methods	3

Emphasis in Health Ministry	**9**

Complete the following **three** courses:

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

Emphasis in Health Promotion	**10**

Complete the following **four** courses:

PHFN 625 Maternal-Child Health and Family Planning	3
PHHP 655 Lifestyle Diseases and Risk Reduction Programs	3
PHHP 660 Current Global Health Issues	3
LEAD 610 Biblical Foundations of Leadership and Ethics	1

Emphasis in Nutrition	**10**

Complete the following **four** courses:

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
LEAD 610 Biblical Foundations of Leadership and Ethics	1

Culminating Phase	**6**

Complete **one** of the following options:

1. Non-Thesis Option
   PHEL 690/691 Wellness Coaching I & II (3 semester hours (an alternative elective with PH prefix may be approved by the academic adivisor in the event of an unavailable listed elective)) + PHHM/PHHP/PHNU 691 Field Learning Internship (3 units) + Comprehensive Examination. **6**

2. Thesis Option
   PHHM/PHHP/PHNU 698 Thesis (6 units) + Comprehensive Examination + PHHM/PHHP/PHNU 691 Field Learning Internship (3 units). The thesis will follow the Graduate School criteria, plus additional guidelines from the Department (see Departmental Policies and Guidelines section, p. 145). **9**

Double Emphases

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

Single Emphasis	Credits
Non-Thesis option:	
Health Ministry	45
Health Promotion	46
Nutrition	46
Thesis option:	
Health Ministry	48
Health Promotion	49
Nutrition	49
Double Emphasis	
Health Ministry & Health Promotion	54
Health Ministry & Nutrition	57
Health Promotion & Nutrition	55

Note: Double emphasis requires that the Field Learning Internship experience encompasses both fields, or that the thesis fits both emphases.

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

The FLI consists of practical field experience where the student works as an intern, doing a variety of tasks, in a variety of health-related 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 or activities or facilities as part of a team. Prerequisite: all course work successfully completed.

Field Learning Internship Advisor and 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 one or more of the following five pre-identified areas: (1) Adventist Church Conference/Division/Union "Health Ministries" department offices; (2) adopted community, under the Community Research and Service Coordinator; (3) government and non-government health or health-related agencies; (4) hospital, rehabilitation center and/or wellness clinic/center; and (5) AIIAS Health TV and Internet Program.

For Extension Site 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 of the pre-identified areas accordingly and send all necessary contact information. The FLIA will send the request for collaborative efforts in preparing a Memorandum of Agreement (MOA) with all identified organizations/ companies. Field learning internship can only be approved by the FLIA after everything has been fully agreed upon between all parties.

Internship Hours and 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.

Extension Site and Online MPH students, who are unable to follow any of the above outlined procedures 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 has fully been agreed upon and approved by the FLIA.

Internship Working Order and 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 in all their dealings with members of the community. 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 academic advisor.

Comprehensive Examination

The comprehensive examination is a requirement for all MPH degree options, (see the [Comprehensive Examinations](#) Section of the Graduate School, p. 76). Additional guidelines that are specific to the Public Health Department are available in the MPH Handbook available from the academic advisor.

Master's Thesis

The Master's thesis is one of 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 registering for the MPH Thesis. The thesis must follow the procedures for research of the Graduate School (see Graduate School Thesis/Dissertation section), 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 his/her committee, the MPH student, after binding the thesis, is required to complete publication or acceptance for publication of at least one article in a refereed journal, (e.g., *AIIAS International Forum*). After reviewing the paper, the student and thesis advisor may submit to the targeted journal. The paper published or accepted for publication 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.

Areas of Instruction

General, Interdisciplinary, and Research Courses

_____ Directed Studies
RESM Research Methods, Writing, and Statistics

Business

ACCT Accounting
BUAD Business
BUIT Business Information Technology
ECON Economics
FNCE Finance
HRMT Human Resource Management
MGMT Management
MRKT Marketing

Education

EDAD Educational Administration
EDCI Curriculum and Instruction
EDFN Educational Foundations
EDTE Teaching English to Speakers of Other Language
EDUC Educational Foundations

Public Health

PHEL Public Health Electives
PHFN Public Health Foundations
PHHM Health Ministry
PHHP Health Promotion
PHNU Nutrition

Number Prefixes Used for Graduate School Courses

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 tuition for this course is equivalent to the tuition for one credit in the student's program, but no credit will be granted, (see Updating of Academic Credits, p. 42 in the Academic Information and Policies section).

589/689   Elective Course in _____   1-3

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

670/870   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.

Note: 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 or as specified for the particular program. 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 teacher. Normally, Advanced Readings is limited to 3 credits per student per degree. Advanced Readings may not 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 master's level registration the course will culminate in an article accepted for publication in a refereed journal. For a PhD level registration, the course will require a review of literature, conceptual framework, research design, data collection, data analysis, and interpretation, culminating in a publishable article accepted for publication in an international/national refereed and indexed journal. May be repeated for credit.

Research Methods, Writing, and Statistics

RESM 520	Academic Writing	2

Introduction to the art of academic discourse to prepare graduate students for writing theoretical and research papers, thesis, and dissertation. Topics include proper use of sources, academic honesty, structure and language use, critical analysis and synthesis, organization, style and formatting, and the concept that writing is a process that is best learned through continual practice. Use of a reference management system (e.g. Zotero, Mendeley, Citavi, EndNote) will be introduced.

RESM 610	Research Methods	3

A survey of quantitative and qualitative research designs for conducting basic and applied research. The emphasis will be on the research process including, formulating and stating the problem, developing conceptual frameworks, planning and designing the research, conducting the literature review, instrumentation, data collection procedures, basic data analysis, and researcher ethical and legal responsibilities. Students may be required to submit a mini research proposal. **Prerequisite:** RESM 520 Academic Writing.

RESM 615	Applied Statistical Methods I	3

An introduction to the application of descriptive and inferential statistics. Concepts covered in this course include descriptive statistics (frequency, measures of central tendency and variation, transformed scores, normal distribution), and inferential statistics (hypotheses testing, statistical power, t-tests, analysis of variance, bivariate correlation, linear regression, and selected non-parametric statistics). Use of statistical analysis software (e.g. SPSS, JASP, JAMOVI) is required. Presentation of a research project is expected.

RESM 685	Research Experience	3

Hands-on experience in designing, conducting, and reporting significant primary research in education. The student should plan to spend a minimum 60 clock hours in guided research activities for each semester hour of credit. The end product should be a publishable scholarly article or other substantial research report. Does not count toward the requirements for the PhD degree.

RESM 715	Applied Statistical Methods II	3

An introduction to the theory and applications of multivariate statistics. Topics in the course include pre-data analysis screening, advanced multiple regression, canonical correlation analysis, exploratory factor analysis, multivariate analysis of variance, discriminant function analysis and binary logistic regression. Presentation of a research project involving the application of advanced statistical procedures is expected.
Prerequisite: RESM 615 or equivalent.

RESM 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 740	Qualitative Research	3

A study of the philosophical foundation and methods of qualitative research including the question of purpose, design, data collection, interpretation, and presentation of findings.

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. **Prerequisite:** RESM 615 Statistics.

RESM 751	Applied Qualitative Research	3

Application of specific qualitative research design, collection of data, analysis, reporting and interpretation. Students are expected to present a research paper. **Prerequisite:** RESM 740 Qualitative Research

RESM 752	Applied Statistical Methods III	3

Advanced analyses of multivariate variables in the social sciences: cluster analysis, path analysis, confirmatory factor analysis, and structural equation modeling. Students are expected to present a research paper. **Prerequisite:** RSEM 715 Applied Statistical Methods II

RESM 770	Program Evaluation	3

The study and application of various evaluation models and techniques for the specific purpose of judging critically the processes and results of projects and programs in education. **Prerequisites**: RESM 610 Research Methods and RESM 615 Applied Statistics I.

RESM 896	Dissertation Seminar	1

Designed for doctoral students who are getting ready to write their dissertation proposal: selection of dissertation topics, and committee composition; and critical review and analysis of relevant literature. The use of a reference management system (e.g. EndNote, Zotero, Mendeley, Citavi) will be required. **Prerequisite:** RESM 520, RESM 610, RESM 615, RESM 740

RESM 897	Dissertation Proposal Writing	2

Designing and writing the doctoral dissertation proposal, typically consisting of the first 3 chapters of the dissertation. At the end of the course, students are expected to successfully defend their proposals and obtain Ethics Review Board (ERB)clearance. **Prerequisite:** RESM 896

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.

694	Continuation of MA Culminating Project	-

Students who have already taken the 3 credits of MA Culminating Project but are still working on the project must continue enrollment by registering for continuation of project writing.

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 [Thesis/Dissertation](#) in the Graduate School, p. 77 and Departmental Guidelines.)

698	Continuation of MA Thesis Writing	-

Students who have already taken the 6 credits of MA Thesis but are still working on the thesis must continue enrollment by registering for continuation of thesis writing.

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](#), p. 129, for details.

| 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.

| 898 | Continuation of PhD Dissertation Writing | - |

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.

| 629/729/829 | Topics in _____ | 1-6 |

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 deeper exploratory readings and study on current issues.

Business

| 845 | Business Consulting | 3 |

This course is designed to overview the consulting profession with a subsequent emphasis on organization consulting issues. Effort is placed on developing proficiencies in a range of skills required to practice consulting. This course enables students to provide research-based analytics, offer vital information to clients, solve client's problem, make diagnosis-based recommendations, assist solution implementation, build consensus and commitment, facilitate client learning, and improve organizational effectiveness.

| ACCT 501 | Accounting for Managers | 3 |

This course is an introduction to the basic concepts and standards underlying financial and managerial accounting systems. Several important concepts are studied in detail, including accounting cycle, cost concepts, financial statement analysis, revenue recognition, inventory, long-lived assets, present value, and long-term liabilities.

| MGMT 502 | Management | 3 |

This course is designed to be an overview of the major functions of management. Emphasis is on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

| ECON 503 | Economics | 3 |

This course provides an introduction to a broad range of economic concepts, theories and analytical techniques. It considers both microeconomics—the analysis of choices made by individual decision-making units (households and firms) and macroeconomics—the analysis of the economy as a whole.

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 non-profit organizations. The course emphasizes the applications of accounting as a tool for management control in non-profit organizations. Special attention is given to financial statement presentation, analysis, and interpretation.

ACCT 651	Financial Accounting I	3
ACCT 652	Financial Accounting II	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 Managerial Accounting and Finance

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 658	Accounting Information Systems	3

The study of accounting as an information system. This course prepares students to understand, analyze, evaluate and design accounting processes using information systems technology. This will enable students to understand that the accounting information system consists of important elements that work together towards the achievement of organizational goals and mission. This course adopts the enterprise risk management approach. Broad topics include documentation tools that will allow diagraming and analyzing business processes, enterprise risk management and internal control concepts and understanding core business processes.

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 are also examined.

ACCT 675	Accounting for Corporate Structures	3

In depth coverage of the theory, accounting practice and reporting for corporate group structures, which include advanced partnership accounting and dissolution, business combinations, consolidation of financial statements, ownership issues, reorganization, receivership, and liquidation of corporate structures.

		3
ACCT 680/780	Financial Accounting Theory	

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. A 700-level registration involves a study of advanced Accounting Theory, **Prerequisite:** ACCT 652 Financial Accounting II.

ACCT 682/782   **Behavioral Accounting**   **3**

A survey of behavioral accounting theories and research. This course will enable students to comprehend the behavioral environment of accounting, and guide them in solving behavioral problem arising from accounting processes and accounting information use. This includes contingency approach to design of accounting system, functional and data fixation, practice of slack, accounting and language, goal setting, participative budgeting and performance, human resource considerations in public accounting firms, and cultural determinism in accounting. A 700-level registration involves a study and research of advanced Behavioral Accounting.

ACCT 685/785   **Current Issues and 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. A 700-level registration involves a study of advanced issues in accounting. **Prerequisite:** ACCT 652 Financial Accounting II.

BUAD 635   **Quantitative Analysis for Decision-Making**   **3**

This course offers the opportunity to apply mathematical models and tools to 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 675   **Data Analytics for Decision-Making**   **3**

This course teaches graduate students the process of analyzing data and discovering new information to support management decision-making. The main areas covered in the course include descriptive analytics, diagnostic analytics, predictive analytics and prescriptive analytics. Specific topics include descriptive data mining (descriptive statistics, statistical inference, data visualization, creation of dashboards), diagnostic analytics (root-cause analysis, data explorations, intuitive visuals, isolating all cofounding information), predictive data mining (linear regression, time series and forecasting), and prescriptive data mining (optimization models, simulation and decision analysis).

BUAD 691/791   **Strategic Management**   **3**

The theory and practice of strategic management. This course explores the theory and practice of strategic management, equipping students with critical business skills for planning and managing strategic activities. Key topics include determining the mission, purpose, and philosophy of an organization; developing an organization profile; conducting resource analysis; assessing the external environment; identifying various strategic options; making strategic analysis and choices; setting long-term and annual objectives; developing grand strategies; implementing strategic decisions, and reviewing and controlling strategic actions. BUAD 791 will also cover the latest strategic management practices through surveys and evaluations.

Note: BUAD 691 serves as the capstone course for the MBA program and is typically taken in the final semester, following the substantial completion of all other requirements. This integrative course requires students to apply the skills and knowledge gained throughout their studies. BUAD 791 is designed for PhD in Education students specializing in Educational Administration.

BUAD 694   **Master's Project**   **3**

Master's students opting for non-thesis track are required to register for BUAD 696 Research Project that leads towards a research project. (See the course description for BUAD 696 Research Project).

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 theoretical or empirical studies, feasibility studies, case studies, and the development of problem-solving approaches in other management functional areas. **Prerequisite:** BUAD 610 Research Methods and completion of all required courses, or approval from the department.

BUAD 697   **Internship**   **1-4**

Students may spend a minimum of 240 clock-hours in a business-related internship (spread over a period of 2-4 or 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 approval from the department.

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**

This course reviews the traditional paradigm for decision-making and then builds different perspectives to decision-making that will enhance the quality of the decisions achieved. This is an advanced course in decision-making and it assumes that students who enroll in this course are competent in quantitative analysis for decision-making. Topics include hypothesis testing, Bayesian view of covariance, probability theory and calibration, heuristics and biases, normative decision theory, prospect theory, decision biases, emotions in decision-making, morality, forecasting, simulation, scenario generation, uncertainty and risk, happiness, and improving decision-making.

BUAD 785   **Leadership and Corporate Governance**   **3**

A critical examination of traditional and contemporary leadership theories and concepts. The focus is on leadership roles such as visioning, mentoring, team building, making ethical judgments with informed analysis/reasoning, leading change, leading during crises and influencing business behavior in an ethical manner towards organizational goals and mission. The course also critically evaluates the theories of corporate governance, Corporate Social Responsibility, and their empirical testing.

Business Information 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 are also investigated and evaluated. Students develop an e-marketing plan, a video production, a personal website, and various marketing materials. Class size is limited.

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 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 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 is limited.

BUIT 684   **Network Administration and Security**   **3**

Fundamentals of telecommunications, basic network design, and network security concepts in organizations are discussed. The course includes a general introduction to networking technology for setting up local area network for the organization. Information security principles covered include network, data, and personal security. Implications of network access and security issues for organizations and their members are discussed.

BUIT 692	Fieldwork in Information Technology	3

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 often extends 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 are addressed. Topics 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.

3

ECON 765	Advanced Economic Theory	

Covers selected topics in microeconomics, macroeconomics, international trade, developmental economics and labor economics. Emphasis is on reading, analyzing, critiquing and synthesizing recent ideas published in current journal articles on economic related issues.

