



School of Graduate Psychology & Counseling

Andrews University
College of Education & International
Services

PROGRAM HANDBOOK

PhD Educational Psychology

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Educational Psychology Program Overview

The PhD in Educational Psychology offers a general emphasis which provides students with a strong basis for training in the field. It also prepares college and university instructors for positions in education and psychology departments, normally in the areas of human development, personality, learning and instruction, measurement, statistics, and research design. Educational psychologists are also found working in schools, businesses, industries, and various human development settings. The program provides some flexibility, enabling the student and advisor to plan a sequence of experiences which is appropriate for the student's professional goals.

The Educational Psychology program does not prepare students for counseling positions or for counselor or psychology licensure. The focus of this program is developing research skills in the areas of Educational Psychology. Students who wish to prepare for careers as counselors should enroll in the counseling programs offered by the School of Graduate Psychology & Counseling.

Statement of Mission

The mission of the School of Graduate Psychology & Counseling is to:

1. Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service.
2. Provide training inclusive of a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons.
3. Respect human diversity and uniqueness of each person as one created by God.
4. Uphold principles of scripture as a guide for interpersonal relations.

Philosophy and Integration of Faith and Learning

Because Andrews University students are encouraged to develop their spiritual, mental, physical, and social life as part of a balanced Christian lifestyle, this program will provide activities which are intended to prepare psychologists for excellence in research and understanding of individual differences in growth and development and their impact on consultation and service to the community. The program is designed in part to meet the unique and varied needs of a multicultural clientele. By precept and example, the program is intended to demonstrate respect for human diversity and the uniqueness of each person as one created by God. As companions in learning, students and faculty are committed to global Christian service. These purposes are reflected in the specific objectives and content of this program.

Ethics and Standards

Throughout the graduate program, all students are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations. These documents are provided during the orientation meeting, formally reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing the educational psychology program. In order to receive the program coordinator's endorsement and recommendation for employment, it is not sufficient to have merely completed the academic requirements. All students are to have additionally demonstrated their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

Mission

The College of Education and International Services' mission is to provide programs based on redemptive Christian worldview to prepare professionals for global service: To Educate is to Redeem.

Elements

Curriculum and instruction are expanded in six overarching elements, which are embedded in academic programs fulfilling the mission in the lives of graduating students.

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

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth and Change. This element addresses principles of growth, development, and learning and the use of these principles to effect positive change. Graduates will be able to...

- Describe human development
- Apply current theories of learning

Element III: Groups, Leadership, and Change. The 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 and 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 electronic 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 and 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 development

Educational Psychology Objectives

1. Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.
2. Demonstrate knowledge and understanding of human development, and human learning across the life span.
3. Demonstrate knowledge and understanding of the major theories of learning and motivation.
4. Competency in the planning and prescribing of teaching and curriculum strategies for students.
5. Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.
6. The acquisition and mastery of a broad understanding of learning, and learning impairments.
7. Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.
8. Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles.
9. Knowledge of human growth and development in pupils with or without handicaps.
10. Knowledge of the organization and administration of local and state agencies and their services for pupils.
11. Understand and interpret statistical data from research studies.
12. Integrate data from tests and other measurement sources. Understand dynamics of research.
13. Communicate research findings to parents, students and other professionals in a meaningful way.
14. Demonstrate ability to provide services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally disturbed students, physically disabled students, and gifted students.
15. Conduct evaluations and research in the area of educational psychology.
16. Understand ethical standards for the profession of educational psychology.
17. Demonstrate ethical behaviors in all areas.

Administrative Support

The School maintains full-time administrative support to assist both faculty and students. This individual is generally available during business hours. The administrative assistant is responsible for managing the office space, developing course sequences, scheduling of classes, changes to the academic bulletin, event planning, and general support as needed by School employees and students. Additionally, the School has a full-time Accreditation Coordinator who supports these efforts for School programs and faculty.

Admissions Process

Students begin the admission process by applying online at www.andrews.edu/apply. There is a \$60 nonrefundable application fee, and applications must be submitted by the deadline posted on the [School of Graduate Studies website](#).

