

## Undergraduate Programs

### **Behavioral Neuroscience Core—41–43**

PSYC180; BIOL165, 166; ZOOL475; CHEM131, 132, CHEM231, 232,  
241, 242 **or** PHY Research Project: BIOL495 (2 cr)

this versatile field of study, our goal is to empower students to utilize their knowledge to further the mission of the Seventh-day Adventist Church and to restore men and women to the image of our Maker.

The Department of Behavioral Sciences is organized as a consortium where faculty share expertise and research endeavors in related disciplines. The behavioral sciences are concerned with the study of how human beings think and behave as individuals, and in sociocultural and ecological systems.

### Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

### Department Aims

This department aims (1) to introduce students to the salient discoveries and procedures accumulated from research in behavioral sciences disciplines and (2) to empower students to utilize this knowledge in furthering the mission of Seventh-day Adventists: restoring men and women to the image of their Maker. The department fulfills these aims by three principal means: (1) instruction by Christian professors; (2) course work which develops a strong liberal-arts foundation and interdisciplinary preparation leading to many different fields of Christian service; and (3) extracurricular participation by students in voluntary religious activities, community service, and research.

### Teacher Certification

Students seeking teacher certification on the secondary level may enroll in the Sociology minor. See the School of Education for full details.

### Minors, Cognates and Electives

Majors should take advantage of the variety of undergraduate courses available at Andrews to acquire a broad education. Combining behavioral science courses with other areas such as business, health, and language provides avenues for reaching individual professional goals.

Students should counsel with advisors in selecting cognates and electives. Volunteer work is most beneficial and majors are urged to seek opportunities through the Service Learning Program. Those planning to pursue graduate studies should seek opportunities in research.

### Research Sequence

It is strongly recommended that all BS majors take the Research Methods Sequence during their junior year.

## Undergraduate Programs

### BS: Behavioral Sciences (39)

(27 credits must be selected from courses numbered 300 or above)

#### Core Courses—15

ANTH124 or ANTH200 or SOCI119, SOCI432, SOCI474 or PSYC269; PSYC101, 450

#### Suggested General Education Courses—3

BHSC220 or BHSC235, PHIL224

#### Cognate

BHSC230

#### Electives—24

The remaining credits are to be selected from at least two of the areas offered in the department or as specified in an area of emphasis below. Those with specific vocational goals may wish to consider one of the following areas of emphasis:

#### Anthropology—39

(27 credits must be selected from courses numbered 300 or above)

#### Behavioral Sciences Core Courses—15

ANTH124 or ANTH200 or SOCI119, SOCI432, SOCI474 or PSYC269, PSYC101, 450

#### Anthropological Core—15

ANTH124 or 200, ANTH205, ENGL440 or COMM436, ANTH455

#### Select at least 9 credits from the following choices:

ANTH415, 417, 478, 496, BHSC440\*, BIOL330, COMM436, HIST468, FMST350, PLSC460, RELG360 or SOCI160, 425

#### Suggested General Education Courses

BHSC235, BIOL165 or 208, ECON225, PHIL224, RELT348

#### Cognate—3

BHSC230

**Recommended:** For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

\*Students are strongly urged to take an international tour; cleared by the Anthropology advisor.

#### Anthropological Archaeology—39

(27 credits must be selected from courses numbered 300 or above)

**Public Health—38–39**

(27 credits must be selected from courses numbered 300 or above).

Because of the breadth of the public health emphasis, courses should be selected from each category in consultation with an advisor.

**Behavioral Sciences Core Courses—18**



## **Community & International Development—45**

(27 credits must be selected from courses numbered 300 or above)

Community development workers perform a wide array of tasks that enable communities at the local or international level to change and improve various aspects in the lives of their residents. They work in different settings such as inner city agencies, service-learning organizations, community service organizations, community advocacy groups, etc. Additionally community development workers could work overseas in international relief and development agencies as well as for church-based mission programs.

