



AMERICAN INDIAN COLLEGE

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Table of Contents

Introduction	7
Board of Regents	7
Executive Committee.....	7
Board Members.....	7
Board of Administration	7
Our President.....	8
Executive Vice President.....	9
Vice President for Academic Affairs	10
Vice President for Financial Services	11
Faculty	12
Full-Time.....	12
Part-Time.....	12
Faculty Emeriti	13
Christian Context	14
Philosophy.....	14
Doctrinal Statement	14
Mission.....	14
General Information	15
Location.....	15
Campus	15
Chapel and Administration.....	15
Academic Buildings	15
Dormitories and Student Life.....	15
Facilities for the Physically Challenged	16
Accreditation	16
Sponsorship.....	16
Endorsement	16
Arizona License.....	16
Academic Calendar	17
2014-2015	17
2015-2016	18
Admissions	19
Purpose.....	19

Evidence.....	19
Application Procedures	19
First-time Applicants.....	20
Official Transcripts.....	20
Transfer Students.....	20
Articulation Agreements.....	21
Arizona School of Ministry and the AIC Christian Ministry Dept.	21
Latin American Bible Institute and the AIC Christian Ministry Dept.	22
Latin American Bible Institute and the AIC Education Dept.....	24
Placement Examinations	26
Special Circumstances.....	26
Non-Degree Seeking Students.....	26
International Students	27
Married Students.....	27
Divorced/Separated Students.....	27
Criminal Records and Penal Institutions.....	28
Readmission	28
Financial Information	29
Cost of Education	29
2014-2015 Estimated Cost per Semester (Full-Time Students).....	29
Payment of Accounts.....	29
Refunds.....	29
Full Refund.....	30
Guests	30
Meal Charges (off-campus students and guests).....	30
Accident and Health Insurance	30
Housing for Off-Campus Students.....	30
Financial Aid.....	31
What is Financial Need?	31
Who is Eligible for Financial Aid?.....	31
How Do I Apply for Financial Aid?	31
What is Financial Aid Probation?.....	32
Federal Student Aid Programs.....	32
Federal Pell Grant.....	32
Federal Supplemental Educational Opportunity Grant (FSEOG)	32

Federal Direct Loan	32
Federal PLUS Loans	32
Leveraging Educational Assistance Partnership (LEAP).....	32
Scholarships and Grants.....	33
Grants and Scholarships provided by AIC.....	33
Part-Time Employment.....	34
Veteran Benefits.....	34
Non-Discrimination Policy	34
Registration Information.....	35
Registrar’s Office	35
Registration for Classes	35
Declaration or Change of Major.....	35
Double Majors.....	35
New Student Orientation: Week One.....	35
Phase I - Pre-Arrival	35
Phase II - Week One	35
Academic Advising.....	36
Course Selection.....	36
Course Load.....	36
Classification of Students	36
Online Courses.....	37
Conference Courses	37
Credit by Examination	37
Concurrent High School and College Enrollment.....	38
Conditions of Enrollment.....	38
Continued Enrollment after High School.....	38
Issues for Parents of Minors	38
Dropping/Adding courses	38
Recording of Grades.....	38
Final Grade Reports.....	39
Repeating a Course	39
Transcript of Records	39
Student Privacy Rights	39
Academic Renewal	39
Withdrawal from the College.....	40

Forced Withdrawal from College.....	40
Grievance Procedure.....	41
Student Life Information	42
Standards of Conduct	42
Personal Appearance	42
Engagement and Marriage	42
Vehicles.....	42
Liability	43
Campus Security Policy.....	43
Spiritual Life	44
Chapel	44
Purpose	44
Benefits.....	44
Attendance Requirements	44
Small Groups	44
Student Ministries	45
Student Organizations.....	45
Associated Student Body	45
Student Services	45
Counseling	45
Student Housing.....	45
Food Services	45
Health.....	46
Academic Information	47
Academic Departments.....	47
Degree Granting	47
Non-Degree Granting.....	47
Degrees Offered.....	47
Business Department.....	47
Christian Ministry Department.....	47
Elementary Education Department	47
Business Department.....	48
Associate of Arts in Business.....	48
Christian Ministry Department.....	49
Associate of Arts in Christian Ministry	49

Bachelor of Arts in Christian Ministry	50
Education Department.....	53
Bachelor of Arts in Elementary Education.....	53
Non-Degree Departments	57
General Education	57
Learning Resource Department	59
Online Education Department	60
Library.....	61
Academic Policies & Procedures	62
System of Credit	62
Student Class Attendance.....	62
Notice of Attendance/Academic Failure	62
Grades.....	63
Grading System	63
Grade Appeals	63
Policy on Incomplete Grades	63
Academic Honors.....	64
Academic Deficiencies	64
Academic Honesty	66
Final Examinations	66
Completion of Studies.....	66
Course Descriptions	68
Learning Resource Department	68
Course Descriptions by Discipline	68
Art	68
Bible	69
Biblical Languages	70
Business.....	70
Christian Education	71
Church History	72
Communications.....	72
Cultural Studies	72
Directed Research	73
Early Childhood Education	73
Elementary Education	75

English	78
Foreign Language	79
Geography	79
Government	79
History	79
Humanities.....	80
Literature.....	80
Mathematics	81
Management.....	82
Missions	82
Music.....	83
Navajo	83
Physical Education	83
Philosophy.....	83
Pastoral Ministries.....	84
Psychology.....	86
Science.....	86
Sociology	87
Technology	87
Theology	88
Youth Ministries.....	88

Introduction

American Indian College is our nation's only regionally-accredited, Christian college serving primarily Native American students. The administration, faculty, and staff of AIC are passionate about equipping a new generation of leaders. AIC is committed to the academic, professional, and spiritual development of every student.

AIC was founded in 1957 by Missionary Alta Washburn who saw a need to prepare Native Americans for church ministry. Over the years the College has grown and added additional educational programs to further this vision. AIC continues to prepare Native leaders for service throughout North America and other parts of the World. Alumni include pastors, educators, business professionals, tribal leaders and others who are bringing positive change to their communities.

Board of Regents

Executive Committee

- Joel Cornelius
- Mike Dickenson
- Stephen Harris (Chair)

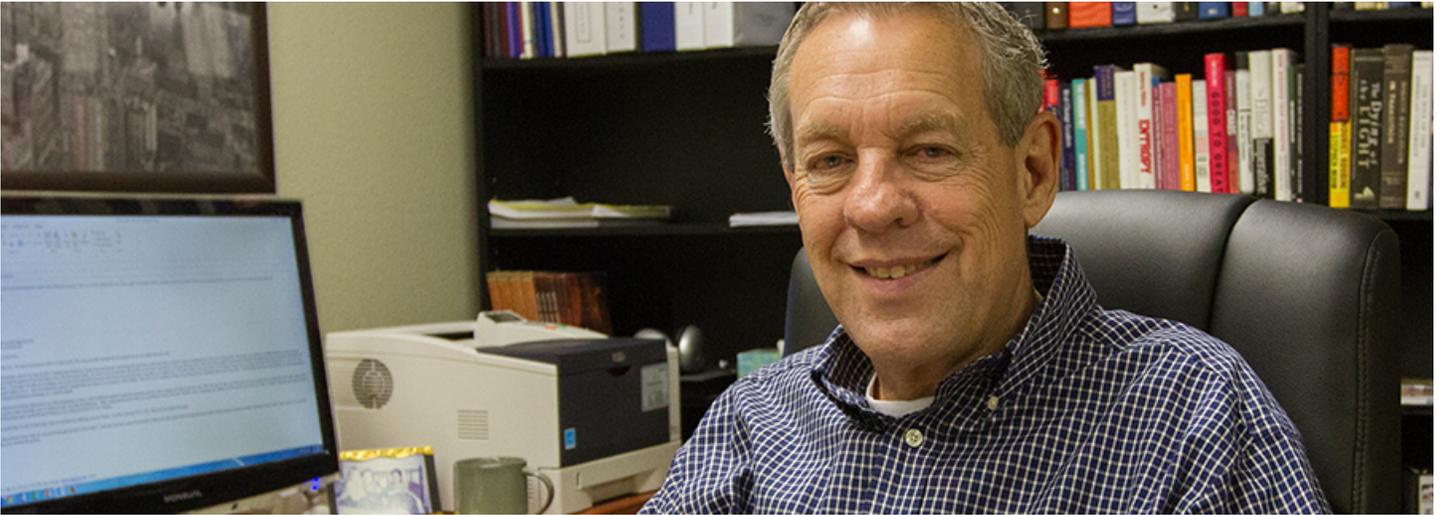
Board Members

- Carlos Baki
- Marvin Begay
- James R. Braddy
- H. Franklin Cargill
- Troy Chastain
- Paul Ebisch
- Dr. Rea Goklish
- Robert Linfors
- Dr. David J. Moore
- Keith Smith
- Dr. Deborah Tom
- Ken Treguboff

Board of Administration

- David J. Moore, President
- Jim H. Lopez, Executive Vice President
- Joseph J. Saggio, Vice President for Academic Affairs
- Andrea Avalos, Vice President for Financial Services
- C. Blair Schlepp, Faculty Representative

Our President



American Indian College is a place where every member of the campus community is committed to helping students acquire the skills necessary for success in life. In addition to classroom studies, students will find an environment that places high value on relationship skills and spiritual formation. For this reason AIC provides a number of programs to help students mature intellectually, socially, and spiritually. Programs such as regular chapel services, residential life and off-campus student life-building programs, and counseling services are available to all students.

Students are also provided with opportunities to connect lessons learned in the classroom to real life situations through internships and ministry outreach programs. Faculty at AIC do more than teach classes and grade assignments. They pray for students and take personal interest in all aspects of their lives. At AIC, there is a community of committed people to assist students in every area as they walk through their educational experience. Students who attend AIC build memories and acquire values that will sustain them for a lifetime!

David J. Moore, D.Min.

President

(602) 944-3335 x231

dmoore@aicag.edu

Executive Vice President



At AIC, students are able to prepare their minds, hearts, and souls to make a positive influence for their families, friends, and communities.

Jim H. Lopez, M.A.

Executive Vice President

(602) 944-3335 x250

campuslife@aicag.edu

Vice President for Academic Affairs



At AIC, our classroom teaching, ministry experience, and field work all work together to help you in discovering your divine purpose! Expect to be challenged, encouraged, and empowered as you move through your educational journey here at AIC.

Our Spirit-led, well-qualified instructors have one goal in mind—your success. Our small classes, dedicated faculty, and Christ-centered teaching will help you to accomplish just that. We look forward to partnering with you to discover and achieve your divine purpose!

Joseph J. Saggio, Ed.D.

Vice President for Academic Affairs

(602) 944-3335 x244

academics@aicag.edu

Vice President for Financial Services



At AIC, students are able to prepare to bring their dreams for the future into reality. We want to see each student succeed in their education and spiritual lives as they discover the wonderful plan God has for them.

Andrea Avalos, M.B.A.

Vice President for Financial Services

(602) 944-3335 x223

financialaid@aicag.edu

Faculty

Full-Time

Avalos, Andrea (2014) Vice-President for Financial Services; Business; A.A., B.A. American Indian College; M.B.A. University of Phoenix

Bramble, Karen (1991-1995; 2010) Chair, General Education; Online Coordinator; Education; A.A., Diablo Valley College, B.A., Arizona State University, M.Ed., Arizona State University

Cleaveland, David (2003) Christian Ministry; B.A., Vanguard University of Southern California; M. Div., Fuller Theological Seminary

Clouse, Ronald (2010) Chair, Christian Ministry; B.A., Southeastern University; M.A., Assemblies of God Theological Seminary

Flood, John (2012) Christian Ministry; B.A., Valley Forge Christian College; M.Div., Gordon Conwell Seminary.

Hibbeler, Theodore J. (2014) General Education, Communications; B.A. University of Nebraska; M.A.T. Hastings College

Kuba, Lori Pryor (2010) Chair, Education and Director of Institutional Research; B.A. Vanguard University of Southern California; M.A. California State University Dominguez Hills; Ed.D., Pepperdine University

Lewis, Willis (1998) Education; A. A., Area XI Community College; B.S., Mankato State University; B.A., Buena Vista College; M.A., Northern Arizona University

Lopez, Jim H. (1982-1989, 2013) Executive Vice-President; Christian Ministry; Diploma, American Indian College, B.A., Southwestern Assemblies of God University, M.A., Fuller Theological Seminary

Moore, David J. (1975-1994, 2013) President; Christian Ministry; B.S. Evangel University; M.A. Assemblies of God Theological Seminary; D. Min., Assemblies of God Theological Seminary

Ramm, Deborah (2014) **Librarian**; General Education; B.A. American Indian College; M.L.S. University of Arizona

Saggio, Joseph J. (1994-2008; 2011) Vice-President for Academic Affairs; Christian Ministry, General Education; B.A., California State University Fresno; M.A., Azusa Pacific University; M.A., Vanguard University of Southern California; Ed.D., Arizona State University; (PostDoctoral Studies) Harvard Graduate School of Education

Schlepp, C. Blair (1996-2000; 2011) General Education, A.A., Central Indian Bible College; B.C.A., Southwestern Assemblies of God University; M.A., Ashland Theological Seminary

Shennum, Barry D. (2013) Chair, Business Department; B.S, Oral Roberts University; M.B.A., Oral Roberts University; D.B.A., California Coast University

Part-Time

Burch, Andrew (2013) (General Education) B.S., Michigan State University; M.A., Bowling Green State University

Dempsey, Jim (1989) (Christian Ministry). B.C.A., Southwestern Assemblies of God College (now University); M.A., Assemblies of God Theological Seminary

Ezekiel-Braide, Young (2013) (General Education) B.S. University of Minnesota; M.D., Meharry Medical College

Jackson, Patricia L. (2007) Business; A.A., Johnson and Wales University; B.A., Cambridge College; M.B.A., Johnson and Wales University

Jones, Robert (2012) General Education; B.A., Southwestern Assemblies of God University; M.A., University of Arizona

Jones, Sherry (2011) Education; B.S., Eastern New Mexico University; M.A., University of Arizona; Ed.D., Nova Southeastern University

Kruger, William (2007) Christian Ministry; B.A. Central Bible College; M.A., Assemblies of God Theological Seminary

Kuyper, Tom (2006) Physical Education; B.A., Arizona State University

O'Hare, Kathryn (2012) General Education. A. A., Rhode Island Junior College; B.A., Mount Saint Joseph College; M.A., Rhode Island College; Ph.D., University of Rhode Island.

Parker, Gwenette J. (2013) Education. B.S., University of Central Oklahoma; M.S., University of Southern California; M.Ed., University of LaVerne; Ed.D., Pepperdine University.

Simms, Laura Lee (2010) General Education, B.A., Asbury College; M.A.E., Western Kentucky University

Smith, Kathy Mills (2011) General Education, B.A., High Point University; M.Ed. Appalachian State University

Tolbert, Boyd (2006-2011, 2014) (General Education, Elementary Education); B.A. Vanguard University, M.A. California State University; Ed.D., Arizona State University.

Faculty Emeriti

Hunter, Eugene A. (1976-1993, 2001-2009) Bible and Ministry; B.A., Central Bible College; additional graduate studies, Fuller Theological Seminary

†**Lee, Charles E.** (1989-1994) Bible and Ministry; Diploma, Central Bible College

Palma, Anthony D. (1990-1993) Bible, Theology, and Greek; Diploma, Valley Forge; B.A., Central Bible College; M.A., New York University; M. Div., New York Theological Seminary; S.T.M., Th.D. Concordia Seminary

†**Thomas, Alma** (1961-1964, 1975-1996, 1998-2001) Elementary Education, Communication, and Ministry; Diploma, Central Bible College; A.A., Lee Jr. College; B.S., Grand Canyon University; M.A., Arizona State University

†Deceased

Christian Context

Philosophy

American Indian College is committed to the concept of education as “developmental growth” - specifically spiritual, intellectual, social, and physical. The Christian philosophy of learning stands at the center of the educational philosophy of AIC. We believe that God alone is the true fountainhead of all wisdom and knowledge, and that in every phase of life His spirit and power are present to reveal knowledge. The Word of God is the heart, spirit, and final authority in all courses taught and programs administered in the College.

Doctrinal Statement

The American Indian College subscribes to the Sixteen Fundamental Truths recognized by the General Council of the Assemblies of God. The following is a summary of these basic truths.

We believe:

- the Bible to be the inspired and only infallible and authoritative Word of God.
- that there is one God, eternally existent in three persons; God the Father, God the Son, and God the Holy Spirit.
- in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal, future return to this earth in power and glory to rule over the nations.
- that the only means of being cleansed from sin is through repentance and faith in the precious blood of Christ.
- that regeneration by the Holy Spirit is absolutely essential for personal salvation.
- that the redemptive work of Christ on the cross provides healing of the human body in answer to believing prayer.
- that the baptism in the Holy Spirit, according to Acts 2:4, is given to believers who ask for it.
- in the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to live a holy life.
- in the resurrection of both the saved and the lost, the one to everlasting life and the other to everlasting damnation.

Mission

American Indian College equips Native American students for Christian service, emphasizing Biblical truths and academic excellence within a Christian community. Underlying the mission of the college are the following values:

- **Integrity:** At the heart of the redemptive work of Jesus is restoration of wholeness to a broken world. We celebrate the wholeness that God’s grace provides, take seriously our accountability before God and humankind, act with integrity in all areas of life and ministry.
- **Learning:** Effective leadership requires the growth that continual learning facilitates. Higher education is much more than an accumulation of knowledge; it is learning how to learn.
- **Excellence:** God is represented on earth by Christ’s followers. We seek to bring glory to God by pursuing excellence in education, leadership, services, and facilities. The pursuit of excellence motivates us to be better than we thought we could be.
- **Community:** God is represented on earth by Christ’s followers. We seek to bring glory to God by pursuing excellence in education, leadership, services, and facilities. The pursuit of excellence motivates us to be better than we thought we could be.
- **Individuality:** Each individual is uniquely created and loved by God. Each person makes a valuable contribution to the community, learning environment, and ministries of the college.

- **Divine Call to Service:** All of Christ's followers, regardless of their occupation, are called by God to a life of service, often called ministry. The college prepares persons called to full-time Christian ministry in the church. In addition, the college trains persons following the call of God to work in the fields of education and business.

General Information

Location

American Indian College is located at 10020 N. 15th Avenue Phoenix, Arizona 85021, in the northwest section of Phoenix, otherwise known as the "Valley of the Sun." The campus is close to several large shopping centers, which are easily accessible by the local transit system. The nearness of the business community provides a wide variety of job opportunities.

When coming to the campus on the Black Canyon Freeway (Interstate 17), exit at Peoria Avenue and take Peoria Avenue, east to 15th Avenue. At 15th Avenue, turn right (south), and the campus is located approximately four blocks south of Peoria Avenue.

Campus

American Indian College is set on a beautiful desert campus. From the campus hillside, the western sunsets and the lights of greater Phoenix can be viewed.

Chapel and Administration

As one enters the campus from 15th Avenue, immediately to the left (south), is the distinctive Henson Memorial Chapel, built in the form of an arrowhead, which seats 250 persons.

Housed within the same building are the Administrative Offices on the first and second floors. The President's office, Executive Vice-President's office, Enrollment office, Financial Services Office, and Registrar's office can be found in this building.

Academic Buildings

The Lee Academic Center (LAC), immediately to the north (right) as one enters the campus from 15th Avenue, built in an octagonal shape to simulate a Navajo Hogan, serves as the main location of the college classrooms, faculty offices, and the office of the Vice-President for Academic Affairs.

The lower and upper floors of the central part of the Alta Washburn Building contains the Dorothy L. Cummings Library (down the hill and facing south). It holds over 24,000 volumes, including a large section on Native American culture. The Library also houses computers for student usage.

In addition, the north side of the upper level of the Alta Washburn Building is the college's computer lab. It can be easily accessed by the entrance located on the upper level (facing east).

The Charles W. H. Scott Student Center is the college gymnasium; complete with locker rooms, showers, and the weight room.

Dormitories and Student Life

The Alta Washburn Building, is the focal point for much of student life. The east and west wings of the two-story building serve as dormitories. The Theodore Gannon Dormitory also houses an additional 56 students and contains a student lounge. Each room has its own bath facilities and, of course, central heating and air conditioning.

The Roger Cree Student Union contains a recently remodeled and equipped student lounge with recreational equipment that serves both on and off-campus students.

The Ramsey Cafeteria has a seating capacity for over 230 diners. The cafeteria features additional outside tables and seating that can be used for eating, studying, socializing, and special events.

Facilities for the Physically Challenged

The college is equipped with wheelchair ramps to provide easy access to ALL areas of the campus for wheelchair students. There are also public restrooms equipped for the physically challenged.

Accreditation

American Indian College is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools; it has been placed on Probation. Specific information about that probation status is available to you if you go to our website www.aicag.edu and go to our accreditation information and click on the Mark of Affiliation which will take you directly the Higher Learning Commission's website, which will then provide you with specific information about our probation status. Questions and concerns should be referred to:

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Phone: 1-312-263-0456

Toll Free: 1-800-621-7440

Fax: 1-312-263-7462

www.ncahlc.org

Sponsorship

American Indian College (AIC) is a regional college of the General Council of the Assemblies of God. It is sponsored by three districts of the Assemblies of God: Arizona, New Mexico, and the Oklahoma District.

Endorsement

AIC is endorsed at the collegiate level by the Alliance for AG Higher Education of the General Council of the Assemblies of God.

