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SCHOOL OF DISTANCE EDUCATION

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Alayne D. Thorpe, *Dean*

Mission Statement

The School of Distance Education extends access to Adventist education beyond campus, community and national boundaries. We support our faculty and students around the world by promoting best practices in distance education and creating a virtual community designed to nurture learning.

The School of Distance Education serves Andrews University by providing leadership, faculty and student support, and professional resources in the following areas: distance education, compliance and off-campus programs. The School of Distance Education also operates Griggs University and Griggs International Academy.

Core Values

To accomplish our mission, the School of Distance Education is committed to these core values:

Excellence: We view each student as a special creation, endowed by God with individual talents and abilities that we encourage them to develop by providing a quality, academically rigorous Seventh-day Adventist Christian education at all levels.

Respect: We believe that it is our responsibility to uplift one another by demonstrating respect and consideration for all parents, students, and educators through learning that is student-centered and redemptive, and customer service that is helpful and friendly.

Integrity: We recognize that mutual trust rests upon a foundation of honesty and transparency. We are honest and straightforward in our dealings, both business and academic, and expect no less from our parents, students, and faculty.

Community: We believe that a safe learning environment and an accepting community are important to effective learning, especially in distance education. We strive to create a learning community where all participants (parents, students, faculty, and administrators) feel valued and understand that they are part of a team by providing opportunities for constructive interaction, and sharing of experiences.

History

Griggs University/Griggs International Academy began its work in 1909, when the General Conference of Seventh-day Adventists voted to offer correspondence courses to meet the needs of its members and workers who were unable to attend a traditional campus-based school or college. GU/GIA was originally called Fireside Correspondence School and was founded by Frederick

Griggs, one of the pioneer educational leaders of the Seventh-day Adventist Church.

On July 18, 1909, the Fireside Correspondence School was launched; by October 4, 62 students had registered. Courses were offered at the elementary, secondary and college levels. Its first president was W.E. Howell (1909–1920), and it operated from one room in the General Conference of Seventh-day Adventists building on Eastern Avenue NW, Washington, D.C.

Under its second president, C.C. Lewis (1920–1923), the Fireside Correspondence School was moved to the campus of Washington Missionary College (presently known as Washington Adventist University) in Takoma Park, Md. It returned to the church's headquarters early in the presidency of M.E. Olsen (1923–1946). By 1931 the name of the school had been changed to Home Study Institute (HSI).

The fourth president of GU/GIA was W. Homer Teesdale (1946–1965). During his term of service the school first had a real "home." Property had been purchased in 1945 at 6940 Carroll Avenue, Takoma Park, Md. On it stood a large wooden dwelling that housed the school until a brick office was erected on the site in 1956.

In 1990, GU/GIA's main headquarters were moved to 12501 Old Columbia Pike, Silver Spring, Md. In October of that same year, permission was granted by the Maryland Higher Education Commission to meet the needs of the Seventh-day Adventist Church by offering degree programs in several disciplines.

The higher education division was named *Griggs University* in honor of the founding president, Frederick Griggs. In 2003, the Board of Directors voted to name the K–12 division *Griggs International Academy*. This name has been registered with the various agencies in the State of Maryland. In 2006, GU/GIA adopted a new logo and officially changed its name from GU/GIA to Griggs University/Griggs International Academy.

In 2009, the Seventh-day Adventist Church leadership formed a Commission on Distance Education Models and Structure. The intent of the commission was to conduct an in-depth investigation of current best practices for distance education and make recommendations to the Church on the possibility to using distance education to meet the needs of the worldwide constituency.

In 2010, the Commission brought a recommendation to the General Council and to Niels-Erik Andreasen, president of Andrews University, that ownership of Griggs University be transferred to Andrews University. During the summer of 2010, Andrews University faculty and administration met and deliberated on the impact that ownership of Griggs would make upon the University structure.

Andrews University and Griggs University had enjoyed a long-term partnership offering distance education degree programs and, through its academic schools, the university had also been offering a number of online courses and programs. Furthermore, the Andrews University Board indicated an interest in bringing Griggs to Andrews University in its entirety and began to include in its planning consideration of Griggs University and Griggs International Academy.