Students qualify for entry into the BS CID when they:

- Earn a minimum GPA of 2.00
- Receive grades of C or better in all required program prerequisite and cognate courses

## Minor in Family Studies (20)

FDNT230, FMST115, 201, 310, 460. Additional credits chosen in consultation with program advisor.

## Minor in Community and International Development (20)

ACCT121, BHSC230, PSYC315 or BSAD355, SOCI160, 408, 421, 432

**General Education requirement:** ANTH200

**Other recommended course:** SOCI480 (2)

(Students will complete a minimum 200-hr internship.)

A minor in Community and International Development progresses toward advanced study. Students with this minor who wish to pursue the Master of Science in Community and International Development (MSCID) will qualify for advanced standing (one-year degree) if they also take at least one of the following: SOCI350, 433, 434, 455.

## Minor in Psychology (20)

PSYC101, at least one of PSYC364, 445, 449, 465, 471; and at least one of PSYC269, 450, 454, 460. Remaining 11 credits to be chosen from the other PSYC courses.

## Minor in Sociology Teacher Certification (20–21)

SOCI119, one of BHSC220, FMST201, SOCI425 or 430, one of SOCI315, 345 or 415, one of SOCI160, 420 or 470, SOCI474

**Electives**—to equal 5 credits

Students wishing to use a sociology minor for Secondary Teaching Certification must take the requirements above, plus SOCI433 Research Methods III—Survey and Experimental Research. (This course requires SOCI434 as a corequisite). The research courses may be used to fulfill the electives.

## Graduate Programs

### Community & International Development Program (on-campus)

Buller Hall, Room 203

Phone: 269-471-6538

269-471-6675

Fax: 269-471-3108

E-mail: [cidp@andrews.edu](mailto:cidp@andrews.edu)

[www.andrews.edu/cidp/](http://www.andrews.edu/cidp/)

#### Administration

Joel Raveloharimisy, Director

The Department of Behavioral Sciences offers master's-level education leading to a Master of Science in Community & International Development (MSCID). The competencies graduates are expected to acquire include social-science foundations of community and international development, especially with regard to understanding the causes of poverty and the meaning of people-centered development; skills related to planning, implementing, and evaluating development projects including grantsmanship; knowledge of basic principles of organizational behavior; leadership and management as they relate to not-for-profit organizations; understanding of ethical principles and financial analysis for assuring individual and organizational accountability; competency in at least one concentration area of development emphasis to meet the student's career goals; mastery of social research methods appropriate to the chosen field of concentration, and the ability to communicate effectively to stakeholders about community development program and plans. Courses are taught on the campus of Andrews University: students who are interested may attend up to one off-campus intensive session with the MS in International Development.

Depending in part on previous work experience, graduates who pursue the Master of Science in Community and International Development may find employment working for inner-city

Academic Program	Credits
MSCID (Master of Science in Community and International Development)	
Two-year Regular Program	39–43
One-year Advanced-Standing Program	30–35

- Completed Graduate Application packet.
- Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student would be expected to take them during the first year of enrollment. Credits for prerequisites do not apply toward the MSCID.

The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

**Recommended:** A reading knowledge of a foreign language is strongly recommended for those planning on graduate work.

### MSCID—Advanced Standing, One-Year Program

The advanced standing one-year program requires 30–35 credits of coursework and at least 300 hours of internship.

This alternative will allow students to finish their MSCID in one year, provided they have taken certain courses or courses of similar content during their undergraduate years in college. Students will be admitted into the advanced standing program if they have taken at least 7 of the following courses or their equivalents: ACCT121 Accounting, Research Methods I, II, III, IV (BHSC230, SOCI432, 433, 434), SOCI408 Emergency Preparedness, BSAD355 Management & Organization or PSYC315 Human Resources or Management of NPO, SOCI421 Development Theory & Practice, SOCI431 Project Design & Management, and Social Policy.

Advanced Standing curriculum is based on Regular Standing requirements, with course requirements taken prior to admission as prerequisites waived and credits reduced to no fewer than 30. Students who have taken at least 5 of these prerequisites may be accepted provisionally into the advanced standing program. Provisional status will remain in effect until the prerequisites are completed.