Eligibility Requirements

- Minimum GPA—undergraduate 3.0 and master’s 3.3 (Applicants with a lower GPA may be admitted upon consideration of the composite profile).
- GRE score from exam taken within five years prior to admission—a combined minimum score of 284 is required with individual scores of 142/142/3.0.
- Master’s degree in a related field is necessary. Applicants with a baccalaureate degree in psychology or a related field may be eligible to apply directly to the PhD program.

Completing Your Application

The completed graduate file includes the following:

- *Statement of Purpose:* Write a 500-word essay explaining your objectives in seeking a graduate degree in Educational Psychology at Andrews University. Include a description of your personal, professional, and academic goals; your philosophical perspective; and what you hope to accomplish professionally in ten years following the completion of your degree.
- *Professional History:* Provide employment information—name of organization, your title/office, location, and begin and end dates.
- *Writing sample:* This includes graded papers, reports or case studies (with identifying information removed) or Master’s thesis.
- *Recommendations:* Provide the names and email addresses of three professionals—such as advisors, major professors, and employers—excluding relatives. At least two recommendations should be academic. Referees will receive an email with a direct link to the recommendation form.
- *Entrance Exam:* GRE General Test must be taken within five years prior to admission with minimum scores listed below.

DEGREE	VERBAL REASONING	QUANTITATIVE REASONING	ANALYTICAL WRITING
Doctoral	142	142	3.0

- *Official Transcripts:* Applicants must request all official transcripts from institutions where post-secondary coursework was taken.
- Applicants whose first language is not English are required to be proficient in English as a condition for admission to Andrews University. Demonstration of this proficiency can be shown by meeting certain minimum standards on either the *Test of English as a Foreign Language*

(TOEFL) or the *Michigan English Language Assessment Battery (MELAB)*. Both of these can be taken here on the Andrews University campus. More information can be found at <https://www.andrews.edu/grad/entrance/>

If an applicant is invited to participate in an interview, the process will involve a meeting with the Educational Psychology Program Coordinator. During the interview, the faculty are seeking to evaluate professional behavior, oral communication, understanding of and commitment to the profession, and recognition of the challenges in working with culturally and linguistically diverse populations.

Each applicant is voted on by two separate committees: Graduate Psychology & Counseling faculty and the Graduate Education Programs Committee. Each of the items submitted for the graduate file, as well as the interview are used to make a decision as to an applicant's fit in the school based on their overall profile.

Admission Deadlines

The Educational Psychology program accepts students each year for the fall semester. It is recommended that applicants start the process no later than January or February of the year they wish to begin. Completed files are reviewed by the Educational Psychology core faculty. If the documents submitted reflect an applicant which the faculty believes will be a good fit for the program, an offer to participate in an interview is extended.

Course Transfer Policy

The Educational Psychology program allows incoming students to transfer in a limited number of previously completed relevant graduate level coursework. Students must complete at least 32 in-residence semester credits at Andrews University. Listed below are non-transferrable portions of the program.

- Dissertation credits – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Andrews University may grant credit for courses completed at a university that is either regionally accredited or a recognized candidate for accreditation according to the Council for Higher Education Accreditation (CHEA). In addition, credits from a foreign post-secondary institution that is recognized and approved by the local Ministry of Education as a degree-granting institution may be accepted.

Transfer courses will be accepted only after evaluation by the Registrar, the School of Graduate Psychology & Counseling, and the School of Graduate Studies. Courses considered for transfer are subject to the following conditions: 1) Evaluation of proposed transfer credits is completed on a course-by-course basis; 2) Transfer credits are evaluated only from an official transcript and official course syllabus from the semester the course was taken. The award of transfer credits for international students may require the submission of the course syllabus and/or course-by-course evaluation by an approved international credential evaluation service; 3) Transfer credit can only be awarded for courses with final

grades posted on an official transcript; 4) All information on the official transcript must match the Transfer Credit Petition Form; 5) Any course considered for transfer must have a grade of 'B' or above (3.0 on a 4.0 scale); 6) Courses listed with a 'P' or "Pass" grade are not eligible for transfer, 7) Practicum and internship credits are not eligible for transfer. All fieldwork (practicum and internship) must be completed at Andrews University; 8) The course grade for a transferred course is not calculated into a student's Andrews University Grade Point Average; 9) There must be an 80% overlap in course content between the proposed transfer course and the Andrews course.