Finance

FNCE 638	Financial Forecasting Models	3

Inappropriate financial planning and incongruous forecasting often results in poor business plans. Therefore, learning to apply the right forecasting models to different financial cases is important. This course leads students to comprehend, apply and simulate financial forecasting using quantitative models for decision-making under risk. Students become familiar with optimization software, Microsoft Excel's Solver and Excel plug-ins. The course culminates with a research and a simulation report. **Prerequisites:** Business Statistics; BUAD 635 Quantitative Analysis for Decision-making; and FNCE 640 Managerial Accounting and Finance

FNCE 640   **Managerial Accounting and Finance**   **3**

Planning and control is vital for excellent performance. The course exposes students to tools for financing, investing, and operating decision. Topics covered includes the decision-making aspect of budgets, working capital management, cost of capital, capital budgeting evaluation, optimal capital structure, and financial risk. Furthermore, the course expose students to the managerial aspect of financial control through cost analysis and control, and cost allocations.

FNCE 642   **Investments Analysis and Portfolio Management**   **3**

Analyzing investment alternatives and structuring efficient investment composition is crucial for financial performance in the corporate world. This course seeks to expose students to securities market and institutions, current issues in investment portfolio management, analysis of fixed-income and equity investments, and derivatives evaluation. This preparation enables students to comprehend, analyze and create efficient investment portfolios. The students also undertake simulations in fixed income and equity investment.

FNCE 644   **Banking Systems**   **3**

This course brings together advanced students, studying under a faculty member, each doing original research and all exchanging results through reports, presentations, discussions and seminars. The course exposes students to a variety of research articles, papers, projects and activities, on the subject of financial management, advanced financial management strategies, financial risk management and financial technology management. **Prerequisite:** FNCE 640 Managerial Accounting and Finance.

FNCE 646   **Finance for Not-for-Profit Organizations**   **3**

Financial management functions must be performed not just in profit-oriented companies, but also in not-for-profit organizations. The course seeks to expose students to short and long-term finances, cash flows planning and control, capital budgeting in not-for-profit settings, cost control and risk analysis. Biblical concepts and Ellen G. White's writings on prudent finances are also discussed. A term paper on prudent finances and a research project on an approved topic is required.

FNCE 648   **Accounting for Non-Profit Organizations**   **3**

See ACCT 648 for course description.

FNCE 652   **Trade Finance**   **3**

The study of international trade finance is important in solving problems related to international payment systems and foreign exchange risk. This is particularly so in the midst of innovative banking in the 4th-industrial revolution era. This course exposes students to topics in export financing, international factoring, import letter of credit financing, exchange risk, country risk, export credit insurance and the related. The course culminates in presenting research findings and solving international trade finance issues/challenges.

FNCE 654   **Financial Analysis and Reporting**   **3**

A study of what, how, and where key financial analytical tools are generally used for making informed management decisions in the areas of investments, finances, and operations. Topics include 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 Managerial Accounting and Finance

FNCE 656   **International Finance**   **3**

The course gives students an in-depth understanding of global financial markets and operations of multi-national firms. Topics covered are how multi-national corporations deal with foreign exchange markets, exchange risk exposure and management, currency convertibility, international monetary system, international financial markets, balance of payment issues, Euro currencies complexities, and derivatives transactions. Students learn through problem solving, cases, research reports, simulations and term papers.

FNCE 657   **Fund Accounting**   **3**

See ACCT 657 for course description.

FNCE 658   **Financial Risk Management**   **3**

To address the global need for prudent foreign exchange exposure management, financial managers must be equipped with financial risk management skills. Topics covered are foreign exchange exposure, liquidity unavailability, stock and commodity prices fluctuation, effective debt-related financing, derivatives management, and hedging techniques. **Prerequisites:** FNCE 640 Managerial Accounting and Finance, and either FNCE 642 Investment Analysis and Portfolio Management or FNCE 654 Financial Analysis and Reporting.

FNCE 660   **Advanced Corporate Finance**   **3**

Intense competition and imprudent financial management policies and practices have caused serious problems for many corporate entities, which may be solved only by sophisticated techniques of advanced corporate finance. Students taking this course develop and apply higher levels of cognitive thinking to formulate advanced corporate financing strategies, such as, complex-capital structure-based financing, pricing convertible, warrant-based and long-term project financing, financial engineering, and risk-oriented financial strategies through research and exercises.

FNCE 720   **Innovative FinTech Management**   **3**

In the midst of the 4th industrial revolution economy, financial technology or fintech has disrupted several industries, particularly the banking system. This course seeks to expose students to a variety of innovative financial policies and practices, which uses internet banking, mobile banking, cloud computing, artificial intelligence, etc. to make financial management more efficient. The underlining philosophies that define fintech versus other traditional financial methods are discussed and evaluated by observing how they operate in reality.

FNCE 644   **Banking Systems**   **3**

This course brings together advanced students, studying under a faculty member, each doing original research and all exchanging results through reports, presentations, discussions and seminars. The course exposes students to a variety of research articles, papers, projects and activities, on the subject of financial management, advanced financial management strategies, financial risk management and financial technology management. **Prerequisite:** FNCE 640 Managerial Accounting and Finance.

Human Resource Management

HRMT 612   **Human Resource Management**   **3**

This course studies the 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.

HRMT 765   **Staffing and Talent Management**   **3**

This course exposes students to methods and practices to acquire, engage, and develop talent; focuses on the development of leaders within an organization; and examines how executive succession is managed. The overall integrative course framework leads students to examine current and seminal research-based literature on recruitment, selection, orientation/induction, socialization, and personnel retention.

HRMT 775   **Advanced Training and Development**   **3**

This course focuses on formal and informal methods of developing and training talent within an organization. Through readings and discussions of both contemporary and seminal research-based literature, the course covers topics such as formal and informal learning, developmental relationships, training techniques (on and off-the-job) and performance management.

HRMT 785   **Advanced Labor Relations**   **3**

This course examines labor relations using three major processes: union organizing (how unions are formed), collective bargaining (how contracts are developed), and dispute resolving (how bargaining disputes and grievances are resolved). Using journal readings, cases studies, group discussions, role-playing and work-place research students develop their own framework on effective employee relations. The course culminates with a research project and a seminar.

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 and Communication**   **3**

Application of behavioral science concepts within a Christian ethics framework. The emphasis is on the behavioral and communication aspects of individuals and groups for better organization performance. Topics of interest include perception, values, attitude, motivation, group behavior, communication, leadership, power, politics, conflict, organizational culture, and organizational change. The course links the behavioral understanding of individuals and groups in developing effective communication strategy.

MGMT 612   **Human Resource Management**   **3**

See HRMT 612 for course description.

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 650   **Management of Organizations**   **3**

Management primarily directs group efforts towards achievement of pre-determined goals and is critical for organizational performance. This course in management functions includes primary topics such as planning, organizing, directing, and controlling from an organizational viewpoint. Other topics included are contemporary studies that relate to communication, motivation, leadership styles, and decision-making.

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.

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 enhances 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 also prepares 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 and Communication.

MGMT 730   **Innovation Management**   **3**

In this course, all aspects of managing innovation; from recognizing the need and desire to be creative and innovative, using imagination to add value, developing structures, systems and incentives that encourage and implement innovation are discussed. The course centers on three themes: ideation/creativity generation techniques, innovation (models, dimensions, degrees and sources of innovation), and strategic management of innovation.

MGMT 750   **Performance Management**   **3**

This course explains and reinforces the concept that performance management is not a one-time supervisory event, but an ongoing process of planning, facilitating, assessing, and improving individual and organizational performance. Topics include role and importance of performance management, performance management framework, performance planning, creating a performance management culture, performance assessment, including 360degree feedback, performance improvement planning, identifying root causes of performance issues and developing appropriate responses and performance metrics.

Marketing

MKTG 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.

MKTG 618   **Marketing for Non-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.

MKTG 675   **Social Marketing**   **3**

The course social marketing examines the adaptation and adoption of commercial marketing principles and practice into the field of social change marketing. Specific topics include examining the contemporary issues in the social marketing sector including the development of unique social marketing models for changing attitudes and behaviors, as well as the use of commercial marketing to deliver goods, ideas, and service products for social outcomes.

MKTG 775   **Advanced Consumer Behavior**   **3**

In this course students research and apply psychological, social and cultural concepts to marketing decision-making. Topics include consumer behavior and research; internal influences such as motivation and involvement, personality, self-image, life-style, perception, learning, attitude formation and change, and communication; external influences such as culture, subculture, social class, reference groups and family, and the diffusion of innovations; and consumer decision-making.

MKTG 778 **Advanced Advertising and Promotion** **3**

This course aims to give students an advanced understanding of integrated marketing communications (IMC), as practiced by marketing managers and as conceptualized by researchers. It gives students theoretical, conceptual, and practical skills in developing and managing advertising campaigns, sales promotions programs, publicity drives, media mix, and public relations for building brand equity.

MKTG 860 **Marketing Research** **3**

Marketing research is an applied course that is critical to understanding markets and customers in order to make better marketing decisions. The key objective of this course is to provide students the advanced knowledge, tools and models of marketing research to communicate marketing information to support decision-making.

Education

Educational Administration

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.

EDAD 610 **Organizational Behavior and Communication** **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 **Administrative 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 HRMT 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 in the management of the school's resources such as human resources, financial resources, instructional resources, and others.

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 Administrative Finance. Credit may not be earned in both EDAD 730 and FNCE 646.

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 770   **Institutional Evaluation**   **3**

See EDCI 770 for course description.

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 610   **Pedagogy and Classroom Management**   **3**

A comprehensive view of classroom management and basic teaching/learning concepts and process which include areas such as philosophical assumptions of learning, nature of learners, 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. These concepts and processes encompass all ages and all disciplines. Participants work in cooperative groups and present teaching episodes and participate in structured coaching and focused feedback processes.

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.

EDCI 620   **Foundations of Curriculum**   **3**

Philosophical, psychological and sociological foundations that shape curriculum practices. This course includes an introduction to the literature, theories, and designs of curriculum. The app0roach will be analytical and theoretical, attempting to clarify the relationship between theory and practice.

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 develop educational materials using technology and present them publicly.

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 are analyzed and appropriate educational programs and issues of assessment are addressed. Current trends and the impact of legislation upon special education and inclusive practices are reviewed. Strategies and methods for dealing with different levels of ability within the regular education classroom are 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 learn the basic theory and skills of conceptualizing, designing, constructing, implementing, and evaluating curriculum. The course includes issues of curriculum change and the roles of curriculum participants and specialists in all curriculum activities. Students create original curriculum documents within a limited scope.

EDCI 645   **Assessment for Learning**   **3**

An exploration of 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 provides students with hands-on experience in an online environment. **Prerequisites:** a graduate course in curriculum and EDCI 625 Instructional Media.

EDCI 720   **Teaching and Learning in Higher Education**   **3**

A course designed to prepare subject specialists who teach in higher education. It focuses on the characteristics of adult learners and varied methods of teaching them considering their needs. It addresses curriculum planning in the context of creating course syllabi and lesson plans and instructional planning focusing on teaching processes, preparation of learning materials, and evaluation

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 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 Instructional Models, EDCI 625 Instructional Media.

EDCI 771/772/773   **Curriculum Development**   **3**

A focus on curriculum design and construction, seeking to aid educators concerned with the creation and revision of curriculum for elementary, secondary, or tertiary levels. Attention is given to the application of theoretical principles to curriculum design, construction, implementation, and evaluation. Course participants will engage in the development of significant curricular products.

RESM 770   **Program 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.

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 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 510   **Teaching Practicum**   **1-3**

Experience-based instruction in actual school settings with the support of a mentor. Experiences include classroom observations, preparation and delivery of learning activities, instructional evaluation, and exposure to instructional leadership.

1-3

EDFN 511   **Higher Education Teaching Practicum**

Tertiary level teaching experience with support from a faculty mentor. Instructional activities include developing a course outline, preparing the lesson and teaching, and implementing instructional evaluation.

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 and 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 introduces 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 are included.

Teaching English to Speakers of Other Languages (TESOL)

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; and traditional and current approaches to language teaching including grammar/translation approaches, and communicative language teaching are discussed.

EDTE 622   **TESOL Methods for 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 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.

EDTE 711   **Language Teaching Principles and Practices**   **3**

Study of language teaching principles and research-based practices in teaching for TESOL practitioners. The course introduces students to different English language teaching approaches and methods, with an emphasis on the current communicative approach.

EDTE 721   **Language Program Planning and Management**   **3**

Planning ESL/EFL program curriculum design, implementation, and program monitoring and evaluation. TESOL students are expected to design and present their own ESL/EFL program.

EDTE 722   **Advanced Sociolinguistics**   **3**

In-depth theoretical knowledge of sociolinguistics and critical analysis of language in its social context. This course discusses a combination of foundational and contemporary sociolinguistic studies for TESOL students to understand the field's development, current trends, and future directions. Topics may cover World Englishes, language variation and change in phonetics, language production and perception, and diverse sociolinguistic contexts globally.

Education

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 624	Faith and Learning in Christian Education	3

Interdisciplinary consideration of Christ-centered, Bible-based, faith-nurturing educational theory and practice. This class assists 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.

EDUC 626	Cosmology, Geology, and the Bible	3

An overview of the type of physical evidence used in reconstructions of earth's history. It aims at familiarizing students with fundamental geological concepts (e.g., types of rocks, plate tectonics, time, and stratigraphy). The course highlights areas of tension and convergence between the biblical account of origins and various cosmological and earth history models. Its objective is to enable understanding and communication of basic examples of physical evidence and processes and their epistemological relevance in the context of a biblical worldview.

EDUC 628	Life, Earth History, and the Bible	3

A study that focuses on the question *What is life and where did it come from?* Various theories about how the origin and history of life correlate with the current understanding of Earth's history as well as the biblical record of history will be examined. These theories will be compared with the data available, and areas of both agreement and tension will be noted.

Public Health

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 Biostatistics, PHFN 615 Principles of Epidemiology.

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 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 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, bio-statistics, 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 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 are studied for their role in individual and family health. The course incorporates 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 are 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**   **2**

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 690   **Wellness Coaching I**   **1**

This course covers the fundamentals of the coaching structure and process from coach preparation to coaching termination including the legal and ethical implications. It explores the various components of the coaching process with attention given to developing the coach/client relationship, use of empathetic communication skills, and goal setting by the client. This is the first of three courses designed to meet the published standards (2023) of National Board for Health and Wellness coaching.

PHEL 691   **Wellness Coaching II**   **2**

This course provides an in-depth understanding of the application of transtheoretical model and Motivational Interviewing skills. It helps the participants develop a client centered plan, utilizing the right tools to achieve goals that they themselves set, based on their understanding of lifestyle concerns. This is the second of three courses designed to meet the published standards (2023) of the National Board for Health and Wellness coaching.

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 Foundations

PHFN 600   **Health Promotion Theory and Practice**   **3**

The History of public health is presented followed by the introduction of theories and principles of Health Promotion, and exposition of methods and procedures for planning community health 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**   **4**

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 also includes a review of the types and public health consequences of natural and manmade 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 are also 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.

HFN 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.

PHFN 660   **Policy and Advocacy Development for Public Health**   **3**

This course explores public health policy and advocacy for health equity in diverse populations. Policy is studied from process to implementation with stakeholder collaboration. Outcomes are analyzed for advocacy methods for improving health equity including public, private, and faith-based approaches. The evaluation of policy and advocacy processes and outcomes will be evidence-based and applied to case examples.

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 examining 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 works as an intern in five different settings, doing a variety of tasks. Internship activities are chosen to complement and broaden the student's learning experiences, as they 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 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 audiovisual aids for health evangelism. May be taken in place of CHMN 551 Field Evangelism.

| PHHM 698 | MPH Thesis | 3-6 |

Guided independent research to demonstrate the student's skills in the use of 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 | 3 |

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 explores major health issues unique to these groups and creates strategies to assist them in rational decision-making and providing programs to maintain health. It includes mechanisms of health and disease. This course requires fieldwork.

| | | 3 |
| PHHP 655 | Lifestyle Diseases and Risk Reduction Programs | |

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:** PHEL567 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 at least 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

Theological Seminary Personnel

Dean	Ricardo González, PhD
Associate Dean	Kyungho Song, PhD
Faculty	Faculty are listed by department, and adjunct faculty are at the end of the bulletin.