Students majoring in Anthropology, Psychology or Sociology with an emphasis in Emergency Preparedness or Public Health may refer to those sections of the bulletin for specific information on how these prerequisites can be integrated into their major.

In addition to having completed the prerequisites listed above and meeting the general admission requirements of the Andrews University School of Graduate Studies & Research, applicants to the one-year Advanced Standing program should also have the following:

- A bachelor's degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or higher; 3.50 or higher in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;
- Completed Graduate Application packet.

The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

Incoming graduate students who have finished their

undergraduate degree in a relevant field or at a different university, but lack some courses with similar content required for advanced standing in the MSCID program, may take the CLEP test (College-Level Examination Program) so that they may qualify for advanced standing. Decisions regarding what classes could be accepted through CLEP will be taken on an individual basis.

**Recommended:** A reading knowledge of a foreign language is strongly recommended for those planning on graduate work.

### Degree Requirements

Satisfactory completion of the curriculum listed below:

#### Regular Standing—39–43

##### CIDP Core Courses—11

CIDS520 (3), CIDS555 (3), SOCI508 (2), CIDS631 (1), ANTH517 (2)

##### Development Management—12

CIDS530 (3), CIDS536 (3), CIDS560 (3), CIDS5(Cour)-5(ses)50374

CIDS5(S)1 CIDS531((39 -1.293(1), )1(ANTH5)10)30(31((3F000(1), )1(ANTH5

Students, in consultation with the program director, may choose







in a selected specialization area. The majority of the Concentration courses are completed in an independent format. This allows the student's specialization area to be uniquely tailored to suit his/her needs and professional goals. A concentration area is selected in consultation with the Concentration Advisor during the first two years of study. Once a topic has been decided, a Concentration Mentor is assigned who, together with the Concentration Advisor, guides the student through the concentration requirements.

### **MIDA: Organizational Leadership (39–40)**

The mission of the Organizational Leadership emphasis is to develop trained leadership to meet the needs of a growing church membership, a growth which will place significant demands on support organizations and other church institutions. Such leaders will develop skills based on the concepts of servant leadership, will understand and practice leadership as a collaborative process, and will demonstrate appropriate administrative skills in research, strategic approaches to program planning and evaluation, finance, communication, and ethics along with skills in a specific area of leadership. Concentrations may include church administration, community and international development, or other concentrations as requested and approved.

#### **Core Courses—34**

##### **Social Science Foundations—8**

ANTH517, GDPC622, CIDS520

##### **Planning/Evaluation—9**

CHMN526, IDSC620, 630

##### **Management—9**

BSAD525, 530, COMM590

##### **Individual and Organizational Accountability—8**

ACCT625, PLSC525, THST634

#### **Concentration—5–6**

Concentration topics include but are not limited to Church Administration; Community and International Development. IDSC597, IDSC690, IDSC697 or 699

**TOTAL—39–40**

## **Graduate Certificates**

To qualify for a graduate level certificate, prospective students must already hold a terminal undergraduate degree (a bachelor's degree). The purpose of a graduate certificate is to provide specialized knowledge within a certain emphasis. The certificate involves less cost and requirements than a master's degree. The certificate program represents a focused collection of courses (15 credits) and when completed affords the student a record of academic accomplishment at the graduate level in organizational leadership or international development.

### **Graduate Certificate: International Development (15)**

#### **Required courses—6**

BSAD530, CIDS520

#### **Elective courses—9**

ACCT625, ANTH517, BSAD525, CIDS530, 536, COMM590, GDPC622, IDSC610, PLSC525

**TOTAL—15**

### **Graduate Certificate: Organizational Leadership (15)**

#### **Required courses—6**

CIDS520, IDSC620

#### **Elective courses—9**

ACCT625, ANTH517, BSAD525, 530, CHMN526, COMM590, GDPC622, IDSC630, PLSC525, THST634

**TOTAL—15**

## **Courses**

**(Credits)**

See inside front cover for symbol code.