Students must follow the procedure outlined below. Once accepted into the Educational Psychology Program, students may begin the process of submitting documentation for review. It is recommended that the student meet with their academic advisor and do a preliminary review of any prior graduate level coursework. If it is determined that prior coursework should be reviewed for equivalency, the student should ask the department for a College of Education & International Services Transfer of Credits Petition Form. The petition form must be submitted with the official course syllabus of the course the student wishes to transfer. The Andrews University professor who teaches the course will review the syllabus. The professor considers whether the transfer course aligns with their course syllabus relative to course content. There must be at least 80% course content overlap between the proposed transfer course and the Andrews course.

In order for the Registrar's Office to be able to conduct a thorough evaluation of transfer credits, information about institutional accreditation, level of course work, grading scales, and the institution's credit system (quarter, ECTS, semester) must be available. Generally, this information is included on the transcript key of an official transcript. However, in the event that some or all of this information is not printed on the transcript, students may be contacted for additional clarification or documentation.

Transfer petitions for courses taken at another institution prior to starting a GPC Doctoral degree

Graduate-level courses taken at another institution may be considered for transfer and applied toward a GPC Doctoral degree if the following guidelines are met:

- All proposed transfers must be submitted for approval within a student's first semester in their program. Any petitions for prior coursework received after the first semester will be denied. Special approval may be given at the discretion of the department for special circumstances.
- Petition forms can be found online at www.andrews.edu/sed/resources/student/grad-forms-index.html. Each form must be accompanied by a course syllabus for the semester in which the class was taken. Course descriptions are not sufficient to determine equivalency.
- Though there is no age limit on coursework that can be transferred in, the professor approving equivalency may deny it if the content has changed significantly over the years. Each course must have received a grade of B (3.00) or better. Courses graded pass/fail are not transferrable.
- If the original class is in quarter credits, it must meet or exceed the required semester credits at Andrews.

- Content equivalence will be approved by the relevant Andrews professor, Program Coordinator, the School Chair, the College of Education & International Services Dean, and the School of Graduate Studies Dean.
- Universities must meet the School of Graduate Studies accreditation standards in order for full approval to be given by all parties.
- At least 32 semester credits must be completed within the doctoral program at Andrews University.
- An official transcript listing courses proposed for transfer needs to be on file in the Records Office before a petition for transfer will be signed.
- The computation of a student's Andrews GPA does not include grades earned in transfer courses.

Transfer petitions for courses taken at another institution after starting a GPC Doctoral degree

In addition to the guidelines listed above, coursework taken at another institution after a student has started their GPC Doctoral program must meet the added stipulations below.

- Any proposed transfer course must be pre-approved on a Graduate Petition form. The form must be accompanied by a course syllabus from the semester the course will be taken if possible.
- Approval will generally not be given if the student has an opportunity to take the class at Andrews prior to their planned graduation date.
- Once the class is complete, a transcript must immediately be sent to the Records Office, at which time a Course Transfer Petition can be submitted. A grade of B or better must have been received in order for the class to be eligible to be transferred.

Program Length

The length of each student's program may vary based on prior transferable coursework at the graduate level. A typical student entering with a prior master's degree could complete doctoral coursework in 2-3 years, and dissertation in 1-2 years.

Time Limit for the Degree

Except under extraordinary circumstances, it is expected that a student will complete all the requirements for the PhD in a maximum of seven years.

- Coursework and Comprehensive Examination: Must be completed within six years from initial registration after acceptance into the program.
- All Requirements: Must be met within a total of seven years from initial registration after acceptance into the program.