Staff

Ivy May Ambat	Department Resource Assistant for Biblical Studies and Theological-Historical Studies
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Mission

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

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

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	• Advanced knowledge & practice of pastoral ministry, mission, preaching, & the presentation of biblical truth.
Master of Arts in Church Ministry (MA-CM)	• Competent church pastors & administrators who demonstrate advanced skills in pastoral ministry, leadership, & the presentation of Christian doctrines. • Teachers at the high school level.
Master of Divinity (MDiv)	• MA-CM graduate profile. • Bible workers & chaplains.
Master of Arts in Ministry (MA-Min)	• Experts in intercultural studies with an emphasis in Buddhism, Chinese religions, Islam, or urban studies who are involved in ministry & provide training for church members. • Leaders of mission to the group in their specialty. • Teachers of mission courses at the college level.
Master of Arts in Religion (MA-R)	• MDiv graduate profile. • Researchers in the area of their academic specialty. • Teachers of advanced & specialized courses in the college level.
Master of Theology (MTh)	• MA-R graduate profile. • Teachers at the Master's level in their areas of specialty.
Doctor of Ministry (DMin)	• MDiv/MA-R graduate profile. • Researchers in the area of their professional field. • Experts in integrating biblical & theological knowledge in church ministry, mission, & leadership. • Teachers at the master's level & in the applied theology professional programs at the post-graduate level.
Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS)	• MA-Min/MDiv graduate profile. • Experts in missiology & cross-cultural ministry, able to relate theology to sensitive cultural & social contexts, leaders of change. • Teachers at the masters & post-graduate levels in applied theology degrees.
Doctor of Philosophy in Religion (PhD-R)	• MA-R/MDiv graduate profile. • Advanced researchers in different areas of their specialty. • Teachers of advanced & research courses in the academic theological programs of the post-graduate level in their relevant fields of expertise.

Professional Programs Offered

Graduate Certificate in Adventist Studies
Graduate Certificate in Ministry

Master of Arts in Church Ministry (MA-CM)

Master of Divinity (MDiv)

Master of Arts in Ministry – Intercultural Studies (MA-Min) with emphasis
Buddhism
Chinese Religions
Islam
Urban Studies

Doctor of Ministry (DMin) with emphasis
Church Leadership and Administration
Church Ministry

Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS) with emphasis
World Religions
Urban Studies
Intercultural Studies
Postmodernism and Secularism

Academic Programs Offered

Master of Arts in Religion (MA-R) with concentration

Biblical Studies
Biblical Languages
Old Testament Studies
New Testament Studies

Theological-Historical Studies
Theological Studies
Historical Studies
Adventist Studies

Applied Theology
Church Ministry
Church Leadership and Administration
Intercultural Studies and World Mission

Master of Theology (MTh) with concentration

Biblical Studies
Old Testament Studies
New Testament Studies

Theological-Historical Studies
Theological Studies
Historical Studies

Applied Theology
Church Ministry
Church Leadership and Administration
Intercultural Studies and World Mission

Doctor of Philosophy in Religion (PhD) with concentration

Biblical Studies
Old Testament Studies
New Testament Studies

Theological-Historical Studies
Theological Studies
Historical Studies

Applied Theology
Church Ministry
Church Leadership and Administration
Intercultural Studies and World Mission

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.

Liang, Chuanshan, Department Chair, Assistant Professor, PhD (2020, Adventist International Institute of Advanced Studies) 2020, Intercultural Studies

Aja, Victoria, Associate Professor, DMin (2014, Andrews University), 2017, Chaplaincy

Dizon, Ermela, Assistant Professor, DMiss (2023, Andrews University), 2023, Mission, Intercultural Studies

Doss, Richard, Assistant Professor, PhD (2023, Asbury Theological Seminary), 2023, Mission

François, Wetland, Assistant Professor, PhD (2022, Adventist International Institute of Advanced Studies) 2024, Church Ministry and Leadership

Kim, Si Young, Assistant Professor, DMin (2007, Adventist International Institute of Advanced Studies) 2022, Church Ministry and Mission

Woo, Hyun Jun, Assistant Professor, DMin (2019, Adventist International Institute of Advanced Studies), 2023, Church Ministry

Applied Theology Department

Mission

The departmental mission is for students to experience the gospel, which impacts their lives so that they are equipped as spiritual and skilled leaders in service to God, Church, and community.

Vision

The Applied Theology Department will be the premier venue for graduate level education in the 10/40 Window and beyond for deep spirituality, academic excellence, and practice of theology and mission.

Programs Offered

Graduate Certificate in Ministry

Master of Arts in Church Ministry (MA-CM)

Master of Divinity (MDiv)

Master of Arts in Ministry - Intercultural Studies (MA-Min) with emphasis
> *Buddhism*
> *Chinese Religions*
> *Islam*
> *Urban Studies*

Master of Arts in Religion (MA-R) with concentration
> *Church Ministry*
> *Church Leadership and Administration*
> *Intercultural Studies and World Mission*

Doctor of Ministry (DMin) with emphasis
> *Church Ministry*
> *Church Leadership and Administration*

Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS) with emphasis
> *World Religions*
> *Urban Studies*
> *Intercultural Studies*
> *Postmodernism and Secularism*

Master of Theology (MTh) with concentration
> *Church Ministry*
> *Church Leadership and Administration*
> *Intercultural Studies and World Mission*

Doctor of Philosophy (PhD) with concentration
> *Church Ministry*
> *Church Leadership and Administration*
> *Intercultural Studies and World Mission*

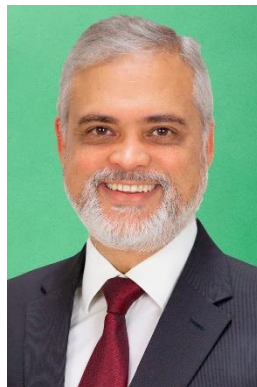# Biblical Studies Department

Faculty

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

Correa, Teófilo, Department Chair, Professor, PhD (2007, River Plate Adventist University), 2014, Old Testament

Bergland, Kenneth, Assistant Professor, PhD (2019, Andrews University) 2022, Old Testament

Martin, Hector, Assistant Professor, PhD (2012, Adventist International Institute of Advanced Studies), 2019, New Testament

Nunes, Leonardo, Assistant Professor, ThD (2020, Andrews University), 2023, New Testament

Mission

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

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 Offered

Master of Arts in Religion (MA-R) with concentration
> *Biblical Languages*
> *Old Testament Studies*
> *New Testament Studies*

Master of Theology (MTh) with concentration
> *Old Testament Studies*
> *New Testament Studies*

Doctor of Philosophy (PhD) with concentration
> *Old Testament Studies*
> *New Testament Studies*

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

Chrissutianto, Donny, Associate Professor, PhD (2018, Adventist International Institute of Advanced Studies), 2017, Theological-Historical Studies

Gayoba, Francisco, Associate Professor, DTh (1997, Adventist International Institute of Advanced Studies), 2022, Church History

González, Ricardo, Associate Professor, PhD (2008, Adventist International Institute of Advanced Studies), 2016, Theological-Historical Studies

Mission

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

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 Offered

Master of Arts in Religion (MA-R) with concentration
> *Theological Studies*
> *Historical Studies*
> *Adventist Studies*

Master of Theology (MTh) with concentration
> *Theological Studies*
> *Historical Studies*

Doctor of Philosophy (PhD) with concentration
> *Theological Studies*
> *Historical Studies*

Seminary Programs

Summary of 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, credit by transfer, prerequisites, and language requirements.

Admissions Requirements/Prerequisites

	GCert. in Ministry	MA-CM	MA-CM Extension Site	MDiv	MA-R	MA-Min
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	No	Yes	No
Ministerial Service	None	None	None	None	None	2 yrs

Program Requirements

	GCert. in Ministry	MA-CM	MA-CM Extension Site	MDiv	MA-R	MA-Min
Program Units	21	42	42	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	Yes	Optional
Minimum GPA		2.75	2.75	2.75	3.00	2.75
Expected Time of Completion (yrs)	1	1.2	4	2	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 AIIAS. Please consult the appropriate bulletin section for more detailed information regarding admissions requirements, credit by transfer, prerequisites, and language requirements.

Admission Requirements/Prerequisites

	DMin	DMiss	MTh	PhD
Admission Degree	MA-CM, MDiv, MA-Min, or MA-R	MDiv, MA-Min, 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

Admission Requirements/Prerequisites *(continued)*

	DMin	DMiss	MTh	PhD
Greek/Hebrew	No	No	Yes	Yes
Demonstrated Writing Ability		Thesis or Equivalent	Thesis or Equivalent	Thesis or Equivalent
Ministerial Service	5 yrs	3 yrs	2 yrs	2 yrs

Degree Requirements

	DMin	DMiss	MTh	PhD
Program Units	45	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
Expected Time of Completion (yrs)	2.5-3.5	4 (cohort)	2	4-5

Time Limitation

All students in the master's programs are required to finish the program within 6 years, while doctoral students are required to finish the degree within 10 years from the start of their program. Students exceeding these time limits need to apply for readmission.

Graduate Certificate in Ministry

Program Director: Chuanshan Liang

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. It is accredited by the Adventist Accrediting Association (AAA). This program is also available in Distance Learning Centers and online. Contact AIIAS Online concerning the online program (online.aiias.edu)

Admission Requirements

1. A baccalaureate degree or its equivalent.
2. Demonstrated English proficiency (see English Proficiency, p. 30).

Program Requirements

The Graduate Certificate in Ministry requires 21 semester hours of coursework in Applied Theology, Biblical Studies, and Theological-Historical Studies, with at least 9 semester hours of Applied Theology, 3 semester hours in Biblical Studies, and 3 semester hours in Theological-Historical Studies.

Graduate Certificate in Adventist Studies

Program Director: Donny Chrissutianto

The primary objective of this certificate program is to foster a deeper understanding of the history and theology of the Seventh-day Adventist Church and the writings of Ellen G. White. It is accessible to pastors, church administrators, and others who have theological and/or ministerial backgrounds. At present, this program is offered only in a cohort-based modality.

Admission Requirements

1. A baccalaureate degree in Theology/Religion or its equivalent.
2. Demonstrated English proficiency (see English Proficiency, p. 30).

Program Requirements

To fulfill the requirements of this certificate program, students need to complete 21 semester hours of coursework in the aria of the Adventist Studies.

Transfer of Credits

The credits earned in this program may be transferred into AIIAS Seminary regular degree programs regardless of whether or not the certificate has been awarded, conditional to meeting the requirements of the respective program.

Total	**21**
Core Cores	**9**
CHIS 570 History of the Seventh-day Adventist Church	3
THST 511 Revelation, Inspiration, and Prophetic Guidance	3
THST 531 Distinctive Doctrines of the Seventh-day Adventist Church	3
Complete **three** of the following four courses:	**9**
CHIS 574 The Life, Work, and Writings of Ellen G. White	3
CHIS/THST 575 Theology of Ellen G. White	3
CHIS/THST 576 Contemporary Views on Ellen G. White's Writings	3
GSEM 606 Research Methods in Adventist History and Ellen G. White's Writings	3
Complete **one** of the following two courses:	**3**
CHIS/THIS 572 Development of Seventh-day Adventist Theology	3
CHIS 573 Development of Seventh-day Adventist Lifestyle	3

MA-CM Master of Arts in Church Ministry

Program Director: Chuanshan Liang

The MA-CM is a professional degree program specifically designed for pastors and ministerial workers who want to upgrade themselves. This program is offered in three modalities: on-campus, cohort-based, and online. The normal duration of the on-campus program is 15 months, plus the time needed to finish prerequisites. It is accredited by the Adventist Accrediting Association (AAA)and the Association for Theological Education in South East Asia (ATESEA). Contact AIIAS Online concerning the online program (online.aiias.edu).

Outcomes and Competencies

Learning Outcomes	Competencies
1. A Committed Spiritual Leader	a. Demonstrates integrity in words & deeds b. Possesses an abiding & deep personal relationship with Christ c. Demonstrates a deep understanding of the theories & principles of church leadership both in theory & practice d. Reflects the character of Christ in deportment e. Provides vision & direction in pastoral leadership f. Reflects trust, humility, spirituality, & transparency in leadership g. Develops & trains spiritual leaders for effectiveness & efficiency
2. A Competent Discipler & Pastoral Leader	a. Provides meaningful leadership in church worship b. Competent pastoral counseling to various groups & age levels c. Committed to the spiritual growth of church members d. Demonstrates enthusiasm in mission & evangelism e. Capable in performing church ordinances & traditions f. Demonstrates a basic understanding of approaches to discipleship & ability in discipling individuals toward multiplication & maturity of faith in Christ
3. A Compassionate Minister/Pastor	a. Provides care of their family & the church members b. Gives evidence of passionate care by visiting, praying with, & encouraging church members c. Sensitive to the various needs of church ministry d. Loves the ministry, the church & the people they lead e. Provides caring opportunities to revive & reclaim erring & backsliding members f. Demonstrates appropriate care & empathy toward persons experiencing various crises
4. A Conscientious Teacher & Preacher	a. Is passionate in sharing & preaching the gospel b. Demonstrates a thorough knowledge & understanding of the distinctive doctrines of the Adventist church c. Demonstrates an ability to use the Scriptures effectively in

Learning Outcomes	Competencies
	preaching, teaching, pastoral care, & evangelism
	d. Demonstrates interpretive skills of the Word of God based on sound theology with a solid biblical foundation
	e. Exhibits a general understanding of the bible in relation to its authorship, background, history, & messages

Admission Requirements

1. Hold a baccalaureate degree from a recognized institution with a minimum GPA of 2.75 (or equivalent).
2. Submit two recommendations using the forms provided. This should normally include a recommendation from a leader of the current employing organization, and a faculty or academic administrator of the previous academic degree.
3. Demonstrated English proficiency (see English Proficiency, p. 30).

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 42 semester hours of coursework specified in the curriculum within a maximum of 6 years.
2. Have a cumulative GPA of not less than 2.75 for graduation.

Credit Load

The normal credit load is 15 semester hours in a regular semester and 6 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 through challenge exams may not exceed 9 semester hours. (See Credit by Transfer, p. 40).

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.

Master of Arts in Church Ministry

Curriculum

In order to complete the Master of Arts in Church Ministry program the following 14 courses or their equivalent totaling 42 semester hours must be completed on campus, at an Extension Site, or online.

Program Structure	Credits
Applied Theology	15
Biblical Studies	9
Theological-Historical Studies	9
General Electives	6
Research and Writing	3
Total	**42**

Applied Theology — 15

Complete the following **five** courses:

CHMN 545 Dynamic Sermon Design and Delivery	3
CHMN 563 Principles and Procedures of Evangelism	3
CHMN 579 Ministry and Spiritual Life	3
LEAD 510 Biblical Foundations of Leadership and Ethics	3
MSSN 577 Growing Disciples and Mission	3

Biblical Studies — 9

Complete the following **three** courses:

OTST/NTST 512 Biblical Hermeneutics	3
NTST–Elective	3
OTST–Elective	3

Theological-Historical Studies — 9

Complete the following **three** courses:

THST 531 Distinctive Doctrines of the Seventh-day Adventist Church	3
CHIS–Elective	3
THST–Elective	3

General Elective — 6

Complete **two** elective courses:

Elective	3
Elective	3

Research and Writing — 3

Complete the following course:

GSEM 600 Applied Theology Research and Writing	3

MDiv Master of Divinity

Program Director: Donny Chrissutianto

The Master of Divinity is a professional degree designed to prepare and upgrade pastors, Bible workers, and chaplains. It is accredited by the Adventist Accrediting Association (AAA) and the Association for Theological Education in South East Asia (ATESEA). This program accepts students who hold a baccalaureate degree in religion or another area or a master's degree in ministry/theology. The minimum duration of the program is two years, plus any time needed to meet prerequisites.

This program is also available in an online modality. Contact AIIAS Online concerning the online program (online.aiias.edu).

