



ACADEMIC BULLETIN 2024-2026 ADDENDUM

(Updated June 27, 2025)

ENGLISH CENTER ADDENDUM – ASAC NO. 2025-97 (MAY 13, 2025)

Addendum p. 18 para 1

AIAS English Center

Insert:

AIAS English Center

The primary purpose of the AIAS 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 AIAS has been developed by professionals to give students intensive and personalized instruction in the English language in an English-speaking environment. It also enables individuals to be trained in English Language Skills as participants in meeting their professional and/or mission development goals.

Addendum p. 30 para 1

Admission Requirements – English Proficiency

Update:

English Proficiency

AIAS is an English-speaking institution, and English is the language of instruction and production for all on-campus and online courses. Because of its international nature, however, AIAS 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 applicant's primary language is English.
2. The applicant holds either a baccalaureate degree or a graduate degree in which English was the primary medium of instruction and production for the degree conferred.
3. An acceptable score on a standardized test of English proficiency must be sent directly from an official testing center.
 - A. For doctoral and academic master's programs, applicants must submit one of the following minimum scores: 79 on the TOEFL iBT; an overall band score or at least 6.5 on the IELTS, with a minimum score of 5.5 in the writing section; or 60 on the Versant English Placement Test (VEPT).
 - B. For professional master's programs, the minimum required scores are 68 on the TOEFL iBT; an overall band score of at least 6.0 on the IELTS; or a VEPT score of 56.
 - C. English test results are valid for 2 years.

AIAS Required Score	CEFR	TOEFL iBT	IELTS	VEPT
1. Professional Degree/MA	B2	68	6.0	56
2. Academic Degree/Doctorate/TESOL	B2	79	6.5	60

A candidate who initially applies for a professional degree but decides to change to an academic degree must be tested again to obtain the required score.

Addendum p. 31 from para 5 to para 4

Admission Requirements – English Proficiency

Update:

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 (TOEFL iBT, IELTS, VEPT) or to take instruction in English as a Second Language, such as that offered on the AIAS Center. Students in the English Center are expected to make adequate progress in order to qualify for an AIAS-sponsored visa. **in their coursework to move up to the next level.** English Center students will be treated in the following ways based on their test scores.

Addendum p. 31 from para 4 to para 5

Admission Requirements – English Proficiency

Insert:

Students who do not provide a passing score issued from TOEFL iBT or IELTS may take the English Placement Test on campus on the dates designated in the AIAS academic calendar, normally shortly before the beginning of every term. The test offered at the English Center is the Versant English Placement Test (VEPT). It is an online computer-based examination that evaluates non-native English speakers' speaking, listening, reading and writing skills. It takes around fifty (50) minutes to finish, which includes 81 questions. Candidates can also request to take the same placement test before leaving their home country using the VEPT Remote Proctoring.

Addendum p. 31

Admission Requirements – English Proficiency

Insert: para 6

The English Center offers four levels of English language instruction. Students will be assessed using the Versant English Placement Test (VEPT) and placed accordingly into the appropriate instructional level.

Admission Requirements – English Proficiency

Update:

Level 1. A student who receives a score of 39 or below on the VEPT (CEFR A1) 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 will likely need to repeat the class.

Level 2. The student who receives a score of 40-45 on the VEPT (CEFR A2+) 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 elementary 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 46-50 on the VEPT (CEFR B1) 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 51-59 on the VEPT (CEFR B2) will study English full time and register for Upper-Intermediate English (Level 4). After satisfactorily completing Level 4, the student has the choice to take the VEPT, TOEFL iBT or IELTS.

Transition. Regular students of the English Center may be permitted to enroll in one graduate-level course, in addition to completing 8 hours at the English Center, provided they meet the following criteria:

- a. Achieve at least 90% of the required score on an approved English proficiency test (TOEFL iBT, IELTS, VEPT).
- b. Successfully complete Level 4 of the English Center program.
- c. Receive a recommendation from the Steering Committee.

Transition students at the English Center will focus on improving their weakest language skills, as identified through proficiency test results and supported by the qualitative evaluation and recommendation of the Level 4 instructor.

The graduate-level course taken during the transition period should be a prerequisite or a subject that does not involve extensive writing or complex theoretical concepts.

