

# **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 and excellence in scholarship. General knowledge implies evidence that includes the perceptions of more than a single individual. It incorporates information which is convincing not only to oneself but to others.

Although intuition and individual insights have a place in the process of inquiry, they may lead to absurd claims if not checked against other methods of knowing. There are numerous sources of knowledge—experimental research, authority, observation, personal experience, collective experience, logic, revelation, and intuition. The categories

of knowledge that teachers need to promote among students include content knowledge, pedagogical knowledge, and a knowledge of the learners.

## PHILOSOPHY

Education, from a Christian perspective, provides for the progressive pursuit and discovery of truth which existed first in the mind of God and which men and women have been enabled to discover through research, reflection, and revelation. The study of civilization, including the process of education, is viewed from the perspective of humankind's Divinely appointed origin, redemption, and destiny. The human being is a composite whole; therefore, special emphasis is given to integrated and balanced development of the total person, ergo *Spiritus, Mens, Corpus*.

Curricula in undergraduate teacher education are built upon a strong exposure to general studies and an in-depth study of areas of specialty. The teacher preparation program helps provide students the knowledge and skills essential for successful entry into the workforce. Moreover, opportunity to work and study in a supportive Christian environment helps prepare students both personally and professionally for the complex world of tomorrow.

At the graduate level, increased attention is given to academic scholarship and research. The graduate student in the School of Education is expected to become more sensitive to basic presuppositions and moral/ethical implications of education in contemporary life. While devoted to the pursuit of knowledge and the critical appreciation of achievement, faculty and students within the School of Education look to the integration of Christian faith and learning as a more complete answer to the problems of a troubled society.

The international composition of the School's student body affords unparalleled opportunity for cross-cultural collaboration and dialogue. The diversity within the School affords numerous opportunities to discover and apply effective principles of multicultural education in professional practices. Christianity's distinct view of all humanity—regardless of race, gender, and language—as children of God and infinitely worthy, serves as an important catalyst in the quest for interpersonal understanding.

Within these philosophical frameworks, the School of Education expresses its commitment to excellence in meeting the needs of humanity and bringing glory to the Eternal God.

## 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.

## PURPOSES

The goal of the School of Education is to provide all students with a solid foundation of skills and knowledge necessary for success in their professions and for their growth as lifelong learners. To this end, faculty from the School of Education combine their efforts toward developing the following student outcomes:

- A person who loves learning and applies knowledge and theory to the practice of education.
- A person who applies principles of a Christian world view to his/her profession.
- A person who serves effectively in social relationships with global, equitable sensitivity and

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 examinations. Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

**Satisfactory Academic Progress.** See the Financial Information section of this bulletin.

**Transfer Credits.** General requirements for transfer credits are found on p. 32. In addition, graduate course work taken at any Seventh-day Adventist college in the United States offering an MA degree may transfer up to 50% of the minimum credits required.

**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 quarter of class work irrespective of admission classification. 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 DEGREES (MA/MAT)

The master's degrees (MA and MAT) 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 Programs.** See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin on pp. 28-29.

### General Requirements (MA/MAT)

- Students are responsible to note the requirements in the Academic Information section of this bulletin on p. 30.
- The candidate's undergraduate background for advanced study 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 before completing 50% of his/her course work. *These credits do not apply to the degree program.*
- Students must satisfactorily complete a minimum of 48 or 72 credits (as determined by the program chosen). One-half of these credits must be in courses numbered 500 or above.
- Students must satisfactorily complete at least 16 credits in the area of emphasis required by their chosen program.

### General Requirements (MA ONLY)

- The program must include EDFN500 and EDRM505.
- All MA students must pass a written comprehensive examination after they are advanced to degree candidacy. The examination, which is scheduled on specific dates each quarter (see the School of Education academic calendar), consists of one 3-hour session and one 2-hour session. An *Application for Advancement to Candidacy* form is filed upon completion of 50% of the student's course work.