Arizona License

Arizona State Board for Private Postsecondary Education has granted a license to AIC to confer the following degrees:

- Associate of Arts in Business
- Associate of Arts in Christian Ministry
- Bachelor of Arts in Christian Ministry
- Bachelor of Arts in Elementary Education

Academic Calendar

2014-2015

Fall 2014 Semester

Early Registration	August 22
Residence Halls Open (new students)	August 23
New Student Orientation	August 23-26
Residence Halls Open (returning students)	August 24
Registration (returning students)	August 25-26
CLASSES START	August 27
Labor Day (no classes)	September 1
Academic Convocation (chapel)	September 9
Fall Break (no classes)	October 10
Mid-Term Exams	October 14-16
Veterans Day (no classes)	November 11
Thanksgiving (no classes)	November 27-28
Final Exams	December 15-17
Semester Ends (noon)	December 17

Spring 2015 Semester

Early Registration (ASB & local returning students)	January 9
Residence Hall Open (new students)	January 10
New Student Orientation	January 10-12
Residence Halls Open (returning students)	January 11
Registration (returning students)	January 12-13
CLASSES START	January 14
Martin Luther King Holiday (no classes)	January 19
Academic Convocation (chapel)	January 27
Mid-Term Exams	March 10-12
Spring Break (no classes)	March 16-20
Good Friday (no classes)	April 3
Final Exams	April 28-30
Semester Ends (noon)	May 1
Graduation (7pm)	May 1

2015-2016

Fall 2015 Semester

Early Registration	August 21
Residence Halls Open (new students)	August 22
New Student Orientation	August 22-25
Residence Halls Open (returning students)	August 23
Registration (returning students)	August 24-25
CLASSES START	August 26
Labor Day (no classes)	September 7
Academic Convocation (chapel)	September 8
Fall Break (no classes)	October 9
Mid-Term Exams	October 13-15
Veterans Day (no classes)	November 11
Thanksgiving (no classes)	November 26-27
Final Exams	December 14-16
Semester Ends (noon)	December 16

Spring 2016 Semester

Early Registration (ASB & local returning students)	January 8
Residence Hall Open (new students)	January 9
New Student Orientation	January 9-11
Residence Halls Open (returning students)	January 10
Registration (returning students)	January 11-12
CLASSES START	January 13
Martin Luther King Holiday (no classes)	January 18
Academic Convocation (chapel)	January 26
Mid-Term Exams	March 15-17
Spring Break (no classes)	March 21-25
Good Friday (no classes)	March 25
Final Exams	May 3-5
Semester Ends (noon)	May 6
Graduation (7pm)	May 6

Admissions

Purpose

Persons desiring admission to American Indian College should be conscious of the Christian purpose and background of the College when making application. The prospective student is assessed for admission according to their academic background, moral character, and personal testimony of salvation.

Evidence

Applicants must show evidence of a Christian commitment, be in harmony with the doctrinal statement of the Assemblies of God, as printed in the AIC catalog, and be willing to abide by the Student Handbook.

A favorable recommendation from an individual's pastor, (who has known the applicant at least one full year) is usually sufficient evidence of meeting this requirement.

Application Procedures

Persons seeking admission to AIC may apply online. The online application is available at the College's web site: www.aicag.edu.

Each degree-seeking applicant for admission to AIC must submit the following items to the Admissions Office:

1. Application for Admission
2. One of the following:
 - a. **Official High School Transcript** – Students must have at least a “C” average. Applicants not meeting this requirement may be accepted only by the approval of the Vice President for Academic Affairs. Transcripts should be requested from the school's Registrar to be forwarded to the Admissions Office at AIC.
 - b. **GED Certificate** - An applicant may be admitted by submitting an official General Education Diploma (GED).
3. Students who are transferring from another college or university must submit official transcripts from all postsecondary institutions attended.
4. A favorable Pastoral Recommendation must be submitted, preferably from the applicant's senior pastor. However, if the senior pastor is a close relative or is unavailable, a reference from a staff pastor or a member of the official church board is acceptable.
5. AIC participates in the ACT testing program and recommends that applicants complete the ACT exam. Scores should be sent to AIC (code 6005). Test scores (E-ACT or SAT) recorded on the high school transcript are acceptable.
6. The Student Standard of Conduct form must be signed and dated for Admission to be considered.
7. Applicants who, because of unusual circumstances, are unable to meet the above requirements for entrance, may be accepted by individual approval of the Vice President for Academic Affairs.

First-time Applicants

Applicants will be notified by the Enrollment Office regarding the status of their application upon completion of the procedures listed above. If applicants have any questions, they should be referred to the Enrollment Office.

Official Transcripts

Prospective students must possess an official high school diploma or General Education Diploma (GED), or a recognized High School Proficiency Examination Certificate (See Application Procedures). If the prospective student wishes to transfer to AIC, an official transcript from the previous college(s) is also required.

Transfer Students

As previously discussed, a transfer student needs to submit an official transcript for each college or university attended. The office of the Registrar will assist and facilitate this transfer process. Please note the following policies that involve transferring to AIC:

1. The student will demonstrate proficiency in English, writing, mathematics, and reading. Some additional courses in these areas may be required, depending upon the assessment. These courses may apply to degree requirements, with the approval of the Vice President for Academic Affairs.
2. Transfer of credit from a regionally or nationally accredited college will be made for comparable courses with a minimum grade of "C". Courses will be evaluated by the appropriate Departmental Chairperson for applicability to AIC degree requirements.
3. Transfer of credit from non-accredited colleges will be awarded under the following conditions:
 - a. Generally one or more semesters of courses at AIC with at least a 2.00 grade point average (GPA) will be required to validate the transfer of credit. Students not achieving a sufficient (GPA) may not be awarded the full allowance of transfer credits.
 - b. The maximum allowance of transfer credits is 30 credit hours for non-education majors. Under certain conditions more hours may be granted, (pending approval from the office of the Vice President for Academic Affairs). Only courses with at least a "C" will be transferred.
4. Students desiring to transfer credits from a non-accredited college(s) who wish to pursue a Bachelor's degree in Elementary Education must be aware that only (up to 18) Bible and/or Theology credits as well as an equivalent course to PSY 103 College Success (3 credits) will be transferred. In addition, students will be required to acknowledge by signature that they understand that while the formal transfer of all credits from a non-accredited institution(s) will apply to their bachelor's degree from AIC, these same credits may affect their later eligibility for Teacher Certification in whatever State they choose to apply for it. Further information on transferable credits for this major may be obtained from the Education Department Chairperson or the Vice President for Academic Affairs.
5. A student transferring more than 55 credit hours may be required to enroll in upper division courses in research methodology, critical thinking, or other subjects recommended by the Departmental Chairperson.
6. Transferring students need to complete at least 25% of their major at AIC. This is to assure that graduates of AIC have had sufficient opportunity to identify with the College's mission, as well as demonstrate proficiency in their degree programs. A student entering as a senior must complete a minimum of 30 semester credits in residence to qualify for a degree. The thirty credits may take longer than one year to complete depending upon availability of courses.
7. **Transferring students must complete all AIC *General Education* requirements** and satisfy all other graduation requirements of their particular degree programs.
8. Any exceptions to these policies will require approval from the office of the Vice President for Academic Affairs.

Applicants will be notified by the Enrollment Office regarding the status of their application upon completion of the procedures listed above. If applicants have any questions, they should be referred to the Enrollment Office.

Articulation Agreements

Arizona School of Ministry and the AIC Christian Ministry Dept.

American Indian College (AIC) has developed an agreement with Arizona School of Ministry (ASOM) whereby ASOM graduates can receive up to 25 hours of academic transfer credit at AIC upon successful completion of their program of study at ASOM. Accordingly, AIC agrees to offer the following academic credit upon successful completion of the prescribed course of study at the Arizona District School of Ministry:

Upon successful completion of the course of study for courses at ASOM, AIC will grant transfer credit that covers the following AIC courses: (8 hours of transfer credit)

- BIB 123 Introduction to the New Testament
- PMT 212 Introduction to Spiritual Formation
- THE 113 Essentials of Pentecostal Theology

Upon successful completion of the course of study for Licensed Minister: (8 hours of transfer credit)

- BIB 113 Introduction to the Old Testament
- PMT 232 Foundations of Leadership
- THEO 123 Theology of the Scriptures, God, and Christ

Upon successful completion of the course of study for Ordained Minister: (9 hours of transfer credit)

- PMT 453 The Ministry of the Pastor
- 3 hours of elective Bible Credit
- 3 hours of elective credit in a ministry related course

Potential Transfer hours: 25

Latin American Bible Institute and the AIC Christian Ministry Dept.

This articulation agreement is between American Indian College (AIC) and Latin American Bible Institute (LABI- CA) in order to facilitate a close working fraternal relationship between these two institutions. By creating an articulation agreement we hope to achieve the following:

- A closer working relationship between these two institutions, both of which operate under the auspices of the General Council of the Assemblies of God USA as well as their respective sponsoring districts, and in the case of AIC, the Division of U.S. Missions
- To provide opportunity for graduates of LABI to continue on towards earning a Bachelor's degree at AIC in a manner that recognizes the education they have already received and works towards providing a fairly seamless transition between the two institutions
- Further enrich the diversity of the student body at AIC by admitting LABI graduates who will bring a rich background of different ethnic and ministry backgrounds who will likewise benefit by exposure to a College with a predominantly Native American student body.

In order for LABI students to take full advantage of the benefits of this articulation agreement they will need to have accomplished the following:

- Transfer students should have completed an Associate's degree at LABI in Bible and Ministry with a cumulative GPA of 2.0 or higher. LABI students who wish to transfer before completing their A.A. at LABI will not receive the full benefit of the transfer agreement and their transcripts will be evaluated on a case by case basis.
- Only courses that are at the level of "C-" or higher will be transferred. Courses with grades below "C-" will need to be retaken at AIC in order to receive credit towards the B.A. degree in Christian Ministry
- Complete all other current admissions requirement of AIC. Students applying for the transfer agreement should specify so in their admissions information so that their transcripts may be evaluated accordingly.
- Declare "Christian Ministry" as their major at the Bachelor's level. Students choosing to be admitted to AIC and change to a different major will in many cases have a number of additional requirements in order to complete their degree programs.
- Transfer credit from LABI will only be recorded on the student's AIC transcript once they have completed 12 credit hours at AIC as a matriculated student with at least a 2.0 average.
- Students who wish to receive additional transfer credit for courses from other regionally accredited institutions that qualify as meeting any remaining General Education requirements may do so by providing official transcripts from those other institutions.
 - These possible transfer credits will be evaluated on a case by case basis.
- This articulation agreement is subject to periodic review as conditions warrant. It may be terminated at any time by either institution with written notice. If the articulation agreement is terminated, any students who have already been admitted to AIC as a result of the articulation agreement will be allowed to complete their programs per the terms of the agreement in effect at the time of their admission.

The following is a list of approved LABI courses for transfer and their equivalent course at AIC. In order to receive the full possible transfer credit amount of 58 credit hours, LABI students will have to have taken all the courses listed below, otherwise only those courses that were actually taken will be considered for transfer credit per the conditions of this articulation agreement.

LABI:	AIC:
BIB 103 Old Testament Survey	BIB 113 Old Testament Survey
BIB 123 New Testament Survey	BIB 123 New Testament Survey
BIB 222 Hermeneutics	BIB 233 Biblical Interpretation
BIB 233 Acts	BIB 243 Acts
BIB 235 Prison Epistles	BIB 253 Pauline Epistles
BIB 302 Romans	BIB 323 Romans and Galatians
GED 101 Preparation for College Success & GED 160 Personal and Fin Management	PSY 103 College Success
GED 161 Math for Personal & Financial Management	1 Credit, General Elective
GED 113 Grammar and Composition & GED 114 Critical Reading & Writing Lab	ENG 103 English I
GED 123 Christian Writing & Composition	COM 113 Composition & Rhetoric II
GED 112 Marriage & Family OR GED 233 Psychology for Ministry	SOC 113 Introduction to Sociology OR PSY Introduction to Psychology
GED 202 Church History I OR GED 203 Church History II	CHS/HIS 333 Church History
GED 299 Ancient Philosophy through the Eyes Of Faith or GED 256 Christian Moral Philosophy or THE 256 Theological Ethics for Christian Leaders	GED 299 OR GED 256 as Introduction to Philosophy; THE 256 Theological Ethics PMT 352 Ministerial Ethics s
Introduction to Public Speaking or GED 106 Christian Oratory	COM 243 Fund. of Public Communication
MIN 143 Effective Evangelism	PMT 112 Principles of Evangelism
MIN 156 Effective Leadership	PMT 232 Foundations of Leadership
MIN 122 Introduction to A/G Missions & MIN 126 A/G History, Mission & Governance Practicum I, II, III,	MIS 113 World and U.S. Missions
MIN 161 Disciple making & Practicum IV	Approved PMT Electives (3 credits) General Elective (3 credits)
THE 124 Pentecostal Theology	THE 113 Essentials of Pentecostal Theology
THE 103 Introduction to Systematic Theology	THE 123 Theology of the Scriptures, God, and Christ
THE 242 Eschatology	THE 323 Theology of the Holy Spirit, Church, and Last Things

Potential Transfer hours = 62 hours

Thus, depending on which courses students took at LABI in their A.A. program they may receive up to 62 credit hours of transfer from LABI, meaning that they will need to take any remaining credit hours at AIC to cover the remainder of the B.A. in Christian Ministry curriculum including courses within General Education and the Degree Core Requirements (which includes the student's specific concentration) to bring the total up to the required 128 credit hours.

Latin American Bible Institute and the AIC Education Dept.

In order for LABI students to take full advantage of the benefits of this articulation agreement regarding obtaining a Bachelor's degree in Elementary Education they will need to have accomplished the following:

- Declare "Elementary Education" as their major. Select the "Focus" they will pursue during their professional coursework. The Foci are: Grades 1-8 and Birth to Grade 3.
- Complete all other current admissions requirement of AIC. Students applying for the transfer agreement should specify so in their admissions information so that their transcripts may be evaluated accordingly.
- Students desiring to transfer credits from LABI (a non-accredited college), who wish to pursue a Bachelor's degree in Elementary Education, must be aware that only a total of 30 credit hours will be transferred.
- Only courses that are at the level of "C-" or higher will be transferred. Courses with grades below "C-" will need to be retaken at AIC in order to receive credit towards the B.A. degree in Elementary Education
- Transfer credit from LABI will only be recorded on the student's AIC transcript once they have completed 12 credit hours at AIC as a matriculated student with at least a 2.0 average.
- Students who wish to receive additional transfer credit for courses from other regionally-accredited institutions (that qualify as meeting any remaining AIC requirements) may do so by providing official transcripts from those other institutions. These possible transfer credits will be evaluated on a case by case basis.
- Students must understand that completion of a degree in Elementary Education alone does not automatically qualify one for teacher certification. Students will be required to **acknowledge by signature** that they understand that while the formal transfer of all credits from LABI (listed below) will apply to their bachelor's degree from AIC, these same credits from LABI **may** adversely affect their later eligibility for Teacher Certification in whatever State they choose to apply for it. Application for certification must be made by **separate action** with the State they desire to teach in. Complete requirements for teacher certification are determined by each State individually.
- Although Bible, Ministry, and Theology courses taken at LABI and transferred into AIC may not apply to Elementary Education Certification (depending on state) they can be counted towards a B.A. in Christian Ministry allowing a student to move more quickly towards a double major in Elementary Education and Christian Ministry.
- This articulation agreement is subject to periodic review as conditions warrant. It may be terminated at any time by either institution with written notice. If the articulation agreement is terminated, any students who have already been admitted to AIC as a result of the articulation agreement will be allowed to complete their programs per the terms of the agreement in effect at the time of their admission.

The following is a list of approved LABI courses for transfer into AIC's Bachelor of Arts in Elementary Education program. In order to receive the full possible transfer credit amount of 39 credit hours, LABI students will have to have taken at least six of the Bible/Theology courses as well as all of the other courses listed below. Only those courses that were actually taken will be considered for transfer credit per the conditions of this articulation agreement.

LABI:

BIB 103 Old Testament Survey
 BIB 123 New Testament Survey
 BIB 222 Hermeneutics
 BIB 233 Acts
 BIB 235 Prison Epistles
 BIB 302 Romans
 THE 103 Intro to Systematic Theo
 THE 124 Pentecostal Theology
 THE 242 Eschatology
 GED 101 Preparation for College Success
 GED 113 Grammar and Comp &
 GED 114 Critical Reading & Writing Lab
 GED 123 Christian Writing & Comp
 GED Intro to Public Speaking

AIC:

BIB 113 Old Testament Survey
 BIB 123 New Testament Survey
 BIB 233 Biblical Interp
 BIB 243 Acts
 BIB 253 Pauline Epistles
 BIB 323 Romans and Galatians
 THE 123 Theo of Scriptures, God, Christ
 THE 113 Essentials of Pentecostal Theology
 THE 323 Theo Holy Spirit, Church, Last Things
 PSY 103 College Success
 ENG 103 English I
 ENG 113 English II
 COM243 Fund. Pub Comm

Potential Transfer credits= 39 credit hours

Thus, depending on which courses students took at LABI, they may receive up to 39 credit hours of transfer from LABI. This means that LABI transfer students will need to take any remaining credit hours at AIC to cover the balance of the B.A. in Elementary Education curriculum, including courses within General Education and the Degree Core Requirements (which includes the student's specific focus) to bring the total up to the required 128 or 129 credit hours, depending on their chosen focus.

Placement Examinations

Proficiency tests in reading, English grammar, writing, mathematics, and Bible content are administered to all new students the first week of each semester. Based upon the results of these tests, students may be placed in remedial courses in reading, writing, mathematics, and an introduction to the Bible to improve their skills for satisfying ongoing requirements in their programs of study.

Department Chairpersons oversee the examination of student transcripts at the departmental level. Students having completed sixty or more credit hours of coursework with a “C” or higher at a regionally accredited institution may be exempted from entrance testing. Students having completed nine or more hours of Bible coursework at an accredited institution may be exempted from the Bible entrance test.

Department Chairpersons may exempt students from specific tests in areas of demonstrated competence as evidenced by coursework completed with a “C” or higher at accredited institutions.

Special Circumstances

Non-Degree Seeking Students

These are individuals who wish to take academic courses but do not wish to pursue a degree program. Application requests are directed to the Enrollment Office. Students who are enrolling in 8 or more credit hours must complete the traditional application and submit all the required documents for admission.

This may include the following:

- Public or private school teachers seeking continuing education and additional certification.
- Individuals with maturity and background to benefit from undergraduate class work, but not planning to pursue a degree.
- Audit Students, an applicant applying for admission as an audit student must submit a Non-Degree Seeking Student Application. No record of previous academic work is required. An audit student will earn no college credit, nor will academic work be graded. Enrollment will be subject to availability of space.
- Transient Students. A student enrolled at another institution may take a course(s) at American Indian college and transfer the credit to the other institution. To be considered a transient student, the applicant must apply for enrollment at American Indian College and have written permission from the Registrar of the other institution.

Consult the Enrollment Office for documentation required from admission. NOTE: All NonDegree Seeking students should be aware that they will be expected to sign and adhere to a list of community standards while on AIC’s campus. Those standards include: respect for our religious standards, adherence to our student dress code, no tobacco usage, no alcohol, no profanity, no use of inappropriate media content. For a complete listing of campus standards please consult the most recent copy of the AIC Student Handbook.

Students who are transitioning from a Non-Degree Seeking status to a Degree-Seeking status must complete the traditional application and submit the required documents for admission.

International Students

International students must meet U.S. Immigration requirements before enrolling. To assist in determining eligibility of individuals from countries outside of the United States, the following items are required before an application for admission will be considered:

- **A letter of reference** from a missionary or minister from the country of residence. The letter should specify qualifications of the individual and reasons for recommending study at the American Indian College.
- **Satisfactory scores from the Test of English as a Foreign Language (TOEFL)** are required if the individual's first language is not English. A minimum score of 500 or above is required.
- **Verification of financial resources to cover costs** of education at AIC are to be submitted. The costs total approximately \$18, 942 per academic year.
- A one-year deposit of \$18, 942 must be sent to the College prior to issuance of the I-20 form. This would cover registration, room and board, tuition and fees (Scholarships for foreign students are not available at this time.)
- A deposit to cover return airfare in case of emergency is required prior to enrollment.
- **Official academic records to verify** educational background must be placed on file in the
- Admission's Office (high school and college/university transcripts.) Specific courses and grades should be indicated. An English translation should accompany records in any other language.
- **Any changes or exceptions to the policies on international students must be approved** by the Board of Administration. Request for these exceptions must be made in writing. *When the College has established eligibility, the applicant will be notified in writing.*
- **International students who wish to transfer credits** from an institution outside of the United States must go through the same procedure as those described for transfer students from non-accredited institutions within the United States. See above.

Married Students

Married persons seeking to enroll should contact the Executive Vice President prior to attending AIC. At this session, information concerning housing, utilities, employment, and adjusting to college will be discussed. The whole family should be together while attending AIC. Sufficient time before enrolling in classes should be planned to allow for checking on the above areas as well as arranging appropriate childcare. AIC policy does not permit students to bring children to class or have baby-sitting arrangements on campus and assumes no responsibility for those children.

Divorced/Separated Students

Divorcees who have not remarried and whose former spouse is still alive, may be admitted only on the following conditions:

- The divorce must have been legally finalized for at least three months prior to admission.
- The applicant must agree to pre-registration counseling with the Executive Vice President. Dating is prohibited without the consent of the Vice-President. Persons who are separated from their spouses are not permitted to date
- AIC reserves the right to grant admission based upon the facts found in each individual case.

Criminal Records and Penal Institutions

Anyone who has been in a penal institution shall re-establish himself/herself in society for at least one year prior to the date of application and enrolling in American Indian College. The following guidelines will be followed:

- No court cases may be pending.
- Repeat felons may not be admitted.
- Following a judgment of probation, a student may apply to enroll at AIC after a period of one year.
- Following imprisonment, a one-year period of rehabilitation/re-establishment is required prior to submitting an application for enrollment.
- Consideration will be given to waive the aforementioned stipulations if an individual has successfully completed a spiritual rehabilitation program with Teen Challenge or another faith-based program and can provide a positive reference from the director.
- Extensive character references will be required with any application submitted by a convicted felon.
- Registered sex offenders will be disqualified for consideration for admission. In addition, persons with felony or misdemeanor convictions involving sexual abuse such as lewd conduct, sexual battery, sexual exploitation, rape, and statutory rape will be disqualified.