Upon successful completion of their courses at both the English Center and the Graduate School, transition students will be evaluated by the Level 4 instructor and the graduate

course professor. Based on their evaluations, the English Center Steering Committee may recommend the student for full-time admission to the graduate program. The final decision regarding full acceptance or any alternative arrangements rests with the Graduate School or Seminary Program Director.

Addendum p. 32

Alternative Assessment

Relocate:

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.). 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.

BUSINESS DEPARTMENT ADDENDUM - ASAC NO. 2025-114 (JUNE 10, 2025)

Addendum p. 97

Doctor of Philosophy in Business- Curriculum

Update:

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:		
• Integrative	12	
• Philosophy	9	
Education Cognate	3	
Specialization	12	
Research Cognate	9	
Dissertation	15	
	Total	60
Core		21

Complete the following **seven** courses:

Integrative courses:

MGMT 755 Advanced Strategic Management and Decisions	3
BUAD 785 Leadership and Corporate Governance	3
MGMT 725 Change and Crisis Management	3
BUAD 730 Quality and Knowledge Management	3

Philosophy courses:

LEAD 890 Biblical and Ethical Perspectives of Business Issues	3
MGMT 735 Management Philosophies, Thoughts, and Theories	3
CHPH 872 Philosophy: An Adventist Perspective	3
Education Cognate	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
	3
Research Cognate	9
Complete the following two courses:	
RESM 715 Applied Statistical Methods II	3
RESM 740 Qualitative Research	3
Choose one of the following:	
RESM 751 Applied Qualitative	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

Addendum p. 153

Accounting – Course Description

Insert: before ACCT 645

ACCT 503	Applied Accounting for Managers	3
A study of financial and managerial accounting application to managerial decision-making. This course equips students with the analytical skills needed to interpret financial statements, apply accounting insights to identify problems, and to support strategic and operational decisions. Rather than focusing on technical preparation, the course emphasizes the use of accounting information as a tool for critical thinking and ethical judgement in managerial contexts. Topics include the accounting cycle, cost behavior and analysis, financial statement interpretation, revenue recognition, inventory valuation, long-lived assets, present value concepts, and long-term liabilities.		

Addendum p. 156

Accounting – Course Description

Insert: after BUAD 785

Replacement for BUAD 778 Advanced Management Decision Tools

MGMT 755	Advanced Strategic Management and Decisions	3
An in-depth exploration of advanced strategic management theories. The course introduces contemporary strategic management models and emphasizes strategic management models and		

emphasizes strategic agility and scenario planning. Students will critically analyze real-world cases, engage in strategy simulation exercises, and evaluate the impact of leadership, organizational context, and stakeholder dynamics on strategic choices. By the end of the course, students will be able to develop, assess, and defend strategic decisions that align with long-term organizational vision and sustainability in global and multi-sectoral contexts.

Addendum p. 160

Management – Course Description

Insert: before MGMT 602

MGMT 504	Management Theories and Practice	3
A study of management theories and their applications to core functions of planning, organizing, leading, controlling, and communicating. This course emphasizes how these functions interact to enhance decision-making and drive organizational effectiveness. Students will develop practical competencies to manage teams allocate resources, and address complex workplace challenges in dynamic and diverse settings. Through case-based learning and applied projects, students will be prepared to contribute as effective, collaborative, and adaptive leaders in real-world organizational contexts.		

Addendum p. 161

Management – Course Description

Insert: after MGMT 750

Replacement for MGMT 720 Management Thought and Philosophy

MGMT 735	Management Philosophies, Thoughts, and Theories	3
A comprehensive examination of the foundational and contemporary theories that underpin the field of business. The course introduces major philosophical paradigms influencing business research, while fostering critical evaluation of their application in diverse organizational and cultural contexts. The course also explores the core theoretical frameworks essential for business research. Students will engage in comparative theory analysis, theory building exercise, and conceptual framework development to support rigorous scholarly inquiry.		