**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 4 credits of course work in the major area of emphasis in place of the thesis.

**Guidelines for Practicums.** Students in pro-

grams such as MAT or MA in Reading which require certification endorsements must take a practicum in accordance with these guidelines:

- Students should take the practicum experience toward the end of their program after completing all required prerequisites.
- Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.
- The director of student teaching makes all arrangements for placement in schools.
- Students must make a pre-practicum visit to the school before 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 quarter. Upon application for transfer, advisers 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.

### PROGRESSION THROUGH THE MA/MAT DEGREE PROGRAMS

**Academic Advisement.** Students initially contact their department chair or program coordinator. Then, 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.

**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. 33.

### EDUCATIONAL SPECIALIST DEGREE (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.

The specialist degree should be considered a terminal program. However, doctoral students may elect to complete the specialist degree as a component of the doctoral program. Such an arrangement should be made in consultation with the student's adviser and approved by the graduate program director no later than the first quarter of course work.

Students are responsible for reading the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin. Also, students should consult the *Handbook for Educational Specialist Students*.

**Admission to the EdS Program.** Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must

- Have a master's degree or its equivalent from an accredited university,

- 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 Academic Information sections of this bulletin on pp. 28, 29.

**General Requirements.** General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

- The program requires a minimum of 96 quarter credits of post-baccalaureate study. At least 36 quarter credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.
- Major requirements for the completion of the program are determined by the individual department offering the degree.
- A cognate in an appropriate supportive area may be required.
- Two educational foundations courses: EDFN500 and one of the following: Historical (EDFN517, 554), Philosophical (EDFN607), Psychological (EDPC514, 515, 516, 520, 680), Sociological (EDFN505, 636), or Theological (EDFN530).
- The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:
  1. Course work in research and/or statistics.
  2. An advanced project featuring the systematic development of a significant educational product.
  3. A research study.
- The minimum GPA required for completion of the program is 3.20 figured on all course work included as a part of the EdS program.
- A minimum of two years work experience in the field of 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 quarter 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 enrollment occurs, the student must meet the requirements of a bulletin in effect after enrollment resumes.

### TRANSFER OF DEGREE PROGRAM From One Specialist Program to Another.

Acceptance into a specialist program in the School of Education does not include the option of automatic transfer to another specialist program at a subsequent time. A student in one of the specialist programs may be permitted to reapply for the other program up to the last day of the second quarter. On such application for transfer, advisers reevaluate the current program of the student and make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

**From Doctoral to Specialist Program.** Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a petition which is approved by the department chair and the director of graduate programs. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

1. By petition with all previous doctoral requirements (course plan, time limits, etc.) in effect.
2. By application to the Graduate Educational Programs Committee with all new requirements.

### PROGRESSION THROUGH THE EdS DEGREE PROGRAM

**Course Plan.** Normally, during the first quarter, the student and adviser work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs office.

**Advancement to Candidacy.** Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the dean's office or the graduate program coordinator.

- Students must make application for advancement to degree candidacy before registering for the last 24 credits of course work.
- Before filing an *Application for Advancement to Degree Candidacy* form, the student must
  1. Remove all deficiencies
  2. Demonstrate English Language proficiency (where required)
  3. Achieve regular admission status
  4. Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

**Comprehensive Examination.** Students are required to pass a comprehensive examination. The comprehensive examination is scheduled for specific dates each quarter as noted in the academic calendar. Two 3-hour sessions are scheduled. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy.

**Preparation and Presentation of a Project.** A department may require a project. Students should consult the *Handbook for Educational Specialist Students* for further information regarding the preparation, scheduling, and presentation of a project.

### DOCTORAL DEGREES (EdD/PhD)

The doctoral degree prepares personnel for leadership and specialized positions in education beyond the master's or specialist degree. This program requires advanced research course work and the writing of a dissertation. While additional specific departmental requirements are described under the individual departments, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin (pp. 28-30). Also, students should consult the *Handbook for Doctoral Students*.