Completing Your Program

Advising

When a student is admitted into the Educational Psychology program, she/he is assigned an advisor. The assigned advisor will become their permanent advisor throughout their study. Advisors have the following responsibilities:

- To develop a plan of study with each advisee
- To advise students each semester about courses to be taken next semester
- To communicate feedback to students based on faculty evaluations

Students have the following responsibilities:

- To make contact with her/his advisor at least once a semester regarding courses to be taken
- To familiarize and fulfill the requirements outlined in the Andrews University Academic Bulletin, College of Education and International Services Doctoral Candidate Handbook, and the Educational Psychology PhD Program Handbook

While your advisor is available to assist you with your program, it is your responsibility to meet all requirements of your program and deadlines for the submission of required documentation. You should carefully read the following documents. They contain extremely important information.

[The Andrews University Academic Bulletin](#)

[The College of Education and International Services Doctoral Candidate Handbook](#)

The Educational Psychology PhD Program Handbook (which you are currently reading!)

Course Plan

Normally, during the first year the student and academic advisor work out a proposed course plan to complete degree requirements. Students must file an *Advancement to Candidacy* (ATC) form which can be obtained from the Graduate Programs Office before registering for the last 16 credits of course work, preferably sooner. Before filing an ATC form, the student must remove all deficiencies, achieve regular admission status, and have a cumulative GPA of 3.3 or higher. Any changes in the course plan of the ATC must be approved in advance by the advisor.

PhD Educational Psychology Degree Requirements

Professional Core – 36 credits

GDPC514	Psychology of Learning	3
GDPC525	Psychology and Education of Exceptional Children	3
GDPC614	Human Development	3
GDPC625	Biopsychology	3
GDPC626	Cognitive and Affective Bases of Behavior	3
EDRM636	Program Evaluation	3
GDPC642	Behavioral and Emotional Problems of Children	3
GDPC644	Psychological Testing	3
GDPC676	Theories of Personality	3
GDPC670	Advanced Social Psychology	3
GDPC736	Field Work in Educational Psychology	3
GDPC837	Advanced Seminar in Educational Psychology	2
GDPC838	Graduate Research in Educational Psychology	1
GDPC870	Doctoral Comprehensive Exams	

Educational Foundations – 9 credits

EDFN500	Philosophical Foundations for Professionals	3
GDPC616	Psychology of Religious Experience	3
GDPC620	History and Systems of Psychology	3
Or non-psychological foundations course		

Research – 21 credits

EDRM505	Research Methods	3
EDRM605	Qualitative Research Methods in Education and Psychology	3
EDRM611	Applied Statistical Methods I	3
EDRM704	Design and Analysis of Educational and Psychological Surveys	3
EDRM710	Seminar in Research Methods	1
EDRM712	Applied Statistical Methods II	3
EDRM713	Applied Statistical Methods III	3
EDRM880	Dissertation Proposal Development	2

Electives – 10 credits

By advisement

Dissertation – 14+ credits

Total—90+ credits

Leave of Absence

While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their Advisor and Dissertation Committee Chair. If the leave is approved, the student is placed on inactive status. Inactive

status does not negate the policy which requires that all credits counted toward the degree or certificate, including transfer credits, be earned within an appropriate period for a given degree prior to graduation. Students who fail to make continuous progress or to obtain an approved leave of absence may be removed from active status.

Minimal Levels of Achievement and Graduation

An online graduation application must be completed for the semester in which the student is eligible to graduate. Eligibility is based on students meeting the minimal levels of achievement which are: achieving an overall GPA of 3.3 and receiving a B- or above and Satisfactory in all classes, passing comprehensive exams, and successfully defending dissertation.

Scholarships and Work Opportunities

Each year Andrews University College of Education & International Services (CEIS) awards over \$150,000 in graduate grants, named scholarships and graduate assistantships based on financial need and/or academic performance. To be eligible for any of these you must be a full-time (8+ credits or equivalent) graduate student in regular or provisional status in the CEIS.

Named University Scholarships are awarded in the spring of each year (for disbursement during the upcoming fall, spring and summer semesters) to 20-30 graduate students in CEIS on the basis of financial need and other restrictions stipulated by the donor. Normally, grants are given in the amounts of \$1,000 - \$3,000 per school year. To be eligible for these grants you must submit an application to the office of the Dean in CEIS no later than the first Friday in February. Application forms and further information about graduate grants and named scholarships are available at the office of the Dean in the College of Education.