Readmission

When there is a break in continuous enrollment, the student must apply for readmission through the Enrollment Office. The student applying for readmission must fill out and sign an Application for Readmission. Also, the Enrollment Office will circulate a Readmission Form that must be completely signed by the authorized personnel to ensure that the student is actually eligible for readmission. No student will be allowed to register until both forms have been properly filled out and signed.

Financial Information

Cost of Education

AIC makes every effort to keep educational costs to students as low as possible. Student fees pay only a portion of the College's operating expenses each year. Supporting districts, churches, interested groups, and hundreds of individuals subsidize the operating budget of the College. This represents a sizable investment in every student's education. While the College depends largely on outside financial support, students must meet some educational costs. However, the cost of attending AIC is less than you may think! Cost of attendance is based on charges minus financial aid. The actual price you will pay, the net price, is specific to you because it's based on your personal circumstances and AIC's financial aid policies (see the AIC website to access the net price calculator for an estimate of your net price charges).

Estimated charges are based on an average course load of 15 semester credit hours at \$390 per credit hour. The charge for fees, books and supplies vary based on course requirements. Room and meal charges are **fixed** for students living on campus and include 19 meals per week.

2014-2015 Estimated Cost per Semester (Full-Time Students)

Tuition: \$5,850.00

Fees: \$120 (estimate)

Books & Supplies: \$400 (estimate)

Room & Board: \$3,101

Total Estimated Direct Cost **per Semester:** \$9,471.00

Total Estimated Direct Cost **per Academic Year:** \$18,942.00

The estimated net price, on average, for all AIC students for the 2014-2015 academic year is \$11,594.00. See the Vice President for Financial Services to find out more about scholarships and grants that can help you save money.

The [NET PRICE CALCULATOR](#) tool will estimate the net price for students.

Payment of Accounts

All students attending AIC are to have the full amount for the current semester accounted for at registration. Financial responsibility is important to a Christian testimony. Each student has a responsibility to make adequate arrangements for this obligation. Returning and continuing students must have a zero balance for prior semester(s). All students must demonstrate their ability to fulfill the full amount of their school bill at the time of registration through cash, student loans, credit cards, grants, etc.

The remaining balance will be met through a payment schedule. Any student who does not meet the scheduled payments will be subject to dismissal from the College within 15 days of a delinquent payment. Students who do not fulfill their payment contract will not be allowed to represent the College in student ministry or outreach teams. Exceptions must be approved, on an individual student basis, by the Vice-President of Financial Services. Official transcripts and diplomas will be issued only when all college bills are paid in full. Any unpaid accounts are subject to face action from a third-party collection agency.

Refunds

In addition to the [Federal Return Policy](#) contained in [Title IV Regulations](#), American Indian College has established the following [AIC Refund Policy](#).

An adjustment to the student's account will be made when a student withdraws from the College with the proper approval. In order to secure proper approval, the student must complete an official withdrawal form at the time he/she is leaving

the College. Withdrawal forms are available at the Registrar’s Office. Refunds are not made until the Registrar’s Office gives the Financial Services Office a copy of the completed withdrawal form. Refunds are effective as of the date of last attendance.

The following credit will be allowed on tuition and room and board charges (fees are not refundable) counting from the first day of classes (including weekends for room and board).

5 days or less	100%
6-10 days	80%
11-15 days	60%
16-20 days	40%
21-25 days	20%
After 25 days	No refund

A total tuition refund will be made for any class for which the student registered and was charged but never attended.

Full Refund

The applicant may cancel the enrollment contract and receive a full refund of all monies paid to date if cancellation is made in writing to the Registrar and delivered to the institution at the address stated herein within three (3) business days after the date of signature.

No later than 30 calendar days after the Registrar receives a written notice of cancellation, the College shall provide to the student or to the person who paid the student’s tuition and fees a refund of 100 percent of all student fees and tuition paid for the student.

American Indian College of the Assemblies of God is in compliance with R4-39-103(D)(3) and/or (F)(1)(a); and the United States Department of Education requirements governing each federal student financial aid program named under R4-39-103(D)(6) or (F)(1)(b.)

Guests

Accommodations for friends and relatives of students and staff are limited. A per-night charge will be assessed for the room after the first night of free lodging. Accommodations are subject to room availability and the approval of the Executive Vice President.

Meal Charges (off-campus students and guests)

Off-campus students and visitors may eat in the dining hall by purchasing a meal ticket from the Financial Services Office.

Accident and Health Insurance

Students are encouraged to have their own medical insurance. The College does not assume responsibility to provide medical care in the case of either accident or illness, even though the accident or illness may occur on campus or in the discharge of duties or activities pertaining to the College program.

Housing for Off-Campus Students

On-campus housing is not available for married students and single students with children. A number of apartments are located within close proximity of the College. The College assumes no responsibility for off-campus housing. However, the Executive Vice President will assist offcampus students in locating suitable living quarters. Students needing off-campus housing are encouraged to arrive in Phoenix at least one month prior to registration. Temporary housing on campus may be available for up to one week if arrangements are made in advance with the Executive Vice President.

Financial Aid

It is the desire of AIC that no student will be denied an education because of cost. Financial assistance is available in the form of grants, scholarships, loans, and student employment. Eligible students may also receive financial assistance from the Bureau of Indian Affairs (BIA) and/or tribal scholarship programs. Merit scholarships are also available. Grants and scholarships are “gift” programs and need not be repaid. Loans are offered at low interest rates and are repaid over an extended period after the student leaves the institution or drops below half-time enrollment.

Federal, state, and institutional guidelines determine the amount and type of financial aid available to eligible students.

What is Financial Need?

The Vice President for Financial Services takes the cost of education at American Indian College and subtracts the amount a student and their family are expected to pay toward that cost (the Expected Family Contribution [EFC].) If any costs remain, the student is considered to have financial need.

Who is Eligible for Financial Aid?

To receive aid from the major student aid programs, you must:

- have financial need, except for some loan programs, have a high school diploma or a GED,
- be working toward a degree or certificate in an eligible program,
- be a U.S. citizen or eligible non-citizen,
- have a valid Social Security number,
- be demonstrating satisfactory academic progress,
- register with the Selective Service (if required),
- And not owe a refund on a Federal grant or be in default on a Federal education loan.

How Do I Apply for Financial Aid?

A student desiring to enroll for the fall semester is encouraged to submit an application for financial aid before April 1. Applications will be accepted after this date and will be given consideration for any available funds. To insure full consideration for all types of aid, an applicant must complete the following steps:

- Apply for admission to American Indian College. A student must be enrolled or accepted before financial aid can be awarded.
- All applicants for financial aid must file a Free Application for Federal Student Aid (FAFSA). American Indian College should be listed as the institution to receive the information. The form is available from the local high school guidance counselor or may be requested from AIC’s Financial Aid Office. Applicants are also encouraged to complete the application via the internet. The URL address is <http://www.fafsa.ed.gov>.
- Applicants will receive a Student Aid Report (SAR) from the Federal Student Aid Program. The SAR is the official notification of student’s eligibility number. The lower the number, the higher the award.
- Selective Service Registration: Male applicants must have proof of registration with the Selective Service if they are between the ages of 18 and 25.

Tribal Funding: Applicants who are enrolled members of an American Indian tribe should apply for financial aid through their respective tribe. Each tribe has different methods of processing and various deadlines. Applications should be obtained from the local tribal scholarship office.

What is Financial Aid Probation?

A student receiving financial aid is placed on financial aid probation when the required number of credit hours is not successfully completed each year, according to the following schedule:

Maximum Time for Completion of Studies:

- For four-year bachelor degree programs of 129 credits, a maximum number of credits attempted for completion is 193.
- For a two-year associate degree program of 66 credits, a maximum number of credits attempted for completion is 99.
- For a two-year associate degree program of 65 credits, a maximum number of credits attempted for completion is 97.
- For a two-year associate degree program of 69 credits, a maximum number of credits attempted for completion is 103.

Minimum Hours (cumulative) to be completed at end of each increment.

AA DEGREE	Percent	BA Degree	Percent
1-29 credits	75	1-32 credits	70
30-60 credits	78	33-64 credits	76
61-91 credits	80	65-96 credits	78
92-103 credits	85	97-128 credits	79
		129-160 credits	80
		161-193 credits	81

A student will also be placed on financial aid probation when he or she fails to maintain the required grade point average as listed under “Academic Probation” in this Catalog. The complete Financial Aid Satisfactory Progress Policy is available in the Financial Aid Office.

Federal Student Aid Programs

Federal Pell Grant

This grant is to help a student pay for education after high school. The actual amount received depends on the Student Aid Report Eligibility Index, whether full-time or part-time, the length of enrollment, and the cost of education.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant is for undergraduates with exceptional financial need, and it does not have to be paid back. A “priority deadline” of April 1st has been established for selection of recipients. Students who submit required documents by that date will be considered for FSEOG awards.

Federal Direct Loan

Federal Direct Loans are low-interest loans made to the student by the Federal Government to help pay for his or her college education.

Federal PLUS Loans

Federal PLUS loans are for parents who want to borrow to help pay for their children’s education. This loan provides additional funds for education expenses.

Leveraging Educational Assistance Partnership (LEAP)

LEAP is a program that establishes a federal-state partnership to provide financial assistance in the form of state grants to students who have demonstrated financial need. Federal funds are provided to match appropriated state funds

supplied by the states on a dollar for dollar basis. Each participating institution provides institutional matching funds that are equal to the amount of funds provided by the state for a LEAP Program. Awards range from \$100 to \$2,500, depending on available funds. Students from Arizona determined to be at need may be eligible. **Bureau of Indian Affairs Higher Education Grants**

These grants are made available to eligible students who are enrolled members of a recognized Indian tribe. Students must meet the requirements for their tribe and/or BIA agency.

Scholarships and Grants

Grants and Scholarships provided by AIC

Scholarships and grants vary in amount (see below). Unless otherwise indicated, a committee appointed by the President will administer these scholarships. AIC reserves the right to adjust any institutional awards whenever the scholarship combined with other financial aid programs exceeds the total cost of education or when a recipient no longer is showing satisfactory progress academically or in Christian citizenship. All scholarships are awarded on an annual basis.

New Student Academic Scholarship

Students who enroll at AIC within one year of their high school graduation and who are not transfer students will receive academic merit scholarships based on their high school grade point average as follows:

- **3.9-4.0** Full tuition scholarship
- **3.5-3.89** \$2,000 per semester
- **3.2-3.49** \$1,250 per semester
- **3.0-3.19** \$750 per semester

Transfer Student Academic Scholarship

Students who transfer directly from another college will receive academic merit scholarships based on the grade point average of their previous school as follows:

- **3.9-4.0** Full tuition scholarship
- **3.5-3.89** \$2,000 per semester
- **3.2-3.49** \$1,250 per semester
- **3.0-3.19** \$750 per semester

LABI Transfer Student Scholarship

\$1000 per semester for students who transfer from Latin American Bible Institute in La Puente, CA, and who have completed at least 24 semester credits at LABI prior to transferring to AIC.

AG Minister Dependent Grant

\$900 per semester to Assemblies of God credentialed minister, spouse, or dependent child.

Alumni Dependent Grant

\$1,450 per semester to dependents of AIC alumni. Alumni must have attended AIC for at least two full academic years.

Spouse Grant

\$1,000 per semester for each spouse when both are enrolled as full-time students at the same time. If one of spouse is enrolled full-time and the other half-time the grant is up to \$1000 for the one attending full-time and \$500 for the one attending half-time.

Employee and Dependent Grant

Full cost of tuition for full-time faculty, staff, their spouses, and dependent children.

Sibling Grant

- \$1,180 per semester per student when 2 siblings are enrolled
- \$1,450 per semester per student when 3 siblings are enrolled
- \$2,000 per semester per student when 4 or more siblings are enrolled

Summer Ministry Grant

Up to \$3,000 per semester for the ensuing academic year for students involved in summer ministry on behalf of the College, based on the amount of time spent in summer ministry.

Worship Team Grant

\$700 applied the following semester for students who participate on worship teams for chapel and serve on worship teams for at least 15 chapel services and other school events.

Technical Ministry Grant

\$700 applied the following semester for students who participate in media ministry for at least 15 chapel services and other school events.

Need-based Grant

The amount of this grant varies depending on numerous considerations as determined by the AIC Financial Aid Committee, including student department, academic progress, and special circumstances that impact a student's need. Funds are limited based on the amount available for Student Assistance purposes at any given time but in a typical year all students with demonstrated need receive some need-based funds.

Donor Scholarships

AIC provides several donor scholarships of varying amounts that are awarded to students who have been enrolled for at least two semesters.

Part-Time Employment

Part-time work (on campus) may be available to students. All campus employment is coordinated through the Vice President for Financial Services Office.

Campus employment includes clerical, custodial, and food service. The purpose of campus employment is to enable the student to make regular payments on the outstanding school bill.

Veteran Benefits

American Indian College is authorized for the training of veterans and war orphans under the Department of Veterans' Affairs (DVA) Chapters, 30, 31, 32, 35, and 1606.

The student should contact the local Department of Veterans' Affairs (DVA) for a Certificate of Eligibility well in advance of plans to attend college.

Non-Discrimination Policy

American Indian College admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, sex, handicap, or national and ethnic origin in administration of its educational policies, admissions policies,

scholarships and loan programs, and other school-administered programs. However, prospective students should recognize that the philosophy of the College is oriented to Native Americans.

Registration Information

Registrar's Office

Our Registrar is here to assist you in many ways including class registration, transcripts and keeping you on track toward graduation.

Erica Zamorano
(602) 944-3335 x239
registrar@aicag.edu

Registration for Classes

Students will register for classes at the beginning of each semester. Dates for registration are indicated on the Academic Calendar in the front of the catalog. A late registration fee of \$200.00 is assessed to students who are not present at the scheduled time for registration.

Declaration or Change of Major

All students must sign a Declaration of Major upon registration during their first semester of attendance. Any change of major will require a declaration of change signed by the student, the student's advisor, the new advisor, and the Vice President for Academic Affairs.

Double Majors

Students who wish to double-major should be aware that in most cases this will extend the time needed to complete a degree. Students who double major simultaneously will receive one diploma listing both majors but will not receive two B.A. degrees.

Also, students desiring to enter both an A.A. and a B.A. program should complete the A.A. program first, and then transfer to the B.A. program. It should be noted that most tribal agencies will fund a maximum of ten (10) semesters.

New Student Orientation: Week One

All students carrying nine or more credits who are in their first semester at AIC are required to attend the Week One Orientation. This week of instruction, information, and fellowship takes place during the week before registration each semester. Any exception to this requirement must be approved by the Executive Vice President.

Phase I - Pre-Arrival

Accepted students will receive a letter with relevant information and instructions to prepare them for arrival. Sections of the Student Handbook that could be useful (e.g. dorm life, dress code) will be enclosed, as well as contact information. The expected arrival time will be stressed, so that new students and their families will understand the importance of getting the best possible start.

Phase II - Week One

The Week One Orientation is designed to give the maximum amount of exposure and experience possible to the new AIC student, before classes begin. It should be clearly understood that Week One is the new student's actual first week of college, and is not optional.

The content is built around three areas:

- **CAMPUS ORIENTATION** - Students will be assisted in finding their way around campus, as it is a new home for many, and a new workplace for all.
- **COLLEGE ORIENTATION** - Students will be guided through AIC policies and procedures as given in the Student Handbook, giving opportunity for questions and discussion, to enhance their understanding of community services and expectations. Members of our AIC faculty and staff will be a part of this as well.
- **COMMUNITY ORIENTATION** - Students will be introduced to the physical “neighborhood” of AIC and local resources.

In developing the orientation program and its content, the College combines what we know about the First Year Experience (FYE) in general, and about AIC students specifically, to give our students the best “quick start” possible on their college experience.

Academic Advising

AIC will provide as much help as possible in planning academic programs through the Registrar’s Office or through the student’s *Academic Advisor* (usually the department chair of the student’s major). However, each student is responsible for the proper completion of a program, and therefore should be familiar with the requirements in their major as listed in this catalog. The student should take the initiative in seeking academic advising from the Registrar or Academic Advisor. Each student is placed on a recommended *Program of Study* when he or she enrolls.

Course Selection

A course should not be taken whose number is more than one level above the student’s current classification. This means that a freshman student should not take courses beyond the two hundred level, and sophomores should not take courses beyond the three hundred level, etc.

Course Load

Students are limited to 16 credits per semester. Students wishing to take 17-19 credits must have signed permission from the Department Chair of their major. Students desiring to take in excess of 19 credits must file a written appeal to the Academic Affairs Committee (See Registrar for details).

Classification of Students

Classification of students is determined at the beginning of the fall semester for the entire school year. Class standing is as follows, based on the number of credits earned:

- 0-30 **Freshman**
- 31-62 **Sophomore**
- 63-95 **Junior**
- 96+ **Senior**

Students are identified as:

- **Full time** if course load is at least twelve credits
- **Part time** if course load is under twelve credits
- **Audit** if not desiring academic credit
- **Special** if non-degree seeking student, or seeking only teacher certification

Online Courses

AIC offers a limited amount of courses in an online education format in order to better serve students whose personal schedule and/or geographical locale requires this. The online education that is presently offered by AIC is in a state of continuous development and additional information will be provided as new policies, procedures, and courses are developed. Students who wish to enroll in online courses must still be admitted to the College utilizing the same registration and online process as “ground” students. They are further expected to comply with the same academic, social, and spiritual requirements expected of all other AIC degree-seeking students. Online coursework taken at AIC may not comprise more than 49% of a student’s degree program. More information regarding AIC’s online department may be found on page 77 of this catalog.

Conference Courses

Courses are available for individual conference with a full-time, resident instructor (when available) when an urgent situation requires it and online instruction is not a viable option. Conference courses will have a substantial workload (additional readings, papers, projects, etc.) to replace the in-class learning experience.

Conferencing will be limited to upper-class students. The College assumes no obligation to offer a conference course when a student has failed to follow his or her prescribed **Program of Study**. The procedure for conferencing a course is as follows:

1. The student obtains a Conference Course Request Form from the Registrar and then makes an appointment with the department chair of that course for conferencing approval.
2. The department chair for that course will determine if a department faculty member is available. (Note: A conference course will be considered to be the equivalent of one third of a normal course load. i.e., a three hour conference course will be considered the equivalent of a one credit class for purposes of calculating an instructor’s load).
3. If a faculty member is available, the Department Chair will notify the student’s Academic Advisor (if different from the department chair) and arrangements will be made. The faculty member, the student’s Advisor, and the Department Chair of the proposed conference course will sign the conference request form, which will be forwarded to the Registrar.
4. The student will be responsible for staying current with assignments, meeting times, etc. Failure to maintain regular contact with the instructor, and/or neglecting to complete or turn in assignments, etc. may lead to a failing grade.
5. All conference courses will have a syllabus explaining course requirements, assignment due dates, and grading criteria.
6. Students will only be allowed to conference one course at a time, and no more than three courses throughout their degree program.
7. Students wishing to conference a course(s) must have a cumulative GPA of 3.0 or higher.
8. Any exceptions to the above-stated policies must be approved by the Vice President for Academic Affairs.

Questions and concerns regarding conference courses should be directed to the office of the Vice President for Academic Affairs.

Credit by Examination

College credit may be earned through satisfactory scores made on examinations taken in general education courses in either the College Level Examination Program (CLEP), the Proficiency Examination Program (PEP) or the Advanced Placement Exam (AP). For any credit through these examinations, the student will pay one-third of the prevailing rate of tuition per credit hour.

Concurrent High School and College Enrollment

High School students that are interested in concurrent enrollment must have approval from their high school principal/designee and parents prior to filing an application and are limited to one course per semester. Students who wish to take more than one course may petition the Vice President for Academic Affairs. All applicants must meet the following requirements prior to application:

Conditions of Enrollment

Those seeking academic classes that are transferable to AIC or another collegiate institution must take any appropriate entrance placement exams, be a junior or senior in high school with a high school cumulative GPA of 3.0 or higher.

If the student withdraws or drops from high school, official notification should be sent to the College. A student is eligible for concurrent enrollment only while enrolled in high school; there, withdrawal from high school automatically will be followed by withdrawal from college. Official notification of drops or withdrawal of the student from college courses will be sent to the high school.

Continued Enrollment after High School

A high school student concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if (s)he achieves a college grade-point average of 2.0 or above on a 4.0 scale.

Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to AIC as a regular student providing all regular admission requirements are met and the student has formally applied for regular admission.

Issues for Parents of Minors

Parents of concurrent applicants who are still minors (under 18) should be aware of the following:

- Attendance will not be monitored in the same way as in high school. If your student doesn't attend regularly, no office will call to notify you of this.
- Courses are designed for adult students and may contain content information of a mature nature.
- Parents do not have access to a student's grades or records. Instructors are not available for parent conferences.

Dropping/Adding courses

The drop/add period is one week. Students who add courses during this period will be counted absent from classes they have missed. Students who drop a course during the second to sixth week will receive a W (withdrawal) on their transcripts. Students who drop after that time will receive a grade of either WF (withdrawal failing) or WP (withdrawal passing) up to the last three weeks of the semester. (The grade awarded will be at the instructor's discretion). After that, no withdrawals will be allowed without the approval of the Department Chairperson (unless the chair is the instructor, in which case the Vice President for Academic Affairs approval will be required).

Only a grade of WF will be computed in determining a student's grade point average. Drop/add forms may be obtained from the Registrar's Office. This form must be completed and signed by the student before the drop/add is considered official.