**Admission to a Doctoral Program.** Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including

- Having an earned master's degree or its equivalent from an accredited university with adequate preparation for the proposed doctoral specialization (see the Department of Educational and Counseling Psychology and the Leadership program for possible exceptions).
- Giving evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within 5 years of admission.
- Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

### General Requirements

*Leadership students should see the Leadership Program section. All others students note the requirements below.*

- The student must successfully complete the minimum required quarters of study and research beyond the master's degree which may include formal courses, seminars, independent study, field work, and internships to a minimum of 112 credits of graduate work, plus 24 credits for the dissertation. At least two-thirds of the requirements must be met by courses, seminars, and other learning experiences numbered 500 and above with a minimum of 9 credits numbered 700 and above.
- The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).
- A minimum of 48 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University. *A minimum of 36 credits is required for students with an EdS degree from another institution and a minimum of 24 credits for students with an AU EdS degree.*
- Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program, and a 3.00 GPA overall in graduate work taken at Andrews University.
- Students must take three educational foundations courses: EDFN500 and one course from two of the following areas: Historical (EDFN517, 554), Philosophical (EDFN607), Psychological (EDPC514, 515, 516, 520, 680), Sociological (EDFN505, 636), or Theological (EDFN530).
- Students must have at least 16 credits in research courses for the EdD and 20-24 credits for the PhD (see *Research Requirements*).
- Students must establish residency as follows:
  1. **PhD Residency.** A sequence of three quarters out of four consecutive quarters after admission to the doctoral program, each with no less than 8 credits of course work (not dissertation). One of the three quarters

may be a full-time internship.

- EdD Residency.** A sequence of any three out of nine consecutive quarters after admission to the doctoral program, each with no less than 8 credits of course work (not dissertation). This requirement may be met by enrolling for three consecutive summers.
  - Religious Education Track II Residency (PhD and EdD).** Completion of 24 credits of course work (not including the dissertation) within six quarters, with continuous, active participation in such avenues as e-mail, regional study groups, or frequent telephone conferences.
- Students must successfully pass the comprehensive examination.
  - Students are required to take 24 dissertation credits and write and defend a dissertation.

#### Time Limits

- All degree requirements must be completed within ten years of first registration for AU doctoral course work. Students in the Department of Educational and Counseling Psychology must complete all requirements, including dissertation, within seven years.
- All course work and the comprehensive examination must be completed within six years of first registration for AU doctoral course work.
- The dissertation must be completed within five years after passing the comprehensive examination.

**Full-time Status.** For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

- registering for one or more credits of dissertation, dissertation continuation, or internship
- doing "full-time" work on the dissertation or internship as defined by at least 240 hours per quarter (24 hours a week) or 720 hours per year (240 hours per quarter for three quarters)
- receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done

For students who have not completed all classes for the degree, full time status requires one of the following options:

- registering for 8 or more credits of course work and/or dissertation and/or internship
- registering for 4 or more credits of dissertation
- registering for one or more credits of dissertation, dissertation continuation, or internship; doing "full-time" work on the dissertation or internship as defined by at least 240 hours per quarter (24 hours a week) or 720 hours per year (240 hours per quarter for three quarters); and having approval by the dissertation chair or internship supervisor that full-time work is being done.

Students may not take more than 16 credits during a quarter.

**Bulletin Requirements.** A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

#### TRANSFER OF DEGREE PROGRAM

##### Transferring from one doctoral program to

**another within a department.** Transfers between EdD and PhD degrees within the same department shall be by petition to the Graduate Educational Programs Committee and can be made at any time during the student's program. Original time limits are maintained.

**Transferring between departments.** Students who wish to transfer between departments must submit new applications to the Graduate Educational Programs Committee.

**Returning to doctoral-degree program from a specialist program.** After receiving the specialist degree, students who had previously been admitted to a doctoral program may return to the program by either of the following two options:

- By petition with all previous requirements (such as doctoral course plan and time limits) in effect.
- By application to the Graduate Educational Programs Committee on the basis of the requirements of the current bulletin.