## **Anthropology**

### **ANTH124**

**Alt (3)**

An introduction to the anthropological perspective. Topics include cognitive and social aspects of language, biology and the study of culture, origins of culture, archaeology and cultural begin

**ANTH455****(3)**

An introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnographic fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed. Every other year.

**ANTH478****(3)**

History of exploration. Beginnings of sedentary food production and pastoralism. Rise of Egyptian and Mesopotamian civilization. Israel, Ammon, Moab, and Edom. Rome and Christianity. History of the Arabs and Islamic civilization. Ethnographical perspectives



**CIDS565** (3)  
Overview of the effect of formal and informal institutions on development, combining in-depth case studies of a variety of domestic and international institutions with theoretical and empirical insights from development disciplines (comparative politics, political economy, international relations, and economics).

**CIDS570** (3)  
Discusses basic theories and concepts of governance and its relation to development. Examines how domestic institutions, historic legacies, socioeconomic factors, non-state actors, conflict, and democratization process affect the quality of government and level of development. Addresses the challenges of development from a governance perspective. Special attention will be given to developing countries.

**CIDS575** (1-5)  
Repeatable with different topics. This topic course could be used to register for a study tour.

**CIDS578** \$ (0)  
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

**CIDS580** (1-2)  
Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change.

**CIDS585** (3)  
Introduces the linkages between gender equality and growth & poverty-reduction, and enhances students' ability to participate in the design and implementation of poverty-reduction strategies. Explores the concepts of gender inequality as it relates to poverty; discusses the importance of gender issues in economic development and how they relate to attaining the Millennium Development Goals. Other concepts to be covered: Access to education, health, labor markets, employment opportunities, and productive resources as they affect growth.

**CIDS590** (3)  
Familiarizes students with the main analytic debates in the field of gender and development. Institutional domains (households, family and kinship, the market, the community and the state) through which gender relations are both defined and transformed receive separate attention. An introductory survey of conceptual approaches to gender is followed by a treatment of central topics which include: the move from WID (women in development) to GAD (gender and development) as critical perspectives in development studies, conceptual approaches to households, men and masculinities in development, globalization and women's employment, gender, state and governance, women's movements and state-civil society relations, gender, conflict and post-conflict,

and an appraisal of prospects for gender-aware planning and empowerment.

**CIDS631** (.5-1)  
An overview of salient issues and problems related to the topic; an orientation to communities of researchers and professionals working on the topic; an inventory of baseline competencies of persons professing expertise on the topic; and a survey of the opportunities for professional involvement related to the concentration. To be taken during the first fall semester a student is in the program. Repeatable.

**CIDS632** (1)  
Facilitates MS closure prior to graduation. Students prepare and

with the student's primary employer, but all students must complete one week (40 hours) in an external organization. Students must submit a practicum proposal indicating approval from a sponsoring organization and learning objectives. Upon completion, the student submits a practicum portfolio. Prerequisites: CIDS520, 530, and 2 courses in concentration.

**CIDS689** (1-3)

**CIDS690** (1-3)

**CIDS697** (2)  
**Portfolio Project**

Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment, and explores issues related to career development and life-long learning. Students will include at least one significant research project. Registration for this title indicates full-time status.

**CIDS698** (2-3)

A research project is carried out by a master's degree candidate in which the student's mastery of the research process is demonstrated. A typical end product might be a community assessment study, a program evaluation study, a best practice benchmarking study, or a problem-solving study. Registration for this title indicates full-time status.

**CIDS699** (3-4)

## Family Studies

**FMST115** Alt (3)

Study of the conceptual framework for the discipline and exploration of contemporary issues and trends in society as related to families. Normally offered odd years.

**FMST201** (3)

The interdisciplinary study of personal relationships including intimate relationships, marriage and family living. The course will focus on the processes and skills necessary to build, maintain and enjoy important relationships across the lifespan.

**FMST310** Alt (3)

Study of the concepts, challenges, and changes in the parent/child relationship including contemporary strategies, parenting in diverse family types, and changing parenting roles throughout the life cycle. Offered odd years.

