

School of Education

SCHOOL OF EDUCATION

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HISTORY

The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for one-third of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a university-type educational institution. In 1958 the School of Graduate Studies and the Seventh-day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for the Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher education programs at both the baccalaureate- and master's-degree levels beginning September 1, 1970.

The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral-degree-granting institution in 1979. This included the new EdD degree.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year the PhD degree was introduced with approval of the North Central Association.

In June 1983 the various undergraduate and graduate programs merged into a School of Education. The School of Education currently consists of the Department of Educational and Counseling Psychology, and the Department of Teaching, Learning, and Administration.

ACCREDITATION

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor's, master's, specialist, and doctoral levels.

The teacher-preparation and school-service personnel programs, which include teacher education programs, MAT programs, the elementary and secondary principals' programs, and programs to prepare school guidance counselors, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University: Community Counseling (MA) and School Counseling (MA).

FACULTY

The School of Education has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and published in professional journals. They are regularly sought as researchers, lecturers, and consultants.

IDEALS

The ideals of the School of Education are, in part, the ideals of Andrews University as portrayed in its seal: *Spiritus, Mens, Corpus*. The School of Education seeks to prepare educators for harmonious development.

- *Spiritus. . . striving for spiritual maturity.*
Nothing in life is of greater significance than the relationship between human beings and God. Therefore, the School proclaims with boldness and vigor that no one can be truly educated without learning to love "the Lord God with all thine heart and thy neighbor as thyself."
- *Mens . . . striving for mental excellence.*
Learning takes place in various places—a classroom, a library, alone with book in hand, or in the great laboratory of nature. A knowledge of the past, the ability to communicate ideas with clarity and precision, the attitude of habitual inquiry, the discipline of orderly thought—these are the rewards for those who pursue knowledge and wisdom.
- *Corpus. . . striving for physical well-being.* "A sound mind in a sound body" is an ideal as relevant today as it was two thousand years ago. Seventh-day Adventists believe that concern for the physical aspect is essential to both spiritual maturity and mental excellence.

OPERATIONAL FRAMEWORK

The knowledge base of the School of Education can best be understood in relationship to the ideals of Andrews University: *Spiritus, Mens, Corpus*. To faculty and students at Andrews, a God-centered world view is the base upon which is built a rigorous pursuit of knowledge.

skill.

- A person who is aware of the importance of healthful living practices.
- A person who effectively leads others toward fulfillment of their God-given potential.

ACADEMIC CALENDAR

In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

1999

JULY

6,13	EdS comprehensives
6,8,13,15	EdD/PhD comprehensives
9	MA comprehensives
12-23	Leadership Orientation
18-21	The 1999 Leadership Roundtable

AUGUST

18-Sep 22	First Days of School Experience
20	Fall Student Teacher Orientation Assembly

SEPTEMBER

27	New graduate-student orientation
27-Dec 17	Autumn Quarter Student Teaching

OCTOBER

29	Winter Student Teacher Orientation Assembly
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NOVEMBER

8,9	Student Teacher Professional Day(s)
9,16	EdS comprehensives
9,11,16,18	EdD/PhD comprehensives
12	MA comprehensives
30	Deadline for application to Teacher Preparation Program

2000

JANUARY

10-Mar 17	Winter Quarter Student Teaching
14	Spring Student Teacher Orientation Assembly
21	Last day for teacher-preparation students to apply for application to the following academic year.

FEBRUARY

8,10,15,17	EdD/PhD comprehensives
8,15	EdS comprehensives
11	MA comprehensives

MARCH

27-Jun 2	Spring Quarter Student Teaching
30	Deadline for application to Teacher Preparation Program

APRIL

21	2000-2001 Student Teacher Orientation Assembly
25, May 2	EdS comprehensives
25,27, May 2,4	EdD/PhD comprehensives
28	MA comprehensives

MAY

1	Celebration of Teaching and Learning
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JUNE

3	Teacher Dedication Ceremony
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Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Requirements for specific degrees offered in the two departments of the School of Education are described under the departmental headings.

MAT Master of Arts in Teaching. The MAT program is an inter-departmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning, and Administration.

MA Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in both departments of the School of Education.

EdS Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level. Degrees are offered in both departments.