Outcomes and Competencies

Learning Outcomes	Competencies
1. Personal & Spiritual Development	a. Demonstrates the ability to integrate personal faith & theological learning in the context of ministry b. Demonstrates insight & self-knowledge on spiritual practice c. Is able to teach, model, & inspire a life of faith that fosters a posture of reverence, gratitude, & desire for truth d. Is an example in justice (fairness), compassion (kindness), integrity, (honesty) & service (humility)
2. Professional Knowledge	a. Understands biblical principles & is able to apply them to contemporary situations b. Recognize & defend the unity & diversity of the Adventist church in consideration of its history, traditions, & distinctive teachings c. Is to analyze contemporary theological issues from an Adventist perspective
3. Christian Commitment	a. Exercises effective leadership of the church within the context of its communities through teaching, worship, pastoral care, & welfare ministries b. Takes responsibility to lead & equip the church to progress by faith despite challenges c. Is able to move people to participate in gospel ministry with motivation, enthusiasm, & passion

Master of Divinity

Admissions 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, p. 30).
3. The following documents must be submitted to the Admissions & 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.

Prerequisites

Have at least 54 semester hours in religion at the undergraduate level or 36 semester hours at the graduate level, preferably evenly divided between the areas of Biblical Studies, Theological-Historical Studies and Applied Theology. Prerequisites that remain upon admission shall be taken as advised by the program director. All the prerequisite courses need to be done before 50% of the program is completed.

Degree Requirements

1. Complete 72 semester hours of coursework specified in the curriculum within a maximum of 6 years.
2. Have a minimum cumulative GPA of not less than 2.75 for graduation.

Curriculum

In order to complete the Master of Divinity program the following 72 semester hours must be completed.

Program Structure	Credits
Applied Theology	30
Biblical Studies	18
Theological-Historical Studies	18
General Courses	6
Total	**72**

Applied Theology	**30**
Complete the following required courses:	
CHMN 551 Field Evangelism	3
CHMN 579 Ministry and Spiritual Life	3
CHMN 658 Advanced Church Ministry Practicum I/II/III	3
LEAD 510 Biblical Foundations of Leadership and Ethics	3
MSSN 577 Growing Disciples and Mission	3
Complete the following elective courses:	
One CHMN Course	3
One LEAD Course	3
Two MSSN Courses	6
One CHMN/MSSN/LEAD Course	3
Biblical Studies	**18**
Complete the following required courses:	
OTST/NTST 512 Biblical Hermeneutics	3
Complete **one** of the following courses:	
OTST 540 Hebrew Grammar	3
OTST 544 Software-assisted Hebrew Readings	3
Complete **one** of the following courses:	
NTST 540 Greek Grammar	3
NTST 544 Software-assisted Greek Readings	3
*Complete **three** elective courses as follows*	
One OTST Course	3
One NTST Course	3
One OTST/NTST Course	3
Theological-Historical Studies	**18**
Complete the following **two** required courses:	
CHIS 570 History of the Seventh-day Adventist Church	3
THST 531 Distinctive Doctrines of the Seventh–day Adventist Church	3
Complete the following **four** elective courses:	
One CHIS Course	3
Three THST/CHPH Courses	9
General Courses	**6**
Complete the following required course:	
GSEM 608 Advanced Methods of Teaching Bible	3
Complete **one** of the following courses:	
GSEM 600 Applied Theology Research and Writing	3
GSEM 630 Documentary Research and Writing	3

Program Policies and Guidelines

Field Evangelism and Practicum Courses

On-campus students do their practicum and Field Evangelism courses under the direct supervision of the faculty members. 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 AIIAS Online Office make a specific arrangement and agreement. The details on implementation and evaluation of the courses are elaborated in the course outline.

Based on the student's ministerial experience the requirements for the Practicum course may differ. Students with at least 2 years of full-time denominational pastoral experience can waive the practicum courses. The student may submit the request to the Seminary programs committee through the program director, with a certified copy of the worker's service record.

Credit Load

The normal 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 in the MDiv program. A student may not use the Directed Study option in place of a core requirement without specific ASAC approval.

Credit by Transfer

The maximum credits by transfer and the challenge of courses through challenge exams may not exceed 18 semester hours for the MDiv program (See).

MA-Min Master of Arts in Ministry – Intercultural Studies

Program Director: Ermela Dizon

The Master of Arts in Ministry – Intercultural Studies is a missiological degree focusing on training church pastors and leaders to minister in the 10/40 Window. It is accredited by the Adventist Accrediting Association (AAA) and the Association for Theological Education in South East Asia (ATESEA). The program is divided into four areas of emphasis: Buddhism, Chinese religions, Islam, and urban studies. This is a cohort based, in-ministry program.

The MA-Min is offered with two options for the culminating phase:

1. **Ministry Project.** A guided project with written report dealing with actual ministry application.
2. **Comprehensive Exam and 1 Additional Course.** This option includes taking 1 additional MSSN course with 3 credits, and taking a comprehensive examination on the area of emphasis.

Outcomes and Competencies

Learning Outcomes	Competencies
1. Spiritual, Bible-based, Mission-driven Person	a. Has a strong, meaningful relationship with God & a burden for the unreached b. Shows love & respect for the people group being served c. Applies biblical principles to his/her personal, professional & ministerial life
2. Effective, Cross-cultural Ministry Practitioner	a. Demonstrates sensitivity toward other cultures b. Shows interest & aptitude for learning the language & culture of a people group in the area of emphasis c. Is actively involved in ministry to focused people group d. Demonstrates ability to effectively communicate with the focused people group e. Applies missiological principles to the ministry context
3. Cross-cultural Ministry Resource Developer & Trainer	a. Produces a contextualized cross-cultural ministry training curriculum for church members b. Shows ability to effectively deliver cross-cultural ministry training c. Produces contextualized cross-cultural ministry tools & resources d. Cultivates a love for learning by continually reading missiological books & articles

Master of Arts in Ministry

Timeline and Limits

The normal duration of the program is 3 to 4 years. The modality and the schedule of courses for each cohort will be described in the Memorandum of Understanding between AIIAS and the sending organization. The maximum time limit to finish the program is 6 years.

Sessions	On-Campus Residence	Rest of the Year	Aim to Complete
Session 1	9	4	13 credits
Session 2	9	4	13 credits
Session 3	9	4	13 credits
Session 4	Culminating Phase		3 credits
		Total	42 credits

Admissions Requirements

1. Hold a baccalaureate degree in religion from a recognized institution or 72 semester hours of religion courses from an equivalent undergraduate degree with a minimum GPA of 2.75 (or equivalent).
2. A recommendation letter from the current employer. If the applicant is not currently employed by a church organization, then the letter of recommendation may come from the local church board (where the applicant holds membership) or theological faculty from the institution where the applicant earned the degree.
3. Has a minimum of 2 years of full-time ministry experience.
4. Demonstrated English proficiency (see English Proficiency, p. 30).

Degree Requirements

1. Complete 42 semester hours of coursework specified in the curriculum within a maximum of six years.
2. One of the following:
   A. Write an MA-Min project paper (50-60 pages) under the guidance of an advisor appointed by the Programs Committee. The project is to be evaluated and accepted by the advisor and another reader appointed by the Programs Committee.
   B. Take 1 additional MSSN course and the comprehensive exam.
3. 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-Intercultural Studies program, the following 14 courses of 42 semester hours or their equivalent must be completed.

Program Structure	Credits	
Core		
General Missiology	12	
Church Ministry	6	
Biblical Studies and Theology	6	
Research and Writing	6	
Area of Emphasis	9	
Field Experience	3	
Total	**42**	

General Missiology 12

Complete the following **four** courses:

MSSN 615 Introduction to Missions	3
MSSN 630 Anthropology for Missions	3
MSSN 665 Urban Ministry and Mission	3
MSSN 685 Biblical Foundations of Ministry and Mission	3

Church Ministry 6

Complete the following **two** courses:

CHMN 615 Equipping Ministry	3
CHMN 679 Ministry and Spiritual Life	3

Biblical Studies and Theology 6

Complete the following **two** courses:

OTST/NTST 612 Biblical Hermeneutics	3
THST 631 Distinctive Doctrines of the Seventh-day Adventist Church	3

Research and Writing 6

GSEM 600 Applied Theology Research and Writing	3

Complete **one** research option:

MSSN 696 MA-Min Project	3
1 MSSN course and comprehensive examination	

Area of Emphasis 9

Complete the following **four** courses in a specialty: (Buddhism/Chinese religions/Islam/Secularism)

MSSN 513 Introduction to ____	3
MSSN 673 Biblical Teachings and the Writings of _____ Philosophy	3
MSSN 691 Models/Strategies of Contextualized _____ Ministry	3

Field Experience 3

Complete the following course:

MSSN 663 ____ Ministry Practicum I/II/III	3

Culminating Phase

MA-Min Project. Students who choose to write a project paper as the culmination of the degree should write (50-60 pages) under the guidance of an advisor appointed by the Programs Committee. The project is to be evaluated and accepted by the advisor and another reader appointed by the Programs Committee. This project is not subject to the Seminary editorial process.

Comprehensive Exam. Students who would take the Comprehensive Exam as the culmination of the degree should inform the program director since it requires the student to enroll to one additional MSSN course. This option will also require the student to take a comprehensive examination (3 hours) to test the student's comprehensive knowledge in the area of emphasis. The exam will take place no earlier than upon completion of the student's coursework and an appropriate period of preparation (two to four weeks). The program committee will assign the examination date and the examiner who will provide the student with the detailed information and guide him/her in the preparation for the exam.

The MA-Min director will officially notify the student of their performance on the comprehensive examination within two weeks.

- A score of 90% and above is considered a high pass.
- A score of 80% to 89% is considered a pass.
- A score of 75% to 79% is considered a low pass. In the case of a low pass on the exam the student may be asked for an oral examination on that exam.
- A score of 74% and below on the comprehensive exam is considered a failing grade. In the case of a failing grade the student will be asked to re-take the exam, usually within two weeks. If a student fails the examination on the second attempt the student will be dropped from the program.

MA-R Master of Arts in Religion

Program Director: Francisco Gayoba

The MA-R program is intended for persons wishing to obtain an academic degree in religion at the master's level, with a concentration in some field of religious studies. It is designed primarily for students who wish to qualify themselves for teaching religion. It is accredited by the Adventist Accrediting Association (AAA) and the Association for Theological Education in South East Asia (ATESEA).

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 successfully defending a thesis. The academic departments will carefully screen applicants, giving special attention to the student's demonstrated academic ability.

The MA-R requires writing and successfully defending a thesis, designed to prepare the student for teaching or for further studies at a doctorate level (PhD).

Outcomes and Competencies

Learning Outcomes	Competencies
1. Educational & spiritual strengthening in the area of concentration	a. Graduate demonstrates advanced theological knowledge in the area of concentration b. Graduate has a deepened spiritual understanding in area of concentration & sustains a vibrant intellectual & relationship-oriented life as part of an ongoing commitment to Christ
2. Teaching at the college level	a. Graduate demonstrates knowledge, understanding, & professional skills in religious studies & is prepared to teach religion courses at college level b. Graduate is able to interact with the broader philosophical community & minister effectively in academic & church related settings
3. Research & writing in preparation for doctoral studies	a. Graduate demonstrates mastery of the methodological & theoretical frameworks employed in religious studies research b. Graduate has analytic & discursive skills at a high level of proficiency, has conducted research, defended a thesis in the area of concentration c. Graduate is qualified for studies at the doctoral level

Areas of Study

The MA-R degree is offered in the following areas of concentrations:

Biblical Studies
Biblical Languages
Old Testament Studies
New Testament Studies

Theological-Historical Studies
Theological Studies
Historical Studies
Adventist Studies

Applied Theology Studies
Church Ministry
Church Leadership and Administration
Intercultural Studies and World Mission

The entry point for the MA in Religion is August (the first semester of the school year).

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.

Admission Requirements

1. 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 English proficiency (see English Proficiency, p. 30).
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%. Students with a concentration other than Biblical Studies will choose only one reading prerequisite.

Program Requirements

Complete a total of 42 semester hours by completing courses at the 600 level, with a cumulative GPA of not less than 3.00 for graduation. The program normally takes 2 years to finish, including

coursework and thesis. Each area of concentration requires the successful completion of the following courses:

Program Structure	Credits
Core	15
Concentration	18
Elective	3
Thesis	6
Total	**42**

Core	**15**
Complete the following **three** courses:	
GSEM 608 Advanced Methods of Teaching Bible	3
OTST/NTST 612 Biblical Hermeneutics	3
THST 631 Distinctive Doctrines of the SDA Church	3
Complete **one** of the following courses:	
GSEM 630 Documentary Research and Writing GSEM 600 Applied Theology Research and Writing	3
Complete **one** of the following methods courses depending on the area of concentration:	3
CHMN/MSSN 609 Seminar in Applied Theology Methods	
OTST/NTST 609 Seminar in Biblical Studies Methods	
CHIS/THST 609 Seminar in Theological-Historical Studies Methods	

Concentration	**18**
Complete **six** concentration courses:	
Taken from the area of concentration, these should include seminars. For concentrations in the Biblical Studies Department the six courses should be primarily exegesis courses and seminars.	
For concentration in Applied Theology, a course on the quantitative method of research shall be required for those planning to write a thesis in that method.	

Elective	**3**
Choose one of the following courses different than the concentration:	3
CHMN 606 Theology and Practice of Ministry	
OTST/NTST 672 Biblical Exegesis	
THST 611 Revelation, Inspiration, and Prophetic Guidance	

MA-R Thesis	**6**

Program Policies and Guidelines

Except for the five core courses, up to two courses may be taken as Directed Research or Directed Study.

The student is required to register for the course GSEM 630 Documentary Research and Writing at the very beginning of their course work (i.e., in the first 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 Documentary Research and Writing. 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. However, the student will not be able to register for other courses in the MA-R program until he/she passed the course with a B.

Credit Load

The maximum credit load is 12 units per semester (6 units per term) and 6 units during the intersemester. The MA-R program at AIIAS Seminary does not allow an overload of semester hours. The normal duration of the program is two years. Students should plan additional time to complete any prerequisites, including the English language proficiency requirements. The time limitation for completion of the MA-R program is 6 years from the beginning of the first semester of class work.

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.

All matters pertaining to a student's program will be handled by the program director in consultation with the department of the student's concentration and/or the student's thesis committee.

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 request 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 topic request.

3. Once the topic request is approved by the department, the department chairperson informs the student of the approval of his/her topic request 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's 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:

    a. Define and state the problem clearly,

    b. 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,

    c. Outline the purpose(s) of the research and the significance of the answers to be discovered or proposed, and

    d. 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.

    e. 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 designee (i.e., another faculty member). 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 final defense. 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 designated faculty member, chairs the defense including the executive session. The acceptance or rejection of the thesis is decided by the 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.

MTh Master of Theology

Program Director: Ricardo Gonzalez

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 Theological-Historical Studies. It is accredited by the Adventist Accreditation Association (AAA) and the Association for Theological Education in South East Asia (ATESEA).

The degree involves a minimum duration of two years of specialized study and research beyond a 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 area of concentration.

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.

Outcomes and Competencies

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 concentration and cognate, as demonstrated orally and in writing following 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:

Master of Theology

Learning Outcomes	Competencies
1. Faithfulness to God & Scripture	Candidates should be able to clearly describe the theological, philosophical, epistemological, & cultural assumptions on which their theology is based
2. Comprehensive understanding of the chosen area of concentration	Ability to deal with philosophical underpinnings of different theories or positions in their concentration area, as well as a thorough knowledge of their cognate
3. Advanced research & writing capability in the chosen concentration	Logical, clearly written papers, following accepted written standards, based on original ideas & objective research that contribute to the field of study
4. Expertise in teaching & other forms of communication, as well as networking with other professionals	Candidates are expected to publish & present at scholarly meetings, as well as demonstrate teaching skills & cultural sensitivity in the classroom & pulpit

Areas of Study - Concentration

Each MTh candidate will choose one area of concentration from the following:

Biblical Studies
> *Old Testament Studies*
> *New Testament Studies*

Theological-Historical Studies
> *Theological Studies*
> *Historical Studies*

Applied Theology
> *Church Ministry*
> *Church Leadership and Administration*
> *Intercultural Studies and World Mission*

Areas of Study - Cognate

In addition to a concentration, students should choose a cognate from a different field of study. Possible options for the cognate are as follows:

Biblical Studies
> *Old Testament Studies*
> *New Testament Studies*

Theological-Historical Studies
> *Theological Studies*
> *Historical Studies*
> *Adventist History*

Applied Theology Studies
> *Church Ministry*
> *Church Leadership and Administration*
> *Intercultural Studies and World Mission*

Students may also choose a different graduate level cognate approved by the Programs 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 entry point for the MTh 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.