Recording of Grades

All grades will be recorded in the Registrar's Office as reported by the instructors. No grades, once filed, may be changed except upon a written statement from the instructor.

Final Grade Reports

A final grade is recorded on the student's transcript in every course for which he or she is registered. No entry will be recorded, however, for courses dropped before the end of the drop/add period. The Registrar will distribute to each student a report of his/her final grades at the end of each semester. A copy of the student's grades will also be sent directly to each agency granting financial aid to the student.

Repeating a Course

Students may repeat a course in order to receive a higher grade. In such cases, the higher grade will be used when determining grade point averages. If the first grade received is an F it will be recorded as an FX after the second grade is earned. The FX will not be figured in the cumulative GPA.

Transcript of Records

Requests for Official Transcripts are to be made by the student, in writing, directly to the Registrar. A student who graduates or withdraws in good standing from the College is entitled to one transcript of his/her records, issued without charge. After this, a \$6.00 fee will be required for each additional official transcript. No transcript will be issued to anyone who has failed to meet all financial obligations to the College. Although the Registrar's Office will make every attempt to expedite requests, individuals requesting transcripts should allow five to seven business days for transcript requests to be processed.

Student Privacy Rights

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent
4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by American Indian College to comply with the requirements of FERPA
5. The right to obtain a copy of the American Indian College's student records policy. Students may obtain a copy of the policy from the Registrar's office.

Academic Renewal

Under certain circumstances, an undergraduate may petition the Registrar for academic renewal. If the petition qualifies, the student may have a maximum of two consecutive semesters of course work disregarded in all calculations regarding academic standing, grade point average, and eligibility for graduation.

Eligibility for academic renewal shall be subject to the following conditions:

1. At the time the petition is filed, a minimum of three years shall have elapsed since the most recent course work to be disregarded was completed.
2. In the interval between the completion of the most recent course work to be disregarded and the filing of the petition, the student shall have completed a minimum of fifteen credits of course work at an accredited institution of higher education with a minimum grade point average of 2.5 on all work completed during that interval. Courses taken during this interval may be repeats of previously attempted college work.

3. The petition to be filed by the student shall specify the semester(s) to be disregarded. If more than one semester or term is to be disregarded, those shall be consecutive, completed within two calendar years, with no intervening enrollment at the College.
4. If the petition qualifies under this policy, the student's permanent academic record shall be suitably annotated to indicate that no work taken during the disregarded semester(s), even if satisfactory, may apply toward graduation requirements. However, all work will remain on the academic record, ensuring a true and accurate academic history. The semester(s) work to be disregarded will be indicated by the grade of FX.

Academic renewal may be affected only once during a student's academic career and applied to the first undergraduate degree only.

Withdrawal from the College

When a student wishes to completely withdraw from the College for any reason, a Withdrawal Form from the Registrar's Office should be signed by the student and returned to be official.

Students who completely withdraw during the second to sixth week will receive a W (withdrawal) on their transcripts. Students who completely withdraw after that time and up to the last day of class will receive a grade of either WF (withdrawal failing) or WP (withdrawal passing). A grade of WF will be computed into the student's grade point average.

Forced Withdrawal from College

When a student is being withdrawn from the College at the College's initiative, an *Enforced Withdrawal from the College Form* will be used. This form differs from the *Withdrawal From The College Form* issued by the Registrar's office in that it doesn't require the student's signature.

Students may be withdrawn for one of the following reasons:

1. Administrative action of the college based on disciplinary issues as determined by Student Life policy, failure to pay on a school bill in accordance with Financial Services Office policies, or failure to attend all classes during two consecutive weeks without a valid excuse as determined by AIC policies.
2. When there is clear evidence that a student has left the College (i.e. moved out of the dorms without permission).

Grievance Procedure

A student who has a grievance concerning any of the conditions of enrollment shall abide by the procedures listed below. The intent of the procedure is to provide the students with a means of representing grievances to appropriate levels of supervision, without fear of reprisal of any kind.

- A grievance shall be reported to the President, in writing, no later than five days after the student has become aware of its occurrence.
- The President, or administrative designee, shall meet with the student privately to discuss the nature and substance of the grievance in an effort to resolve the matter according to biblical principles.
- If the student feels his or her grievance has not been satisfactorily resolved, a request may be made, in writing, to the President for a hearing with the Board of Administration. Such hearing shall be scheduled within three (3) days of the receipt of the request. The contact information is:

Office of the President

American Indian College of the Assemblies of God
10020 North Fifteenth Avenue
Phoenix, Arizona 85021

Phone: (602) 944-3335
Website: www.aicag.edu

- A written response shall be given to the student no later than five (5) days after the hearing. According to the AIC Constitution, the Board of Administration shall be the final appeals board for all matters involving students of the College.
- If the grievance cannot be resolved after exhausting the grievance procedure herein outlined, the student has the right to file a complaint with the Arizona State Board for Private Postsecondary Education.
- The student must contact the State Board for further details. The contact information for the Arizona State Board for Private Postsecondary Education is:

Arizona State Board for Private Postsecondary Education

1400 W. Washington, Room 260
Phoenix, AZ 85007

Phone: (602) 542-5709
Web Site: www.ppse.az.gov

- The grievance procedure outlined herein is available only to currently enrolled students.
- Students making an appeal regarding a grievance will be allowed to attend classes pending the result of the appeal process.

Student Life Information

Standards of Conduct

When a student decides to enroll at AIC, that decision should be based on a conviction that this college is the best way to prepare for one's future life and ministry. Enrollment at AIC is a voluntary decision on the part of the student, but it is a privilege, not a right. The continued enrollment of each student is conditional upon adherence to the community's standards of conduct. The Student Handbook communicates the accepted standards of behavior for the College. AIC's standards of conduct are drawn from numerous sources:

1. There are things Christians do, or don't do because God's Word speaks plainly to the issue(s). Where the Bible is clear in its instructions, the College's expectations will be equally plain. AIC prohibits practices that are clearly forbidden by the Word of God.
2. The Bible teaches that some practices can do harm to both the individual and to other members of the Christian community. Some standards of conduct are based on this principle, even though the specific behaviors addressed may not be explicitly mentioned in the Bible.
3. There are other decisions that individuals make based on their experience, or the experience of others. By enrolling at AIC, a student acknowledges that he or she intends to learn from the wisdom of others, and therefore recognizes that others, in roles of authority, may make choices that he or she would not.
4. The student is expected to use discretion, discernment, and restraint in the selection of live entertainment, as well as electronic and print media (1 Corinthians 10:23-24). Our lives should be characterized by purity of lifestyle and conversation, modest apparel, and a deep consecration and devotion to spiritual life. All behavior of students must reflect purity of lifestyle.
5. There are also things to which Christians agree for the purpose of peace. All have rights that are willingly deferred for the greater good of the community. In order for people to live together, they must agree on certain issues of daily living. The observance of these guidelines does not totally reflect one's spiritual maturity; however, a willingness to adhere to the agreements portrays a spiritual concern for other Christians. Certainly, Christians strive to fulfill the law of love as is set forth in Galatians 5 and Romans 14 & 15.

Personal Appearance

Students are to accept individual responsibility for appropriate dress. A student must demonstrate a mature attitude in dress and appearance while attending classes and extra-curricular activities, both on and off campus. Please see the Student Handbook for further information.

Engagement and Marriage

Wholesome social relationships are both desirable and fitting for men and women preparing for Christian service. Many lasting friendships are made while attending college. The administration, however, discourages thoughtless engagements and premature marriages. Please see the Student Handbook for further information.

Vehicles

Students desiring to bring vehicles on campus must receive permission from the Executive Vice President. The student must provide the College with a copy of the following:

- current adequate liability insurance
- Valid vehicle registration current driver's license.

Vehicles shall be operated in compliance with federal, state, and local laws and within the College guidelines. Failure to comply may result in disciplinary action by the College.

In the event of an accident, the driver and owner will be responsible for the damage and/or injury. Under no circumstances will the College be liable for said damage and/or injury either on or off campus.

Liability

Each student is responsible for his or her personal property, including clothing, MP3 players, CD's, DVD's, etc. AIC assumes no responsibility for loss or damage to private property of students, faculty, or staff.

Campus Security Policy

AIC is in compliance with the Student Right-to-Know and Campus Security Act, as amended by Pub.L. 102-26, the Higher Education Technical Amendments of 1991. Information on campus crime statistics is maintained by the office of the Executive Vice President. Any questions or concerns regarding this should be directed to the Executive Vice President.

Spiritual Life

Spiritual development is a vital part of the educational process of American Indian College. While enrolled in the College, students will be encouraged to seek God's will for their lives and will be given the opportunity to exercise and develop the gifts and talents God has given them.

Chapel

Purpose

American Indian College is a unique Christian community. Chapel services provide opportunity for the community to engage in worship, Biblical proclamation, prayer, and other activities that nurture the spiritual formation of the individual and the community. Services occur Monday through Thursday, 11:10 a.m. until 12:00 p.m. during each semester. Specific schedules are distributed periodically.

Benefits

Attendance at chapel services is a vital part of the student's spiritual life. Regular chapel and other services provide an important means by which the Holy Spirit can help students to develop the tools needed to be successful in life and ministry.

Attendance Requirements

Students living on-campus in the dorm housing are expected to attend all daily chapels. Off-campus students, enrolled full-time (12 or more credits), must attend on days that they have a class that meets immediately prior to chapel. Part-time students (11 or less credits) are exempt from chapel attendance, but are urged to attend when possible for their own spiritual enrichment (see student handbook for specific information concerning attendance.)

Small Groups

All on-campus students are placed in student-led groups of 4 to 8 which meet 2 to 3 times a week to study a specific topic related to personal and spiritual growth.

Student Ministries

As stated in the AIC Mission Statement, the College exists to prepare its students for a life of ministry, which is defined as service. Such service does not begin upon the attainment of an academic degree, but must be integrated throughout the educational program. Therefore, AIC students should expect involvement in ministry at each level of their education. All students (except online students) are enrolled in Student Ministries.

Opportunities for “hands on” education in ministry are available to students in each academic program, and an ongoing progressive record of church or ministry involvement is maintained.

The Office of the Executive Vice President is responsible for supervising Student Ministries. This office facilitates and documents the participation of students in ministry activities. Students consult with the Executive Vice President about their placement in local churches and ministry outreaches. Descriptions of the student’s ministry experiences are retained in a Student Ministry Record. On-campus students are required to attend chapel services every semester. Also, all students who have a class immediately prior to chapel are required to attend chapel. In order to graduate, a student must achieve “Satisfactory Standing” in Student Ministries for a minimum number of semesters equal to three fourths of the semesters enrolled.

In addition, the prospective graduate must achieve “Satisfactory Standing” in the two semesters immediately prior to the date of graduation.

Student Organizations

Associated Student Body

The *Associated Student Body (ASB)* is composed of four officers and eight representatives: two freshman, two sophomores, two junior/senior, and two off-campus students.

The ASB plans much of the school’s social activities. It fosters school pride, promotes school spirit, and seeks to build school loyalty.

Student Services

Counseling

Social and spiritual counseling is available through the **Office of the Executive Vice President**. The student may obtain help in adjusting to campus life, personal life issues, and in providing guidance in relating educational experience to life’s goals. AIC has a professional counselor available on staff at no charge who offers confidential counseling as well as referrals when necessary.

Student Housing

All full-time single students are required to live on campus with the exception of those who live with family or as approved by the office of The Executive Vice President. The dormitories are closed during the Thanksgiving weekend, Christmas holidays, and Spring Break. The College reserves the right to inspect dormitory rooms at any time.

Food Services

Three meals each weekday are served in the dining hall according to the college calendar. Also, two meals per day are served on the weekends. Other food services may also be available through Student Services or other campus entities.

Health

Eligible Native Americans may utilize the services of Phoenix Indian Hospital for health needs. The hospital is located at 16th Street and Indian School Road, and is eleven miles from AIC. Students must arrange for their own transportation except for emergencies. Students not registered with a tribe, or whose tribe is not recognized by the Department of Interior as being eligible for federal programs, are expected to carry hospitalization insurance.

Academic Information

Dr. Joseph J. Saggio, Vice President for Academic Affairs

Academic Departments

Degree Granting

- Business Department
- Christian Ministry Department
- Education Department

Non-Degree Granting

- General Education Department
- Learning Resource Department
- Online Education Department

Degrees Offered

Business Department

Prepares students for entry level positions in business, public administration and accounting.

- Associate of Arts in Business

Christian Ministry Department

Offers students the opportunity to develop their unique gifts and calling to prepare them for both vocational and lay ministry.

- Associate of Arts in Christian Ministry
- Bachelor of Arts in Christian Ministry - Concentrations in:
 - Church Ministries
 - Native American Ministry

Elementary Education Department

Is designed to prepare students for K-8 Arizona state teacher certification.

- Bachelor of Arts in Elementary Education – Focus on:
 - Birth to Grade 3
 - Grade 1 – Grade 8

Business Department

Chair: Barry D. Shennum, D.B.A.

Associate of Arts in Business

Program of Study

69 credits

Program Description

The Associate of Arts degree in Business serves a three-fold purpose. First, the AA degree provides a basic knowledge of business management and skills necessary for entry-level professional employment. Second, the AA degree provides academic preparation for those who wish to continue on in their academic career and obtain a Bachelor's Degree in Business Administration. Third, a core study of Bible and theology provides the spiritual and ethical components.

Program Objectives

As a result of completing the Associate of Arts in Business, students will:

- Acquire a working knowledge of the core business areas; being able to apply it in the areas of management, marketing, accounting, finance and information technology
- Demonstrate and apply the knowledge necessary to disseminate information using various formats in written, digital and oral presentations.
- Differentiate between various strategic models and planning processes, and apply concepts learned to prepare a strategic long range plan integrating core business components.
- Understand and apply the integration of the Christian world view and the best practices of the business sector.
- Integrate and apply business knowledge gained in the program and be able to utilize it in various business circumstances and provide solutions to these situations.

Coursework Requirements

General Education Requirements: 42 Credits

Core Requirements: 27 Credits

MGT 143 Introduction to Marketing (3)

BUS 223 Fundamentals of Accounting (3)

BUS 233 Business Policy (3)

BUS 263 Principles of Economics (3)

BUS 283 Legal, Ethical and Regulatory Issues in Business (3)

MGT 123 Principles of Management (3)

MGT 133 Introduction to Financial Management (3)

Business/Management Electives (6)

Christian Ministry Department

Chair: Ronald Clouse, D.Min. (Candidate)

Associate of Arts in Christian Ministry

Program of Study

65 credits

Program Description

The Associate of Arts in Christian Ministry provides Biblical, theological, and ministerial studies to those students who may be attending the college for the purpose of improving their own spiritual formation and Christian service.

Program Objectives

Upon completion of the Associate of Arts in Christian Ministry at American Indian College:

- The student will demonstrate a basic knowledge of the persons, topics, and genres contained in the Biblical text.
- The student will demonstrate and apply a basic knowledge and comprehension of Pentecostal Biblical doctrine.
- The student will display the basic skills necessary for effective teaching and preaching: applying scriptural truths in the student's cultural context.
- The student will demonstrate a basic understanding and the ability to appropriately employ biblical leadership styles.

Course Requirements

General Education: 42 credits

Core Requirements: 23 credits

Bible and Theology: 12 credits

BIB 213 Four Gospels (3)

BIB 233 Biblical Interpretation (3)

BIB 243 Acts (3)

BIB 323 or 253 or 373 Romans and Galatians or Pauline Epistles or Corinthians Correspondence (3)

Ministerial Studies: 11 Credits

MIS 113 World and U. S. Missions (3)

PMT 112 Principles of Evangelism (2)

PMT 232 Foundations of Leadership (2)

PMT 242 The Assemblies of God (2)

PMT 312 Biblical Preaching I (2)

Bachelor of Arts in Christian Ministry

Program of Study

128 credits

Program Description

The Bachelor of Arts in Christian Ministry adequately prepares students who sense a divine call to ministry. The program is designed to prepare students in the Bible, theology, and practical aspects of Christian Ministry

Program Objectives

Upon completion of the Bachelor of Arts in Christian Ministry at American Indian College:

- The student will demonstrate a comprehensive, baccalaureate knowledge of the persons, geography, and stories contained within the Biblical text.
- The student will display the ability to study and interpret the Scriptures, appropriately applying Scriptural truth to the cultural context in which (s)he is engaged.
- The student will demonstrate an effective preaching and/or teaching ministry.
- The student will demonstrate the ability to be able to discuss and evaluate the nature and purposes of the Church in both its universal and local expressions.
- The student will synthesize and display the skills necessary to provide effective leadership to local churches or para-church ministries.
- The student will understand, exhibit, and apply the Christian character, personal maturity, and moral integrity, as defined by the Assemblies of God, necessary for Christian service.

Course Requirements

General Education: 42 credits

Core Requirements: 59 credits

Bible: 21 credits

BIB 213 The Four Gospels (3)

BIB 233 Biblical Interpretation (3)

BIB 243 Acts (3)

Choose One:

BIB 253 Pauline Epistles (3)

BIB 323 Romans and Galatians (3)

BIB 373 Corinthian Correspondence (3)

Choose One:

BIB 313 Prophets I: Isaiah (3)

BIB 333 Prophets II: Minor Prophets (3)

BIB 363 Daniel and Revelation (3)

BIB 443 Pentateuch (3)

Upper Division Bible Course (3)

Theology: 9 credits

THE 123 Theology of the Scriptures, God, and Christ (3)

THE 213 Theology of Man, Sin, Salvation, and Angels (3)

THE 323 Theology of the Holy Spirit, Church, & Final Events (3)

Church History: 3 credits

CHS 313 Church History (3)

Ministerial Studies Core: 26 credits

CST 323 Intercultural Communications and Relationships (3)

MIS 113 World and U.S. Missions (3)

PMT 112 Principles of Evangelism (2)

PMT 212 Introduction to Spiritual Formation (2)

PMT 232 Foundations of Leadership (2)

PMT 242 The Assemblies of God (2)

PMT 312 Biblical Preaching I (2)

PMT 322 Biblical Preaching II (2)

PMT 352 Ministerial Ethics & Relationships (2)

PMT 453 Principles and Practices of Biblical Leadership(3)

SOC 313 Marriage and Family (3)

In addition to the program core, the student will fulfill the requirements of one of the following concentrations:

Concentrations

The student will choose one from the following concentrations:

Church Ministries Concentration (18 credits)

The goal of this concentration is to intensify the basic ministerial introduction in the degree core, providing a deeper, well-balanced education in the multifaceted ministry of the local church. This program will benefit those intending to serve in evangelistic ministries as well as those looking to minister as pastors.

CED 113 Introduction to Christian Education (3)

Choose One:

PMT 313 Children's Ministry (3) OR

YMT 213 Foundations of Youth Ministry (3) OR

MIS 313 Planting and Establishing Churches (3)

PMT 373 Leading the Worship Service (3)

PMT 413 Practicum in Ministry (3)

Choose One:

PMT 433 Church Administration and Finance (3) OR

SOC/YMT 423 Sociology of Native American Youth

Church Ministries Electives (Choose One) CED, PMT, YMT, MIS, CST, DIR (3)

General Electives: 9 credits

Any approved course(s) within the catalog. See advisor.

Native American Concentration (24 credits)

The goal of this concentration is to intensify the basic ministerial introduction in the degree core, providing a deeper, well-balanced education in the Native American church. This program will benefit those intending to serve in evangelistic ministries as well as those looking to minister as pastors.

HIS 223 History of the American Indian
LIT/ENG 243 Native American Literature

Choose One:

YMT 213 Foundations of Youth Ministry OR
PMT 313 Children's Ministry

MIS 313 Planting and Establishing Churches
CST/SOC 333 Current Issues Among Native Americans
SOC/YMT 423 Sociology of Native American Youth
PMT 413 Practicum in Ministry

Church Ministries Electives (3 credits) CST, MIS, PMT, YMT, SOC, DIR, NAV, CED

General Electives: 3 credits

Any approved course(s) within the catalog. See advisor.

Note: Students should be aware that completion of a degree in Christian Ministry alone does not in and of itself qualify one for ministerial credentials with the Assemblies of God. Completion of the degree merely meets the academic requirements required for credentials.

Application for credentials must be made by separate action through the student's home district, and complete requirements are determined by the district presbytery in conjunction with the General Council.

Each district has additional character, ministry experience, and other qualifications that must also be met. All questions regarding ministerial credentials with the Assemblies of God should be referred to the district through which the student wishes to receive credentials.

Education Department

Chair: Lori Pryor-Kuba, Ed.D.

Bachelor of Arts in Elementary Education

Focus on:

- Birth to Grade 3 **129 credits**
- Grades 1 – 8 **128 credits**

Program Description

The education program of study emphasizes both Christian and professional maturation as well as excellence in teaching and learning in educational institutions and systems. It is designed to prepare future teachers for Arizona State Teacher Certification. Although the AIC Education Department offers only one degree – the Bachelor of Arts in Elementary Education – it offers this degree with two separate foci for the professional coursework. Students choose which focus, Birth to Grade 3 or Grades 1-8, in which they intend to be certified. Those who select the focus on Birth to Grade 3 will be prepared for Arizona Teacher Certification in Early Childhood Education, including Kindergarten instruction. Those who select the focus on Grades 1-8 will be prepared for Arizona Teacher Certification in Elementary Education, excluding Kindergarten instruction. For further information on why the student must select a focus for their professional coursework, speak with the AIC department chairperson or consult the Arizona Department of Education website at www.azed.gov.