Addendum p. 161

Marketing – Course Description

Change of course name and description

MKTG 615	Marketing Theories and Applications	3
A study of marketing theories and their practical applications in both local and global contexts. This course equips students to strategically analyze, design, and implement effective marketing initiatives by assessing market opportunities, selecting and evaluating target segments, and developing integrated marketing programs. Emphasizing real-world application, students will engage with case studies, data interpretation, and scenario-based analysis to strengthen their decision-making skills. The course prepares students to organize, execute, and manage marketing strategies that are responsive to evolving competitive environments and consumer needs.		

EDUCATION DEPARTMENT ADDENDUM

ASAC NO. 2025-115 (JUNE 10, 2025)

Addendum p. 166

Education – Course Description

Insert: after EDUC 624

EDUC 600/700	Orientation to Graduate Studies	1
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Introduction of graduate studies at Allias Graduate School. The purpose is to initiate the student into the Allias Graduate School culture. Topics will include study of mind/learning styles, English enrichment, personal learning characteristics, graduate study skills including familiarity with the use of digital tools, formation of professional learning communities, and preparation of an individual course plan from an Adventist perspective.

ASAC NO. 2025-116 (JUNE 10, 2025)

Addendum p. 166

Mathematics and Science Teaching – Course Description for Prerequisites

Insert: after EDTE 722

Mathematics Teaching

EDMT 501	Basic Algebra	2
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An introductory course on the theory and application of Algebra. This course is composed of simple, simultaneous, and quadratic equations, exponential functions, logarithms, complex number system, matrix, using algebra to solve geometric problems in conics, trigonometric functions, sequence, and series.

EDMT 502	Calculus and Elementary Statistics	2
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An introductory course on the theory and application of basic Calculus and Statistics. It includes the study of limits, derivative and integral calculus, introduction to probability, normal probability distribution, hypothesis testing on small and large samples, t-test, simple correlation analysis, and simple regression analysis. May include survey of statistical packages.

Science Teaching

EDST 501	Biological Sciences	2
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An introduction to the fundamental concepts of biological sciences. Topics include cell biology, plant biology, animal and human biology as well as genetics and ecology.

EDST 503	Physical and Chemical Sciences	2
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An introduction to the fundamental concepts in physics and chemistry. The course presents foundational knowledge in core scientific concepts such as motion and forces, energy and thermodynamics, atomic and molecular structure, chemical reactions, and the properties of solids, liquids, gases, and everyday applications of science.

ASAC NO. 2025-116 (JUNE 10, 2025)

Addendum p. 163

Educational Administration – Course Description

Insert: In between EDAD 750 and EDAD 786; to delete EDAD 770

EDAD 760

Academic Administration and Quality Assurance

3

An in-depth exploration of the principles practices, and challenges of academic administration and quality assurance in educational organizations from elementary through graduate level and in various modalities (in person, online, hybrid, etc.) Designed for current and aspiring academic leaders, the course examines academic planning and decision-making, curriculum development and program review processes, policy development, and academic management within K-12 schools, and in higher education. Emphasis is placed on student readiness to lead in quality assurance mechanisms, preparation to meet accreditation standards, performance assessment, and managing continuous improvement strategies that support academic excellence and institutional accountability.

ASAC NO. 2025-121 (JUNE 10, 2025)

Addendum p. 107, 108, and 109

Graduate Certificate - Requirements

Delete: Service Learning Requirement

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.

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 Service Learning (p. 75) requirement.

Requirements

To complete the program and be awarded a Graduate Certificate in Education, 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 (p. 75) requirement.

ASAC NO. 2025-121 (JUNE 10, 2025)

Addendum p. 110

Master of Arts in Education – Additional Emphases

Insert: after Teaching English to Speakers of Other Languages (TESOL)

Mathematics Teaching

The Mathematics Teaching emphasis is designed to equip primary and secondary school mathematics teachers with advanced mathematical concepts and techniques, as well as in teaching strategies, curriculum, and testing. The program focuses on essential math disciplines, including elementary math, algebra, geometry, trigonometry, statistics, and calculus, among others. Coursework emphasizes innovative teaching methodologies tailored to diverse learning styles and classroom needs.

Science Teaching

The Science Teaching emphasis is designed for primary and secondary school science teachers who seek to deepen their expertise in teaching science across various disciplines, including general science, biology, chemistry, and physics. This program equips educators with advanced teaching strategies tailored to foster critical thinking and engagement in the sciences.