The minimum time to complete an MTh program is two years for in-residence candidates (4 years for In-Ministry candidates), if no remedial or prerequisite courses are needed. All degree requirements have to be completed within four years (6 years for In-Ministry candidates) of initial registration.

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. On-campus students who are registered for comprehensive preparation or examination are considered as full-time students.

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 meet the English proficiency and clear all prerequisites before being allowed to enter this track:

> *Biblical languages proficiency*
> *Prerequisite credits in their concentration area*
> *Academic publishable paper*

Candidates and their employers should sign a memorandum of understanding (MOU) making sure that students will be able to come to AIIAS 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 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 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.

Master of Theology

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 faculty members, 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.

Sessions	On-Campus Residence	Rest of the Year	Aim to Complete
Session 1	6	6	12 credits
Session 2	6	6	12 credits
Session 3	General knowledge examination + 6 credits	6	Pre-candidacy, 12 credits
Session 4	6 credits (incl. teaching practicum)	6 credits + Preparation for Comprehensive examinations	12 credits
Session 5	Comprehensive examinations		MTh degree awarded
		Total	48 credits

Admission Requirements

1. An MA in Religion (MA-R) or MDiv degree.

2. A minimum entrance GPA of 3.50 on a four-point scale (or equivalent).

3. A minimum of two years of full-time pastoral experience or equivalent as approved by the programs committee.

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 AIIAS.

   - 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.

5. Demonstrated English proficiency (see English Proficiency, p. 30).

6. A Research Paper with an original (20-page minimum), publishable-quality, academic article (or thesis summary) in the area of interest, which is to be reviewed and approved by the major department and program director of the area of concentration. Detailed

guidelines will be made available to the applicant as part of the enrollment package. In case the paper is not written in English, the original and a translated version need to be submitted.

7. An interview with the candidate.

Prerequisites

1. At least 15 graduate semester hours in the proposed area of concentration.

2. Those applying for a Biblical Studies or Theological-Historical concentration should have a pass (B or above) in GSEM 630 Documentary Research and Writing.

3. Those applying for an Applied Theology concentration should have a pass (B or above) in both of the following:

   > GSEM/RESM 615 Statistics
   > GSEM/RESM 610 Research Methods or 600 Applied Theology Research and Writing or equivalent.

4. A pass (B or above) in OTST/NTST 612 Biblical Hermeneutics.

5. 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 another concentration should choose the language in which to demonstrate Reading proficiency (B, 83%) while the other language will only 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 the coursework has been completed. Students who fail to meet this deadline will not be allowed to register further for regular course work until the biblical language proficiency is met.

6. GSEM 608 Advanced Methods of Teaching Bible is a prerequisite for GSEM 894 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.

Requirements

In order to complete the MTh program, the following requirements must be met:

Planning

1. Students need to develop a study plan under the guidance of the MTh program director, in consultation with the respective department chair.

Master of Theology

Coursework

2. Student will complete 48 semester hours of coursework divided as follows: 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 & Teaching Practicum	3
Elective course	3
Total	**48**

3. Students are encouraged to attend every doctoral-level seminar offered, but need to complete at least four interdisciplinary seminars and at least three departmental seminars.

4. Student register for GSEM 894 Course Development and Teaching Practicum and teach a course under the instruction of the department of 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.

5. Students need to register for 800-level courses. Some specialized courses numbered 600-700 may also be taken, provided they do not make up more than a third of coursework (18 credits).

6. Students need to 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.

Language

7. Students with a concentration in Biblical Studies need to complete additional courses in biblical languages (see Prerequisites, p. 209)

    a. Students with a concentration in Old Testament are required to take OTST 658 Biblical Aramaic and OTST 852 Advanced Hebrew.

    b. 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 elective courses.

8. All students need to demonstrate 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 Programs Committee. This requirement must be

demonstrated by proficiency exam and completed before taking the comprehensive examinations.

Methodology and Comprehensive Exam

9. To enhance the methodological ability in their respective field of research, students need to complete a doctoral-level methodological course as part of their coursework:

    a. Students with a concentration in Biblical Studies are required to take OTST/NTST 809 Seminar in Biblical Studies Methods or OTST/NTST 814 Seminar in Biblical Interpretation as part of their studies.

    b. Students with a concentration in Theological-Historical Studies are required to take THST/CHIS 809 Seminar in Theological-Historical Studies Methods.

    c. Students with a concentration in Applied Theology are required to take at least one 3-credit, doctoral-level, research methods course based on the approach proposed for their dissertation. In consultation with the program director the student may choose: RESM 715 Applied Statistical Methods II; RESM 740 Qualitative Research; RESM 751 Applied Qualitative Research; MSSN 795 Approaches in Applied Theology Research in Mission.

10. No earlier than the last semester, five 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. Approved students will be advanced to pre-candidacy for the MTh degree by the Program Committee. The following aspects must be noted:

1. 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.

2. The application for a reduced load status must be approved by sponsors, where applicable, and must be reviewed by the department every semester.

3. 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.

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, five comprehensive examinations will be taken. Four 6-hour examinations will be taken in the concentration area, and one 6-hour examination in the cognate. These examinations are normally given one each week over five weeks. Areas of focus for the comprehensive examinations are within the fields of study as follows:

Biblical Studies

Exegesis of the OT/NT
Theology of the OT/NT
Methods in Biblical InterpretationHistorical Background & Archaeology of OT/NT

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 program director to evaluate it independently.

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, no later than four months from the time the initial results were 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 be the one for which the highest grade was received.

10. An examination may be retaken only once. No oral examination is offered during the retake. Students who fail any examinations during 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.

DMin Doctor of Ministry

Program Director: Watland Francois

The DMin is a professional degree program primarily designed to serve the needs of pastors, mission executives, church leaders, and other ministry professionals. It is accredited by the Adventist Accrediting Association (AAA) and the Association for Theological Education in South East Asia (ATESEA).

The purpose of this degree program is to equip people with 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 the 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

Learning Outcomes	Competencies
1. Spiritual Organizational Leader	a. Morally upright; Righteous judgments; Bible-reading leader; Believer in the gift of prophecy; Astute administrator; Lead a prayerful life; Unsullied integrity; Literate in financial management
2. Competent Pastor/Teacher	a. Skilled in teaching (Andragogy & Pedagogy); Prepare & deliver biblical sermons; Proficient in pastoral counseling; Loyal to the Adventist Church; Model family b. Hardworking shepherd; Productive evangelist
3. Astute Practical Theologian	a. Accurate doctrinal understanding; Relevant biblically-based practice; Desire for lifelong learning b. Proficient researcher; Express well in academic writing
4. Resolute Missionary	a. Change agent/manager; Sufficient understanding of world religions; Skilled in contextualization; Proficient in language of target groups b. Conversant understanding of modern/post-modern culture c. 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 of 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.
   - A statement of their philosophy of ministry
4. Demonstrated English proficiency (see English Proficiency, p. 30).
5. An interview with the candidate if necessary.

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 theological-historical studies.
5. A pass (with B or above) in teaching course such as GSEM 608 Advanced Methods of Teaching Bible.

Degree Requirements

1. Complete a total of 45 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.

Doctor of Ministry

Under the guidance of the DMin program director, the student will also choose four courses addressing issues in Church Ministry and/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.

Timeline and 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 (45 semester hours) must be completed.

Program Structure	Credits	
Core	15	
Emphasis	18	
Research and Writing	12	
Total	**45**	

Core	**15**
Complete the following **five** courses:	
CHMN 709 Seminar in Applied Theology Methods	3
CHMN 685 Biblical Foundations of Ministry and Mission	3
LEAD 721 Leadership and Spirituality	3
LEAD 733 Theology, Theory and Practice of Leadership	3
MSSN 721 Seminar in Contextualization and Mission	3

Emphasis	**18**
Complete the following courses:	
CHMN/LEAD Electives	15
General Elective	3

Research and Writing	**12**
Complete the following:	
_____ 703 Applied Theology Research Seminar	3
CHMN/LEAD 796 DMin Project	9

Project Preparation

After the approval of the project topic, the student must complete the following steps in preparation of this project:

1. A full project proposal should be submitted to the student's project committee for approval. Upon approval, a proposal approval form is to be signed by the project advisor and committee members, with copies given to the student, the advisor, and the program director.

2. Work with the advisor. The project should demonstrate the student's expertise and knowledge of the issues addressed in 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.

3. The candidate must submit five printed copies of the project, approved by the project editor, to the program director four weeks before the oral defense.

Oral Defense

The oral defense of the student's project must adhere to the following stipulations:

1. The oral defense of the student's project normally takes place one year after completion of the course work.

2. The Project Defense Committee is composed of the student's committee and one examiner 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 three of the four examiners must vote for acceptance of the project 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 project as presented
    ●   Acceptance of the project 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 project to the program director for conferral of the degree. Major revisions in the project 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 project is rejected, the Programs Committee decides whether another project may be written and submitted. If the second project is also rejected, the candidate forfeits any possibility to finalize a DMin degree.

DMin Doctor of Ministry—In-Ministry Program

Introduction

The In-Ministry DMin Program is designed for church leaders who are engaged in fulltime 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 progam.

Timeline and Limits

The In-Ministry DMin students should finish the program within 10 years.

DMiss/DIS Doctor of Missiology/Doctor of Intercultural Studies

Program Director: Chuanshan Liang

The Doctor of Missiology (DMiss) or Doctor of Intercultural Studies (DIS) is a professional degree, consistently utilizing 700-level courses for the main purpose of equipping pastors, mission leaders/teachers, administrators, and other ministry professionals with advanced cross-cultural mission skills. It is accredited by the Adventist Accrediting Association (AAA).

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 as a blended program with on-site modules and online courses.

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.

Outcomes and Competencies

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:

Doctor of Missiology

Learning Outcomes	Competencies
1. Spiritually driven leader	Faithfulness to God & Scripture, Integrity & honesty in all matters, Prayerful devotional life, Humility in recognizing personal strengths & weaknesses, Awareness of personal particular cluster of spiritual gifts
2. Competent cross-cultural pastor/teacher/administrator	Exhibiting the appropriate gifts, Balanced view of mission contextualization issues, Ability to understand non-Christian worldviews & create appropriate mission strategies, Enhanced teaching skills, Lifelong learner
3. Effective missionary mentor in global context	Demonstrate cultural sensitivity, Ability to work in multicultural & challenging social contexts
4. Visionary cross-cultural researcher/change agent	Advanced research & writing capacity, Ability to identify causes & solutions for specific cross-cultural ministry issues, Clear ministry vision & goals supported by sound academic & field research

Areas of Emphasis

The DMiss/DIS is cohort based and each cohort offers one of the following areas of emphasis:

> World Religions (i.e., Buddhism, 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. Please contact the DMiss program director (dmiss@aiias.edu) for information about the next starting date. 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, if no remedial or prerequiste courses are needed. Regular course work should be completed on time every year since a given concentration may not be offered again immediately. The applied research 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 10 years of initial registration.

Admission Requirements

1. A Master of Arts in Ministry (MA-Min), 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:

   a. 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.

   b. 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 English proficiency (see English Proficiency, p. 30).

6. An original research paper (20-page minimum), in the area of interest, which is to be reviewed and approved by the Applied Theology department. Detailed guidelines will be made available to the applicant as part of the enrollment package. In case the paper is not written in English, the original and a translated version need to be submitted.

7. An interview with the candidate.

Prerequisites

1. At least 15 graduate level credits in a mission related area.
2. A pass (of B or above) in GSEM 630 Documentary Research and Writing or its equivalent.

Degree Requirements

In order to complete the DMiss/DIS program, the following requirements must be met:

1. Complete a curriculum of 39 semester hours of coursework and 9 credits of applied research dissertation writing, bringing the total to 48 semester hours.

Program Structure	Credits
Concentration	39
Dissertation	9
Total	**48**

2. 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.

3. Some concentrations may require learning a foreign language. Students in these concentrations will be guided accordingly.

4. Submit an applied research dissertation topic request. Upon approval by the department, an advisor and dissertation committee will be appointed to give further guidance as needed.

5. Submit and defend a full proposal.

6. Write and successfully defend the Applied Research Dissertation.

7. Submit five approved copies of the bound applied research 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 as a blended program with on-site modules and online courses. Each course requires 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 attend the modules.

Theoretical	12
Complete the following **four** courses:	
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
MSSN 795 Approaches in Applied Theology Research in Mission	3

Contextual	12
Complete the following **four** courses, some in a specialty (Buddhist/Chinese/Islamic/Urban Secular):	
MSSN 721 Seminar in Contextualization and Mission	3
MSSN 783 Current Issues in the _____ World I	3
MSSN 783 Current Issues in the _____ World II	3
MSSN 754 Research Design in Mission	3

Discipleship/Mentoring	12
Complete the following **four** courses, some in a specialty (Buddhist/Chinese/Islamic/Urban Secular):	
MSSN 716 Mission Education and Training	3
MSSN 731 Seminar in Worldview and Worldview Change	3
MSSN 791 Models/Strategies of Contextualized _____ Ministry I	3
MSSN 791 Models/Strategies of Contextualized _____Ministry II	3

Integrative	12
Complete the following:	
MSSN 705 Seminar in Missiological Issues	3
MSSN 797 DMiss Applied Research Dissertation	9

Dissertation Committee

The student's dissertation committee is appointed by the Programs Committee following the submission of an applied research dissertation topic request 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 applied research 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 applied research 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 area of emphasis.

3. The candidate must submit five printed copies of the applied research dissertation, approved by the applied research dissertation editor, to the program director four weeks before the oral defense.

Oral Defense

The oral defense of the student's applied research dissertation must adhere to the following stipulations:

1. The oral defense of the student's dissertation normally takes place no earlier than one year after completion of the course work.

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 external to 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 applied research dissertation to the program director for conferral of the degree. Major revisions in the dissertation or defense shall be reviewed and approved by the full defense committee.

6. The Programs Committee recommends the candidate to the Seminary faculty for graduation.

7. If the applied research dissertation is rejected, the Programs Committee decides whether another dissertation may be written and submitted, If the second applied research dissertation is also rejected, the candidate forfeits any possibility to finalize a DMiss/DIS degree.

PhD Doctor of Philosophy in Religion

Program Directors: Chuanshan Liang, Teofilo Correa, and Khungho Song

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. It is accredited by the Adventist Accrediting Association (AAA) and the Association for Theological Education in South East Asia (ATESEA).

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 degree holders are expected to possess the following competencies, and demonstrate the outcomes:

Learning Outcomes	Competencies
1. Faithfulness to God & Scripture	Ability to clearly describe the Biblical foundation on which their theology is based, and to prevent the theological, philosophical, epistemological, & cultural concepts on that foundation.
2. Comprehensive understanding of the chosen area of concentration	Ability to deal with philosophical underpinnings of different theories or positions in their concentration area, as well as a thorough knowledge of their cognate.
3. Advanced research & writing capability in the chosen concentration	Ability to produce a logical, clearly written dissertation, following accepted written standards, based on original ideas & objective research that contribute to the field of study.
4. Expertise in teaching & other forms of communication, and service, as well as networking with other professionals	Ability to publish & present at scholarly meetings, and to demonstrate teaching skills & cultural sensitivity in the classroom, pulpit & the society at large.