**FMST350** Alt (3)

Study of the family as a social institution, its biological and cultural foundations, and its historic development and changing structure and function. Cross-cultural uniqueness is examined. Offered even years.

**FMST454** Alt (3)

Study of factors contributing to abuse in the family with emphasis on prevention of domestic violence. Offered odd years.

**FMST460** Alt (3)

Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the life span, with emphasis on the family. Offered odd years.

**FMST470** (1-8)

early warning, and disaster mitigation. Organizations involved in disaster response.

**GEOG460 (1-3)**

Study of selected topics in geography. Topic and credit to be announced in advance. Repeatable with different topics to 9 credits (to 3 credits for graduate students).

**GEOG475 (3)**

Regional study of physical, economic, and cultural characteristics of major regions of the world. Areas selected for analysis vary from semester to semester. Direct inquires to the department chair. Repeatable for different regions.

**GEOG485**



**IDSC699** (4)

## Psychology

**PSYC101** (3)

Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.

**PSYC101V** C (3)

Online correspondence course—see content above.

**PSYC180** S (3)

An introduction to the brain and how it works, with an emphasis on processes used in everyday life: perception of our surroundings, memory and other facets of general cognition, and links to addictive behavior. The labs will give hands-on experience with these topics. Students will be exposed to research opportunities.

**PSYC204** (3)

Application of psychological principles of behavior as they influence optimal personal, social and career development, with an emphasis on effective strategies for self-management and self-improvement.

**PSYC210** S (3)

Study of causes for the rise of health psychology; interrelationships between psychology and health-related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behavior; psychology of addictive behavior; and behavioral

**PSYC432****§ (3)**

Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection, and data collection procedures. Andrews' human subject research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. Prerequisite or corequisite: BHSC230 or STAT285.

**PSYC433****§ (3)**

The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. Corequisite: PSYC/SOCI434. Prerequisite: BHSC230 or STAT285 and PSYC432.

**PSYC434****§ (3)**

A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: PSYC/SOCI433. Prerequisite: BHSC230 or STAT285 and PSYC/SOCI432.

**PSYC438****(1-3)**

Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit and may be required for one credit.

**PSYC445****PSYC434**

**PSYC495 (1-3)**

Individual assignments and/or reports and/or individualized research in psychology on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses up to 6 credits. Consult staff before registering.

**PSYC495V C (1-3)**

Paper correspondence course. Provides an opportunity to work with an instructor on a research project and/or studies in psychology.

**PSYC498 (1-3)**

An independent research project in psychology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

**PSYC515 (2)**

This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings.

**PSYC575 (1-4)**

Repeatable with different topics. This topic course could be used to register for a Study Tour.

**PSYC648 (1-3)**

Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit.

**Sociology**

**SOCI119 (3)**

A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline.

**SOCI119V C (3)**

Online correspondence course—see content above.

**SOCI160 Alt (3)**

Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global environmental (pollution, global warming, ozone depletion, etc.) and social (population growth, etc.) and economic (globalization, etc.) issues.





victims and communities and the implications of disaster recovery efforts. Prerequisites: BSAD426/526; Evidence of Satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, and IS700 National Incident Management System.

**SOCI550** (2)

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services.

**SOCI554** (2)

Examines in-depth emerging issues in the behavioral sciences. May be repeated in different specialized areas.

**SOCI555** (2)

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: SOCI408 or 508; SOWK408.

**SOCI560** Alt (3)

Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the lifespan, with emphasis on the family. Offered odd years.

**SOCI565** (3)

Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment.

**SOCI575** (1-5)

Repeatable with different topics. This topic course could be used to register for a study tour.

**SOCI578** (3)

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS 271 Anticipating Hazardous Weather & Community Risk and IS 240 Hazardous Materials Prevention. Prerequisites: BIOL208 and evidence of satisfactory completion of SOCI/SOWK408.

## BIOLOGY

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Price Hall, Room 216

269-471-3243

[biology@andrews.edu](mailto:biology@andrews.edu)

[www.andrews.edu/biology](http://www.andrews.edu/biology)