After researching many models and possible working relationships, Provost Andrea Luxton presented a plan recommending that Griggs University/Griggs International Academy fit into the general university structure as part of the new School of Distance Education.

Instead of a president for Griggs, there would be a dean and two associate deans (one for higher education and one for K–12) who would serve in place of vice presidents. General services for Griggs University (Records, Admission, Marketing, Human Resources, ITS, Enrollment, Finances) would be handled by

personnel dedicated to Griggs but located and working within the departments handling those services for other schools on campus.

These basic concepts (the creation of the School of Distance Education and the embedding of Griggs services on campus) became important principles in the transition process.

At the October 26, 2010, board meeting, it was also voted to ask Alayne Thorpe to serve as the dean of the School of Distance Education. She was also given the title of interim president to meet needs during the transitional period.

After analyzing the housing challenges on campus, Andrews University purchased a building on the edge of its campus that had been owned by the Lake Union Conference of Seventh-day Adventists. The Lake Union has relocated into one wing of the building, and the entire first floor of the other wing, as well as five offices on the second floor, now houses the School of Distance Education/Griggs University.

Renovations were completed by the end of June to allow for a physical relocation of Griggs in July 2011. In a nod to both a shared history (Frederick Griggs, the founder of GU/GIA was also an important person in the development of Andrews University) and the establishment of Griggs University on Andrews' campus, the building has been named Griggs Hall.

Distance Education Definitions

Andrews University definitions of distance education are aligned to the 2009 federal distance education definitions and the North Central Association Higher Learning Commission definitions of distance education.

Distance Education Programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.

Distance Education Courses: Distance-delivered courses are those in which all or the vast majority (75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.

Andrews University has three main categories of distance education course formats that are in harmony with the Federal Definition listed in *34 Code of Federal Regulations 602.3*.

- **Correspondence:** Correspondence education is offered where instructional materials and examinations are provided by mail or electronic transmission to students who are separated from the instructor. Interaction between the instructor and the student is limited and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence courses may be delivered via paper; via electronic means such as email or a learning management system, or via DVDs, podcasts, streaming or similar one way media transmission.
- **Interactive Online:** Interactive online courses use the Internet to deliver instruction to students who are separate from the instructor. Interactive online courses use the Internet to support regular and substantive interaction between the students and the instructor. This regular substantive interaction includes a significant amount of interaction initiated by the instructor. Interactive online courses may use synchronous (real-time) meetings, or an asynchronous paced format. Technologies may include:

the Internet, satellite or room-based videoconferencing, web-conferencing, audio-conferencing, or web-based videoconferencing. DVDs, podcasts, streaming and similar one way media may be used only if they are used in conjunction with another technology that facilitates regular and substantive interaction between students and the instructor. (This matches the federal definition for distance education.)

- **Blended Learning:** A blended learning course includes some time where the faculty and students are physically separated from each other and additional time where the faculty and students are in the same location. Blended learning scenarios include a face-to-face class that has reduced face-to-face time replaced with extended online assignments or a short intense face-to-face time supplemented with online learning activities. The blended learning course format uses the online activities to ensure that the course meets the credit hour definition requirements. The online portion of this type of course must meet the description of interactive online courses listed above. (This matches the federal definition for distance education.)

Andrews University has two types of distance course enrollment:

- **Open enrollment** allows students to enroll at any time and complete the course within a set amount of time.
- **Fixed Enrollment** has specific start and end dates. Typically courses offered within fixed enrollment follow a semester or similar schedule, but may have other defined start and end times.

HIGHER EDUCATION

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Janine Lim, *Associate Dean*

Distance Education Programs

Andrews University offers two types of distance education programs: “interactive online” and “correspondence.” (See Definitions section above.)

Interactive Online Programs

These programs are offered via the interactive online format and have fixed enrollment periods.

- Business Administration¹ (MBA), p. 255
Contact: Jenny Liu, mba-info@andrews.edu, 269-471-3339
Web: www.andrews.edu/distance/degrees/business-administration-mba-au.html
- Curriculum and Instruction¹ (MA, EdS, EdD, PhD), p. 289
Contact: Beatriz Velasquez, anylebo@andrews.edu, 269-471-6700
Web: www.andrews.edu/distance/degrees/curriculum-and-instruction.html