Areas of Study - Concentration

Each PhD in Religion candidate will choose one area of concentration from the following:

Biblical Studies
> *Old Testament Studies*
> *New Testament Studies*

Theological-Historical Studies
> *Theological Studies*
> *Historical Studies*

Applied Theology
> *Church Ministry*
> *Church Leadership and Administration*
> *Intercultural Studies and World Mission*

Areas of Study - Cognate

In addition to a concentration, students should choose 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 Studies*
> *New Testament Studies*

Theological-Historical Studies

Theological Studies

Historical Studies

Adventist Studies

Applied Theology

Church Ministry

Church Leadership and Administration

Intercultural Studies and World Mission

Students may also choose a different graduate level cognate area of study approved by the Seminary Programs 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 time to begin the PhD in Religion is August (i.e., the first semester of the school year) for in-residence PhD students, and May 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.

All degree requirements have to be completed within 10 years of initial registration of the regular courses.

The regular full-time coursework load for in-residence students is 9-12 units per semester and 6 units during the intersemester. Denominationally sponsored students are expected to take a full load of 12 units per semester. On-campus students who are registered for comprehensive preparation or examination are considered as full-time students.

In-Ministry PhD Track

Candidates should clear all prerequisites before being allowed to enter this track: Biblical languages proficiency Prerequisite credits in their concentration area Candidates and their employers should sign a memorandum of understanding (MOU) making sure that students will be able to come to AIIAS 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 a 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 faculty members, 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.

Doctor of Philosophy in Religion

Session	Credits on AIIAS Campus	Credits Off-Campus	Aim to Complete
Session 1	9 credits	9 credits	18 credits
Session 2	9 credits, Pre-candidacy examination, Submit preliminary proposal	9 credits	18 credits, Pre-candidacy
Session 3	9 credits (incl. teaching practicum)	3 credits, develop full dissertation proposal, preparation for Comprehensive examinations (AIIAS)	Ready to take comprehensive examination, defend Dissertation proposal
Session 4	Take comprehensive examinations, defend Dissertation proposal, advancement to candidacy	Writing chapters 2 & 3 (home)	Candidacy, Dissertation writing
Session 5	Consulting with Dissertation committee, writing chapter 4	Writing chapter 5 & Conclusions, editing, preparation for defense (home)	Ready for Dissertation defense
Session 6	Dissertation defense, revisions		PhD degree awarded

Admission Requirements

1. An AIIAS MA in Religion (MA-R), MDiv, or its 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 ministry pastoral experience or equivalent as approved by the programs committee.

4. The following additional documents and data must be submitted to the Admissions and Records Office:

    a. 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.

    b. 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.

5. Demonstrated English proficiency (see English Proficiency, p. 30).

6. One of the following:
    A. An MA thesis approved an accredited institution.
    B. A 20-40 pages research paper in the area of concentration, which is to be reviewed and approved by the respective department.
7. An interview with the candidate.

Prerequisites

1. At least 15 graduate credits in the proposed area of concentration.
2. Those applying for a Biblical Studies or Theological-Historical concentration should have a pass (B or above) in GSEM 630 Documentary Research and Writing or its equivalent
3. Those applying for an Applied Theology concentration should have a pass (B or above) in both of the following:

    GSEM 615 Statistics
    GSEM 610 Research Methods or _____ 600 Applied Theology Research
        and Writing or equivalent.

4. A pass (B or above) in OTST/NTST 612 Biblical Hermeneutics.
5. 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 another concentration should choose the language in which to demonstrate Reading proficiency (B, 83%) while the other language will only require Grammar proficiency (C, 73%). Applicants who passed the language courses or proficiency exam at the masters level (B or above) at AIIAS, during the last three years at the time of the first registration for the program may be exempted from this prerequisite.

    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 the coursework has been completed). Students who fail to meet this deadline will not be allowed to register further for regular course work until the biblical language proficiency is met.

6. GSEM 608 Advanced Methods of Teaching Bible is a prerequisite for GSEM 894 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.

Doctor of Philosophy in Religion

Requirements

In order to complete the PhD program, the following requirements must be met:

Planning

1. Students need to develop a study plan under the guidance of the PhD program director, in consultation with the respective department chair.

2. Students need to choose a tentative dissertation topic before taking GSEM 890 PhD Dissertation Proposal Seminar and submit a preliminary or tentative proposal before completing 24 credits of the program (pre-candidacy). After the topic request has been accepted by the department, a dissertation advisor and committee will be appointed to give further guidance as needed.

Coursework

3. Students will complete 60 semester hours comprised of 48 semester hours of coursework and 12 semester hours in dissertation writing. The coursework is divided as follows: 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).

Area	Credits
Concentration	30
Cognate	12
Required Course	6
Dissertation	12
Total	**60**

4. Students are encouraged to attend every doctoral-level seminar offered, but need to complete at least 6 seminars, among them are minimum of 2 interdisciplinary seminars and 2 departmental seminars for research in preparation for dissertation writing.

5. Students 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.

6. Students need to register for 800-level courses. Some specialized courses numbered 600-700 may also be taken, provided they do not make up more than a third of coursework (18 credits).

7. Students need to 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.

Language

8. Students with a concentration in Biblical Studies need to complete additional courses in biblical languages (see).

a. Students with a concentration in Old Testament are required to take

OTST 658 Biblical Aramaic and

OTST 852 Advanced Hebrew.

b. 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 elective courses.

9. All students need to demonstrate a working knowledge of at least one modern or ancient language(s) (other than English, Biblical Hebrew, or Greek), or a research tool needed for dissertation writing as determined in consultation with the student's program director and the department of the student's area of concentration, and approved by the Programs Committee. This requirement must be demonstrated by proficiency exam or by taking a course and completed before taking the comprehensive examinations.

Methodology

10. To enhance the methodological ability in their respective field of research, students need to complete a doctoral-level methodological course as part of their coursework:

a. Students with a concentration in Biblical Studies are required to take OTST/NTST 809 Seminar in Biblical Studies Methods or OTST/NTST 814 Seminar in Biblical Interpretation as part of their studies.

b. Students with a concentration in Theological-Historical Studies are required to take THST/CHIS 809 Seminar in Theological-Historical Studies Methods.

c. Students with a concentration in Applied Theology are required to take at least one 3-credit, doctoral-level, research methods course based on the approach proposed for their dissertation. In consultation with the program director and the department the student may choose from:

GSEM 715 Advanced Statistics;

GSEM 740 Qualitative Research;

GSEM 751 Applied Qualitative Research;

LEAD/CHMN/MSSN 809 Seminar in Applied Theology Methods

Comprehensive Exam and Dissertation

11. Students need to pass five comprehensive examinations (see the following section).

12. Students need to write and successfully defend the doctoral dissertation.

a. 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).

b. Submit an electronic copy to the Library.

Doctor of Philosophy in Religion

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. Approved students will be advanced to pre-candidacy for the PhD degree by the Program Committee. The following aspects must be noted:

1. 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.

2. The application for a reduced load status must be approved by sponsors, where applicable, and must be reviewed by the department every semester.

3. 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.

Dissertation Committee

The student's dissertation committee is appointed by the Programs Committee following pre-candidacy, after submission of a topic request by the student. The committee consists of a chairperson, who becomes the student's research advisor, and two other members.

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 PhD 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, five comprehensive examinations will be taken. Four 6-hour examinations will be taken in the area of concentration, and one 6-hour examination in the area of the cognate. These examinations are given once each week over a five weeks period. The following are sample topics for comprehensive examination in the various areas of study:

Biblical Studies

Exegesis of the OT/NT

Theology of the OT/NT

Methods in Biblical Interpretation

Historical Background & Archaeology of OT/NT

Theological-Historical Studies

General Christian Studies

Distinctive Seventh-day Adventist Doctrines

Church History

Christian Philosophy and Ethics

Applied Theology

>*Theology of Mission*
>
>*Culture and Context*
>
>*Biblical Spirituality in Ministry*
>
>*Theology and Practice in Ministry*
>
>*Biblical Foundations of Leadership*
>
>*Church Organization and Behavior*

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 program director to evaluate it independently.

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, no later than four months from the time the initial results were 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 be the one for which the highest grade was received.

10. An examination may be retaken only once. No oral examination is offered during the retake. Students who fail any examinations during 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 Programs Committee will advance the student to candidacy for the PhD degree upon the recommendation of the respective department.

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 (9 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 9 dissertation credits the student 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 takes place no earlier than one year after completion of the 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. Equally, credits accrued at AIIAS toward a PhD in Religion can be fully transferred to the MTh degree conditional to meeting the MTh program requirements, and the PhD degree not being awarded.

Areas of Instruction

General, Interdisciplinary, and Research Courses
| | Directed Studies |
| 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
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)

Note: Doctoral students may get credit for a limited number of 600-level specialized courses

All credits are listed in terms of semester hours. 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, Interdisciplinary, and Research Courses

| | 555/655 | Interdepartmental Colloquium | 1-3 |

This course is designed to sharpen skills in Biblical, Theological-Historical, and Applied Theological Studies through presentations and/or participation in colloquia and forum meetings.

| | 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

| | 883 | Interdisciplinary Seminar in _____ (Concentration) | 3 |

This seminar will advance beyond the material presented in core courses by addressing specific issues related to the areas of concentration. Students will train to do research, applying biblical, theological, historical, ministerial and missiological concepts to their study areas.

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 606   Research Methods in Adventist History and Ellen G. White's Writings   3

A study of the philosophy, methods, and tools for research in Adventist History and Ellen G. White's writings. This course aims to equip students with the knowledge and skills to contribute to Adventist studies through their academic endeavors and scholarly writings. The various research methods include archival research, primary and secondary source analysis, case studies and comparative analysis.

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 Research Methods 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 Statistics for course description.

General, Interdisciplinary, and Research Courses

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 Exams, p. 41).

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 Exams, p. 41).

GSEM 630	Documentary Research and Writing	3

An introduction to the philosophy, methods, and tools of documentary research, and steps in preparing a proposal, thesis, project, or dissertation. During the course, the student will be trained in critical thinking, argumentation, proper use of sources, software tools, and writing skills, as well as guided in the implementation of the Seminary Research Manual and SBL style. The student must prepare a research paper that demonstrates his/her skills in academic writing.

GSEM 698	Continuation of MA Thesis Writing	-

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 715	Advanced Statistics	3

See RESM 715 Applied Statistical Methods II for course description.

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.

GSEM 740	Qualitative Research	3

See RESM 740 Qualitative Research for course description.

GSEM 751	Applied Qualitative Research	3

See RESM 751 Applied Qualitative Research for course description.

GSEM 796	Continuation of DMin Project Writing	-

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.

GSEM 797	Continuation of DMiss/DIS Applied Research Dissertation Writing	-

Students who have already taken the nine credits of DMiss Applied Research Dissertation but are still working on the dissertation must continue enrollment by registering for continuation of dissertation writing.

GSEM 890	PhD Dissertation Proposal Seminar	3

A seminar in advanced research techniques and tools used in developing a PhD dissertation proposal. The student is expected to have a topic request at the outset of the course. During the course the class will assist the student in developing and refining the dissertation proposal. The class extends over two semesters and is successfully completed after the formal defense of the dissertation proposal. **Prerequisite:** GSEM 630 Documentary Research and Writing or GSEM 600 Applied Theology Research and Writing or equivalent.

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 faculty member assigned by the department.

GSEM 898 **Continuation of PhD Dissertation Writing** **-**

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.

MSSN 795 **Approaches in Applied Theology Research in Mission** **3**

A study of qualitative and quantitative research methods appropriates 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.

MSSN 754 **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.

Directed Courses

Note: The appropriate program prefix (such as MSSN, OTST or THST) shall be filled in at the time of registration, depending on the area of study.

____ 588/688/788 **Updating of (Original Course Name)** **-**

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, (see in the Academic Information and Policies section).

____ 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 in_____** **1-3**

A course designed to allow students to fulfill the requirements of a specific course. This course can only be assigned by the program director in consultation with the department chair. One semester hour of 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. A Directed Study may not be taken in the place of a core course.

____ 693/793/893 **Directed Readings in _____** **1-3**

A course designed to give students the opportunity to enhance knowledge in specific areas in consultation with the teacher. The course focuses on extensive reading. One semester hour of 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. A contract is prepared between the student and a teacher who will supervise the student's work.

___ 695/895	**Directed Research in ___**	**1-3**

A course designed to give students the opportunity to present in-depth research in specific areas in consultation with the teacher. The courses focus on research work as presented in extensive writing. One semester hour of course credit requires 60 hours of individual work by the student.

___ 696	**MA-Min Project**	**3**

A guided project with written report dealing with actual ministry application. The project should address a problem or issue directly relevant to the mission context. The report should be roughly 50-60 pages. **Prerequisite:** GSEM 600 Applied Theology Research and Writing.

___ 698	**MA Thesis**	**3-6**

A thesis required under the MA 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 or GSEM 600 Applied Theology 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 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 890 PhD Dissertation Proposal Seminar.

MSSN 797	**DMiss Applied Research Dissertation**	**3-9**

A research required under the DMiss program. The applied research 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 nine semester hours must be taken. **Prerequisite:** MSSN 754 Research Design in Mission.

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 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   **Church Ministry Practicum I/II/III**   **1**

This course is designed to provide introductory church ministry experience. It is offered as part of the MDiv program prerequisites in cooperation with a local congregation. It exposes the student to various aspects of church ministry including evangelism, youth ministry, church leadership, and administration. This course may be repeated up to three times indicated by successive Roman numerals.

CHMN 585/685   **Biblical Foundations of Ministry and Mission**   **3**

See MSSN 585/685 Biblical Foundations of Ministry and Mission for course description.

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 Seminar in Applied Theology Methods).

CHMN 658   **Advanced Church Ministry Practicum I/II**   **1**

This course is designed to provide advanced church ministry experience. It is required as part of the MDiv program in cooperation with local congregation. The student will participate in church ministry to develop skills such as preaching, evangelism, youth ministry, church leadership and administration. This course may be repeated twice, indicated by successive Roman numerals.

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.

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 afield 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.

Applied Theology

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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:** 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.

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 PHEL 678 Topics in Family Health).

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.

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Evangelism and Church Growth

CHMN 530/630   Health Ministries   3

This course focuses on practical aspects of achieving wellness through health ministries. It examines the philosophy and values of evidence-based public health within the framework of the Adventist health message that integrates the Scriptures and writings of Ellen G. White. It also seeks to foster practical health education programs that assist in leading people to Christ. Further, it exposes risks associated with unhealthy lifestyles as well as suggests positive behavior change strategies designed to bring healthful living through the power of Christ, utilizing the Adventist health message in support of the gospel ministry

CHMN 551   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 Techniques in Church Planting).

Church Leadership

LEAD 510/610/710   Biblical Foundations of Leadership and Ethics   1-3

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 609/709/809   Seminar in Applied Theology Methods   3

A discussion and illustration of principles and methods of study and research in the field of leadership especially for students majoring in Applied Theology. A major paper is required, using selected methods from the discipline. (Identical to CHMN 609/709/809 Seminar in Applied Theology Methods).

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 621/721/821   Leadership and Spirituality   1, 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. *Note:* The 1-credit version of this course is available to Graduate School students but does not count toward Seminary programs.

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 with 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 course 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 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 890   Biblical and Ethical Perspectives of Business Issues   3

A study of current business issues addressed from a biblical and ethical perspective. The aim of this course is to equip students with the ability to develop a Biblical and ethical perspective of any business issues and to articulate it clearly and comprehensively. The course purposes to develop in students the ability to perceive, understand and discern any business issue from a Biblical and ethical point of view. The students will learn to connect, analyze and evaluate business issues on the basis of ethical philosophies, moral principles and common-sense logic. Further, Biblical themes and scriptural foundation will be used to make value judgment on contemporary business issues. This course may be taught from a methodological perspective where the focus is on building Bible-based ethical framework for decision-making.

Church Management

LEAD 620/720/820   Organizational Behavior and Communication   3

See MGMT 610 Organizational Behavior and Communication for course description.

LEAD 645   Institutional Finance   3

See EDAD 640 Administrative Finance for course description.

LEAD 650   Human Resource Management   3

See HRMT 612 Human Resource Management 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 an 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 615   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 Techniques in Church Planting).