Program Objectives

The AIC Education Department program objectives are based on the Arizona Professional Teacher (APT) Standards. As a result of completing the Bachelor of Arts in Elementary Education, the student will:

- **Content Knowledge:** Demonstrate knowledge and comprehension of the central concepts, tools of inquiry, and structures of the discipline(s) he or she will teach; display the ability to apply knowledge in creating inclusive learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content; illustrates the appropriate usage of a variety of instructional strategies to encourage all learners to develop knowledge and understanding of content areas while building skills and applying knowledge in meaningful ways. (APT Standards 4,5,8)
- **Student Development and Appropriate Environments:** Demonstrate knowledge and comprehension of as well as application of how learners grow and develop, recognizing that patterns of learning and development vary individually both cognitively, linguistically, socially, emotionally, physically and culturally; displays the ability to analyze and synthesize knowledge in designing, creating and implementing developmentally appropriate and challenging learning environments, climates and experiences while utilizing appropriate educational strategies and techniques. (APT Standards 1,2,3)
- **Planning, Differentiating and Implementing Instruction:** Demonstrate the ability to organize curriculum, plan, differentiate and implement effective instruction according to mandated learning objectives for K-8 instruction while utilizing multiple methods of assessment to monitor progress for all students, as well as to guide instructional decision-making. The future teacher applies their knowledge and comprehension of individual differences and diverse cultures and communities to ensure inclusive learning environments while planning instruction that supports and enables each learner in meeting State Standards. (APT Standards 5,6,7,8)
- **Classroom Management and School Leadership:** Demonstrate appropriate skills for efficiently managing a classroom in the public or private school sectors, working with others to create environments that support diversity for individual learners and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation for all learners. Exhibit the propensity, as a prepared educator, to seek appropriate leadership roles, to collaborate with learners, families, colleagues, other education

professionals, and community members to ensure learner growth, and to advance their chosen profession. (APT Standards 2,9,10)

- **Professional Knowledge:** Demonstrate the ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving; be able to discuss the art, science, history, trends, issues, philosophy and theories of education while formulating a Christian worldview and a professional philosophy of education; explain the importance of ongoing professional learning, the expediency of using evidence to continually evaluate and improve his/her practice, and ability to adapt practice to meet the needs of learners. (APT Standards 2,8,9)

Coursework Requirements

Program of Study - Focus on Birth to Grade 3

129 credits

General Education: 42 credits

Core Requirements: 87 credits

Subject Matter Competency: 29 credits

Bible and Theology: 9 credits

Bib/Theo elective (3)

Bib/Theo elective (3)

Bib/Theo elective (3)

English/Literature: 3 credits

ENG/LIT 363 Children's Literature (3)

Math/Science: 7 credits

MAT 183 Math For Elementary Teachers (3) or

MAT 223 Finite Mathematics (3) and

SCI 213 or 223 Biological or Physical Science (3) and

SCI 211 or 221 Biological or Physical Science Lab (1)

Social Science: 10 credits

ECE/EDU 233 Child Adolescent Dev: Health, Safety, Nutrition, Fitness – Birth - 8th Grade (3)

GOV 211 Arizona State Gov't (1) *State Certification Req.*

GOV 213 US National Gov't (3) *State Certification Req.*

and select one HIS 113 Am Hist I, HIS 123 Am Hist II, HIS 223 Hist of the Am Indian (3)

Professional Education: 58 credits

Education Coursework: 12 credits

EDU 213 Introduction to Education (3)

EDU 303 Curriculum and Instruction (3)

EDU 373 Foundations of SEI (3) *State Certification Req.*

EDU 383 Methods of SEI (3) *State Certification Req.*

Focus on Birth to Grade 3 Coursework: 46 credits

ECE 214 Foundations of Early Childhood Education (4)
 ECE 313 Early Literacy Development and Instructional Methods (3)
 ECE 323 Introduction to the Exceptional Learner (3)
 ECE 333 Child, Family, Community and Culture (3)
 ECE 343 Early Childhood Methods For Instruction in the Arts (3)
 ECE 413 Early Childhood Methods For Instruction in Mathematics (3)
 ECE 423 Developmental and Functional Assessment: Birth to Grade 3 (3)
 ECE 433 Child Guidance, Management, Environment (3)
 ECE 453 Early Childhood Methods For Instruction in Language Arts (3)
 ECE 463 Early Childhood Methods For Instruction in Social Studies (3)
 ECE 473 Early Childhood Methods For Instruction in Science (3)
 ECE 486 Early Childhood Student Teaching I (Birth to Pre-K) (4)
 ECE 496 Early Childhood Student Teaching II (K – Grade 3) (8)

Program of Study - Focus on Grades 1- 8

128 credits

General Education: 42 credits

Core Requirements: 86 credits

Subject Matter Competency: 32 credits

Bible and Theology: 9 credits

Bib/Theo elective (3)

Bib/Theo elective (3)

Bib/Theo elective (3)

English/Literature: 3 credits

ENG/LIT 363 Children's Literature (3)

Math/Science: 7 credits

MAT 183 Math For Elementary Teachers (3) **or**

MAT 223 Finite Mathematics (3) **and**

SCI 213 or 223 Biological or Physical Science (3) **and**

SCI 211 or 221 Biological or Physical Science Lab (1)

Social Science: 10 credits

ECE/EDU 233 Child Adolescent Dev: Health, Safety, Nutrition, Fitness – Birth - 8th Grade (3)

GOV 211 Arizona State Gov't (1) *State Certification Req.*

GOV 213 US National Gov't (3) *State Certification Req.*

and select one HIS 113 Am Hist I, HIS 123 Am Hist II, HIS 223 Hist of the Am Indian (3)

Humanties: 3 credits

ART/LIT/MUS Elective (3)

Professional Education : 54 credits

Education Coursework

- EDU 213 Introduction to Education (3)
- EDU 303 Curriculum and Instruction (3)
- EDU 313 Early Literacy Development and Instructional Methods (3)
- EDU 323 Educating Exceptional Children (3)
- EDU 353 Cultural Diversity in the Classroom (3) EDU 373 Foundations of SEI (3) *State Certification Req.*
- EDU 383 Methods of SEI (3) *State Certification Req.*
- EDU 413 Mathematics Methods (3)
- EDU 423 Assessment and Evaluation (3)
- EDU 433 Classroom Management (3)
- EDU 443 Reading and Phonics Methods (3)
- EDU 453 Language Arts Methods (3)
- EDU 463 Social Studies Methods (3)
- EDU 473 Science Methods (3)
- EDU 486 Elementary Student Teaching I (Grades 1-8) (6)
- EDU 496 Elementary Student Teaching II (Grades 1-8) (6)

Note: Students should be aware that completion of a degree in Elementary Education alone does not in and of itself qualify one for teacher certification. Completion of the degree merely meets the academic requirements required by the state of Arizona.

Application for teacher certification must be made by separate action through the Arizona Department of Education. Education graduates of all Arizona colleges or universities must also pass the state's required testing in order to be a state certified teacher.

Students planning to teach in another state or a foreign country are advised that the completion of a Bachelor of Arts in Education at AIC is based on the Arizona teacher certification requirements and may not meet the requirements of another state or country.

Non-Degree Departments

- General Education Department
- Learning Resource Department
- On-line Education Department
- Library

General Education

Chair: Karen Bramble, M.Ed.

Philosophy of General Education

The General Education Program at American Indian College is based on the following Core Competencies: *Biblical and Theological Studies, Oral and Written Communication, Scientific Reasoning and Quantitative Analysis, Social and Human Behavior, Civic and Community Engagement, Technology and Information Literacy, Human Values and Ethical Reasoning and Health and Wellness*. The program is designed to develop intellectual skills that will enhance the student's professional, civic, and personal life. Students will learn how to analyze the world around them from different perspectives, how to communicate their ideas and understand the ideas of others, how to solve problems, and how to apply their knowledge to real-world projects. (42 Credits)

Objectives

Biblical Studies & Theology – 9 credits

Students will demonstrate a basic knowledge of the persons, geography, and stories contained within the Biblical text.

- BIB 113 – Old Testament Survey
- BIB 123 – New Testament Survey

Students will demonstrate and apply a basic knowledge and comprehension of Pentecostal Biblical doctrine.

- THE 113 – Essentials of Pentecostal Theology

Communication Skills – 12 credits

Students will produce persuasive and informative oral presentations in diverse settings using an appropriate style and delivery.

- COM 243 – Fundamentals of Public Speaking

Students will identify and use rhetorical strategies (i.e., invention, arrangement and style) in the processes of analyzing and composing texts; produce effective written, visual and oral texts, given diverse purposes, genres and audiences and explain the importance of ethical communication as practiced within academic, civic and professional communities.

- ENG 103 – English I
- ENG 113 – English II

Students will analyze and interpret literary text and support that analysis and interpretation with evidence.

- LIT/ENG 123 – Introduction to Literature; Or
- LIT 343 – Native American Literature

Scientific Reasoning and Quantitative Analysis – 7 credits

Students will solve problems using basic mathematical concepts including use of numbers and the structure of number systems, theories of mathematical operations, linear equations, polynomials, factoring, exponents, roots and radicals.

- MAT 213 – College Algebra or MAT 203 – Business

Students will investigate the fundamental principles of the natural sciences and apply scientific methods of inquiry to explain the natural world from a Christian-world perspective.

Students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.

- SCI 213 – Biological Science; or
- SCI 223 – Physical Science
- SCI 211 – Biological Science Lab
- SCI 221 – Physical Science Lab

Social and Human Behavior – 3 credits

Students will describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry which is biblically integrated and culturally relevant to illuminate and analyze social and human behavior.

- PSY 123 – Introduction to Psychology; Or
- SOC 113 – Introduction to Sociology

Civic and Community Engagement – 3 Credits

Students will investigate the people and events corresponding to a specific time period of American history (pre-Spanish American War, post Spanish American War, or American Indian History) and relate their findings to current conditions.

- HIS 113 – American History I; Or
- HIS 123 – American History II*; Or
- GOV 213 – American Government*; Or
- HIS 223 – History of the American Indian

*Elementary Education majors are already required to take HIS 123 and GOV 213 as part of their program of study related to subject matter competency. The General Education choices for Elementary Education majors will therefore be HIS 113 or HIS 223.

Technology and Information Literacy – 3 Credits

Students will use research resources effectively and incorporate the information obtained into their academic and creative endeavors. They will demonstrate their ability to locate, evaluate, organize and use research material from a broad range of sources. Student will be able to format and document source material in properly constructed papers, presentations, and a variety of visual formats.

- TEC 163 – Business Technology or TEC 173 Educational Technology

Human Values and Ethical Reasoning – 3 Credits

Students will interpret practices and principles that contribute to strong learning, life skills, academic socialization, and integration of Biblical values as practiced within the American Indian College community.

- PSY 103 – College Success

Students will develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society.

- PSY 103 – College Success

Health and Wellness – 2 credits

Students will demonstrate knowledge of, participate in, and perform basic physical education and wellness activities.

- PED 121 – Physical Education I; and
- PED 141 – Physical Education II; Or
- PED 202 – Total Wellness

Learning Resource Department

Chair: Karen Bramble, M.Ed.

Philosophy

American Indian College is committed to the concept of education as "developmental growth," specifically spiritual, intellectual, social, and physical. The Christian philosophy of learning stands at the center of the educational philosophy of AIC. We believe that God alone is the true fountainhead of all wisdom and knowledge, and that in every phase of life His spirit and power are present to reveal knowledge. The Word of God is the heart, spirit, and final authority in all courses taught and programs administered in the College.

Mission

"Equipping Native Americans for Christian Service, emphasizing Biblical truths and academic excellence within a Christian Community"

Purpose

The purpose of the Learning Resource Department is to prepare students for collegiate level courses by developing their basic academic skills of reading, writing and mathematics.

Faculty Commitment

The faculty of the Learning Resource Department is committed to providing every possible support to help students meet their academic goals.

Evaluation & Assessment

The Learning Resource Department reviews its program periodically to assure its goals are realistic, its methods are appropriate, and the reasonable progress is being made in all areas. The LRD is committed to the assessment of student learning to ensure that students are learning and so that we may see programmatic improvements.

LRD Testing & Placement

Entrance Tests

- College Board – Accu Placer
 - Arithmetic
 - Reading Comprehension
 - Sentence Skills
- Bible Placement Test
- Writing Sample

Credit Awarded

Students enrolling in Learning Resource Department courses may be awarded up to eighteen hours of college credit. Only nine hours, however, may be applied towards a student's degree program (as general electives). (Note: see departmental chairperson for questions regarding your specific major.)

Learning Resource Department Dismissal

Students who fail to achieve required exit scores from Learning Resource Department courses within two semesters of study will be subject to academic dismissal. Students who are dismissed may petition the Academic Affairs Committee for readmission.

Online Education Department

Director: Karen Bramble, M.Ed.

AIC offers a limited amount of courses in an online education format in order to better serve students whose personal schedule and/or geographical locale requires this. The online education that is presently offered by AIC is in a state of continuous development and additional information will be provided as new policies, procedures, and courses are developed. All students who wish to take some of their coursework in an online format should be aware of the following:

- Students who wish to enroll in online courses must still be admitted to the College utilizing the same registration and online process as “ground” students. They are further expected to comply with the same academic, social, and spiritual requirements expected of all other AIC degree-seeking students.
- Online coursework taken at AIC may not comprise more than 49% of a student’s degree program.
- Only students who are highly-motivated, self-directed, and successful at working independently should plan on enrolling in online courses.
- Online courses will have a higher expectation of reading and completion of written assignments to offset the lack of in-class lecture and activities. Students should not enroll in online courses unless they are aware of this and willing to invest the type of time required to succeed in this format of learning.
- Those students who wish to be involved in online learning and reside outside reasonable commuting distance to the College should only enroll in online courses if they plan to eventually relocate in the Phoenix Metropolitan area since only a limited amount of online credits can be applied towards the student’s degree program.
- Since there are only a limited amount of online courses available, students should only enroll in these courses when there is a compelling need to do so such as schedule conflicts with “ground classes” or when logistical concerns related to traveling distance exist. The College’s priority will always be to assign students to “ground” classes when possible.
- Students who wish to take online courses in a department other than their major will consult with and get the approval of their academic advisor who will consult with the department chair of the course(s) that they wish to take.
- Students taking online courses may be required to demonstrate certain competencies such as writing skills, successful completion of any required prerequisites (with a grade of “C” grade or higher) or the completion of an online tutorial before being admitted to online courses.
- Students wishing to take online coursework must ensure that they have a computer that meets the technological threshold necessary to do the online courses. Those thresholds include (but are not limited to) high speed internet, and a computer that has sufficient memory and speed to handle the web-based materials. It is the student’s individual responsibility to ensure that (s)he has a computer that can interface with the web-based curriculum. Specific questions about system requirements should be addressed to the Director of Online Education at AIC.
- Students enrolling in online courses will receive an initial email from the Director of Online Education containing all log-in information. Students who are having difficulty accessing or working with any of the features of their online course(s) should immediately contact their instructors(s).
- Any exceptions to these policies must be approved by the Vice-President for Academic Affairs.

For a complete listing of policies and procedures related to online instruction, please consult the online Student Manual. Also, additional information on using online resources can be found at www.aicag.edu

Library

Librarian: Deborah Ramm, M.L.S.

The library provides a quiet place for group and individual study, class research training, computers for research and writing, and professional staff assistance. The Cummings Library supports the college curriculum with over 24,000 books, periodicals, electronic resources, media (video and audio) and educational curriculum materials for student and faculty use. In addition, students and faculty may borrow materials at member colleges of the Theological Library Cooperative of Arizona, which includes eight institutions in the Phoenix metropolitan area. AIC students and faculty have access to these libraries and check-out privileges within certain guidelines using an AIC ID card.

The library includes large study tables as well as individual computer terminals and a study room with audio-visual equipment. Students may also bring personal laptop computers into the library to access the Internet through wireless connection.

Students access research materials through searching the library's computer catalog, through online research from the library website, or using the periodical indexes. The library subscribes to many periodicals in print format, but electronic databases of periodicals are available through the library website as well. Instruction in library research is provided by the librarians in classes or individually as requested, as well as through tutorials on the library website. The website also contains resource pages for each curricular major, with links to online academic research sources. In addition, links to citation and reference materials as well as style guides for MLA and APA formats are available on the library website.

The library continuously acquires new resources for student and faculty use. Generous donations from supporters have allowed Cummings Library to develop depth in the Christian Ministries area in particular. Other special areas of focus include the Native American Collection, which contains books about Native Americans as well as Bibles and other materials in Native American languages. The Juvenile Collection, which is used primarily by Elementary Education majors, gives these students the depth of knowledge in children's literature needed for their profession. Together these and other library resources provide essential support to the curricular programs of the college.

Library Hours

- Monday: 1PM - 9PM
- Tuesday: 1PM - 9PM
- Wednesday: 9AM - 5PM
- Thursday: 9AM - 5PM
- Friday: 9AM - 5PM
- Saturday: 1PM - 5PM

Contact Us

(602) 944-3335

x240 Librarian

x252 Circulation Desk

library@aicag.edu

Academic Policies & Procedures

System of Credit

The credit hour is the unit for counting credit. For one credit hour, one fifty-minute period of class work per week for fifteen weeks is required. To be a successful student, a minimum of two hours of outside study and preparation for each hour in class is necessary each week.

Student Class Attendance

American Indian College has a 100% attendance policy for its classes. The concept of “excused” or “unexcused” absences is largely irrelevant in the collegiate context. However, the College recognizes that:

1. Many students have not developed adequate self-discipline, and may need further incentives for attendance.
2. In rare cases, unavoidable circumstances may cause a student to justifiably miss class.

Therefore, instructors are required to include attendance in the evaluation of the student’s grade for the course. Each instructor states his/her policy on make-up work and/or exams at the beginning of each semester. The instructor also determines the effects of absences upon course grades. However, it is recommended that any student missing 25% of classes without mitigating circumstances will suffer a negative effect on his/her grade (i.e. at least one letter grade).

Communication with the instructor concerning missed classes is necessary and is the responsibility of the student. If continued absences occur, a student may be dropped from the class(es) involved. In extreme cases, withdrawal from the college may be necessary.

The college requires each student to be in class on time. This prevents distracting the instructor and other students. Four tardies will be considered as one absence. A tardy in excess of 10 minutes will be recorded as an absence.

Notice of Attendance/Academic Failure

Faculty will submit an **Attendance/Academic Alert** to the student when there is a problem in attendance and/or course work. If after receiving an Attendance/ Academic Alert the student is still having problems with attendance and/or fulfilling their academic agreement in the course, the student may be dismissed from the course. In such a case the student will receive a Notice of Attendance/Academic Failure from the course instructor.

Appeals Process: If a student wishes to appeal the decision of the instructor, he/she must do so within seven days of the date of the notice. Appeal must be made to the departmental chairperson for that course. Further appeal may be made to the Vice President for Academic Affairs in writing.

Grades

Grading System

Students receive a grade for each course at the end of each semester. Midterm grades are also given (for informational purposes only), and instructors keep students informed of their progress on a regular basis. Grades are given the following significance:

Symbol		Percentage Points	Semester Hours
A	Excellent	90-100	4
B	Above Average	80-89	3
C	Average	70-79	2
D	Passing, but poor	60-69	1
F	Failure	59 & below	0
FX	Failure**		
WP	Withdrawal Passing*		
WF	Withdrawal Failing		0
V	Audit*		
I	Incomplete		
S	Satisfactory*		
NI	Needs Improvement*		
U	Unsatisfactory		
P	Passing		

*Not computed into the grade point average

**Not computed into cumulative GPA

Cumulative grade point average is determined by multiplying the semester credits of a given course by the point equivalent of the grade. The sum of all point equivalents is then divided by the total semester credits earned.

Grade Appeals

If a student wishes to appeal a grade(s) given by the instructor, the following procedure is to be followed:

1. The instructor will be approached for discussion and possible resolution of the matter.
2. The student will make a written appeal to the chairperson of the department. The chairperson will arrange for discussion and possible resolution of the matter.
3. A written appeal will be made by the student to the Academic Affairs Committee. The Vice President for Academic Affairs will arrange for discussion and possible resolution of the matter.
4. The student will make a written appeal to the Vice President for Academic Affairs which will be then be forwarded to the President. The President will arrange for discussion and possible resolution of the matter. The President's decision will be considered final.

Policy on Incomplete Grades

When absences resulting from illness or other extenuating circumstances cause the student to miss class assignments and the instructor feels that the student deserves more time to finish the work, the temporary grade of "I" (incomplete) may be given.

The following policies govern the use of this grade:

1. Incompletes will be given at the instructor's discretion, and only after the student has submitted the Request for Extension Form.

2. Incompletes given for a fall semester will be extended no longer than the registration date of the following fall semester. Spring incompletes must be completed by the registration date of the following spring semester. In either semester, however, the instructor may require a shorter period of time to complete the work.
3. Incompletes will be figured in the grade point average of the semester for which they are given as 0.00. When the work is completed, the new grade will be reported to the Registrar and the GPA will be updated.
4. If the work is not completed to the satisfaction of the instructor by the designated date, a grade may be given.
 - a. Based on work during the regular semester
 - b. Based on work done during the semester and the extension period.
5. After the designated completion date, the instructor will notify the Registrar of the final grade to be recorded for the course. The Registrar will notify the student of the final grade.

Academic Honors

The College recognizes students with high scholarship at the end of each semester and at graduation. In addition to the requirements listed below, in order for a student to be named to *Academic Honors* or the *Dean's List* they must have a "Satisfactory Standing" that semester in Student Ministries.

Full time students with a semester GPA between 3.25 and 3.59 are named to the *Academic Honors* list. Full-time students with a GPA between 3.6 and 4.0 are named to the *Dean's List*. Graduates with a cumulative GPA between 3.25 and 3.49 will receive their degrees *cum laude*. Graduates with a cumulative GPA between 3.50 and 3.74 will receive their degrees *magna cum laude*. Graduates with a cumulative GPA between 3.75 and 4.0 will receive their degrees *summa cum laude*. Transfer students will receive degree honor designations combining their total previous college transfer credit GPA with their AIC GPA.

