

in Scripture. This implies compassionate behavior toward other individuals as well as respect for the dignity of all peoples, recognizing their creation in the image of God.

- Enjoy camaraderie with many individuals, form enduring friendships within the diverse campus community, and esteem the sacred nature of marriage.
- Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities.
- Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community.
- Strengthen the ability to judge clearly, observe accurately, draw reasonable inferences, perceive relationships, and to show the ability to discriminate among alternatives and design creative strategies to solve problems.
- Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity.

## GENERAL EDUCATION GOALS

To be well-informed, participating members of society, graduates must be knowledgeable in many areas. Andrews University considers the following areas to be important and designs its curriculum to help students meet the goals.

**Religion**—From a study of faith, ethics, and doctrine, students will gain an experiential understanding of God's divine plan for their lives.

**Language and Communication**—Through practice, students will develop strategies for effective oral and written English communication. A Bachelor of Arts student will learn to communicate in a foreign language at the intermediate level.

**Arts and Humanities**—As students study and experience literature, ideas, and the performing and visual arts, they will come to understand how civilization expresses itself.

**Social Science**—Students will come to understand human-behavioral theories and perspectives as manifested in social, geographic, political, and economic relationships.

**Service**—Students will apply their knowledge and skills to the benefit of others by identifying with and serving in a selected community.

**Physical/Natural Science**—Students will experience the scientific method of studying the natural universe and the current way of understanding it.

**Wellness**—Students will study and apply the principles of health and fitness to their own lives.

**Mathematics and Computer Science**—Students will develop the logical, mathematical, and computer skills essential in modern technological society.

**Multiculturalism/Diversity**—Students will understand how people of various groups and cultures are shaped by their heritages and how the oneness in Christ of all believers impacts communication with and service to others regardless of cultural background, gender, disability, religious beliefs, or ideological differences.

## HONORS GENERAL EDUCATION (SAGES)

The Andrews Honors Program offers a series of interdisciplinary courses which apply to the General Education requirement. Scholars Alternative General Education Studies (SAGES) is described on p. 84.

**General Education Mathematics.** The Andrews General Education mathematics requirement consists of a **skill require-**

**ment**, which should be met first, and a **reasoning requirement**, which should be fulfilled no later than the second year of college.

**The Andrews Mathematics Placement Examination (MPE)** provides information essential to planning the college career. Subject to exceptions listed below, all new students, including transfer students, must take the MPE during the first semester of residence and before taking any mathematics courses.

The MPE takes one hour, no calculators are allowed, and there is a fee which may be charged to the student's account. (See Fee Schedule on p. 60.) It is given during Orientation Week, at other convenient times throughout the year, and each spring at participating Adventist academies. Three months must normally elapse between tests. Similar tests taken elsewhere are not recognized. The MPE score is valid as a prerequisite for mathematics courses for three years after it is earned.

**The skill requirement** is met by an MPE score of at least P2, showing competence in arithmetic and high school algebra.

*At a minimum, the entering student should be proficient in addition, subtraction, multiplication and division of whole numbers, fractions, and decimals, and should be able to handle percentage problems. The student should not need a calculator to find answers to problems no more difficult than  $9 \times 6 = 54$ ,  $13 - 21 = -8$ ,  $2(3/14) = 3/7$ , or  $4/0.02 = 200$ .*

Any student with an ACT math score of 17 or below, or an SAT math 450 or below, and many higher scoring students will need to do serious study and review to achieve a score of P2 on the MPE. Students should do everything possible to improve mathematics performance before coming to campus. A thorough review of algebra the summer before enrolling in college will pay great dividends even if the student places into the skill course.

Specific suggestions for self-evaluation and review including sample questions may be found on the web site [www.math.andrews.edu](http://www.math.andrews.edu) (click on "Mathematics Placement Examination").

**The skill course, MATH091 and 092.** Students with MPE scores of E0, E1, M0, M1, P0, or P1 at the time of enrollment must enroll in MATH091 Arithmetic and Algebra Review, or engage in other study to achieve a score of P2. *Many students, including all who score E0 or M0, should plan to enroll first in MATH091 and then in MATH092 (for two successive semesters) to bring their skills up to the required level.* Completion of the MATH 091/092 Arithmetic and Algebra Review sequence fulfills the skill requirement and awards a P2 score.