ASAC NO. 2025-121 (JUNE 10, 2025)

Addendum p. 111

Master of Arts in Education – Program Learning Outcomes (PLOs)

Update:

MA in Education Program Learning Outcomes

Institutional Learning Outcomes (ILOs)	Program Learning Outcomes (PLOs)				
	Curriculum & Instruction	Educational Administration	TESOL	Mathematics Teaching	Science Teaching
1. Spirituality					
Model the Character of Christ through effective integration of faith, learning and life.	<ul style="list-style-type: none">Reflects the character of Christ.Integrates faith and learning in instructional design and delivery.Models the integration of faith in personal life.Incorporates	<ul style="list-style-type: none">Reflects the character of Christ.Integrates faith in leadership practices.Models the integration of faith in personal life.Incorporates ethical	<ul style="list-style-type: none">Reflects the character of Christ.Integrates faith and learning in English instructional design and delivery.Models the integration of faith in personal life.	<ul style="list-style-type: none">Reflects the character of Christ.Integrates faith and learning in mathematics instructional design and delivery.Models the integration of faith in personal life.Incorporates	<ul style="list-style-type: none">Reflects the character of Christ.Integrates faith and learning in science instructional design and delivery.Models the integration of faith in personal life.

	ethical practices.	practices.	<ul style="list-style-type: none"> Incorporates ethical practices. 	ethical practices.	<ul style="list-style-type: none"> Incorporates ethical practices.
2. Scholarship					
Demonstrate skills in teaching, learning, research, publication, and generating knowledge.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Engages in and disseminates research. Plans and implements administrative practices based on research. 	<ul style="list-style-type: none"> Engages in, disseminates, and integrates research in their professional practice. Leads out in the implementation of innovative and engaging methods of English instruction. 	<ul style="list-style-type: none"> Engages in, disseminates, and integrates research in their professional practice. Leads out in the implementation of innovative and engaging methods of Mathematics instruction. 	<ul style="list-style-type: none"> Engages in, disseminates, and integrates research in their professional practice. Leads out in the implementation of innovative and engaging methods of Science instruction.
3. Service					
Serve God and society with high integrity, professionalism, and spiritual maturity.	<ul style="list-style-type: none"> Demonstrates selfless service in the classroom and community. Responds timely to community needs. Participates in sustained service learning. 	<ul style="list-style-type: none"> Demonstrates sustained selfless service in the community and society at large. Participates in sustained service learning. 	<ul style="list-style-type: none"> Demonstrates selfless service to the community of English language teachers and learners. Participates in sustained service learning. 	<ul style="list-style-type: none"> Demonstrates sustained selfless service in the community and society at large. Participates in sustained service learning. 	<ul style="list-style-type: none"> Demonstrates sustained selfless service in the community and society at large. Participates in sustained service learning.
4. Leadership					
Provide effective, biblically grounded leadership with commitment to excellence.	<ul style="list-style-type: none"> Provides vision and facilitates educational change. Demonstrates curricular and instructional leadership. Empowers those they serve. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provides service-oriented leadership in professional and personal life. 	<ul style="list-style-type: none"> Practices service-oriented leadership in professional and personal life. 	<ul style="list-style-type: none"> Practices service-oriented leadership in professional and personal life. Models a Bible-based and creation-oriented perspective in the understanding and teaching of science.

5. Thinking

Think critically and creatively and serve as a catalyst for needed change in their community and in the world	<ul style="list-style-type: none">Shows Christian thinking in curriculum preparation and teaching practices.Exhibits creative and critical thinking skills.Practices responsible decision-making in curriculum and instruction.	<ul style="list-style-type: none">Comprehends and applies eternal principles for decision-making in all aspects of life.Exhibits creative and critical thinking skills.	<ul style="list-style-type: none">Engages in and promotes creative and critical thinking within a Christian paradigm.	<ul style="list-style-type: none">Engages in and promotes creative and critical thinking within a Christian paradigm.Makes responsible decisions, implements them creatively, and evaluates fairly.	<ul style="list-style-type: none">Engages in and promotes creative and critical thinking within a Christian paradigm.Makes responsible decisions, implements them creatively, and evaluates fairly.
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6. Communication