#### PROGRESSION THROUGH THE EdD/PhD DEGREE PROGRAM

*Leadership students should see the Leadership Program section.*

**Course Plan.** Normally within the first 24 credits, the student and adviser work out a proposed course plan to complete degree requirements. This must be approved by the department chair and director of graduate programs.

**Research Requirements.** Research requirements for the doctoral degrees include breadth, depth, and flexibility. Requirements are designed to enable doctoral students to critique journal articles that use common methodologies, statistics, and techniques; conduct research using appropriate methodologies; write research reports, including the dissertation; and continue scholarly research activity beyond the dissertation.

**EdD requirements.** EDRM505, 518, 705, and a basic research methodology course in the primary methodology used in the dissertation.

**PhD requirements.** EDRM505, 518, 705, and a basic research methodology course in the primary methodology used in the dissertation, an advanced research methodology course in the primary methodology used in the dissertation or research demonstrating use of the methodology, and a basic research methodology course in a second area.

Research methodologies currently supported in the School of Education are evaluation, historical, measurement, qualitative, and statistics. Each department and program has an approved list of research methodologies with supporting courses and research experiences from which students can select options to fulfill the research requirements.

The basic methodology requirements are satisfied by taking courses from the approved list (one course for the EdD, two courses for the PhD). The advanced methodology requirement may be satisfied by (1) taking an advanced course from the approved list, (2) taking an advanced seminar/research/independent study course, or (3) completing a doctoral project or research study using the methodology in an advanced manner.

**Comprehensive Examination.** A written comprehensive examination is scheduled for specific dates each quarter as noted in the academic calen-

dar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the quarter prior to the comprehensive examination. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work.

The comprehensive examination is scheduled for three or four 4-hour sessions and may be taken during the last quarter of course work or up to three quarters following completion of all course work.

**Advancement to Degree Candidacy.** An *Application for Advancement to Degree Candidacy* form is filed after the student

- Applies for the comprehensive examination.
- Completes all course requirements or registers for them.
- Removes all curriculum deficiencies.
- Removes any language deficiency.

The student is advanced to degree candidacy when the comprehensive examination is passed.

**Preparation and Presentation of a Dissertation.** Students should consult the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

## Distance Education

Office of Instructional Support and Innovation  
Bell Hall, Suite 116  
1-800-471-6210 option #1  
sedde@andrews.edu  
<http://www.edu.andrews.edu/sedde>

#### Faculty and Staff

Larry Burton, faculty liaison  
Carole Kilcher, director  
Lisa Oetman, course administrator

The School of Education offers a variety of distance education courses at the graduate level. Housed in the Office of Instructional Support and Innovation, distance education courses are designed to give flexible accessibility to students who do not reside on campus. At this time, no degree programs are offered through distance education in the School of Education.

#### PROFESSIONAL DEVELOPMENT COURSES

Courses have been designed for K-12 practicing teachers who are not on campus but who want to take a course for professional development, personal enrichment, or continuing education credit. (However, these courses are not approved for state recertification.)

##### EDCI689

- 01 Assertive Discipline and Beyond
- 02 How to Get Parents on Your Side
- 03 Succeeding with Difficult Students
- 04 The High-Performing Teacher
- 05 Teaching Students to Get Along
- 06 Strategies for Preventing Conflict and Violence
- 07 Motivating Today's Learner
- 08 Including Students with Special Needs in the Regular Classroom
- 09 Building Your Repertoire of

- 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 with options that allow student flexibility in special circumstances. Currently the following courses may be taken through the Office of Instructional Support and Innovation and applied toward an Andrews University degree with permission of the student's adviser.

