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## 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 three academic departments:

- Educational and Counseling Psychology (ECP)
- Teaching, Learning, and Curriculum (TLC)
- Leadership and Educational Administration (LEAD)

### 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 and school psychologists, 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). The National Association of School Psychologists 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 1874. One of the founders, Ellen Gould White, presented a compelling vision for education.

“True education means more than the pursual 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 (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

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

## MISSION

The School of Education mission is to provide programs based on a redemptive Christian worldview to prepare professionals for global service.

### To Educate is to Redeem

#### Element I: Worldview

This Element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to

- Explain world views and trace their historical development
- Critique world views from a Christian perspective
- Integrate principles of a Christian world view into their chosen fields of study.

#### Element II: Human Growth & Change

This Element addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to

- Describe human development
- Apply current theories of learning.

#### Element III: Groups, Leadership & Change

This Element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial, and special interest groups
- Identify political and legal issues
- Manage human, financial, and material resources
- Demonstrate servant leadership.

#### Element IV: Communication & Technology

This Element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to

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

#### Element V: Research and Evaluation

This Element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to

- Read and evaluate research
- Conduct research
- Report research findings.

#### Element VI: Personal & Professional Growth

This Element addresses commitment to holistic personal and professional growth. Graduates will be able to

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced 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.

#### 2004

##### June

- 15 TLC Department student orientation  
Comprehensive exam review—C & I Program
- 17, 18 EdD/PhD comps (8:30 am–2:30 pm)
- 18, 19 EdS comps (8:30 am–12:30 pm)
- 21, 22 EdD/PhD comps (8:30 am–2:30 pm)
- 25 MA comps (8:30–11:30 am; 1–3 pm)
- 29 Teaching, Learning, & Curriculum Mini-Conference

##### July

- 6 TLC Department student orientation  
Orientation Leadership Program  
Roundtable Leadership Conference
- 27 Teaching, Learning, & Curriculum Mini-Conference

##### August

- 3–20 First Days of School Experience
- 6 Student teaching orientation assembly (Fall semester student teachers) (BH015, 1 pm)
- 9–Sept 3 Three-way orientation conference (Fall semester student teachers and supervisors)
- 23–Sept. 3 Classroom testing & evaluation (Fall semester student teachers)
- 30 Department of Teaching, Learning & Curriculum classes begin

##### September

- 7 Comprehensive exam review—C & I Program
- 6–Dec. 10 Fall semester student-teaching schedule

##### October

- 28, 29 EdD/PhD comps (8:30 am–2:30 pm)
- 29, Nov 1 EdS comps (8:30 am–12:30 pm)

##### November

- 1, 2 EdD/PhD comps (8:30 am–2:30 pm)
- 5 MA comps (8:30–11:30 am; 1–3 pm)
- 11 Spring semester student-teacher orientation assembly
- 12–Dec 3 Three-way orientation conference (Spring semester student teachers and supervisors)
- 16–17 Professional Days
- 23 Teaching, Learning, & Curriculum Mini-Conference  
Deadline for application to Teacher Preparation Program **or** Student Teaching for 2004–05 academic year

#### 2005

##### January

- 3–14 Classroom testing & evaluation (Spring semester student teachers)
- 18 Comprehensive exam review—C & I Program
- 17–April 21 Spring semester student-teaching schedule

##### March

- 22, 28 EdS comps (8:30 am–12:30 pm)
- 25 MA comps (8:30–11:30 am; 1–3 pm)
- 21, 22, 28, 29 EdD/PhD comps (8:30 am–2:30 pm)

##### April

- 11 Celebration of Teaching and Learning
- 12 Teaching, Learning, & Curriculum Mini-Conference  
2004–2005 Student-teacher orientation assembly
- 29 Teacher dedication ceremony

## Undergraduate Programs

The undergraduate programs offered by the School of Education are described under the Department of Teaching, Learning, and Curriculum on p. 250.

## Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three 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 Curriculum.

**MA Master of Arts.** The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all three 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 pp. 44-46, applicants to the School of Education should note the following GRE requirements.