Communicate effectively to promote stewardship, diversity, equity, and inclusion.	<ul style="list-style-type: none">Disseminates curriculum knowledge and skills.Integrates instructional technology strategically in curriculum preparation and teaching.Collaborates with stakeholders in promoting stewardship, diversity, equity, and inclusion.	<ul style="list-style-type: none">Applies 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.	<ul style="list-style-type: none">Exhibits proficiency in all language skills.Collaborates with stakeholders in promoting stewardship, diversity, equity, and inclusion.	<ul style="list-style-type: none">Disseminates mathematical knowledge and skills.Collaborates with stakeholders in promoting stewardship, diversity, equity, and inclusion.	<ul style="list-style-type: none">Uses oral and written communication effectively to enhance instruction and promote teamwork, incorporating technology when appropriate.
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7. Global Perspective

Address issues from a world perspective, yet appropriate to the context of their culture.	<ul style="list-style-type: none">Contextualizes teaching and curriculum practices.Practices inclusiveness in instructional design and delivery.	<ul style="list-style-type: none">Demonstrates cross cultural understandingBuilds, or becomes a part of, collaborative intercultural groups for achieving shared	<ul style="list-style-type: none">Promotes understanding and collaboration among diverse cultural and linguistic groups, acknowledging unity in Christ.	<ul style="list-style-type: none">Presents mathematics concepts in consideration of individual differences and in collaboration with individuals of cultural and	<ul style="list-style-type: none">Presents science concepts in consideration of individual differences and in collaboration with individuals of cultural and linguistic diversity.
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Addendum p. 113-114

Master of Arts in Education – Prerequisites

Revise: prerequisite number 2

Add: prerequisite numbers 5 and 6

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, Mathematics, or Science must have at least 1 year of teaching experience in their area of specialization. Those who do not meet this teaching experience requirement must do teaching practicum. ~~For TESOL students, they must do teaching practicum in English Teaching.~~ For specialized emphases (TESOL, Mathematics, and Science), students must do a teaching practicum in their area of specialization.

5. Additional prerequisite for the Science teaching emphasis: At least 6 undergraduate credits in the field Science.

The following courses are offered at Allias to meet these prerequisites:

EDST 501 Biological Science	3
EDST 503 Physical and Chemical Sciences	3

6. Additional prerequisite for the Mathematics Teaching emphasis: At least 6 undergraduate credits in the field of Mathematics.

The following courses are offered at Allias to meet these prerequisites:

EDMT 501 Advanced Algebra	3
EDMT 502 Calculus and Elementary Statistics	3

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Addendum p. 114

Master of Arts in Education – Curriculum

Update:

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	14	14
Emphasis	12	12
Research	6	6
Culminating Phase	3	6
Total	35	38

Core Courses 14-17

Complete the following **six** courses:

EDUC 624 Faith and Learning in Christian education	3
LEAD 610 Biblical Foundations of Leadership and Ethics	3
EDCI 610 Pedagogy and Classroom Management	3
RESM 520 Academic Writing	2
EDCI 625 Instructional Media*	3
EDCI 645 Assessment for Learning*	3

Note Academic Track must choose **one of these courses*

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
Emphasis is Mathematics Teaching	12
Complete the following four courses:	
EDMT 611 Elementary Mathematics and Geometry Methods	3
EDMT 621 Algebra and Trigonometry Methods	3
EDMT 631 Coordinate Geometry and Calculus Methods	3
EDFN 510 Teaching Practicum	3

Emphasis is Science Teaching	12
Complete the following four courses:	
EDST 611 General Science and Biology Methods	3
EDST 621 Chemistry Methods	3
EDST 631 Physics Methods	3
EDFN 510 Teaching Practicum	3
Research	3-6
RESM 610 Research Methods	3
Academic Track: RESM 615 Applied Statistical Methods I	3
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	3

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Addendum p. 120-121

Education Specialist – Curriculum

Update:

Curriculum

A total of **40** semester hours is required for the EdS degree, distributed in the following manner:

Program Structure	Credits
Philosophy	4
Specialization	15
Cognate	9
Research	6
Project	6
Total	40