A.A. and B.A. students graduating with honors will be designated with gold honor cords worn over their robes.

A.A. graduates who have completed their last thirty credits at AIC are eligible for the following honors:

Honors: 3.25-3.49

High Honors: 3.50-3.74

Highest Honors: 3:75-4.0

To keep a status of "Good Standing," a student must maintain a cumulative GPA as follows:

Hours Attempted	GPA Required
0-30	1.7
31-62	1.8
63+	2.0

Academic Deficiencies

All students with a cumulative GPA below 2.0 will be placed in one of the following categories:

Academic Warning

- Students with a cumulative GPA below 2.0, but still sufficient for Good Standing status will be given a *Warning Letter* from the Registrar, notifying them of their current GPA and their need to improve. They will be asked to meet regularly with their assigned Academic Advisor and may be restricted from participating in AIC extra-curricular activities.
- Students with a semester GPA that falls below 2.0, but with a cumulative GPA of 2.0 or above will be given a letter from the Registrar, notifying them of their current GPA and their need to improve. They also will be asked to meet with their assigned Academic Advisor and may be restricted from participating in AIC extra-curricular activities.

Academic Probation

When a student's cumulative GPA falls below the required level for "Good Standing," the student will be placed on Academic Probation for the following semester. The probationary status is entered on the student's transcript. The Registrar will inform by letter each student placed on Academic Probation at the end of the semester.

Students who are on Academic Probation (AP) are designated as "at risk." During one or more previous semesters they demonstrated a lack of performance in major academic skills. Because of this, AP students are required to comply with a prescribed plan of academic support. Students will be required to meet regularly with their Academic Advisor during the probationary period. The purposes of this plan are the academic improvement and enhanced collegiate experience of the student. The goal is to provide additional support and structure to those students who have shown a clear need. The college views this support and structure as a much-needed program of help to the student. The effect is not intended to be punitive, but to increase the possibility of the student's success at AIC.

Satisfactory progress must be maintained while on academic probation. A student on probation who wishes to take more than thirteen credit hours will need approval from the Vice President for Academic Affairs. Students on academic probation will not be permitted to represent the College in any official capacity (i.e. overnight outreaches, worship teams, any form of campus leadership, etc.) without the permission of the Vice President for Academic Affairs.

Continuation of Probation

The status and progress of each student at the college are reviewed at the end of each semester. Students who show significant improvement but do not reach the GPA required for "Good Standing", may be given a second semester of probation. A student who fails to raise his or her cumulative GPA to a point halfway between the previous cumulative GPA and the GPA required for "Good Standing" may be denied further probation.

Removal from Academic Probation

Students who raise their cumulative GPA to the level required for "Good Standing" will be removed from probation for the following semester.

Students should recognize that most scholarship granting agencies require higher standards than those described above, and falling below the standards set by the granting agency may cause a loss of funds. Students should also be aware that a cumulative grade point average of 2.0 is necessary for graduation.

A student will be removed from academic probation at the end of a semester when the cumulative grade point average requirements are met.

Academic Dismissal

Students who do not improve their semester GPA during a probationary semester will be subject to "Academic Dismissal". Students who do not improve their cumulative GPA to the level of "Good Standing" after two semesters of probation will also be dismissed. After one full semester has passed, these students may apply for readmission. Their application will be reviewed by the Academic Affairs Committee and forwarded to the Admissions Committee. If readmitted, these students will be placed on "Academic Probation."

Appeals and request for exceptions to these policies must be approved by the Board of Administration. Such communications must be in written form and sent to the Vice President for Academic Affairs who will then forward the request to the BOA.

Academic Honesty

American Indian College considers any kind of academic dishonesty a very serious violation of Christian standards. This behavior may result in penalties, such as receiving a grade of “F” in a course and/or being dismissed from the College. Academic dishonesty includes cheating on assignments or examinations, sabotaging another student’s work, submission of the same (or essentially the same) paper or project in more than one course without prior consent of all instructors concerned, and plagiarism.

Plagiarism is defined as using someone’s thoughts, words, or work without giving them proper credit. Plagiarism is stealing! The practice of plagiarism and other forms of academic dishonesty is not tolerated at American Indian College.

Plagiarism can be avoided by proper documentation. Students should see the current APA or MLA Style Manual or website for further clarification or speak with an instructor if they are unsure.

Final Examinations

Final examinations will be given during the last week of the semester. A student absent from the final exam is in jeopardy of failing the course.

Completion of Studies

Graduation Requirements

The following are minimal requirements for graduation:

1. Completion of the required number of credit hours for each program and a minimum cumulative grade point average of 2.0
2. Completion of the last thirty (30) credits at AIC
3. Satisfactory completion of ***Student Ministries*** requirements
4. Demonstration of Christian principles as determined by a recommendation from the Vice President of Student Development.
5. Completion of an *Application for Graduation Form* (see Registrar)
6. Accounts with the College paid in full (see Financial Services Office)

Graduation Preliminary Clearance Procedure

No later than mid-term of the prospective graduate’s last semester, a Clearance Form will be circulated by the Registrar to obtain the following:

- The current estimated grade in each course, including Student Ministries standing
- Clearance from the Financial Services Office and Student Services Office.
- Verification of all other requirements.

If the student is cleared to graduate, he or she will be sent a memo/letter giving notification of that approval, pending successful completion of the current semester.

If the student is not cleared to graduate, the Vice President for Academic Affairs will meet with him or her regarding deficiencies in requirements. This may result in revised dates for graduation.

Any exceptions to the College’s graduation requirements must be approved by the Board of Administration. All requests must be submitted in writing no later than 30 days in advance of graduation and must be signed by the student making the request.

Disclosure of Graduation Rates

In compliance with Public Laws 10 1-542 and 102-26, AIC compiles data on graduation rates and discloses this information to enrolled and prospective students.

Graduation Rate (based on AIC 2006 Cohort)

For full time, first-time degree seeking students entering AIC in Fall 2006, 42% had completed the B.A. degree by Spring 2012.

Transfer-out Rate (based on 2006 Cohort)

For the full-time, first-time degree seeking students entering AIC in the Fall of 2006, the transfer out rate within the 150% normal time to completion of their program is 25%.

Course Descriptions

All regular subjects are numbered with three digits indicating the year offered (1= freshman, 2 = sophomore, etc.), the semester offered, and the number of credit hours; for example: **BIB 123**

First Number – Year Offered **Second Number – Semester Offered** **Third Number - Credits**

Ordinarily, if the middle number is an odd number, the subject is offered the first semester and if it is an even number, it is offered the second semester. When the middle number is zero, the course may be offered either or both semesters. There may be exceptions made to the policy when scheduling of classes requires the offering of courses other than the semester suggested.

Students should not register for advanced courses until prerequisites are met and usually not for courses more than one year in advance.

Learning Resource Department

ENG 053	Critical Reading for College This class is a continuation of RDG 023. It is designed to aid the student in developing their reading comprehension skills.
ENG 043	Fundamentals of Writing This course is designed to help the student improve their basic composition skills. Punctuation, spelling, sentence structure, word usage and the writing process are emphasized.
MAT 053	Fundamentals of Math This course is designed to aid the student's basic mathematic skills. Fractions, decimals and percentages are emphasized.
MAT 023	Pre-Algebra This course is a continuation of MAT 053. It is designed to aid the student's basic mathematic skills. Fractions, decimals and percentages are emphasized.

Course Descriptions by Discipline

Art

ART/HIS 153	Art History This course is a survey of the history of Western art from Prehistoric times to the Renaissance, to Modernism.	PREREQUISITE: None CREDITS: 3
ART 213	Drawing A basic study of the principles of drawing, especially still life, including perspective lighting and shading.	PREREQUISITE: None CREDITS: 3
ART 223	Painting A basic study in the principles of painting.	PREREQUISITE: None CREDITS: 3

Bible

BIB 103	<p>Introduction to the Bible A practical introductory study of the origin, structure, themes and major characters of the Bible, designed to assist the student in the development of basic skills necessary to pursue further biblical studies.</p>	<p>PREREQUISITE: Placement CREDITS: 3</p>
BIB 113	<p>Old Testament Survey An introductory overview of the themes, geography, characters and historical development of the Old Testament. This course acquaints the student with the contribution of each book in God's unfolding plan of redemption.</p>	<p>PREREQUISITE: Placement CREDITS: 3</p>
BIB 123	<p>New Testament Survey A panoramic overview of the New Testament, with special attention given to the chief events, characters and major features of each book in relation to the entire New Testament, with application to contemporary Christianity.</p>	<p>PREREQUISITE: Placement CREDITS: 3</p>
BIB 213	<p>Four Gospels A study of the historical, political, cultural and religious background of the times of Jesus, his life, ministry and teachings. Includes an overview of the basic principles of interpretation as they apply to the Gospels.</p>	<p>PREREQUISITE: BIB 123 CREDITS: 3</p>
BIB 233	<p>Biblical Interpretation An introduction to various types of Bible Study Methods, interpretation and hermeneutics to give the student an understanding concerning the historical, grammatical, cultural and literary features of the Scriptures.</p>	<p>PREREQUISITE: BIB 113 & BIB 123 CREDITS: 3</p>
BIB 243	<p>Acts An analysis of the book of Acts to understand its historical, exegetical, literary and theological themes. Special attention is given to the role of the Holy Spirit.</p>	<p>PREREQUISITE: BIB 123 CREDITS: 3</p>
BIB 253	<p>Pauline Epistles An exegetical and expository investigation into the pastoral ministry and theology of the Apostle Paul in the epistles of Ephesians, Philippians, Colossians, I & II Thessalonians, I & II Timothy, Titus and Philemon. Special attention will be given to the application of these books in contemporary ministry.</p>	<p>PREREQUISITE: BIB 123 CREDITS: 3</p>
BIB 302 BIB 303	<p>Selected Topic A course approved by the Academic Affairs Committee on a selected topic (elective) when sufficient interest is manifested.</p>	<p>PREREQUISITE: varies CREDITS: 2 or 3</p>
BIB 313	<p>Prophets I: Isaiah The course introduces the student to the Old Testament prophets and specifically treats the Book of Isaiah.</p>	<p>PREREQUISITE: BIB 113 CREDITS: 3</p>
BIB 323	<p>Romans and Galatians An analysis of Paul's letters to the churches at Rome and Galatia. Special attention is given to dominant themes such as justification, sanctification, and glorification.</p>	<p>PREREQUISITE: BIB 123 CREDITS: 3</p>
BIB 333	<p>Prophets II: Minor Prophets A study of the prophetic calling of each of the twelve Minor Prophets considering the background, theme, and impact of the prophet's message on the people of his time and applying that message today.</p>	<p>PREREQUISITE: BIB 113 CREDITS: 3</p>
BIB 353	<p>Historical Books This course includes a comprehensive overview of the books of Joshua through Esther which follows the historical sequence of the period of Israel's history from the conquest of Canaan through the settlement, unification, division, captivity, and restoration.</p>	<p>PREREQUISITE: BIB 113 CREDITS: 3</p>

BIB 363	<p>Daniel and Revelation A doctrinal and devotional analysis with particular attention given to the prophetic aspects and unique structures of the apocalyptic books of Daniel and Revelation. The value of these apocalyptic books in teaching, worship and practical Christian living is emphasized.</p>	<p>PREREQUISITE: THE 113 & BIB 123 CREDITS: 3</p>
BIB 373	<p>The Corinthian Epistles Analysis and exposition of Paul's letters to Corinth. Doctrinal errors and problems of the early church are examined with reference to twenty-first century Christianity.</p>	<p>PREREQUISITE: BIB 123 CREDITS: 3</p>
BIB 383 LIT 383 ENG 383	<p>Wisdom Literature An advanced study of the character and practical value of biblical Hebrew poetry. The doctrinal content, spiritual value, and literary form of Psalms, Proverbs, Job, Ecclesiastes, and Song of Solomon are examined in detail.</p>	<p>PREREQUISITE: THE 113 CREDITS: 3</p>
BIB 393	<p>The Writings of John An exegetical study of the fourth Gospel and the Epistles of John with special emphasis on their background, composition and theology.</p>	<p>PREREQUISITE: THE 113 CREDITS: 3</p>
BIB 423	<p>Hebrews and General Epistles An expository study and exegetical analysis of Hebrews, James, 1-2 Peter and Jude.</p>	<p>PREREQUISITE: THE 113 & BIB 123 CREDITS: 3</p>
BIB 443	<p>Pentateuch A study of the historical background, major biographies, themes and content of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy emphasizing God's covenant with Israel in light of redemptive history.</p>	<p>PREREQUISITE: THE 113 CREDITS: 3</p>

Biblical Languages

BLG 213	<p>Introduction to Biblical Greek This course introduces a student to the Greek Alphabet, the most frequent words of the New Testament, the proper use of Koine Greek grammar and the resources necessary to translate significant New Testament words and passages for preaching and teaching. <i>(Course offering contingent upon instructor availability)</i></p>	<p>PREREQUISITE: BIB 113 & BIB 123 & instructor approval CREDITS: 3</p>
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Business

BUS 113	<p>Principles of Personal Finance This course will present an overview of personal financial opportunities (cash management, investments and retirement vehicles) and obligations (loans and mortgages) and how to manage them within the context of a Christian world view.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
BUS 143	<p>Introduction to Marketing This course will take a comprehensive look at the role of marketing in the socioeconomic environment. An analysis of the marketing process and environment with regard to the product, pricing, distribution, and communication in order to satisfy buyer needs.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
BUS 203 MAT 203	<p>Business Math Covers arithmetic fundamentals and application of mathematics to business problems. This course includes: percentages, interest, cash and trade accounts, markups, financial statements, commissions, depreciation, stocks and bonds, business ratios, and production analyses.</p>	<p>PREREQUISITE: Placement CREDITS: 3</p>
BUS 223 MAT 223	<p>Accounting Fundamentals This course provides a broad overview of the fundamental purposes, theory, and methods of accounting. Included are discussions of the practical use of the journals, ledgers, and preparation of financial statements.</p>	<p>PREREQUISITE: MAT 203 or instructor approval CREDITS: 3</p>

BUS 233	<p>Business Policy This course will utilize the information and skills learned in Management, Finance, Marketing and Accounting to analyze business situations and explore possible solutions to the various business situations. This course is to be taken during the final semester of a student's program.</p>	<p>PREREQUISITE: BUS 123, BUS 223, BUS 143, MGT 133, concurrent enrollment in one or more of the prerequisites allowed with instructor approval. CREDITS: 3</p>
BUS 243	<p>Career Development This is a career management course which focuses on preparing the student for making the transition from college to career. The student learns ways to enhance and customize job materials (resume, cover letter, portfolio, etc.) in order to present themselves effectively to prospective employers. Job search strategies and interview techniques are reinforced as the student continues to work toward achieving the "Best Fit Employment" and how to evaluate employment offers.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
BUS 253 ENG 253	<p>Writing for the Professional Students will learn the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. The curriculum is informed by current research in rhetoric and professional writing and is guided by the needs and practices of business, industry, and society at large. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
BUS 263	<p>Principles of Economics This course is the study of principles concerning the operation of the market economy. Emphasis is placed on demand and supply analysis and understanding the competitive behavior of individual firms, industries and individual consumers; price determination and profit maximization in various types of market structures ranging from perfect competition to monopoly.</p>	<p>PREREQUISITE: MAT 203 or instructor approval CREDITS: 3</p>
BUS 293 MAT 293	<p>Business Statistics This course is the study of statistical analysis in business that leads to an informed action, which results in business improvement. Students are provided a modern theory, practical, and unique framework featuring case studies and example driven discussions of all basic business statistic topics.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
Christian Education		
CED 213	<p>Foundations of Christian Education This course is an introduction to the purpose and scope of Christian education and the basics of the learning process. Students will define and characterize the programs and curriculum within a local church. Included will be an examination of the administrative aspects of church educational ministries and analysis of Christian education curriculum.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
CED 302 CED 303	<p>Selected Topic A course approved by the Academic Affairs Committee on a selected topic (elective) when sufficient interest is manifested.</p>	<p>PREREQUISITE: tba CREDITS: 2 or 3</p>
CED 333	<p>Christian Education for Adults will discuss and evaluate contemporary trends within the church for working effectively with adults in order to reach, teach, and retain them for Christ. Included will be a comparison between adult, children, and youth educational programs as well as a cross-cultural evaluation. Students will also demonstrate the ability to construct and implement an adult Christian education lesson.</p>	<p>PREREQUISITE: CED 213 CREDITS: 3</p>

Church History

CHS 302 CHS 303	Selected Topic A course approved by the Academic Affairs Committee on a selected topic (elective) when sufficient interest is manifested.	PREREQUISITE: None CREDITS: 2 or 3
CHS 323 HIS 323	Church History An overview of Church History from the beginnings of Christianity to the present. Attention will be given to the significant periods, events, movements, and personalities which helped the Church evolve as its theology was formulated throughout the centuries.	PREREQUISITE: None CREDITS: 3
CHS 333 HIS 333	Pentecostal History An overview of Pentecostal movements-past and present, and their relationship to each other and global impact. Special attention will be given to the events at Bethel Bible School in Topeka, Kansas and the subsequent Azusa Street Revival in Los Angeles, California and their long impact on modern Pentecostalism.	PREREQUISITE: None CREDITS: 3

Communications

COM 133 COM 233 COM 333 COM 433 PMT/HUM 133 PMT/HUM 233 PMT/HUM 333 PMT/HUM 433	Theater Arts I, II, III, IV or Theater for Ministry I, II, III, IV Theater Arts offers both basic and advanced training in basic characterization, script reading, memorizing lines, and performance. Advanced students in HUM/PMT 333 and HUM/PMT 433 will be asked to independently perform several times, and be able to direct. Upper division students will also be required to do a research project. May be taken up to four semesters. (Course contingent upon instructor availability.)	PREREQUISITE: Instructor Approval CREDITS: 3
COM 153	Interpersonal Communication This course introduces communication theory and processes while emphasizing one-to-one communication. The course includes practice in the personal application of communication principles.	PREREQUISITE: None CREDITS: 3
COM 243	Fundamentals of Public Speaking Theories of human communication and their function in contemporary public settings; experiences designed to enhance fundamental communication skills—research, organization, reasoning, critical listening, and problem solving—through a series of oral presentations.	PREREQUISITE: None CREDITS: 3

Cultural Studies

CST 103	Global Studies This course examines the complex nature of culture and identity, explores populations at risk, and encourages students to understand and appreciate diversity. The course provides understanding of individual cultures, awareness of the patterns of oppression experienced by those cultures, and skills relevant to developing a culturally competent approach to working with diverse people groups.	PREREQUISITE: None CREDITS: 3
CST 223	Cultural Anthropology This course examines the scope and evolution of anthropology, through its subfields and transition through modernism and postmodernism. Different approaches to anthropology are evaluated, and the growth, development, and effects of communication and language on culture and thought are examined. The formation and impact of economic and social classes are analyzed, as is the impact of gender on the roles of men and women.	PREREQUISITE: None CREDITS: 3
CST 323	Intercultural Communications and Relationships A study of communications between cultures, with a particular emphasis on how the communication of the gospel may be affected. Current cross-cultural issues are examined, and the relationships between cultures in the church and community are discussed.	PREREQUISITE: None CREDITS: 3

<p>CST/MUS 331 CST/MUS 332 CST/MUS 333</p>	<p>Music in Cultures Gives an overview of music in various cultures. The student will study music from around the world. Emphasis will be placed on various cultures through the world of music.</p>	<p>PREREQUISITE: None CREDITS: 1, 2 or 3</p>
<p>CST 343 MIS 343</p>	<p>World Religions and Cults A study of the main religions of the world with a comparison to Christianity. Some attention will be given to new religious systems, sects, and revival of ancient religions with their effect upon Christianity.</p>	<p>PREREQUISITE: Upper Division CREDITS: 1, 2 or 3</p>
<p>CST 413 MIS 413</p>	<p>Cultural Awareness Designed to introduce the student to cultural diversities among peoples of the world. Emphasis is placed on social structure, religion, language, art, and technology of various societies. This course seeks to develop an appreciation of people of different backgrounds and to prepare individuals for cross-cultural ministry.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
<p>CST 313 SOC 333</p>	<p>Current Issues Among Native Americans This course examines and synthesizes some of the more salient contemporary issues related to Native Americans including moving towards a post-colonial paradigm, the missionary-driven church model, tribal sovereignty, and environmental sustainability. This course is also evaluative of the tension between traditional Christianity and other competing ideologies such as the Contextual Movement, the Native American Church (Peyote), Pan-Indianism, and traditional Native religions.</p>	<p>PREREQUISITE: HIS 223 or Instructor Approval CREDITS: 3</p>

Directed Research

<p>ART, BIB, BLG BUS, CED, COM, CST EDU, HIS, HUM, MAT, MIS, SCI MUS, GEO, GOV, PSY, SOC, THE, YMT 401 402, 403</p>	<p>This is a course designed to meet the needs of the individual student that may include laboratory research along with library study. Special areas that have mutual interest to both the student and instructor will be developed so as to further acquaint the student with research techniques. (Offerings of a given area are contingent upon available faculty.) The course is open to upper division students with the permission of the Department Chair. The professor of record and the student will agree upon 1-3 credits.</p>	<p>PREREQUISITE: Upper Division CREDITS: 1, 2 or 3</p>
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Early Childhood Education