The principal means of instruction in MATH 091/092 is ALEKS, an on-line tutorial system developed at the University of California. Instruction is entirely individualized and students can advance as rapidly as their capacity will allow. The faculty instructor consults with students, tracks the student progress and is available for individual assistance. Each student is assigned to a cluster of about 15 students supervised by a lab instructor, who provides one-on-one assistance during class time. At other times the student can work on any computer with a web connection, or use a computer in the Mathematics Tutoring Center and receive help from a tutor. See MATH091/092 course descriptions, p. 148.

**The reasoning course, MATH 145.** MATH 145 Reasoning with Functions is the course which most non-science students will find most appropriate for meeting the reasoning requirement. See course description on p.149. MATH 166, 167, 168, 182, and 141 also meet the reasoning requirement.

**Transfer policy.** Courses transferred to meet the reasoning requirement must be broadly equivalent, both in content and level, to those offered at Andrews to meet the requirement. Andrews students who wish to take a course elsewhere to meet the reasoning requirement must first meet the skill requirement, and must

have the proposed course accepted by petition before enrolling in it. Courses titled Intermediate Algebra, Elementary Algebra, Basic Algebra, Pre-algebra, College Arithmetic, or Business Mathematics may prepare the student for the MPE but do not normally meet the reasoning or the skill requirement.

### Exceptions

1. Students who at admission transfer College Algebra, College Algebra with Trigonometry, Precalculus, Precalculus Algebra, Precalculus Trigonometry, Calculus, a Cambridge "A Level" pass in Mathematics, or AP Calculus fulfill the mathematics reasoning requirement. They do not have to take the MPE and the math skill requirement is waived.
2. Some courses other than those listed in 1. above may be accepted for the reasoning requirement, provided they are presented at admission and the skill requirement is separately fulfilled. Current criteria will be applied case-by-case. Students wishing to have a course evaluated should bring a description to the Mathematics Department.
3. Students who transfer from a four-year college into Physical Therapy or Clinical Laboratory Science and are classified as Seniors in their first year at Andrews are deemed to have met the mathematics requirement of the college or university from which they are transferring. The Andrews mathematics requirement is waived and these students do not have to take the MPE.
4. Students enrolled in the English Language Institute are not required to take the MPE until the first semester of enrollment in regular college level courses.

## RELIGION COURSE REQUIREMENTS

Students must take one religion course each school year or school-year equivalent. Transfer students must take one course per year of residency or full-time equivalent at Andrews University or another Seventh-day Adventist college or university.

The following guidelines are applied in determining the total number of religion credits needed to fulfill the General Education religion requirement.

| <u>Credits in Residence to Complete Degree</u> | <u>Religion Credits Required</u> |
|--|----------------------------------|
| 30–39  | 3                                |
| 0–67   | 6                                |
| 68–95  | 9                                |
| 96–124   | 12                               |

## MULTICULTURALISM/DIVERSITY IN THE GENERAL EDUCATION CURRICULUM

Beginning with the 2005–2006 *Bulletin*, General Education at Andrews University includes an explicit emphasis on multiculturalism and diversity. This emphasis recognizes the historical development of various cultures and groups in the United States, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the university with more than ninety countries from around the world represented on campus. The focus on multiculturalism and diversity includes specific emphasis in the following courses: COMM104 Communication Skills, BHSC100 Philosophy of Service, ENGL115 English Composition I, RELT100 God and Human Life, and HIST117 & 118 Civilization and Ideas I & II. With the 2006–2007 *Bulletin*, all graduates also will be required to take an “M/D” (Multiculturalism/ Diversity) course in the major, in the minor, or from among the General Education courses according to established guidelines for the content of such courses.

## PROFESSIONAL-DEGREE, GENERAL EDUCATION REQUIREMENT ADJUSTMENTS

Requirements may vary slightly for professional degrees. The General Education tables summarize these adjustments.

## SERVICE-LEARNING REQUIREMENTS

Service to others is a central emphasis of the Andrews University Mission Statement. The General Education curriculum, therefore, includes an emphasis on service so that all graduates will understand the importance and rewards of service activities. The service-learning component consists of two requirements: (1) BHSC100 Philosophy of Service (2 credits), and (2) Fieldwork (0–2 credits).<sup>\*</sup> The fieldwork requirement can be met in three ways: by registering for BHSC300 Philosophy of Service Fieldwork (2 credits), by taking an “S” course (service-learning course) in the student’s major or minor (such courses are marked with the symbol “S” in the *Bulletin*), or by waiving the requirement based on the steps outlined in the “Service Learning Packet,” available in the Behavioral Science Department. Larry Ulery supervises the waiver process for the fieldwork requirement.

<sup>\*</sup> Transfer students with two years of course work elsewhere choose to take either BHSC100 or Fieldwork.