

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 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.

CONCEPTUAL 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.

2002**June**

20, 21	EdD/PhD comps (8:30 am-2:30 pm)
21	EdS comps (8:30 am-12:30 pm)
24	EdS comps (8:30 am-12:30 pm)
24, 25	EdD/PhD comps (8:30 am-2:30 pm)
28	MA comps (8:30-11:30 am; 1-3 pm)

July

8-19	Orientation Leadership Program
14-17	Roundtable Leadership Conference

August

6-23	First Days of School Experience
9	Fall semester student-teacher orientation assembly
12-30	Three-way orientation conference (Fall semester student teachers and supervisors)
27-Dec. 13	Fall semester student-teaching schedule

October

31-Nov. 1	EdD/PhD comps (8:30 am-2:30 pm)
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November

1, 4	EdS comps (8:30 am-12:30 pm)
4, 5	EdD/PhD comps (8:30 am-2:30 pm)
8	MA comps (8:30-11:30 am; 1-3 pm)
8-29	Three-way orientation conference (Spring semester student teachers and supervisors)
13-14	Professional Days
14	Spring semester student-teacher orientation assembly
29	Deadline for application to Teacher Preparation Program or Student Teaching for 2002-03 academic year

2003**January**

6-May 2	Spring semester student-teaching schedule
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March

24, 31	EdS comps (8:30 am-12:30 pm)
24, 25, 31; 4/1	EdD/PhD comps (8:30 am-2:30 pm)
28	MA comps (8:30-11:30 am; 1-3 pm)

April

1	EdD/PhD comps (8:30 am-2:30 pm)
8	Celebration of Teaching and Learning
18	2003-2004 Student-teacher orientation assembly

May

3	Teacher Dedication Program
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