MSSN 589   Elective Course in Science and Mission   3

The course explores mission opportunities and strategies for reaching the contemporary world characterized by scientific and secular worldviews. This study aims to equip scientists and other professionals with the necessary missiological instrumentality to share the biblical worldview of God's creation and salvation with fellow scientists.

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.

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 Seminar in Applied Theology Methods).

MSSN 679/779/879   Spiritual Issues in Mission   1, 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. ***Note:*** The 1-credit version of this course is available to Graduate School students but does not count toward Seminary programs.

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 History of Missions).

MSSN 572/672   Transformational/Holistic Urban Ministry   3

This course exposes the student to the principles and practices of inner-city ministry. It prepares the students to acquire the characteristics and learn the skills of a transformational leader in the context of urban community development. The course explores theological foundations of incarnational leadership, the concepts of collaboration, civic networking, and transformational business practices. The course combines academic approach with experiential features to help the students learn the principles of holistic urban ministry and apply them in their own context.

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 580/680/780   Business as Mission   3

This course examines business and entrepreneurship as a platform for ministry and mission. The students will explore Biblical tentmaking principles and seek to apply them in the current world context, with special emphasis on difficult access areas.

MSSN 607/707/807   Field Contextualization Seminar   3

AIIAS 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.

Applied Theology

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 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 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.

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.

World Religions

	Introduction to (Specialty: Buddhism/Chinese Religions/Islam/	
MSSN 513/613/713	Secularism)	3

This course introduces the origin, history, and development of (Specialty: Buddhism/Chinese Religions/ Islam/Secularism). Special emphasis is given to the culture and faith practices of the people group in its variety of expressions. Practical application will be made for contemporary mission to the target people group. (Replaces MSSN 510, MSSN 511, and MSSN 512).

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 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 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 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 World Religions).

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 Muslim.

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 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 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 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 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.

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.

Biblical Teachings and the Writings of ____
MSSN 673/773/873   (Concentration: Buddhist/Chinese/Muslim/Secular)____ Philosophy   3

This course compares and contrasts biblical teachings to the writings of ____ (Specialty: Buddhist/Chinese/Muslim/Secular) philosophy. Points of contact will be discussed between the respective sacred or philosophical texts and the Bible. The course will also explore different approaches to and teach a respectful interaction with the sacred or philosophical texts. (Replaces MSSN 670, MSSN 671, MSSN 672).

MSSN 683/783/883   Current Issues in the (Concentration) World I/II   3

This course is an overview of current issues in the   (concentration) world. It will examine emerging trends, relate them to the established Christian witness, and explore a fresh biblical response. Additionally, it will identify various groups and movements within the (concentration) world in order to discover and develop outreach opportunities. This course may be taken twice, indicated by successive Roman numerals (Replaces MSSN 680/780/880, MSSN 681/781/881, and MSSN 682/782/882).

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.

Models/Strategies of Contextualized _____

MSSN 691/791/891   (Concentration: Buddhist/Chinese/Muslim/Urban) Ministry I/II   3

This course studies and evaluates Christian approaches to effectively minister to people in a (Concentration: Buddhist/Chinese/Muslim/Urban) setting. Various mission strategies will be discussed as they relate to Adventist mission theory and practice.

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.

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

Note: Prerequisite for the 600 and 800-level courses is GSEM 630 Documentary Research and Writing.

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 504/604   **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 632/832   **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.

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 544   **Software-Assisted Hebrew Readings**   **3**

A software-assisted Hebrew Readings course taught alongside the regular Hebrew Readings course. This course allows the student to access the software for morphological data, but gain the interpretive skills of the Reading class.

NTST 544   **Software-Assisted Greek Readings**   **3**

A software-assisted Greek Readings course taught alongside the regular Greek Readings course. This course allows the student to access the software for morphological data, but gain the interpretive skills of the Reading class.

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 Hebrew Grammar 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 Greek Grammar 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 Hebrew Readings or equivalent (may be taken concurrently).

Biblical Studies

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 Greek Readings 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 Hebrew Readings 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 extra biblical Koine Greek literature from the period. **Prerequisite:** NTST 640 Greek Readings 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 Hebrew Grammar 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 640 Hebrew Readings 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: At the 500-level students take the OTST/NTST courses as expositions of the Old or New Testament. At the 600 and 800-level students demonstrate research skills in their papers by adding Hebrew or Greek exegesis to the exposition. Prerequisites for the 600 and 800-level courses are: GSEM 630 Documentary Research and Writing, OTST/NTST 612 Biblical Hermeneutics, and OTST 640 Hebrew Readings or NTST 640 Greek Readings 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, including historical, literary, theological, and comparative perspectives. Emphasis may also be given to the issues involving Pentateuchal criticism. May be repeated for credit with different content. **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.

OTST/NTST 672   Biblical Exegesis   3

The course provides the standard procedures of an exegetical analysis as it is applied to the study of selected sections of the Bible. A term paper is required. **Prerequisites:** OTST 640 Hebrew Readings or OTST 640 Greek Readings.

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 with different content. **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

Note: Prerequisites for the 600 and 800-level courses are GSEM 630 Documentary Research and Writing, OTST/NTST 612 Biblical Hermeneutics.

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

Note: Prerequisites for the 600 and 800-level courses are GSEM 630 Documentary Research and Writing, OTST/NTST 612 Biblical Hermeneutics (or their equivalent).

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 Hebrew Readings.

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 Greek Readings.

OTST/NTST 675/875   Seminar in Biblical Exegesis   3

The seminar will provide students with an in-depth exegetical study of selected sections of the Bible, emphasizing the textual connections between both testaments. A major paper is required. Prerequisite: OTST 640 Hebrew Readings or NTST 640 Greek Readings.

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.

Theological-Historical Studies

Note: Prerequisite for the 600 and 800-level courses is GSEM 630 Documentary Research and Writing or its equivalent.

History of the Christian Church

| **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 Modem 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 specially to factors which influenced the rise and development of the Adventist Church.

| **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 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 504/604** | **Guided Study Tour of _____** | **3** |

A guided tour of historical sites, with study assignments related to the sites being visited. This guided study tour may be repeated with different sites and different assignments.

| **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 Modem 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 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 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.

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. (Identical to THST 563/663/863 History of Theology of Roman Catholic Church)

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   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, trinity, and righteousness by faith. (Identical to THST 572/672/872 Development of Seventh-day Adventist Theology).

CHIS 573/673/873   Development of Seventh-day Adventist Lifestyle   3

This course traces the historical development of Seventh-day Adventist practice and attitude in healthful living, military service, Sabbath observance, stewardship,

CHIS 574/674/874   The Life, Work, and Writings of Ellen G. White   3

A descriptive study of the life, work, and writings of Ellen G. White, in their historical, cultural, and social context. This course includes the study of some hermeneutical principles to understand and properly interpret her writings.

CHIS 575/675/875	Theology of Ellen G. White	3

Analytical study of the major theological themes of Ellen G. White and their contribution to Adventist doctrines. This study involves tracing in particular the progressive development of her theology (Identical to THST 575/675/875 Theology of Ellen G. White).

CHIS 576/676/876	Contemporary Views on Ellen G. White's Writings	3

A study of contemporary perspectives on Ellen G. White's writings and theology will be undertaken. This course will encompass historical issues and their contribution to current interpretive challenges (Identical to THST 576/676/876 Contemporary Views on Ellen G. White's Writings).

CHIS 581/681/881	History and Doctrine 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 THST 581/681/881 History and Doctrine of the Sabbath).

Seminars in Church History

CHIS 609/809	Seminar in Theological-Historical Studies Methods	3

See THST 609/809 Seminar in Theological-Historical Studies Methods for course description.

CHIS 685/885	Church History Seminar in _____	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 Issues in Science and Religion).

CHPH 624	Faith and Learning in Christian Education	3

Interdisciplinary consideration of Christ-centered, Bible-based, faith-nurturing educational theory and practice. This class assists 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 learning environment.

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

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 504/604   **Guided Study Tour of _____**   **3**

A guided tour of historical sites, 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.

Theological-Historical Studies

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 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.

THST 572/672/872   Development of Seventh-day Adventist Theology   3

For course description, see CHIS 572/672/872 Development of Seventh-day Adventist Theology.

THST 575/675/875   Theology of Ellen G. White   3

For course description, see CHIS 575/675/875 Theology of Ellen G. White.

THST 576/676/876   Contemporary Views on Ellen G. White's Writings   3

For course description, see CHIS 576/676/876 Contemporary Views on Ellen G. White's Writings.

THST 581/681/881   History and Doctrine of the Sabbath   3

For course description, see CHIS 581/681/881 History and Doctrine of the Sabbath).

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 World Religions).

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. (Identical to CHIS 563/663/863 History of Theology of Roman Catholic Church)

THST 642/842   Contemporary Theology   3

A study of major trends in 19th- and 20th-century theology, from Liberalism to Neoorthodoxy, 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 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.

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. (Identical to CHIS 609/809 Seminar in Theological-Historical Studies Methods).

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   Christian Theology Seminar in _____   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

AIIAS 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

Ketting-Weller, Ginger, PhD, President
Nelson, Richard, MD/MS, Vice President for Academic Administration
Montero, Jorge, PhD, Vice President for Finance
Benjamin, Robert, DDiv Candidate, Vice President for Student Services
_____,Vice President for Institutional Advancement

Officers of Schools

González, Ricardo, PhD, Dean, Seminary
Swansi, Kenneth, PhD, Dean, Graduate School
Kyungho Song, PhD, Associate Dean, Seminary
Casimiro, Leni, PhD, Associate Dean, Graduate School

Administrative Assistants

_____, Director, Center for Adventist Research Asia
Belga, Judy, BSAT, Controller
Espina, Cherille, MEM, Director, Admissions and Records
Flores, Megumi Sol, MLIS, Director, Leslie Hardinge Library
Rivera, Irene, MAEd, Director, AIIAS Online
Sumendap, Bruce, MBA, Director, Public Relations, Marketing, & Recruitment
Taipe, Miguel, BEngr, Director, Information Technology
Nunes, Beverly, MA, Director, English Language Center
Sigauke, Innocent, Director, Asia Pacific Research Center

Chairs of Academic Departments

Casimiro, Leni, PhD, Education Department, Graduate School
Correa, Teófilo, PhD, Biblical Studies Department, Seminary
Nathan, Edward, MBBS/DrPH, Public Health Department, Graduate School
Ruhupatty, LeRoy, PhD, Business Department, Graduate School
Song, Kyungho, PhD, Theological-Historical Studies Department, Seminary
Liang, ChuanShan, PhD, Applied Theology Department, Seminary

Program Directors

Aja, Godwin, DrPH – All Public Health Programs
Casimiro, Leni, PhD – All Education Programs
Chrissutianto, Donny, PhD – MDiv
Dizon, Ermela, DMiss – MA-Min
Francois, Watland, PhD – DMin
Gayoba, Francisco, DTh – MA-R
Liang, Chuanshan, PhD – MA-CM
Luntungan, Raimond, PhD Candidate – MBA, MSA
Ricardo Gonzalez, PhD– MTh
Liang, Chuanshan, Correa, Teofilo, Song, Khungho, PhDs -PhD in Religion
Swansi, Kenneth, PhD – PhD in Business
Liang, Chuanshan, PhD – DMiss/DIS

Faculty

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

Aclan, Eunice, Professor, PhD (2015, Universiti Utara Malaysia), 2024, Teaching English to Speakers of Other Languages (TESOL)

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

Aja, Victoria, Associate Professor, DMin (2014, Andrews University), 2017, Chaplaincy

Bergland, Kenneth, Assistant Professor, PhD (2019, Andrews University) 2022, Old Testament

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

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

Chrissutianto, Donny, Associate Professor, PhD (2018, Adventist International Institute of Advanced Studies), 2017, Historical Studies

Correa, Teófilo, Professor, PhD (2007, Universidad Adventista del Plata) 2014, Old Testament

Delfin, Hesell, Instructor Librarian, MEM (2012, Polytechnic University of the Philippines), 2006, Educational Management

Dizon, Ermela, Assistant Professor, DMiss (2023, Andrews University), 2023, Mission, Intercultural Studies

Doss, Richard, Assistant Professor, PhD (2023, Asbury Theological Seminary), 2023, Mission

Flores, Megumi Sol, Associate Librarian, MLIS/MA Educ. (2016/2003, University of the East/Adventist International Institute of Advanced Studies), 2006, Library Administration

Francois, Watland, Assistant Professor, PhD (2022, Adventist International Institute of Advanced Studies), 2024, Church Ministry and Leadership

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

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

Gayoba, Francisco, Associate Professor, DTh (1997, Adventist International Institute of Advanced Studies), 2022, Church History

González, Ricardo, Associate Professor, PhD (2008 Adventist International Institute of Advanced Studies), 2016, Theological-Historical Studies

Ilagan, Lyra Jazel, Assistant Librarian, MLIS (2018, Polytechnic University of the Philippines), Academic Library

Ketting-Weller, Ginger, Professor, PhD (1997, Claremont Graduate University), 2019, Human Development

Kijai, Jimmy, Professor, PhD (1987, University of South Carolina), 2022, Research and Statistics

Kim, Si Young, Assistant Professor, DMin (2007, Adventist International Institute of Advanced Studies) 2022, Church Ministry and Mission

Liang, Chuanshan, Assistant Professor, PhD (2013, Adventist International Institute of Advanced Studies) 2019, Intercultural Studies

Lumowa, David, Assistant Professor, PhD, (2020, Adventist International Institute of Advanced Studies), 2020, Finance

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

Martin, Hector Obed, Assistant Professor, PhD (2012, Adventist International Institute of Advanced Studies), 2019, New Testament

Nangoy, Natasha, Assistant Professor, PhD (2023, Adventist International Institute of Advanced Studies), 2023, Human Resource Management

Nathan, Edward, Assistant Professor, MBBS/DrPH (1991/2015, Christian Medical College/Loma Linda University), 2024, Public Health

Nelson, Richard, Professor, MD/MS (1995/2016, Angeles University/Loma Linda University). 2021, Interdisciplinary Health Education & Practice, Lifestyle Education, Public Health

Nunes, Leonardo, Assistant Professor, ThD (2020, Andrews University), 2022, Biblical Studies/New Testament

Ruhupatty, LeRoy, Associate Professor, PhD (2008, The University of Western Australia), 2017, Financial Accounting

Sigauke, Innocent, Assistant Professor, PhD (2019, Adventist International Institute of Advanced Studies), 2024, Marketing

Simyunn, Jr., Johnnie Bermudez, Assistant Librarian, MLIS (2018, Polytechnic University of the Philippines), 2012, Library Systems

Solomon, Shanthi, Assistant Professor, PhD (2015, Loma Linda University), 2024, Institutional Quality Assurance/Interdisciplinary Health Education

Song, Kyung Ho, Professor, PhD (1998, Adventist International Institute of Advanced Studies), 1997, Systematic Theology

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

Tuapin, Jasmin, Assistant Professor, (2021, Adventist International Institute of Advanced Studies), 2020, Accounting

Weller, James, Assistant Professor, PhD (2014, Andrews University), 2019, School Leadership

Woo, Hyun Jun, Assistant Professor, DMin (2019, Adventist International Institute of Advanced Studies), 2023, Church Ministry

Adjunct Faculty - Graduate School

Order of information: Name, highest academic degree (year degree was granted, institution granting degree), teaching area.

