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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 Graduate Psychology & Counseling at Andrews University: Clinical Mental Health Counseling (MA) and School Counseling (MA).

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

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.

Conceptual Framework

Andrews University was founded as Battle Creek College in 1872. One of the founders, Ellen G. White, presented a compelling vision for education.

“True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one.” Ellen G. White (1872), *Education*, Mountain View, CA; Pacific Press, pp. 10-11.

The Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and mission.

A conceptual framework is a way of looking at the world that affects our values, goals and practices. It influences our work and how we think about what we do.

The School of Education, as part of Andrews University, has developed its conceptual framework by considering the University’s mission statement—Seek Knowledge. Affirm Faith. Change the World.—with respect to our specific task in training educational professionals.

Our conceptual framework helps us to clarify our purpose and mission—serving as a continual reminder of what we consider important and of how we approach our goals.

Dispositions

Dispositions are the personal characteristics our graduates will display, making them exceptional educators committed to fairness and learning for all students.

Elements

The six elements of our conceptual framework outline the principles driving our instruction and articulate particular dispositions and skills our graduates will take with them into the workplace. The elements are incorporated into all our courses and activities.

Element One: World(c)110(eptual)1(fr)-10parce (displ T* [(ia a1(gr)-10(ad)10(u

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We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:

- v * R ~~CD~~ ~~VOWX~~ ~~GW~~ ~~BN~~ ~~MVR~~ ~~J~~ ~~CH~~ ~~V~~ ~~JK~~ ~~U~~ ~~D~~ ~~V~~ ~~Y~~ ~~ID~~ ~~QR~~ ~~U~~ ~~G~~
and through His Spirit to use principles of Scripture as a guide in their relationships with others.
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academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- v * R ~~CD~~ ~~VOWX~~ ~~GW~~ ~~BN~~ ~~MVR~~ ~~J~~ ~~CH~~ ~~V~~ ~~JK~~ ~~U~~ ~~D~~ ~~V~~ ~~Y~~ ~~ID~~ ~~QR~~ ~~U~~ ~~G~~
stewards of His gift of life.
- v * R ~~CD~~ ~~VOWX~~ ~~GW~~ ~~BN~~ ~~MVR~~ ~~J~~ ~~CH~~ ~~V~~ ~~JK~~ ~~U~~ ~~D~~ ~~V~~ ~~Y~~ ~~ID~~ ~~QR~~ ~~U~~ ~~G~~
personal and professional relationships and to use their talents in personal service to the church and society.

Ad i i

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

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anticipated starting date.
- v) R Q R Q 1 \$ P W K L V D G H Q X P R Q V S K U L V R W K H
anticipated starting date.
- v) R V W X G B I S S O W L V K H S D U W P H L Q M G X D W H

SCHOOL OF EDUCATION

Upon approval of department chair, registration, and payment of the reactivation fee, a graduate student is considered active for the current semester. Reactivated graduate students must reapply for candidacy and may or may not be required to meet the program requirements which are in effect at the time of reactivation. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

- v 7 R U H P L I O C H J X V O D D Q I S Q V J R U D E W H W X G P I X W W W
maintain the minimum GPA (on a . system) required below:
 - . The MAT/MA: a minimum GPA of . in all courses for the degree and in all courses applied to the major/emphasis.
 - . The EdS: a minimum GPA of . in all post-master's courses for the degree and in all courses applied to the major/emphasis.
 - . The EdD/PhD: a minimum GPA of . 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.
- v 6 W X G B I Q R W X P X O D S G Y U R E S H O W Z P L Q L P I X Q
any given semester are placed on academic probation. Such students must work with their advisors to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.
- v 1 R J U D S H R U R B P D F R X W Z D G B J U R X U V H V
with a grade less than a B- do not count toward the major or emphasis.
- v , I D V W X G H F W D Q H W D W L V I I D F O R U P D O O \
D or F), the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus.
- v \$ Q W X G Z K G M F H D J U H V S H O R Z L Q F O X G L L Q J
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.
- v 6 W X G F I Q V R W S F O U H G I D W V E H Q J D P L Q D W R I Z F O Q G
a graduate degree.
- v & D Q G L G R W M H S G H J U P X N S V F R P S U H K H Q V L Y H
examinations and (if thesis option is chosen) formally defend a master's thesis. Candidates for EdS degrees must pass comprehensive examinations. Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

Satisfactory Academic Progress. See the section on SAP Policy for Graduate Students with Financial Aid on p. .

Transfer Credits. General requirements for transfer credits are found on p. . In addition, graduate course work taken at any Seventh-day Adventist college in the United States offering an MA G H J U P H W U D Q X S M E L R M V K P L Q L P X P H G I H V X L U H G Graduate credits taken in the MDiv program may be transferred into MA, EdS or doctoral programs in the School of Education. However, Master of Divinity credit will be marked down to . School of Education credits. Transfer credits from other Seminary programs need to be evaluated on a case-by-case basis.

Time Limits. A student must complete the requirements for a master's degree normally within six years, but no more than

ten years from the beginning of the first semester of class work irrespective of admission classification. Leadership students please see Leadership program sections regarding program time limits. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

Master's Degree (MA/MAT/MS)

The master's degrees (MA/MAT/MS) prepare personnel for leadership and specialized positions in education beyond the bachelor's degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the Handbook for Master's Students or the Handbook for Master of Arts in Teaching (MAT) Students and Faculty.