EdD Doctor of Education and PhD Doctor of Philosophy. The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master's level. Degrees are offered in both departments.

ADMISSION

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

- For North American students: 3 months prior to the anticipated starting date.
- For non-North American students: 4 months prior to the anticipated starting date.
- For students applying to the Department of Educational and Counseling Psychology: February 1.

Application Procedure. In addition to meeting the general requirements for graduate admission as listed on **p. 28**, applicants to the School of Education should note the following GRE requirements.

- Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional admission without these scores. MA and EdS students applying for the programs listed below must submit GRE scores before they are considered for any type of admission:
 1. Educational and Developmental Psychology
 2. Community Counseling
 3. School Counseling
 4. School Psychology

SCHOLARSHIPS/FINANCIAL AID

Named scholarships are allocated in the spring quarter for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education dean's office. The deadline for submitting applications is March 1. Application forms for regular grants are also available from the dean's office.

Applications for graduate assistantships should be submitted to the chair of the department in which the student is studying. Applications for loans must be made through the Student Financial Services Office by April. See Financial Information section of this bulletin for further information.

GENERAL ACADEMIC INFORMATION

Academic Advisement. A student's initial contact is with the department chair/program coordinator. Normally during the first quarter of registration, a permanent adviser is selected. The adviser's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the office of the director of graduate programs.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate *Student Handbook*.

Inactive Status. A student is considered inactive if he/she has not written to or had a personal visit with his/her adviser or the director of graduate programs for more than two years.

Doctoral students are placed on inactive status if either of the following occurs:

- Before passing the comprehensive examination the student fails to register for eight consecutive quarters.
- After passing the comprehensive examination no progress is made toward completion of the degree (as determined by the student's adviser, dissertation chair, or department chair) for eight consecutive quarters.

For students in the Department of Educational and Counseling Psychology to maintain active status in any of the MA or EdS programs, they must enroll for classes three out of four quarters during the school year. When students fail to enroll for two quarters in a school year, they are placed on inactive status unless they show valid reasons for the lack of progress in their program. Students pursuing a degree during summer sessions only must be enrolled every summer in order to maintain active status in the program. If a doctoral student in the department does not make any

Undergraduate Programs

The undergraduate programs offered by the School of Education are described under the Teaching, Learning, and Administration section.

progress on his/her dissertation for a period of 12 months, the dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being deactivated, one must make a request to the director of graduate programs for reinstatement before continuing in the program. If it is granted, the student must meet the requirements of the bulletin in force at the time of reinstatement. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

- To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:
 1. The MAT/MA: a minimum GPA of 3.00 in all courses for the degree and in all courses applied to the major/emphasis.
 2. The EdS: a minimum GPA of 3.20 in all post-master's courses for the degree and in all courses applied to the major/emphasis.
 3. The EdD/PhD: a minimum GPA of 3.30 in all post-master's courses (or post-specialist courses if EdS was received before admission to the doctoral program) for the degree and in all courses applied to the major/emphasis.
- Students whose cumulative GPA drops below the minimum in any given quarter are placed on academic probation. Such students must work with their adviser to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following quarter). The director of graduate programs must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.
- No grade of D or F or U may count toward a degree. Courses with a grade less than a B- do not count toward the major or emphasis.
- If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. However, both the original grade and the repeated grade are used in computing the GPA.
- Any student who receives a grade below B- (including U) in more than four courses in an MA program and in more than three courses (in addition to the four from the MA) in an EdS/EdD/PhD program is asked to withdraw.
- Students may not apply credits earned by examination toward a graduate degree.
- Candidates for the MA degree must pass comprehensive examinations and (if thesis option is chosen) formally defend a master's thesis. Candidates for EdS degrees must pass comprehensive exami-

- Give evidence of ability to pursue advanced study in graduate-level work with a cumulative graduate GPA of 3.20 (4.00 system).
- Meet all other admission standards listed in the Graduate Programs under the Admissions and

may be a full-time internship.

2. **EdD Residency.**

Teaching Strategies

- 10 Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences
- 11 Helping Students Become Self-Directed Learners
- 12 Technology and Learning in Today's Classroom
- 13 Managing Behavior in the Diverse Classroom
- 14 Assessment to Enhance Student Learning

Regular Courses

Selected regular courses have been designed