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	15
Complete the following five courses:	
EDCI 720 Teaching and Learning in Higher Education	3
EDCI 730 Advanced Curriculum Theory and Design	3
EDCI 785 E-Learning	3
EDCI 771/2/3 Curriculum Development	3
EDCI 729 Topics in _____	3

Specialization in Educational Administration	15
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Complete the following **five** courses:

EDAD 730 Financial Management for Educational Institutions	3
EDAD 785 E-Learning	3
EDAD 792 Advanced Fieldwork in Educational Administration	3
EDAD 729 Topics in _____	3

One of the following:

EDAD 786 Administration in Higher Education	3
EDAD 751 Principalship and School Improvement	3

Cognate	9
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At least **one** of the following cognate areas, distinct from the area of specialization:

Cognate in Curriculum and Instruction	
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EDCI 615 Instructional Models	3
EDCI 640 Process of Curriculum	3
EDCI 632 Inclusive Instruction	3

Cognate in Educational Administration	
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EDAD 640 Administrative Finance	3
EDAD 651/751 Principalship and School Improvement	3
EDAD 674 School Organization and Law	3

Cognate in TESOL	
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EDTE 620 Second Language Acquisition	3
EDTE 622 TESOL Methods in Reading and Writing	3
EDTE 628 TESOL Methods in Speaking and Listening	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	9
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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 Allias, 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
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RESM 715 Applied Statistical Methods II	3
RESM 740 Qualitative Research	3

Culminating Project	6
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EDAD/EDCI 796 EdS Project	6
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Addendum p. 126-127

Doctor of Philosophy in Education – Curriculum

Update:

Curriculum

A total of **55** semester hours is required for the PhD degree, distributed in the following manner.

Program Structure	Credits
Philosophy	4
Specialization	15
Cognate	9
Research	12
Dissertation	15
Total	55
Philosophy	4
CHPH 872 Philosophy: An Adventist Perspective	3
Choose one of the following:	
CHMN 779 Ministry and Spiritual Life	1
LEAD 821 Leadership and Spirituality	
Specialization in Curriculum and Instruction	15
Complete the following courses:	
EDCI 720 Teaching and Learning in Higher Education	3
EDCI 730 Advanced Curriculum Theory and Design	3
EDCI 785 E-Learning	3
EDCI 771/2/3 Curriculum Development	3
Complete one of following courses:	
EDCI 895 Directed Research in _____	3
EDCI _____ Topics in _____	3
Specialization in Educational Administration	15
Complete the following five courses:	
EDAD 730 Financial Management for Educational Institutions	3
EDAD 725 Academic Administration and Quality Assurance	3
EDAD 791 Strategic Management for Educational Administration	3
One of the following:	
EDAD 786 Administration in Higher Education	3
EDAD 751 Principalship and School Improvement	3
Choose one of the following:	
EDAD 895 Directed Research in _____	3
EDAD _____ Topics in _____	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
<i>Or, if taken during Master's degree, choose any of the following TESOL courses:</i>	
EDTE 711 Language Teaching Principles and Practices	3
EDTE 721 Language Program Planning and Management	3
EDTE 722 Advanced Sociolinguistics	3
Research	12
Complete the following three courses:	
RESM 715 Applied Statistical Methods II	3
RESM 740 Qualitative Research	3
RESM 770 Program Evaluation	3
Choose one of the following:	
RESM 751 Applied Qualitative Research	3
RESM 752 Applied Statistical Methods III	3
Culminating Phase	0
Comprehensive Examination	0
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.	

Addendum p. 151,162,164,165,

Research Methods, Writing, and Statistics – Course Description

Update: Revision of Course Description

OLD	NEW
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	Application of specific qualitative research designs, ethical practices, collection of data, analysis, reporting and interpretation. Students are expected to become proficient in using qualitative data analysis software (e.g. Hyper Research, QDA Miner), and generate publishable papers. Prerequisite: RESM 740 Qualitative Research
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 622 TESOL Methods in Reading and Writing (3) Comprehensive study of principles and practices in teaching reading and writing to English language learners. Emphasis is placed on integrating reading and writing methods for various ages, proficiency levels, and educational settings. Topics include second language reading and writing theories, research-informed techniques for vocabulary development, comprehension strategies, the writing process, genre-based instruction, assessment techniques, and adapting materials for diverse learners.