<p>ECE 214</p>	<p>Foundations of Early Childhood Education This course is a foundational study of the field of early childhood education. It includes the historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood settings. It also explores professional preparation requirements and professional development opportunities for early childhood educators. The course includes basic information concerning governance and organization (federal, state, and local), financing, teacher's rights and responsibilities, learner characteristics, curriculum development, accreditation and certification criteria and system management. Students who have not already been fingerprinted by the Arizona DPS will do so as a requirement of this course.</p>	<p>PREREQUISITE: None CREDITS: 4</p>
<p>ECE 313 EDU 313</p>	<p>Early Literacy Development and Instructional Methods This course examines research, foundations, and methods of language and literacy development, with an emphasis on effective strategies (such as phonemic awareness, systematic phonics instruction, and decoding skills) in age's birth through age 8 years. The course stresses readiness skills, the integration of language arts skills such as writing and speaking and their relationship to reading, the systematic phonics approach to reading instruction,</p>	<p>PREREQUISITE: EDU 213 EDU 303 CREDITS: 3</p>

sight reading and developmental reading. It also covers the use of vocabulary, comprehension, learning skills, study skills, assessment and evaluation methodologies in reading and phonics instruction. Arizona Common Core Standards and NAEYC Standards 1-5 will be the focus of study. This course replaces EDU 313 Foundations of Reading and Phonics. (10 hours of classroom observation required)

ECE 323	<p>Introduction to the Exceptional Learner</p> <p>This course is an overview of early childhood special education history, laws, assessment, processes and implications of exceptional and gifted students, as well as those with mild to severe needs for special education services. It explores characteristics and quality practices for typical and atypical behaviors of young children. Differentiated instruction and evaluation measures will be examined in relation to meeting the needs of all learners. It covers practice and issues of terminology, development, evaluation, education, procedures, inclusion and programming of exceptional and gifted young children in education. (10 hours SPED classroom observation required.)</p>	<p>PREREQUISITE: ECE 214 EDU 213 CREDITS: 3</p>
ECE 333	<p>Child, Family, Community and Culture</p> <p>This course covers historical foundations, theories, and models of child development that specifically address diversity, multicultural assimilations, and human change in early childhood and ways that these topics affect child care and education. Child, family, cultural, and community relationships are also investigated.</p>	<p>PREREQUISITE: ECE 214 ECE 233 EDU 233 EDU 213 CREDITS: 3</p>
ECE 343	<p>Early Childhood Methods of Instruction in the Arts</p> <p>This course examines instructional methodologies for teaching young children, with a specific emphasis on the Arts. Fine Arts and Performing Arts will be explored. Lesson plan models and national/state standards will be reviewed. 10 hours of observation in a primary classroom is required.</p>	<p>PREREQUISITE: ECE 214 EDU 213 EDU 303 CREDITS: 3</p>
ECE 413	<p>Early Childhood Methods of Mathematics Instruction</p> <p>This course examines strategies and methodologies of mathematics instruction for young children (birth to 3rd grade). It examines instructional strategies, curricula, lesson plans, materials and assessment. The course incorporates lesson planning and unit planning as well as the creation of games and other instructional materials for classroom use. Arizona Common Core Standards and NAEYC Standards 1-5 will be the focus of study. (10 hours of classroom observation required)</p>	<p>PREREQUISITE: ECE 214 EDU 213 EDU 303 CREDITS: 3</p>
ECE 423	<p>Assessment of Children Birth to Grade 3</p> <p>This course covers the use of assessment and evaluation in early childhood teaching and learning. It examines the processes of assessing, monitoring, evaluating, testing and reporting the progress of young children through 3rd grade. It also surveys methods in test construction and interpretation; high stakes standardized tests; and current trends in educational accountability. The history and challenges of testing and the role of technology in assessment is also investigated. Arizona Common Core Standards and NAEYC Standards will be a focus of study.</p>	<p>PREREQUISITE: ECE 214 ECE 233 EDU 233 EDU 213 CREDITS: 3</p>
ECE 433	<p>Child Guidance, Management and the Environment</p> <p>This course examines the leadership and management dimensions of teaching students in the early childhood classroom. It covers strategies, techniques and processes available for effective teaching, learning, motivation and communication. It focuses on analyzing theories of child development, the components of positive classroom environments, and classroom management programs. Research is utilized to investigate the social, cultural, and familial contexts that influence learning and development. 10 hours of observation in a preschool classroom is required. 10 hours in a K-3 classroom is also required.</p>	<p>PREREQUISITE: ECE 214 ECE 233 EDU 233 EDU 213 CREDITS: 3</p>

ECE 453	<p>Early Childhood Methods of Language Arts Instruction This course examines strategies and methodologies of language arts instruction for young children. It examines integrated instructional strategies, curricula, lesson plans, materials and assessment. The course incorporates lesson planning and unit planning as well as the creation of games and other instructional materials for classroom use. Arizona Common Core Standards and NAEYC Standards will be the focus of study. (10 hours of classroom observation required)</p>	<p>PREREQUISITE: ECE 214 EDU 213 EDU 303 CREDITS: 3</p>
ECE 463	<p>Early Childhood Methods of Social Studies Instruction This course examines social studies instruction, curriculum, methods, lesson plans, materials and assessment for teaching young children (birth to 3rd grade). Social studies problems and trends are presented as well as its development as a balanced and articulated program of teaching and learning. Arizona Common Core Standards and NAEYC Standards will be the focus of study. (10 hours of observation required.)</p>	<p>PREREQUISITE: ECE 214 EDU 213 EDU 303 CREDITS: 3</p>
ECE 473	<p>Early Childhood Methods of Science Instruction This course examines science instruction, curriculum, methods, lesson plans, materials and assessment strategies for teaching young children (birth to 3rd grade). Science problems and trends are presented as well as its development as a balanced and articulated program of teaching and learning. Arizona Common Core Standards and NAEYC Standards will be the focus of study. (10 hours of observation required.)</p>	<p>PREREQUISITE: ECE 214 EDU 213 EDU 303 CREDITS: 3</p>
ECE 486 ECE 496	<p>Student Teaching I & II A twelve (12) week supervised teaching experience to demonstrate educational and professional competencies in an early childhood classroom setting. The student will earn four (4) credits in a Birth to Pre-K environment and the other eight (8) credits in a K-3 classroom. In fact, every effort will be made to place the student in a Kindergarten classroom for the eight (8) credit portion of the courses. Student teacher will demonstrate understanding and appreciation of the relationship between education theory and teaching practice. The student will be under the cooperative supervision of a state certified school teacher and an AIC Education faculty member. Required for Arizona state teaching certification. Note: Education major must register and enroll in both sections simultaneously.</p>	<p>PREREQUISITE: Ed Dept. Senior End of Program CREDITS: 12</p>

Elementary Education

EDU 213	<p>Introduction to Education Introduction to education as a profession and its institutional settings, social foundations, philosophy and history. Course covers federal, state, and local governance; teaching responsibilities; curriculum and instructional development; certification criteria; and systemic leadership.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
EDU 223	<p>Educational Psychology Introduces psychology theories related to the teaching and learning processes and applications in instruction, curriculum and educational settings. Surveys student developmental stages, individual differences, personality, and attitude on the learning and educational experience. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: ENG 113 EDU 213 CREDITS: 3</p>
EDU 243	<p>Instructional Media Introduces the practical use of audio-visual multi-media hardware, including the utilization of computers with children. Also includes software, virtual technology and teaching-learning materials and resources appropriate for the effective instruction in an elementary school setting. Includes the implementation and assessment of this equipment, programming and milieu as related to children and youth instruction and curriculum. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: None CREDITS: 3</p>

EDU 303	<p>Curriculum and Instruction</p> <p>This course explores the basic principles of curriculum and instruction as applied to learners in grades K-8. It will examine traditional and innovative teaching strategies. The course will prepare future teachers in the areas of effective lesson planning and instruction through selecting, planning and utilizing diverse materials, methods, activities and equipment suited to the instruction of diverse elementary students. It will assist future teachers in decision-making and application of content specific knowledge and state mandated curricular Standards in the planning of ageappropriate and culturally-sensitive lessons and units of study across the disciplines.</p>	<p>PREREQUISITE: EDU 213 CREDITS: 3</p>
EDU 313 ECE 313	<p>Early Literacy Development and Instructional Methods</p> <p>This course examines research, foundations, and methods of language and literacy development, with an emphasis on effective strategies (such as phonemic awareness, systematic phonics instruction, and decoding skills) in age's birth through age 8 years. The course stresses readiness skills, the integration of language arts skills such as writing and speaking and their relationship to reading, the systematic phonics approach to reading instruction, sight reading and developmental reading. It also covers the use of vocabulary, comprehension, learning skills, study skills, assessment and evaluation methodologies in reading and phonics instruction. Arizona Common Core Standards and NAEYC Standards 1-5 will be the focus of study. This course replaces EDU 313 Foundations of Reading and Phonics. (10 hours of classroom observation required)</p>	<p>PREREQUISITE: EDU 213 EDU 303 CREDITS: 3</p>
EDU 323	<p>Educating Exceptional Children</p> <p>Overview of education history, laws, assessment, processes and implications of exceptional and gifted students, as well as those with mild to severe needs for special education services. Covers practice and issues of terminology, development, evaluation, education, procedures, inclusion and programming of exceptional and gifted children and youth in education. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 CREDITS: 3</p>
EDU 333	<p>Cultural Diversity in the Classroom</p> <p>Examines social dimensions and implications of cultural diversity in education. Explores techniques and strategies to assist teachers in adapting instruction and curriculum methods to meet diverse student needs. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 CREDITS: 3</p>
EDU 373	<p>Foundations of Structured English Immersion (SEI)</p> <p>Overview of SEI philosophy, history, issues, and assessment of conversation and content area language acquisition by English Language Learners as it pertains to children and youth in the classroom. SEI problems and trends will be presented as well as its development as a balanced and articulated program of teaching and learning. Required for Arizona state teaching certification. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 CREDITS: 3</p>
EDU 383	<p>SEI Methods of Instruction</p> <p>Structured English Immersion (SEI) methods introduce language acquisition techniques and strategies related to English Language. Course examines needs of children and youth in English language learning curricula, instruction, assessment, lesson plans, and materials. SEI problems and trends are presented as well as its development as a balanced and articulated program of teaching and learning. Required for Arizona state teaching certification. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 EDU 373 CREDITS: 3</p>
EDU 413	<p>Mathematics Methods</p> <p>Examines the instruction, curriculum and assessment of mathematics. A survey of the methods, lesson plans and materials used in teaching and learning mathematics. Math problems and trends are presented as well as its development as balanced and articulated program of teaching and learning. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 CREDITS: 3</p>

EDU 423	<p>Assessment and Evaluation Use of assessment and evaluation in teaching and learning. Survey of methods in test construction and interpretation; high stakes standardized tests; and current trends in educational accountability. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 CREDITS: 3</p>
EDU 433	<p>Classroom Management Leadership dimensions of teaching students in classroom. Covers strategies, techniques and processes available for effective teaching, motivation and communication in a learning community. Management problems and trends are presented as well as development as a balanced and articulated program of teaching and learning. (Twenty hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 CREDITS: 3</p>
EDU 443	<p>Reading/Phonics Methods Examines reading and phonics instruction, curricula, methods, lesson plans and materials. Reading and phonics problems and trends are presented as well as their development as a balanced and articulated program of teaching and learning. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 EDU 313 CREDITS: 3</p>
EDU 453	<p>Language Arts Methods Examines the language arts methods, instruction, curricula, lesson plans, materials and assessment. Language arts problems and trends are presented as well as their development of a balanced and articulated program of teaching and learning. (Ten hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 EDU 313 CREDITS: 3</p>
EDU 463	<p>Social Studies Methods Examines social studies instruction, curriculum, methods, lesson plans, materials and assessment. Social studies problems and trends are presented as well as its development as a balanced and articulated program of teaching and learning. (10 hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 EDU 313 CREDITS: 3</p>
EDU 473	<p>Science Methods Course examines science instruction, curriculum, methods, lesson plans, materials and assessment. Science problems and trends are presented as well as its development as a balanced and articulated program of teaching and learning. (10 hours of field observation experience required.)</p>	<p>PREREQUISITE: EDU 213 EDU 313 CREDITS: 3</p>
EDU 483	<p>Middle School Curriculum & Instruction This course examines curricular and instructional strategies for middle school grades 5-8, interdisciplinary curriculum, personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed, modeled and practiced.</p>	<p>PREREQUISITE: EDU 213 CREDITS: 3</p>
EDU 486 EDU 496	<p>Student Teaching I & II A twelve (12) supervised teaching experience to demonstrate educational and professional competencies in an elementary or middle school classroom setting. Student teacher will demonstrate understanding and appreciation of the relationship between education theory and teaching practice. The student will be under the cooperative supervision of a state certified school teacher and an AIC Education faculty member. Required for Arizona state teaching certification. Note: Education major must register and enroll in both sections simultaneously.</p>	<p>PREREQUISITE: Ed Dept. Senior End of Program CREDITS: 12</p>

English

ENG 103	<p>English I A basic study of the principles of rhetoric, grammar, word usage, sentence and paragraph structure, and essay writing.</p>	<p>PREREQUISITE: Placement CREDITS: 3</p>
ENG 113	<p>English II A continuation of ENG 103. Emphasis is placed on the research paper.</p>	<p>PREREQUISITE: ENG 103 CREDITS: 3</p>
ENG 123 LIT 123	<p>Introduction to Literature This course is an introduction to understanding and interpreting literature. Literary selections are drawn from various cultures and genres.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
ENG 203	<p>American Literature This course is a study of American literature with emphasis on social and intellectual backgrounds from the Puritans through post-World War II.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
ENG 243 LIT 243	<p>Native American Literature This course exposes the student to literature by Native American writers. It covers both oral and written materials beginning with myths, tales, and legends and goes through biographical materials to contemporary Indian literature. Contemporary Indian literature is considered through the mediums of poetry, fiction, and drama.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
ENG 253 BUS 253	<p>Writing for the Professional Students will learn the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. The curriculum is informed by current research in rhetoric and professional writing and is guided by the needs and practices of business, industry, and society at large. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
ENG 313	<p>World Literature This course exposes the student to literature through a study of the mediums of poetry, fiction, and drama from around the world. A major writer is also studied in more detail.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
ENG 363 RDG 363	<p>Children's Literature Survey of literature for children and youth as an educational tool with reading and language arts components. Course emphasizes the rationale and criteria for choosing and using literature in diverse genres and formats for teaching children and youth across the curriculum and evaluating literature-based reading programs.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
ENG 383 LIT 383 BIB 383	<p>Wisdom Literature An advanced study of the character and practical value of biblical Hebrew poetry. The doctrinal content, spiritual value, and literary form of Psalms, Proverbs, Job, Ecclesiastes, and Song of Solomon are examined in detail.</p>	<p>PREREQUISITE: ENG 113 BIB 113 CREDITS: 3</p>
ENG 433 RDG 433	<p>Literature and Film This course explores the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works in order to identify possibilities and problems involved in the transposition to film.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>

Foreign Language

FNL 203	<p>Foreign Language I This course emphasizes introductory elements of a foreign language; its grammar and the most commonly used idiomatic patterns with oral and written exercises. Students will meet with his/her Advisor to select a foreign language for study.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
FNL 213	<p>Foreign Language II This course reviews grammar and emphasizes the study of selected specimens of literature to develop fluency in reading and writing as well as increased oral fluency.</p>	<p>PREREQUISITE: FNL 203 CREDITS: 3</p>

Geography

GEO 213	<p>World Geography Presents basic geographical principles, peoples, topography, customs, economics, and map reading skills.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
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Government

GOV 113	<p>Introduction to Political Science This course studies governments and the governing process. The course will help students to understand, to analyze, to put into context, and to develop a balanced perspective on U.S. and world events and political processes. Students will learn to think critically and to develop a sense of purpose and direction, as they develop their own political values and beliefs.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
GOV 211	<p>Arizona State Government A survey of the political structure, institutions, and practices of the state government and constitution of Arizona. The elements of the free enterprise system are incorporated into this introductory course. Students majoring in Education will be required to investigate and comply with the history and government coursework requirements in the state in which certification and endorsement is desired. Meets Arizona DOE requirement for teacher certification.</p>	<p>PREREQUISITE: None CREDITS: 1</p>
GOV 213	<p>U.S. National Government This course is a survey of the political structure, institutions and practices of the federal government and constitution of the United States. The elements of the free enterprise system are incorporated in this introductory course. Meets Arizona DOE requirement for teacher certification.</p>	<p>PREREQUISITE: None CREDITS: 3</p>

History

HIS 113	<p>American History I Provides a general survey of the history of the United States from the era of discovery to Reconstruction (1865), highlighting the influence of Native Americans on the history of the U.S.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
HIS 123	<p>American History II Designed as a continuation of HIS 113. The course format provides a general survey of the history of the United States from Reconstruction (1865) to the present time, highlighting the influence of Native Americans on the history of the U.S.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
HIS 153 ART 153	<p>Art History This course is a survey of the history of Western art from Prehistoric times to the Renaissance, to Modernism.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
HIS 223	<p>History of the American Indian A survey of the history of the Native American from the beginning of mankind to the present. Included is a unit on contemporary political, economic, and educational conditions among Native Americans.</p>	<p>PREREQUISITE: HIS 113 CREDITS: 3</p>

<p>HIS 323 CHS 323</p>	<p>Church History This course is an overview of Church history from the beginnings of Christianity to the present. Students will correlate the significant periods, events, movements, and personalities that shaped the Church over the course of history. They will also examine Pentecostal ideas throughout this period as well the influence of Christianity upon the broader society and Native American culture. This course will evaluate and critique the Church's theology and practices upon North American cultures.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
<p>HIS 333 CHS 333</p>	<p>Pentecostal History An overview of Pentecostal movements – past and present, and their relationship to each other and their impact on global efforts to evangelize.</p>	<p>PREREQUISITE: None CREDITS: 3</p>

Humanities

<p>COM 133 COM 233 COM 333 COM 433 PMT/HUM 133 PMT/HUM 233 PMT/HUM 333 PMT/HUM 423</p>	<p>Theater Arts I, II, III, IV or Theater for Ministry I, II, III, IV Theater Arts offers both basic and advanced training in basic characterization, script reading, memorizing lines, and performance. Advanced students in HUM/PMT 333 and HUM/PMT 433 will be asked to independently perform several times, and be able to direct. Upper division students will also be required to do a research project. May be taken up to four semesters. (Course contingent upon instructor availability.)</p>	<p>PREREQUISITE: Instructor Approval CREDITS: 3</p>
<p>HUM 153</p>	<p>Introduction to Humanities This course is an introduction to the historical contexts of ideas and their manifestations in literature, the visual arts, and music. It encourages students to broaden their knowledge of Western cultural traditions.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
<p>HUM 203</p>	<p>Introduction to Theatre This course compares and contrasts theatre to other performing arts and discusses cross disciplinary influences on theater. Aspects of traditional and modern tragedies are discussed, and the contributions of ancient Roman drama to theater are evaluated. Other topics include William Shakespeare's plays as an expression of the spirit of the Renaissance, the social and literary background of seventeenth-century France, the distinctive qualities of theater during the Restoration period, and elements of realism within the plays of Arthur Miller and Tennessee Williams. The symbolist and expressionist movements and contemporary musicals in the United States and Europe are also analyzed.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
<p>HUM 433 ENG 433 RDG 433</p>	<p>Literature and Film This course explores the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works in order to identify possibilities and problems involved in the transposition to film.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>

Literature

<p>LIT 123 ENG 123</p>	<p>Introduction to Literature This course is an introduction to understanding and interpreting literature. Literary selections are drawn from various cultures and genres.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
<p>LIT 203 ENG 203</p>	<p>American Literature This course is a study of American writing with emphasis on social and intellectual backgrounds from the Puritans through post-World War II.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>
<p>LIT 243 ENG 243</p>	<p>Native American Literature This course exposes the student to literature by Native Americans. It covers both oral and written materials beginning with myths, tales, and legends and goes through biographical materials to contemporary Indian literature. Contemporary Indian literature is considered through the mediums of poetry, fiction, and drama.</p>	<p>PREREQUISITE: ENG 113 CREDITS: 3</p>

LIT 313 ENG 313	World Literature This course exposes the student to literature through a study of the mediums of poetry, fiction, and drama from around the world. A major writer is also studied in more detail.	PREREQUISITE: ENG 113 CREDITS: 3
LIT 363 RDG 363	Children's Literature Survey of literature for children and youth as an educational tool with reading and language arts components. Course emphasizes the rationale and criteria for choosing and using literature in diverse genres and formats for teaching children and youth across the curriculum and evaluating literature-based reading programs.	PREREQUISITE: ENG 113 CREDITS: 3
LIT 383 ENG 383 BIB 383	Wisdom Literature An advanced study of the character and practical value of biblical Hebrew poetry. The doctrinal content, spiritual value, and literary form of Psalms, Proverbs, Job, Ecclesiastes, and Song of Solomon are examined in detail.	PREREQUISITE: ENG 113 BIB 113 CREDITS: 3
HUM 433 ENG 433 RDG 433	Literature and Film This course explores the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works in order to identify possibilities and problems involved in the transposition to film.	PREREQUISITE: ENG 113 CREDITS: 3

Mathematics

MAT 183	Math for Elementary Teachers This course is designed to cover a spectrum of fundamental mathematical concepts most applicable for teaching at the elementary school level. Among the topics covered are sets, logic, numeration systems and operations, real numbers, integers, fractions and decimals, percentages, proportion and ratios, graphing, algebra, geometry and measurement, probability and statistics and applied problem solving.	PREREQUISITE: Placement CREDITS: 3
MAT 203 BUS 203	Business Math Covers arithmetic fundamentals and application of mathematics to business problems. This course includes: percentages, interest, cash and trade accounts, markups, financial statements, commissions, depreciation, stocks and bonds, business ratios, and production analyses.	PREREQUISITE: Placement CREDITS: 3
MAT 213	College Algebra Study basic concepts of mathematics including skills and use of numbers, the structure of the number system, theories of mathematical operations, linear equations, polynomials, factoring, exponents, roots and radicals.	PREREQUISITE: Placement CREDITS: 3
MAT 223 BUS 223	Accounting Fundamentals This course provides a broad overview of the fundamental purposes, theory, and methods of accounting. Included are discussions of the practical use of the journals, ledgers, and preparation of financial statements.	PREREQUISITE: MAT 203 Or Advisor's Approval CREDITS: 3
MAT 233	Finite Mathematics Course covers number sets, logic, functions, mathematical systems, introductory algebra and geometry, elementary probability and statistics, and the properties of integers, rational numbers, and real numbers.	PREREQUISITE: Placement CREDITS: 3
MAT 293 BUS 293	Business Statistics This course is the study of statistical analysis in business that leads to an informed action, which results in business improvement. Students are provided a modern theory, practical, and unique framework featuring case studies and example driven discussions of all basic business statistic topics.	PREREQUISITE: MAT 203 Or Advisor's Approval CREDITS: 3

