

Nethery Hall, Room 123
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<http://www.andrews.edu/BHSC>

Faculty

Required Cognates—21–24

BHSC230; BIOL111, 112, or BIOL165, 166; CHEM110 or 131;
FDNT230; RELT340

Major Field Test: required in Psychology

BA: Sociology—30

30 credits (not including general education courses) are required.
Of these, 24 credits must be selected from courses numbered 300
and above.

Core Courses—15

Introduction: SOCI119
Methods: SOCI432, 433, 434
Theory: SOCI474

Substantive Areas—15

Family: SOCI120
Criminal Justice: SOCI315 or SOCI345
Health: SOCI420 or SOCI415
Race & Gender: SOCI425 or SOCI430
Policy: SOCI360 or SOCI350

General Education—9

BHSC220, ANTH200, RELT340

Required Cognates—22

BHSC230, ECON225, FMST456, PHIL224, PSYC450,
PSYC101 and any foreign language.

Major field test is required. It is expected that all majors will
attend at least one professional conference before graduation.

BS: Sociology—38–39

Minor in Geography and International Development—21

GEOG110, ANTH200 or GEOG260; GEOG240 or GEOG335; GEOG475 or GEOG455; SOCI360. Attend a 3-week session at an MSA IDP site (part of field experience or topics courses).

Other recommended courses: BHSC230, SOCI432, BHSC450, ECON225, SOCI415, SOCI470, FDNT230, RELT348, RELP325

Minor in Psychology—20

PSYC101, at least one of PSYC450, 454, 460; at least one of 210, 364, 432, 471

Minor in Sociology—20

SOCI119; one of BHSC220; SOCI120, 425 or 430; one of SOCI315, 345 or 415; one of SOCI360, 420 or 470; SOCI474
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 pre- or co-requisite).

Graduate Program

MSA: Community and International Development

Nethery Hall 123
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Administration

Øystein S. LaBianca, Graduate Programs Coordinator

The Department of Behavioral Sciences offers master-level education leading to a Master of Science in Administration (MSA) with a focus in Community and International Development. The competencies graduates are expected to acquire include an introductory acquaintance with 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 it relates 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, however it is highly recommended for students to attend one off-campus intensive session with the MSA in International Development.

Depending in part on previous work experience, graduates who pursue the MSA in community and international development may find employment working for inner-city development agencies; education based service-learning organizations, church

based community service organizations, grass-roots community advocacy groups; national and international faith based NGOs; United Nations organizations; government organizations; and other development and relief agencies. Graduates are not limited by their concentration to opportunities in the humanitarian industry as the MSA training make students viable candidates for a host of consultancy positions requiring persons with skills in grant writing, not-for-profit administration, education, and philanthropy.

Ad a f e P a

The MSA in Community and International Development Program is housed in the Department of Behavioral Sciences, which is a part of the College of Arts and Sciences. The program director reports to the faculty and chair of the department and, as needed, to the faculty and deans of the College of Arts and Sciences. Informally, the on-campus MSA program enjoys a consultative and advisory relationship with the Interdisciplinary Master's Council, which administers the off-campus MSA in International Development, housed in the Office of Affiliation and Extension Programs.

Ad Re e e

To be admitted to regular standing in this MSA program, students must

- Qualify for general admission into graduate studies at Andrews University (see p. 44)
- Have a four-year baccalaureate degree or its equivalent
- Have completed an undergraduate course in statistics. Provisional acceptance is granted, with the undergraduate statistics course to be completed during the first semester into the program.
- Pass the GRE test. Provisional acceptance is granted, with the requirement of passing the GRE test during the first semester in the program.

MSA: Community and International Development—39–40

Social Science Foundations—8

SOCI520 or MSSN627; SOCI432; ANTH417 or MSSN615 or ANTH600; SOCI550

Planning/Evaluation—6

SOCI530, 535, 545

Economics—3

ECON525 or ECON500

Management—6

BSAD515 and 530

Individual and Organizational Accountability—5

ACCT625 or ACCT500 or ACCT635 or MKTG540; IDSC640 (Ethics in Development) or SOCI580 or MSSN630* or CHMN638

Research and Practicum Requirements

(Capstone Activities)—5–6

IDSC680 (2 credits)

IDSC697 (3 credits) or IDSC699 (4 credits)

Development Emphasis Area—6

(As discussed below)

TOTAL credits required—39–40

Concentration / Degree Elective Areas

The concentration emphasis in community and international development is designed upon individual choice and will draw on faculty strengths and utilize courses offered throughout the university. The program director, in consultation with the student, will select a minimum of six credits of elective courses related to the chosen concentrate emphasis to meet the student's career goals. The student will submit a plan and rationale for the concentration requirements to the program director for approval. Suggested concentration areas include:

- Advocacy
- Education
- Civil Society
- Development Policies of Government and Religion
- Disaster Preparedness
- Environmental Issues
- Family Issues
- Food Security
- Gender and Development
- Intercultural Relations
- Microenterprise
- NGO Policies and Operations
- Peace and Conflict Resolution
- Poverty Mitigation
- Public Health
- Substance Abuse Theories and Prevention Strategies

The list of suggested courses that may apply to a specific concentration is available from the program director. The schools and departments regulate policies that govern the elective courses offered as part of the concentration packa5(o5(e)5(r)5(e)5(d)5(5(e)5(d)5(5(e6)5(b)5(u)5(s)5(e)5()-2(T)5(h))5(e)5()-20(c)5(o)5(u)5(r)5(s)5(e)5(s))TJETB

North America are contrasted with those of people living in other regions of the world today and in the past.