698 MA Thesis (3-6)	698 MA Thesis (1-6)
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. and Departmental Guidelines.)	A culminating activity for many Graduate master's degrees. The thesis is intended to demonstrate the student's mastery of his/her particular field of study (education, business, public health). May be quantitative, qualitative or mixed methods in design. (See Thesis/Dissertation in the Graduate School, p. 77 and Departmental Guidelines)

EDFN 510 Teaching Practicum (1-3)	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.	Experience-based instruction in school settings with the support of a mentor. Experiences consist of general teaching and learning experiences such as classroom observations, preparation and delivery of learning activities, instructional evaluation, and exposure to instructional leadership.

EDAD 651 Principalship and School Improvement (3)	EDAD 651/751 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.	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 facilities. Attention will be given to the rationale for, and process of, school accreditation. The role of a superintendent of education will be explored with implications for the principal's relationship to the broader educational system.

<p>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.</p>	<p>EDAD 686/786 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. Includes a fieldwork component.</p>
<p>EDCI 730 Advanced Curriculum Theory and Practice (Same course description)</p>	<p>EDCI 730 Advanced Curriculum Theory and Design (Same course description)</p>
<p>EDCI 771/2/3 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.</p>	<p>EDCI 771/2/3 Curriculum Development (3) A course focused on curriculum design and construction, seeking to aid educators concerned with creating and revising curriculum for elementary, secondary, or tertiary levels. Attention is given to The application of theoretical principles to curriculum design, construction, implementation, and evaluation is given significant consideration. Course participants will engage in the development of significant curricular products and fieldwork experiences.</p>

Addendum p. 165

Educational Foundations – Course Description

Insert: In between EDFN 510 and EDFN 511

615	Content Teaching Practicum	3
Experience-based instruction in school settings with the support of a mentor. Focus is on the application of teaching and learning experiences on a selected content area of expertise.		

THEOLOGICAL SEMINARY ADDENDUM – ASAC NO. 2025-110 (JUNE 10, 2025)

Addendum p. 42

Academic Information and Policies – Updating of Academic Credits

Delete:

Updating of Academic Credits

A student with outdated academic credits taken at Allas 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.**

Addendum p. 187

Graduate Certificate in Adventist Studies – Curriculum

Insert: after Transfer of Credits

Curriculum

In order to complete the Graduate Certificate in Adventist Studies, the following 7 courses or their equivalent totaling 21 semester hours must be completed.

Addendum p. 221 and 222

Doctor of Missiology – Prerequisite and Dissertation Preparation (number 2)

Revise:

Prerequisites

1. At least 42 graduate level credits in a religion, including a minimum of 15 credits in the area of mission.
2. A pass (of B or above) in GSEM 630 Documentary Research and Writing or its equivalent.

DMiss Dissertation Preparation

2. The applied research dissertation will normally be a minimum of 150 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.

Addendum p. 230

Doctor of Philosophy in Religion – Requirements

Updated:

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 ____ 892 Advanced Research Design for PhD Dissertation Topic Request and submit a preliminary or tentative topic request 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 in required courses (____ 892 Advanced Research Design for PhD Dissertation Topic Request, and ____ 894 Course Development and Teaching Practicum).

Area	Credits
Concentration	30
Cognate	12
Required Course	6
Dissertation	12
Total	60

4. Students are required to complete at least six 800-level seminars courses, among them at least 1 and maximum of 2 in the cognate area.
5. Students register for ____ 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.

Addendum p. 240

Directed Courses

Inserted: after ____ 796 DMin Project

____ 892	Advanced Research Design for PhD Dissertation Topic Request	3
A required course in advanced research techniques and tools used in developing the initial state of a PhD dissertation writing. This course should be taken under the supervision of the student's research mentor. At the end of the course the student is expected to have a topic request finally approved by the respective department. An S/U grade is earned. Prerequisite: GSEM 6300 Documentary Research and Writing or GSEM 600 Applied Theology Research and Writing or equivalent.		