Admission to MA/MAT/MS Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin on pp. - .

General Requirements (MA/MAT/MS)

- v 6 W X G B I Q W H W S R Q W L E W K U H T X P I L C H W K H
Academic Information section of this bulletin on pp. - .
- v 7 K F D Q G L K Q W G H U J U E D F X N D J U I R D G G D Q F W H X G \
must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits E H I F U R P S O H U W I R Q J L V K R M Z R I W T N
These credits do not apply to the degree program.
- v 6 W X G P H X Q W W D L V I F R W B O D P W C H L P X E U U B
credits (as determined by the program chosen). One-half of these credits must be in courses numbered or above.
- v 0 \$ 7 V W X G P H X Q W W D W L V I F R W B O D P W C H L P X E U V
the area of emphasis required by their chosen program.

General Requirements (MA/MS ONLY)

- v 7 K S U R J P D X L V Q F O X G H U X B Q G 5 0 U x U
they are advanced to degree candidacy. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar), consists of one -hour session and one -hour session. An Application for Advancement to Candidacy form is filed upon completion of U x R M K H W X G F R X M Z R I W N
- v \$ O C S V W X G S H O D W G B O O D N E R B S U H K H Q D P L Y H
must register for the EDUC Master's Comprehensive Exam course for credits of the term in which they will be taking the exam. Students who fail the master's comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.
- v \$ O C S V W X G H Q R W Z D Q W B G V K H L Q G R U V W F R X Q W
Michigan Teaching Credential, you must successfully complete the Michigan Test for Teacher Certification (MTTC) subject area exam. In addition, you are required to pass a comprehensive examination after advancement to degree candidacy in order to obtain the Master of Science degree. The examination, which is scheduled on specific dates each semester (see the School of

Education academic calendar), consists of one -hour session and one -hour session.

The specialist degree should be considered a terminal program.

Preparation and Presentation of a Thesis. To fulfill the thesis option for a master's degree, the student must write a thesis and successfully defend it in an oral examination at an officially designated time and place. See Handbook for Master's Students.

The format of the thesis must conform to the guidelines found in the Andrews University Standards for Written Work.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute semester credits of course work in the major area of emphasis in place of the thesis.

Guidelines for Practicums. Students in the MAT program which requires certification endorsements must take a practicum in accordance with these guidelines:

- √ 6 W X G M Q R W O O W K S U D F W L F S X H R Q L V H R Z D U N G Q G of their program after completing all required prerequisites.
- √ 6 W X G F I Q V W X E F L O W S S O L F W D W K R I Q W L I L F D W L R Q Screening, and Petitions Committee before January to be eligible to take the practicum experience the next academic year.
- √ 7 K G L U H F M R X G V H C D F R D Q B W O U D Q J H R H Q W V placement in schools.
- √ 6 W X G F I Q V W X E F L O W S S O L F W D W K R I Q W L I L F D W L R Q placement is finalized.

Transfer From One Program to Another. Acceptance into an MA or MAT program in the School of Education does not include the option of automatic transfer to another program at a subsequent time. A student in one of the programs may be permitted to reapply for the other degree program until the last day of the second semester. Upon application for transfer, advisors re-evaluate the student's current program and make adjustments for the new degree requirements. Following that re-evaluation, those courses which are relevant to the second degree may be transferred.

P g e i Th gh he MA/MAT/MS Deg ee P g a

Academic Advisement. Students initially contact the department chair or program coordinator. Then, during the first semester of registration, a permanent advisor is selected. The advisor'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.

Advancement to Degree Candidacy. For information regarding advancement to degree candidacy for master's degree students, see the Academic Information section of this bulletin on p. .

Ed ca i a S ecia i Deg ee (EdS)

The specialist degree prepares personnel for leadership and specialized positions in education. It builds upon the master's degree in providing a more focused program of study. In some cases the specialist program accommodates persons desiring career shifts and advancement in certification. Because the educational specialist program emphasizes practice rather than research, a dissertation and advanced research course work are not required.

- . An advanced project featuring the systematic development of a significant educational product.
- . A research study.

v 7 K R L Q L P X 3 \$ U H T X L R B C P S O H R W M K S O R J U D P U x
 figured on all course work included as a part of the EdS program.

v \$ P L Q L P X P Z R H D Z R U H S H U L L O R H H R D I G
 education or appropriate clinical experience is required before the degree is granted. The individual department determines the appropriateness of the experience.

Time Limits. A student must complete the requirements for a specialist degree within six calendar years from the beginning of the first semester of class work irrespective of admission classification.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the specialist program, as long as he/she maintains active status. If a break of .

General Requirements

v % D S S O L W P L R D G X C W F D W 3 U R Q U D P P L W W H H
(GEPC) on the basis of the requirements of the current bulletin.

P g e i Th gh he EdD/PhD Deg ee P g a

Leadership students should see the Leadership Program section.

Course Plan. Normally within the first credits, the student
and a8.CS0ework out a proposed course plan to complete degree
requirements. This must be approv.CS0ed by the department chair
and the Gra8.10(uat)10(e)1(P)5(r)10(o)10(gr)-10(ams)1(offic)10(e.)TJ /T1_3 1 Tf 0 -2.588 TD [(R)5(esear)5(ch)1(R)5(equir)5(ements)10(.))TJ 0 T

andidacy form is filed after the student

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