Be a a Science

BHSC100 § (2)

Provides a theoretical and practical basis for understanding and meeting needs of communities and individuals. Course materials include works from Christian and secular sources. Students develop an individualized practical plan to understand and meet needs. Does not apply to a major or minor.

BHSC220 (3)

Issues may include drug abuse, the family, crime/violence and punishment, AIDS, poverty, and health care. Integrates foundational social science with a Christian perspective to help students understand the origins of current societal issues and strategies for addressing those issues.

BHSC220 V (3)

AU/GU course—see content above.

BHSC230 § (3)

Probability concepts, frequency distributions, measures of central tendency, measures of variation, using frequency distributions, point-estimation and confidence intervals, sampling distribution, levels of significance in hypothesis testing, t and z tests, correlation, chi-square and ANOVA.

BHSC235 (3)

Uses and integrates concepts from anthropology, geography and other sciences to help students understand how human culture and natural habitat create regional, ethnic, religious and other social groups. Examines origins of group conflict and considers avenues of responsible action for resolution.

BHSC235 V (3)

AU/GU course—see content above.

BHSC300 § (2)

Provides an opportunity for the practical application of the theories, principles, and concepts learned in BHSC100. Prerequisite: BHSC100 or permission of Service Learning Coordinator. Does not apply to a major or minor.

BHSC408 (2)

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA—provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion.

BHSC425 (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. Required course for Michigan professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: BHSC/SOWK 408.

BHSC438 438

no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

BHSC590 (1-3)

To be arranged in cooperation with the student's advisor.

BHSC648 (1-2)

Provides an opportunity to study in a focused area within the behavioral sciences.

BHSC690 (1-3)

F a m i l y S t u d e s

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.

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.

FMST456 Alt (3)

Study of the family and the marriage relationship from a multicultural perspective, focusing on diversity and strengths of families, developing and maintaining satisfying intimate relationships, trends in family structure, family dynamics and the conceptual frameworks from which researchers, theoreticians and clinicians look at families. Offered even 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)

Supervised experience in observing, planning, directing, and/or assisting families in various home or organizational environments. Repeatable to 8 credits.

Ge o g r a p h y

GEOG110 (3)

A survey of major geographic perspectives: physical, human, and regional. Applies toward General Education social science requirements.

GEOG240 \$ (3)

The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features. Normally offered even years.

GEOG245 (3)

Emphasis on atmospheric processes and regional distribution and classification of the world's climate.

GEOG260 (3)

The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements.

GEOG260 V (3)

AU/GU course—see content above.

GEOG335 (3)

The study of the fundamentals of Geographic Information Systems (GIS). Emphasis on the foundations of these systems, their components and capabilities.

GEOG430 (3)

Examination of spatial patterns and processes associated with urbanization within the framework of economy, culture and politics.

GEOG455 (3)

An integrated study of the causes and geography of natural and man-made disasters. Understanding of extreme event prediction, 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 (1-6)

Observation and evaluation of geographical phenomena in the

U.S. or foreign countries. May be based upon individual research, organized tours, or expeditions. A formal report is expected.

GEOG495 (1–3)

Independent work on a specified topic under the guidance of department advisor. Repeatable to 9 credits with the consent of the department chair.

PSYC101 (3)

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

PSYC101 V (3)

AU/GU course—see content above.

PSYC180 (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 \$ (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 health. Prerequisite: PSYC101.

PSYC301 (3)

Lifespan is an integrative approach to psychological development which emphasizes the interdependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death. Prerequisite or corequisite: PSYC101 or written permission of the teacher.

PSYC252 (3)

Current psychological theories relating to psychological development, maturity, and decline as evidenced during the adolescent, youth, middle age, and retirement years. Prerequisite: PSYC101.

PSYC252 V (3)

AU/GU course—see content above.

PSYC269 (3)

A study of significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behavior. Prerequisite: PSYC101.

PSYC269 V (3)

AU/GU course—see content above.

PSYC315 V (3)

AU/GU course. A discussion of human beings at work and how work interfaces with the community. The meaning of work, formal organization, informal group activity, occupational status and mobility, the structure and function of labor unions, and industry-community relationships are examined.

PSYC319 (3)

An introduction to stress along with signs and symptoms of stress and identification of stressors in a person's life. Students learn how to increase stress tolerance and implement change.

PSYC364 (3)

A study of theories of learning which evaluates connections between learning and behavioral processes within and between humans and animals. A lab fee may be required. Prerequisite: PSYC101.

PSYC364 V (3)

AU/GU course—see content above.

PSYC410 (3)

An introduction to the major theoretical models and concepts for counseling and psychotherapy. Concepts such as the o1iAloso 9 C8within 3s9 Tf1

study, research journal. Lab schedule will be arranged. No lab fee.
Prerequisite or corequisite: BHSC230 or STAT285.

PSYC/SOCI433 (3)

The principles of designing, administrating, 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. No lab fee. Corequisite: PSYC/SOCI434. Prerequisite: BHSC230 or STAT285 and PSYC432.

PSYC/SOCI434 \$ (3)

A study on advanced parametric and non-parametric techniques

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.

SOCI460 (2)

The study of cultural and societal perspectives on death and personal and interpersonal dynamics of death and dying.

SOCI470 (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