Management

MGT 123	<p>Principles of Management This course is a study covering basic principles of managing quality and performance in organizations. This course covers management functions: planning, organizing, leading, and controlling. Emphasizes continual improvement, ethics, and social responsibility.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
MGT 133	<p>Introduction to Financial Management This course will provide a basic study of the principles and practices in business financial management such as working capital, ratio analysis, budgeting, cost of capital, financial and operational leverage.</p>	<p>PREREQUISITE: BUS 123 Or Advisor's Approval CREDITS: 3</p>
MGT 213	<p>Organizational Management & Leadership This course is designed to familiarize students with the role of a good leader, as a communicator, a mentor, and a problem solver. A leader can teach others how to develop their own qualities and to succeed in any career or business, in addition to managing conflict and negotiations. Students' will develop the ability to understand how to interpret, and predict the behavior of people working in organizations. In addition, relevant topics of today's managers will include social corporate responsibility, the impact of the current economic recession on employee stress and wellness, and skills needed by the 21st century work force.</p>	<p>PREREQUISITE: BUS 123 Or Advisor's Approval CREDITS: 3</p>

Missions

MIS 113	<p>World and U.S. Missions A contemporary assessment of the spread of the Gospel in our world today. This course deals with theological issues, cross-cultural problems, political and historical influences and ministry strategies. Consideration is given to the divine call as well as qualifications and preparation for cross-cultural ministry in the twenty-first century. This course includes a survey of the history, philosophy and organization of World and U. S. Missions within the Assemblies of God.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
MIS 203	<p>Urban Ministries An introductory study of need and opportunity for evangelistic ministry within the urban setting.</p>	<p>PREREQUISITE: MIS 113 CREDITS: 3</p>
MIS 223	<p>Missions in North America An overview of missionary efforts on this continent from the historical and contemporary perspectives. Evangelistic ministry to the many cultural groups within the U.S. and Canada will be emphasized.</p>	<p>PREREQUISITE: MIS 113 CREDITS: 3</p>
MIS 302 MIS 303	<p>Selected Topic A course approved by the Academic Affairs Committee on a selected topic (elective) when sufficient interest is manifested.</p>	<p>PREREQUISITE: tba CREDITS: 2 or 3</p>
MIS 313	<p>Planting and Establishing Churches This course offers a practical study of various methods to implement the Great Commission by the means of planting and establishing churches in various cultural contexts, including Native American settings.</p>	<p>PREREQUISITE: MIS 113 CREDITS: 3</p>
MIS 343 CST 343	<p>World Religions and Cults A study of the main religions of the world with a comparison to Christianity. Some attention will be given to new religious systems, sects and revival of ancient religions with their effect upon Christianity.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
MIS 413 CST 413	<p>Cultural Awareness Designed to introduce the student to cultural diversities among peoples of the world. Emphasis is placed on social structure, religion, language, art, and technology of various societies. This course seeks to develop an appreciation of people of different backgrounds and to prepare individuals for cross-cultural ministry.</p>	<p>PREREQUISITE: None CREDITS: 3</p>

Music

MUS 213	Music Fundamentals The fundamentals of music along with music reading skills and acquaintance with hymns and gospel music are emphasized.	PREREQUISITE: None CREDITS: 3
MUS 223	Music Appreciation Develops an appreciation for and love for music of various historical periods. The students will be given an opportunity to hear a wide variety of music and performers. Students will become acquainted with some of the great composers and their compositions.	PREREQUISITE: None CREDITS: 3
MUS 322 MUS 323	Group Voice Practical introduction to the technical problems involved in the proper use of the voice in singing and the teaching of singing.	PREREQUISITE: None CREDITS: 2 or 3
MUS 331 MUS 332 MUS 333 CST 331 CST 332 CST 313	Music in Cultures Gives an overview of music in various cultures. The student will study music from around the world. Emphasis will be placed on various cultures through the world of music.	PREREQUISITE: None CREDITS: 1, 2 or 3

Navajo

NAV 102	Conversational Navajo An introductory course in conversational Navajo designed to acquaint students with fundamental oral communication skills including basic vocabulary, and beginning conversational skills in Navajo. Students will learn how to make a simple gospel presentation in Navajo.	PREREQUISITE: None CREDITS: 2
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Physical Education

PED 121	Physical Education I This course covers appropriate warm-up and stretching exercises, emphasizing a variety of physical activities with the purpose of teaching students to work out in their Target Heart Rate Zone.	PREREQUISITE: None CREDITS: 1
PED 141	Physical Education II Students will participate in physical fitness activities. They will monitor their target heart rate and receive nutritional information for the maintenance of good health. They will perform aerobic and anaerobic exercises and the components of total fitness will be covered. Students will receive training in CPR and basic First Aid.	PREREQUISITE: None CREDITS: 1
PED 202	Total Wellness The class will explore the concepts of nutrition and physical activities as they relate to diabetes and other health issues. The course will consist of both lecture and structured activities.	PREREQUISITE: None CREDITS: 2

Philosophy

PHI 103	Introduction to Philosophy This course is a critical introduction to the field of philosophical inquiry. After defining philosophy and identifying the major fields of philosophical study, the course examines the history of Western thought from the famous Greek philosophers to the cutting-edge intellectuals of today. The course then dives into various thematic topics, including metaphysics, epistemology, free will and determinism, personal identity, ethical values, and political philosophy.	PREREQUISITE: None CREDITS: 2
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Pastoral Ministries

PMT 112	<p>Principles of Evangelism</p> <p>This course will be both an academic and practical endeavor. Academically, this course explores the interrelationship between evangelism and the purposes of the church. Students will practice a variety of practical approaches for sharing the Christian faith. Students will engage in evangelism in cooperation with a local church's evangelistic outreaches.</p>	<p>PREREQUISITE: None CREDITS: 2</p>
COM 133 COM 233 COM 333 COM 433 PMT/HUM 133 PMT/HUM 233 PMT/HUM 333 PMT 433 HUM 423	<p>Theater Arts I, II, III, IV or Theater for Ministry I, II, III, IV</p> <p>Theater Arts offers both basic and advanced training in basic characterization, script reading, memorizing lines, and performance. Advanced students in HUM/PMT 333 and HUM/PMT 433 will be asked to independently perform several times, and be able to direct. Upper division students will also be required to do a research project. May be taken up to four semesters. (Course contingent upon instructor availability.)</p>	<p>PREREQUISITE: Instructor Approval CREDITS: 3</p>
PMT 212	<p>Introduction to Spiritual Formation</p> <p>This course examines some of the basic Christian spiritual disciplines that lead to personal and corporate growth and renewal. Students will investigate the biblical and historical approaches for drawing near to God. Students will examine a variety of personal and corporate spiritual disciplines.</p>	<p>PREREQUISITE: THE 113 CREDITS: 2</p>
PMT 323	<p>Foundations of Leadership</p> <p>This course provides students with a theology of Christian leadership. It investigates biblical models and principles for leadership, introduces the student to current leadership theory, and describes the major functions of leadership in the context of the local church.</p>	<p>PREREQUISITE: None CREDITS: 2</p>
PMT 242	<p>The Assemblies of God</p> <p>This course is a general survey of the history and organization of the Assemblies of God (AG). Students will examine parliamentary procedures and the structure, organization, and the constitution/by-laws of the AG. Additionally, students will reproduce and explain the 16 Fundamental Truths, and will study additional doctrinal position papers.</p>	<p>PREREQUISITE: None CREDITS: 2</p>
PMT 302 PMT 303	<p>Selected Topic</p> <p>A course approved by the Academic Affairs Committee on a selected topic (elective) when sufficient interest is manifested.</p>	<p>PREREQUISITE: None CREDITS: 2 or 3</p>
PMT 312	<p>Biblical Preaching I</p> <p>This course examines and develops the essentials of good sermon construction. Students will construct sound exegetical and topical sermons from scripture. This course requires careful study of and reflection upon biblical texts. Students will develop skills in creating captivating introductions, constructing the logical movement of main ideas, incorporating relevant illustrations, and formulating memorable conclusions.</p>	<p>PREREQUISITE: BIB 233 COM 243 CREDITS: 2</p>
PMT 313	<p>The Spiritual Formation and Discipleship of Children</p> <p>This course is a study in the biblical foundations, physiological, psychological, and the spiritual developmental formation of children. Students will examine and critique the biblical texts mandating attention to the spiritual welfare of children in light of current church practice. They will also appraise the developmental characteristics and needs of children through their general developmental stages and design age appropriate classrooms. Included will be the design, implementation, and evaluation of an age appropriate Children's Church lesson. Additionally, the student will be able to create and modify children's ministry programs, job descriptions, and approaches to promotion.</p>	<p>PREREQUISITE: None CREDITS: 3</p>

PMT 322	<p>Biblical Preaching II</p> <p>This course continues the examination and development the students' preaching skills in preparation for pastoral ministry. Students will learn to evaluate the audience, use appropriate gestures, develop voice projection, and various inflections and intonations to gain and maintain the audience's attention. Students will combine their God-given personality, humor, drama, and original thinking in their presentations. Students will present one message in a chapel setting and engage in peer critique of these sermons for biblical and theological soundness, practical application, and appeal to contemporary contextual settings.</p>	<p>PREREQUISITE: BIB 233 COM 243 CREDITS: 2</p>
PMT 331	<p>Evangelistic Ministry</p> <p>A practical course detailing the evangelist's devotional life, planning and advertising evangelistic events, how to budget for the events, the evangelistic invitation as well as follow-up discipleship after the conclusion of the evangelistic event.</p>	<p>PREREQUISITE: None CREDITS: 1</p>
PMT 342	<p>The Ministry of Women</p> <p>Explores the various ministerial and historical backgrounds of notable women in the Old and New Testament as well as those in the twentieth century.</p>	<p>PREREQUISITE: None CREDITS: 2</p>
PMT 352	<p>Ministerial Ethics and Relationships</p> <p>A study of Christian ethical principles founded on Scripture. Special attention is given to responding to moral dilemma's confronted in the context of ministry, including the importance of specific ministerial relationships in society and ecclesiastical settings.</p>	<p>PREREQUISITE: None CREDITS: 2</p>
PMT 373	<p>Leading the Worship Service</p> <p>This course examines contemporary issues in Pentecostal worship in the context of biblical theological foundations, historical development in the Christian tradition, and expression in the local church. Students will explore and engage in various approaches to leading worship including: worship teams, instrumental accompaniment, worship literature, and multimedia. Students will debate and defend the need for spiritual development and maturity in the worship team and leadership and discuss the importance of good relationships with the pastor and church staff.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
PMT 402	<p>Ministries in the Local Church</p> <p>The course introduces the student to the wide range of ministries that exist in the local church. Special attention is given to the proper placement of individuals in service to the local church.</p>	<p>PREREQUISITE: Upper Division CREDITS: 2</p>
PMT 413	<p>Practicum in Ministry</p> <p>This course is an in-depth, supervised ministry experience under the guidance of a seasoned mentor. The students will enhance their ministry effectiveness through real life interaction in ministry settings under the guidance of an advisor, thus creating a genuine, contextualized balance between classroom learning and practical experience. Students will evaluate their ministry competencies through personal reflection conferences with their pastor/supervisor, church leaders, and school advisor. Writing assignments will evaluate the ministry insights they gained through the practicum.</p>	<p>PREREQUISITE: 75 credit hours completed within a CM Major CREDITS: 3</p>
PMT 433	<p>Church Administration and Finance</p> <p>The church administration component of this course includes efficient methods of administering the affairs of a local assembly and specific study of parliamentary procedure and church departmentalization. The finance portion is designed to give a thorough knowledge of church bookkeeping as related to budget preparation, recording of transactions, banking procedures, requisition forms, and reconciliation of bank statements.</p>	<p>PREREQUISITE: Upper Division CREDITS: 3</p>

PMT 453	<p>Principles and Practices of Kingdom Leadership</p> <p>This course is a practical examination in pastoral ministry. Students will interact with and interpret the biblical/theological foundations of pastoral ministry. Students will also analyze and critique the issues of calling to ministry and ministry preparation. They will discuss and debate the responsibilities and problems of pastoral ministry, including bi-vocational ministry and family concerns. They will develop skills in the creation and implementation of weddings, funerals, and other special church services. Included in this course is an exploration of current concepts of leadership theory and pastoral care.</p>	<p>PREREQUISITE: Upper Division CREDITS: 3</p>
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Psychology

PSY 103	<p>College Success</p> <p>This course is required of all first year students who come to AIC with less than 30 transferable hours. It includes principles and practices that enhance success at AIC. The course is to be taken during the earliest possible semester, regardless of degree plan unless waived by the department chair based on the student's prior successful academic record. PSY 103 places emphasis on the development of strong study, life, and academic socialization skills, and the understanding and integration of biblical values as practiced within the AIC community.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
PSY 123	<p>General Psychology</p> <p>Introduction to the social science of psychology and its theories, research, specialties and methods. Psychology is the study of human behavior, cognition and the central nervous system. Includes personality characteristics, human development and mental health.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
PSY 213	<p>Fundamentals of Counseling</p> <p>Survey of the psychology practice and principles of counseling. Includes study of personal emotional and adjustment problems and disorders as well as the development, assessment, interventions and preventions used in psychological counseling.</p>	<p>PREREQUISITE: PSY 123 CREDITS: 3</p>

Science

SCI 213 LAB: SCI 211	<p>Biological Science / Laboratory for Science</p> <p>Overview of structure, physiology, genetics, origins, ecology, and classification of animal and plant living forms and processes. Emphasizes science principles and concepts at the genetics, organismal, population, community and ecology levels to develop critical thinking and technical skills. Must register for both SCI 211 and SCI 213.</p>	<p>PREREQUISITE: None CREDITS: 4</p>
SCI 223 LAB: SCI 221	<p>Physical Science / Laboratory for Science</p> <p>Overview of physics, chemistry, geology, astronomy, and meteorology of nonliving matter, forms and processes in the universe. Emphasizes science principles and concepts of mass, matter, energy, mechanics, composition and phenomena of non-living forms to develop critical thinking and technical skills. Must register for both SCI 221 and SCI 223.</p>	<p>PREREQUISITE: None CREDITS: 4</p>
SCI 233 LAB: SCI 241	<p>Earth Science / Laboratory for Science</p> <p>This course is designed to give students a better understanding of the Earth, its systems, and the environment in which they live. Students gain this understanding by studying the four main components of the Earth system: the atmosphere, the biosphere, the hydrosphere, and the geosphere.</p>	<p>PREREQUISITE: None CREDITS: 4</p>
SCI 323 LAB: SCI 321	<p>Human Anatomy and Physiology / Laboratory for Science</p> <p>This course provides an overview of body function and structure. The course begins with an overview of homeostasis, cell function, and tissue development. Properties of the skeletal, muscular, and nervous systems are explored. Sensory organs and the endocrine system are examined. Other topics include diseases of the major structural systems organs and how body system integration promotes homeostasis.</p>	<p>PREREQUISITE: None CREDITS: 4</p>

<p>SCI 333 SOC 333</p>	<p>Environmental Issues This course introduces students to the facts and controversies surrounding environmental issues. Students will assess the problems created by man and industry, review our responsibility toward the environment, and evaluate the global attitudes and behaviors that support or detract from sustainable development. In addition, students will learn what role they can play in improving society's role in sustainable development and in environmental policy.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
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Sociology

<p>SOC 113</p>	<p>Introduction to Sociology Introduction to the social science of groups and human relationships with their origins, organizations and functions from couples to society. The sociology perspective of human group processes, relationships and interactions are examined as well as their social change, structures and development.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
<p>SOC 243</p>	<p>Human Social Development Survey of the social science of human development from adolescence to death. The life process is examined biologically, psychologically, socially and culturally from a sociology perspective from 19 years of age to end of person's life. Explores the characteristics, traits, experiences, needs and issues of human development.</p>	<p>PREREQUISITE: SOC 113 PSY 123 CREDITS: 3</p>
<p>SOC 313</p>	<p>Marriage and the Family An overview of courtship, marriage, family life and social organization. Related cultural/religious processes, history, and problems as institutions and organizations are examined.</p>	<p>PREREQUISITE: PSY 123 CREDITS: 3</p>
<p>SOC 333 CST 333</p>	<p>Current Issues Among Native Americans This course examines and synthesizes some of the more salient contemporary issues related to Native Americans including moving towards a post-colonial paradigm, the missionary-driven church model, tribal sovereignty, and environmental sustainability. This course is also evaluative of the tension between traditional Christianity and other competing ideologies such as the Contextual Movement, the Native American Church (Peyote), Pan-Indianism, and traditional Native religions.</p>	<p>PREREQUISITE: HIS 223 or Instructor Approval CREDITS: 3</p>
<p>SOC 423 YMT 423</p>	<p>Sociology of Native American Youth An in depth analysis of the salient sociological characteristics, issues and trends of contemporary Native adolescent and young adults in American society as well as their related diversity, cultural markers, ethnicity and interactions within social settings. This course also analyzes and evaluates some of the unique issues experienced by urban, reservation, rural, traditional, and assimilated Native American youth.</p>	<p>PREREQUISITE: HIS 223 or SOC 113 or Instructor Approval CREDITS: 3</p>

Technology

<p>TEC 163</p>	<p>Technology for Business This course is an overview of use of word processing, spreadsheets, presentation software, trends as uses of office and presentation technology. This course will expose students to the processes of design, development, utilization, management, and evaluation of technology, with an orientation toward both hard and soft technical skills and equipment involving the use of media for learning and presentations. The course content is distributed between two main areas of focus; understanding and utilizing business technology used in the student's learning environment, and its subsequent use in the business world.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
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TEC 173	<p>Technology for Education</p> <p>This course is an overview of use of word processing, spreadsheets, presentation software, trends as uses of office and presentation technology. This course will expose students to the processes of design, development, utilization, management, and evaluation of technology, with an orientation toward both hard and soft technical skills and equipment involving the use of media for learning and presentations. The course content is distributed between two main areas of focus; understanding and utilizing educational technology used in the student's learning environment, and its subsequent use in the world of K-12 education.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
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Theology

THE 113	<p>Introduction to Theology</p> <p>An introductory survey of the field of systematic theology, with special focus on the history and doctrinal statement of the Assemblies God (including the Sixteen Fundamental Truths), with special focus on salvation (Soteriology), divine healing, Holy Spirit Baptism (Pneumatology) and the return of Christ (Eschatology). (Required for all majors.) (formerly Essentials of Pentecostal Theology)</p>	<p>PREREQUISITE: None CREDITS: 3</p>
THE 123	<p>Theology of the Scriptures, God and Christ</p> <p>This course conducts a study into the foundations of the following areas of systematic theology: the inspiration and transmission of the Scriptures (Bibliology), the doctrine of God (Theology Proper), and the doctrine of Christ (Christology).</p>	<p>PREREQUISITE: THE 113 CREDITS: 3</p>
THE 213	<p>Theology of Man, Sin, Salvation, and Angels</p> <p>A detailed investigation of the doctrines of angels (Angelology), humanity (Anthropology), sin (Hamartiology) and salvation (soteriology) and the origins of the cosmos.</p>	<p>PREREQUISITE: THE 113 CREDITS: 3</p>
THE 302 THE 303	<p>Selected Topic</p> <p>A course approved by the Academic Affairs Committee on a selected topic (elective) when sufficient interest is manifested.</p>	<p>PREREQUISITE: tba CREDITS: 2 or 3</p>
THE 323	<p>Theology of the Holy Spirit, the Church, and Final Events</p> <p>This course is a detailed study of the doctrines of the Holy Spirit (Pneumatology), the Church (Ecclesiology), and the End Times (Eschatology). Students will examine and be able to explain the work, person, and deity of the Holy Spirit; identify the nature, ministry, and work of the Church; and incorporate an understanding of Final Events and their application to contemporary culture.</p>	<p>PREREQUISITE: THE 113 CREDITS: 3</p>

Youth Ministries

YMT 213	<p>Foundations of Youth Ministry</p> <p>A study of Christian youth ministry and its relationship to the local church. Attention will be given to preparation, training, and planning for youth ministry and its impact on the lives of adolescents.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
YMT 302 YMT 303	<p>Selected Topic</p> <p>A course approved by the Academic Affairs Committee on a selected topic (elective) when sufficient interest is manifested.</p>	<p>PREREQUISITE: tba CREDITS: 2 or 3</p>
YMT 323	<p>Evangelism and Discipleship of Youth</p> <p>An examination of the specialized ministries of evangelism and discipleship in youth ministry. Attention is given to the characteristics and needs of youth, and diverse methods of communicating scriptural truth, including campus ministry and the impact of postmodernism.</p>	<p>PREREQUISITE: YMT 213 CREDITS: 3</p>

YMT 423
SOC 423

Sociology of Native American Youth

An in depth analysis of the salient sociological characteristics, issues and trends of contemporary Native adolescent and young adults in American society as well as their related diversity, cultural markers, ethnicity and interactions within social settings. This course also analyzes and evaluates some of the unique issues experienced by urban, reservation, rural, traditional, and assimilated Native American youth.

PREREQUISITE: HIS 223
or SOC 113
or Instructor Approval
CREDITS: 3

