

SCHOOL OF EDUCATION

Bell Hall, Room #105
 (616) 471-3481; FAX:(616) 471-6374
 sed@andrews.edu
 http://www.educ.andrews.edu

Karen R. Graham, *Dean*

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 four academic departments:

- Educational and Counseling Psychology (ECP)
- Teaching and Learning (T & L)
- Leadership (LEAD)
- Graduate Studies in Curriculum, Administration, and Religious Education (CARE)

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.

OPERATIONAL FRAMEWORK

Andrews University School of Education programs are designed on a conceptual framework with two major components:

- Educar Es Redimir
- Harmonious development for service

MISSION

The mission of the School of Education is to serve an international clientele, preparing educators for excellence in thinking, teaching, service, and research. As companions in learning, students and faculty are committed to global Christian service.

The mission of the unit is achieved by collaboration across all programs through six SED knowledge bases. The desired learning outcomes associated with each of the six overarching knowledge bases are embedded in the various academic programs so that the unit's mission is evidenced in the lives of every graduate. The unit faculty believe that by focusing on the themes implicit in the six SED knowledge bases, and by ensuring that these themes find expression in the shared (SED-wide) and program specific outcomes as well as in our course objectives, their mission can be met.

Knowledge Base I: World View

Upon completion of their programs, graduates of the School of Education will be able to

- Explain world views and trace their historical development
- Articulate Christian answers to the basic worldviews
- Critique world views from a Christian perspective
- Recognize and articulate world view assumptions that underlie their discipline
- Integrate principles of a Christian world view into their chosen fields of study
- Prepare and defend a carefully considered personal philosophy of vocation that incorporates harmonious development and service.

Knowledge Base II: Human Growth & Change

Upon completion of their programs, graduates of the School of Education will be able to

- Understand human development
- Articulate current theories of learning.

Knowledge Base III: Groups, Leadership & Change

Upon completion of their programs, graduates of the School of Education will be able to

- Establish environments for learning
- Design programs and systems to accomplish a compelling vision
- Communicate effectively with various cultural, racial, and special interest groups
- Manage human, financial, and material resources
- Facilitate change in groups and organizations
- Understand political and legal issues
- Model servant leadership.

Knowledge Base IV: Communication & Technology

Upon completion of their programs, graduates of the School of Education will be able to

- Communicate effectively in written, verbal and non-verbal forms
- Use electronics tools effectively for professional communication, teaching, and research.

Knowledge Base V: Research and Evaluation

Upon completion of their programs, graduates of the School of Education will be able to

- Read and evaluate research in their disciplines
- Conduct research in their specialty area(s)
- Report research findings according to standard guidelines in their fields.

Knowledge Base VI: Personal & Professional Growth

Upon completion of their programs, graduates of the School of Education will be able to

- Take responsibility for their own learning and continuing professional development
- Continue to mature in their ability to think critically
- practice critical self-reflection
- Use high ethical standards in all professional activities
- Live lives of moral integrity
- Balance the physical, mental, spiritual and social aspects of their lives.

PHILOSOPHY

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:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.

- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

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.

2001

June

28, 29 EdD/PhD comps (8:30 am-2:30 pm)
29 EdS comps (8:30 am-12:30 pm)

July

2 EdS comps (8:30 am-12:30 pm)
2, 3 EdD/PhD comps (8:30 am-2:30 pm)
6 MA comps (8:30-11:30 am; 1-3 pm)
9-20 Orientation Leadership Program
15-18 Roundtable Leadership Conference

August

8-31 First Days of School Experience
10 Fall semester student-teacher orientation assembly
13-25 Three-way orientation conference
(Fall semester student teachers and supervisors)
28-Sept. 1 Classroom Testing and Evaluation
(Fall semester student teachers)

September

1-Dec. 21 Fall semester student-teaching schedule

October

9, 10 Professional Days
22-Nov. 21 Three-way orientation conference
(Spring semester student teachers and supervisors)

November

1 Spring semester student-teacher orientation assembly
1, 2, 5, 6 EdD/PhD comps (8:30 am-2:30 pm)
2, 5 EdS comps (8:30 am-12:30 pm)
9 MA comps (8:30-11:30 am; 1-3 pm)
30 Deadline for application to Teacher Preparation Program or Student Teaching for 2002-03 academic year

2002

January

8-May 3 Spring semester student-teaching schedule
8-12 Classroom Testing and Evaluation
(Spring semester student teachers)

March

25 EdS comps (8:30 am-12:30 pm)
25, 26 EdD/PhD comps (8:30 am-2:30 pm)
29 MA comps (8:30-11:30 am; 1-3 pm)
Deadline for application to Teacher Preparation Program

April

1 EdS comps (8:30 am-12:30 pm)
1, 2 EdD/PhD comps (8:30 am-2:30 pm)
9 Celebration of Teaching and Learning
19 2002-2003 Student-teacher orientation assembly

May

4 Teacher dedication program

Dates for Summer 2002 will be announced.

1. Educational and Developmental Psychology
2. Community Counseling
3. School Counseling
4. School Psychology

Undergraduate Programs

The undergraduate programs offered by the School of Education are described under the Department of Teaching & Learning on p. 237.

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 four 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 and Learning.

MA Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all four 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.

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.

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: three months prior to the anticipated starting date.
- For non-North American students: four 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. 38, 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:

SCHOLARSHIPS/FINANCIAL AID

Named scholarships are allocated in the spring semester 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 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.

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 Graduate Programs Office, Room 164.

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 advisor 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 six consecutive semesters (including summers).
- After passing the comprehensive examination no progress is made toward completion of the degree (as determined by the student's advisor, dissertation chair, or department chair) for six consecutive semesters (including summers).

For students in the Department of Educational and Counseling Psychology to maintain active status in any of the MA or EdS