- EDRE514 Theological Foundation of Family Life Education
- EDFN500 Foundations of Christian Education
- EDFN530 Teaching Ministry of Christ
- EDFN554 History of Education

# TEACHING, LEARNING, & ADMINISTRATION

Bell Hall, Room 173  
(616) 471-6580  
tla@andrews.edu  
<http://www.educ.andrews.edu>

#### Faculty

Judy A. Anderson, Unit Coordinator  
(Curriculum and Instruction; Religious Education and Foundations)

Hinsdale Bernard, Program Director  
(Educational Administration and Supervision)

Paul S. Brantley, Program Director  
(Curriculum and Instruction)

Larry D. Burton, Unit Coordinator and Program Director  
(Teacher Education; Reading Education; Master of Arts in Teaching)

Jerome D. Thayer, Interim Unit Coordinator  
(Educational Administration and Supervision; Leadership)

James A. Tucker, Program Director  
(Leadership)

John B. Youngberg, Program Director  
(Religious Education)

Paul H. Denton  
Shirley A. Freed  
Linda S. Fuchs  
Lyndon G. Furst  
Loretta B. Johns  
John V.G. Matthews  
M. Louise Moon  
Richard T. Orrison  
Raymond J. Ostrander  
Bradley W. Sheppard  
O. Jane Thayer

#### Emeriti

George H. Akers  
Wilfred W. Liske  
Edward A. Streeter  
Millie U. Youngberg

#### PROGRAMS OF STUDY

The Department of Teaching, Learning, and Administration offers undergraduate and graduate programs and teacher certification. Programs leading to BS or BA degrees are discussed in the "Undergraduate Teacher Preparation Programs" section. The department offers MA, MAT, EdS, EdD, and PhD degrees in five areas:

- 1) Curriculum and Instruction
- 2) Educational Administration and Supervision
- 3) Reading Education
- 4) Religious Education
- 5) Leadership.

Undergraduate Academic Programs	Credits
BS in Elementary Education (content major or two minors)	
General Science	54 major/36 minor
Language Arts	54 major/36 minor
Social Studies	58 major/36 minor
(See pp. 166, 167 for additional majors and minors)	
BS Secondary Certification	
General Science	68
Social Studies	78
(See p. 167 for other areas of certification)	
Teacher Certification Programs	variable
BS Individual Degree Program of Study	100

## UNDERGRADUATE TEACHER PREPARATION PROGRAMS

Andrews University is approved for teacher education and certification by the North American Division Office of Education of the General Conference of Seventh-day Adventists, the State of Michigan Board of Education, and the National Council for the Accreditation of Teacher Education (NCATE). The teacher preparation programs are designed to qualify students for teacher certification in most other states by reciprocity.

#### Admittance into a Teacher Preparation

**Program.** Students intending to qualify for teacher certification are not automatically admitted to the teacher preparation program by being admitted into the School of Education or taking courses in education. A formal application for admittance into the Teacher Preparation Program must be submitted to the Department of Teaching, Learning, and Administration. This should be done during the sophomore year or during the first quarter of course work for transfer students. The Basic Skills portion of the *Michigan Test for Teacher Certification (MITC)* must be passed before admittance to the Teacher Preparation Program. The only Teacher Preparation course that can be taken without special permission is EDTE215.

#### Special Requirements for School of Education

**Students.** Applicants who do not qualify for regular or provisional admission to the School of Education may apply to the College of Arts and Sciences. After achieving a GPA of 2.50 or over for at least two quarters (minimum 24 credits), the applicant may apply for and be granted a transfer to the School of Education.

**Pre-teacher Preparation Status.** All undergraduate students admitted into the School of Education are in a Pre-Teacher Preparation status until they are formally admitted into the Teacher Preparation program, normally during their sophomore year. Each student must pass the *MITC Basic Skills Exam* and make formal application to the Department of Teaching, Learning, and Administration.

## BS in Elementary Education

The Bachelor of Science in Elementary Education degree is a professional degree with emphasis in the curriculum and methodology of teaching in the elementary school.

To qualify for graduation and certification,