Business Department
Ganu, Josephine, PhD (2005, University of Santo Tomas), Management
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

Mandagi, Deske, PhD (2020, University of the Philippines, Diliman), Administration and Marketing

Pakpahan, Andrew, PhD (2018 Yuan Ze University), Information System

Pondi, Kepha, Assistant Professor, PhD, (2018, Adventist International Institute of Advanced Studies), 2018, Research Methodology, Finance

Vyhmeister, Ronald, PhD (2000, University of Illinois at Chicago), Information Systems and Management

Emeritus

Nasution, Eric J., Professor Emeritus, PhD (1983, University of Santo Tomas), 1998, Finance and Economic Development

Education Department

Abordo, Ian, PhD (2007, Adventist International Institute of Advanced Studies) Curriculum and Instruction

Dumitrescu, Gabriela Alina, Assistant Professor, PhD (2016, Andrews University), Academic Writing, Educational Psychology

Ekoto, Christian, PhD (2018, Adventist International Institute for Advanced Studies), Curriculum and Instruction

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

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

Petre, Gianina, PhD (2020, Adventist International Institute of Advanced Studies) Curriculum and Instruction

Role, Elizabeth, PhD (1995, University of the Philippines-Diliman) Science Education-Mathematics

Rosario, Arceli, PhD (2010, University of San Carlos), Educational Administration

Talibong, Mennen Caballero, PhD (2011, Siliman University) TESOL

Vyhmeister, Shawna, PhD (1997, University of Illinois), Curriculum Development

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

Emeritus

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

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 (2019, Adventist University of the Philippines), Practicum Coordinator

Mesa, Milton, MD/MPH (2001/2003, Universidad Adventista del Plata/Kuopio University), Global Health

Morgan, John, DrPH (Loma Linda University), Epidemiology

Siapco, Gina, DrPH (2004, Loma Linda University), Public Health Nutrition

Varona, Blecenda, DrPH/RND (2005, Adventist University of the Philippines), Preventive Health Care

Adjunct Faculty - Theological Seminary

Order of information: Name, highest academic degree (year degree was granted, institution granting degree), teaching area.

Applied Theology

Amurao, Julio, PhD (2011, Adventist International Institute of Advanced Studies), Church Mission

Bahadur, Petras, DMin (2014, Andrews University), Intercultural Studies

Baloyo, Rudy, DMin (2004, Adventist International Institute of Advanced Studies), Church Ministry

Bauer, Bruce, DMiss (1985, Fuller Theological Seminary), World Mission

Cincala, Petr, PhD (2002, Andrews University), Mission and Ministry Colon, Gaspar, PhD (1987, New York University), Religious Education

Doss, Cheryl, PhD (Trinity Evangelical Divinity School)

Dybdahl, Jon, PhD (1981, Fuller Theological Seminary), Mission Institute

Garilva, Don Leo, DMin (2003, Adventist International Institute of Advanced Studies), Church Ministry

Kis, Adam, PhD (2007, University of Florida), Anthropology

Koning, Danielle, PhD (2011, University of Amsterdam), Anthropology

Kuntaraf, Jonathan, DMin (1979, Andrews University), Church Ministry

Mergal, Bienvenido, PhD (2001, Adventist International Institute of Advanced Studies), Leadership Ministry and Research

Merklin, Lester, DMin/DMiss (2001, Trinity International University), World Mission

Namoradze, Sergo, PhD-R (2018, Adventist International Institute of Advanced Studies), Church Ministry and Mission

Ozolins, Aivars PhD-R (2005, Fuller Theological Seminary), Inter-Cultural Studies

Park, James, PhD (2001, Fuller Theological Seminary), Discipleship and Mission

Santos, Gerson P, DMin (2007, Andrews University), Missiology

Venkaya, Hatsarmaveth, PhD-R (2018, Adventist International Institute of Advanced Studies), Intercultural Studies and World Mission

Vine, Conrad, DMin (2014, Andrews University)

Biblical Studies

Berchie, Daniel, PhD (2009, Adventist International Institute of Advanced Studies), New Testament

Cortez, Felix, PhD (2008, Andrews University), New Testament

Gane, Constance, PhD (2012, University of California, Berkeley), Old Testament

Hasel, Michael, PhD (1996, University of Arizona), Old Testament

Klingbeil, Gerald, DLitt (1995, University of Stellenbosch), Hebrew Bible and Ancient Near Eastern Studies

Montaño, Victor, PhD (2012, Adventist International Institute of Advanced Studies), Old Testament

Mosakala, Jiri, PhD (1998, Andrews University), Old Testament

Mot, Laurentiu, PhD (2014, Adventist International Institute of Advanced Studies), New Testament

Mueller, Ekkehardt, PhD (1994, Andrews University), New Testament, Applied Theology

Sabuin, Richard, PhD (2006, Adventist International Institute of Advanced Studies), New Testament

Stele, Arthur, PhD (1996, Andrews University), Old Testament

Theological-Historical Studies

Allen, Edward, PhD (2008, Fuller Theological Seminary), Systematic Theology

Canale, Fernando L, PhD (1983, Andrews University), Theological Studies

Cairus, Aecio, PhD (1988, Andrews University), Systematic Theology

Donkor, Kwabena, PhD (2001, Andrews University), Systematic Theology

Knight, George R., EdD (1976, University of Houston), Education and Church History

Lee, Jaiyrong, PhD (1985, Andrews University), Systematic Theology, Ethics

Miller, Nicholas P, PhD (2010, Notre Dame University), Religious and Legal History

Reeve, John W., PhD (2010, University of Notre Dame), Systematic Theology

Rodriguez, Angel Manuel, ThD (1979, Andrews University), Old Testament, Systematic Theology

Sokupa, Michael, PhD (2010, Adventist International Institute of Advanced Studies), New Testament Biblical Studies

Standish, Timothy G., PhD (1994, George Mason University), Environmental Biology and Public Policy

Timm, Alberto, R., PhD (1995, Andrews University), Adventist History

Whidden, Woodrow W. II, PhD (1989, Drew University), Historical and Systematic Theology

Emeritus

Fernandez, Gil G., Professor Emeritus, PhD (1978, Drew University), Church History

Map of AIIAS Campus

AIIAS CAMPUS MAP

Academic Calendar 2024-2026

First Semester	August 7 to December 13, 2024
Term A	**August 7 to October 7, 2024**
August 5, 2024	English Placement Test
August 6, 2024	New Student Registration/Orientation
August 7, 2024	Classes begin - Wednesday
August 9, 2024	Faculty Colloquium
August 11, 2024	Cultural Night
August 14, 2024	Last day to add/drop a course
August 17, 2024	Acquaintance night
August 21, 2024	Holiday (Ninoy Aquino Day)* - Wednesday
August 24, 2024	AIIAS Asian Theological Society Fellowship
August 26, 2024	Holiday (National Heroes Day)* - Monday
August 29-30, 2024	AIIAS Asian Theological Society Forum
September 2-7, 2024	Mission Emphasis Week
September 17, 2024	Admission Deadline for Term B
October 7, 2024	Classes end – Monday
October 8-15, 2024	Break (8 days)
October 10, 2024	Grades Due
October 11, 2024	Continuing Student Registration
October 12, 2024	Creation Sabbath
Term B	**October 16 to December 13, 2024**
October 14, 2024	English Placement Test
Oct. 14-Dec. 13, 2024	Online Chapel (Every Monday)
October 15, 2024	New Student Registration/Orientation
October 16, 2024	Classes begin – Wednesday
October 21-26, 2024	Week of Prayer
October 23, 2024	Last day to add/drop a course
November 1, 2024	Holiday (All Saints Day) * – Friday
November 7, 2024	Last day to submit application for December CPC
November 8, 2024	Faculty Colloquium
Nov. 14-16, 2024	Seminary Forum
Nov. 19-21, 2024	25th AIIAS International Research Conference

November 21, 2024	Last day to defend thesis/dissertation for December CPC
December 5, 2024	Admission Deadline for Second Semester 2024-2025
December 5, 2024	Faculty and Staff Year-End Party
December 12, 2024	Last day to submit Approval Sheet for December CPC
December 13, 2024	Classes end - Friday
December 18, 2024	Grades Due
Dec. 14-Jan. 7, 2025	Break (25 days)
December 19, 2024	Conferral by Personal Collection
Dec. 23-Jan. 1, 2025	AIIAS Offices Closed

Second Semester	**January 7 to May 16, 2025**
Term A	**January 7 to March 7, 2025**

January 2, 2025	English Placement Test
January 6, 2025	New Student Registration/Orientation
January 7, 2025	Classes begin - Tuesday
January 10, 2025	Faculty Colloquium
January 14, 2025	Last day to add/drop a course
January 16-17, 2025	Preaching Lectureship
January 20-25, 2025	Week of Prayer
January 29, 2025	Holiday (Lunar New Year)* - Wednesday
February 3, 2025	Holiday (Sumilang Festival)* - Monday
February 9-15, 2025	Mini-Olympics
February 14, 2025	Admission Deadline for Term B
February 24, 2025	Last day to submit application for May Graduation
February 25, 2025	Holiday (People Power)* - Tuesday
March 7, 2025	Classes end - Friday
March 8-16, 2025	Break (9 days)
March 11-13, 2025	Asian Qualitative Research Association Conference
March 12, 2025	Grades Due
March 13, 2025	Continuing Student Registration

TERM B	**March 17 to May 16, 2025**

March 13, 2025	English Placement Test
March 14, 2025	New Student Registration/Orientation
March 17, 2025	Classes begin - Monday
March 21, 2025	Faculty Colloquium
March 24, 2025	Last day to add/drop a course

March 31, 2025	Holiday (Eid al-Fitr)* - Monday
April 9, 2025	Holiday (Day of Valor)* - Wednesday
April 17-18, 2025	Holiday (Maundy Thursday, Good Friday)*
April 28, 2025	Last day to defend thesis/dissertation for May Graduation
May 1, 2025	Holiday (Labor Day)* - Thursday
May 5, 2025	Admission Deadline for Intersemester 2025
May 12, 2025	Final submission of research for editing
May 16, 2025	Last day to submit Approval Sheet for May Graduation
May 16, 2025	Classes end - Friday
May 17-June 1, 2025	Break (16 days)
May 18, 2025	Faculty and Staff Retreat (to confirm)
May 21, 2025	Grades Due
May 25, 2025	Graduation
May 26-28, 2025	Prime Week for Faculty
May 26-31, 2025	Online Week of Prayer
May 28-31, 2025	AIIAS African Theological Association Forum

Intersemester 2025	**June 3 to August 1, 2025**
May 29, 2025	English Placement Test
June 2, 2025	New Student Registration/Orientation
June 3, 2025	Classes begin - Tuesday
June 9, 2025	Holiday (Silang Day/Eid al-Adha)* - Monday
June 10, 2025	Last day to add/drop a course
June 12, 2025	Holiday (Philippine Independence Day)* – Wednesday
June 20, 2025	Faculty Colloquium
June 20, 2025	SA Outing
June 26, 2025	Last day to submit application for August CPC
July 10, 2025	Last day to defend thesis/dissertation for August CPC
July 14, 2025	Admission deadline for First Semester 2025-2026
July 24, 2025	Final submission of research for editing
July 31, 2025	Last day to submit Approval Sheet for August CPC**
August 1, 2025	Classes end - Friday
August 2-10, 2025	Break (9 days)
August 6, 2025	Grades Due
August 7, 2025	Continuing Student Registration
August 7, 2025	Conferral by Personal Collection
August 10, 2025	Cultural Night

First Semester 2025	August 12 to December 12, 2025
Term A	**August 12 to October 10, 2025**
August 7, 2025	English Placement Test
August 11, 2025	New Student Registration/Orientation
August 12, 2025	Classes begin - Tuesday
August 19, 2025	Last day to add/drop a course
August 21, 2025	Holiday (Ninoy Aquino Day)* - Thursday
August 22, 2025	Faculty Colloquium
August 23, 2025	AIIAS Asian Theological Society Fellowship
August 25, 2025	Holiday (National Heroes' Day)* - Monday
August 28-29, 2025	AIIAS Asian Theological Society Forum
September 1-6, 2025	Mission Emphasis Week
September 16, 2025	Admission Deadline for Term B
October 10, 2025	Classes end - Friday
October 11-14, 2025	Break (4 days)
October 15, 2025	Grades Due
October 16, 2025	Continuing Student Registration
TERM B	**October 15 to December 12, 2025**
October 13, 2025	English Placement Test
Oct. 13-Dec. 12, 2025	Online Chapel (every Monday)
October 14, 2025	New Student Registration/Orientation
October 15, 2025	Classes begin - Wednesday
October 22, 2025	Last day to add/drop a course
November 10, 2025	Last day to submit application for December CPC
Nov. 13-15, 2025	Seminary Forum
Nov. 18-20, 2025	26th AIIAS International Research Conference
November 21, 2025	Last day to defend thesis/dissertation for December CPC
December 3, 2025	Admission Deadline for Second Semester 2025-2026
December 4, 2025	Final submission of research for editing
December 4, 2025	Faculty and Staff Year-End Party
December 8, 2025	Holiday (Feast of the Immaculate Conception)* - Monday

December 12, 2025	Last day to submit Approval Sheet for December CPC
December 12, 2025	Classes end - Friday
Dec. 13-Jan. 4, 2026	Break (23 days)
December 17, 2025	Grades Due
December 19, 2025	Conferral by Personal Collection
Dec. 24-Jan. 2, 2026	AIIAS Offices Closed

Second Semester	**January 7 to May 15, 2026**
Term A	**January 7 to March 6, 2026**

January 5, 2026	English Placement Test
January 6, 2026	New Student Registration/Orientation
January 7, 2026	Classes begin - Wednesday
January 14, 2026	Last day to add/drop a course
Jan.15-16, 2026	Preaching Lectureship
Jan. 19-24, 2026	Week of Prayer
January 23, 2026	Faculty Colloquium
February 2, 2026	Holiday (Sumilang Festival)* - Monday
Feb. 8-14, 2026	Mini-Olympics (tentative)
February 16, 2026	Admission Deadline for Term B
February 17, 2026	Holiday (Chinese New Year)* - Tuesday
February 25, 2026	Holiday (People Power)* - Wednesday
February 27, 2026	Last day to submit application for May Graduation
March 6, 2026	Classes end - Friday
March 7-15, 2026	Break (9 days)
March 10-12, 2026	Asian Qualitative Research Association Conference
March 11, 2026	Grades Due
March 12, 2026	Continuing Student Registration

TERM B	**March 17 to May 15, 2026**

March 12, 2026	English Placement Test
March 16, 2026	New Student Registration/Orientation
March 17, 2026	Classes begin - Tuesday
March 20, 2026	Holiday (Eid'l Fitr)* - Friday
March 24, 2026	Last day to add/drop a course

April 2-3, 2026	Holiday (Maundy Thursday, Good Friday)*
April 9, 2026	Holiday (Day of Valor)* - Thursday
April 10, 2026	Faculty Colloquium
April 27, 2026	Last day to defend thesis/dissertation for May Graduation
May 1, 2026	Holiday (Labor Day)* - Friday
May 11, 2026	Admission Deadline for Intersemester 2026
May 15, 2026	Last day to submit Approval Sheet for May Graduation
May 15, 2026	Classes end - Friday
May 16-June 7, 2026	Break (22 days)
May 20, 2026	Grades Due
May 24, 2026	Graduation
May 25-27, 2026	Prime Week for Faculty
May 25-30, 2026	Online Week of Prayer
May 27, 2026	Holiday (Eid al-Adha)* - Wednesday
June 3-6, 2026	AIIAS Asian Theological Society Forum

Intersemester 2026	June 10 to August 4, 2026
June 8, 2026	English Placement Test
June 8, 2026	New Student Registration/Orientation
June 9, 2026	Holiday (Silang Day)* - Tuesday
June 10, 2026	Classes begin - Wednesday
June12, 2026	Holiday (Philippine Independence Day)* - Friday
June 17, 2026	Last day to add/drop a course
June 19, 2026	Faculty Colloquium
July 14, 2026	Admission deadline for First Semester 2026-2027
July 14, 2026	Last day to defend thesis/dissertation for August CPC
July 26, 2026	Faculty and Staff Retreat (to confirm)
July 28, 2026	Final submission of research for editing
August 3, 2026	Last Day to Submit Approval Sheet for August CPC
August 4, 2026	Classes end - Tuesday
August 5-11, 2026	Break (7 days)
August 7, 2026	Grades Due

August 10, 2026	Continuing Student Registration
August 10, 2026	Conferral by Personal Collection
New Academic Year	**2026-2027**
August 10, 2026	English Placement Test
August 11, 2026	New Student Registration/Orientation
August 12, 2026	Classes begin - Wednesday

Note: *Online course schedule is available on the online website* http://online.aiias.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*

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