Graduate assistantships totaling approximately \$130,000 for the year are given out annually to graduate students. These are given to students who do teaching, research, or administrative work for CEIS. Respective schools select graduate students that demonstrate initiative. Initial applications are made to the office of the Dean in CEIS.

Graduate assistantships are also available in other departments on campus, such as Campus and Student Life, the Office of Research and Creative Scholarship, the Office of Institutional Effectiveness, the residence halls, the University Center for Reading, Learning, and Assessment, or the Institute of Church Ministry. Many other work opportunities are available on campus and can be applied for at Student Employment located in the Administration Building. Current work opportunities are posted online at www.andrews.edu/hr.

Fieldwork Experiences

Since the Educational Psychology PhD program is focused on practical applications, fieldwork experiences are available at the doctoral level. The purpose of the fieldwork experience is to provide the student with an introduction to an applied area of educational psychology, and to enable the student to make use of the classroom instruction in a practical setting. Fieldwork is your opportunity to try out new areas of interest. Fieldwork previously done at the master's or EdS level cannot be substituted for the doctoral level fieldwork.

Fieldwork is required at the doctoral level (GDPC736 Field Work in Educational Psychology, 3-6 credits). Each credit represents 60 clock hours of experience. The doctoral student must have completed 30 credits in the major field before he/she can begin their fieldwork experience. You may register for as little as one credit, or as many as 6 credits in one semester.

Fieldwork experiences are arranged on an individual basis, according to the student's interests and professional goals. Following is a sampling of experiences which can be arranged:

- College teaching
- Freshman education and activities
- Testing programs
- Research experiences (institutional research office, research consultation)
- Student affairs programming
- Workshops for the public
- Product development
- Supervision of student teachers
- Curriculum development
- Grant writing

Students who are intending to teach in higher education, but have no prior experience at this level, are encouraged to do their fieldwork in college teaching. Generally, this involves teaching either GDPC301 Human Development or GDPC302 Educational Psychology at the undergraduate level under the direction of a faculty member. However, other choices are available.

Doctoral fieldwork experiences are arranged through Dr. Nadia Nosworthy who will serve as your academic supervisor for fieldwork. After the academic supervisor's initial contact, you will interview with appropriate individuals at the prospective fieldwork site. When arrangements have been finalized, a fieldwork contract is completed by you and the site supervisor and returned to your academic supervisor for approval. During the fieldwork experience you must keep a log of activities, which will be signed by your field supervisor and yourself, and presented to your academic supervisor when the fieldwork has been completed. Your academic supervisor may require other written work as part of your field experience. Fieldwork is graded on a satisfactory/unsatisfactory basis.

Background Check Requirements

Upon entering the Educational Psychology program, you may receive training in settings where vulnerable populations are served. Instances where this may occur are course assignments, and fieldwork experiences either within schools or in a counseling setting. It is the School's responsibility to help protect the safety of children and clients. Certain convictions may prevent you from continuing in the program. This School utilizes two methods to validate and track applicant and student criminal backgrounds: a Conviction Clearance Form and a formal Background Check conducted by an outside agency. Registration holds may be placed on a student's account until proper documentation has been received. A Conviction Clearance form is used as a self-report of criminal activity.

The formal Background Check is required prior to initial registration and/or participation in fieldwork experiences. Using the following link, you must pay for a criminal background check:

https://www.coeusglobal.com/andrewsu_gpc. Results will be kept confidential and reviewed by the School Chair and relevant Program Coordinators to ensure you are eligible to continue in your chosen

program. Failure to provide complete and accurate information on the Conviction Clearance form or on the Background Check will constitute grounds for immediate denial of admission, withdrawal of admission, and/or withdrawal of enrollment.

Research Experience and Your Dissertation

Students in the Educational Psychology program are expected to be actively involved in research during their program of studies. Each student must complete some research experience prior to the doctoral dissertation. The following phases of the research process must be included: literature review, research design, data collection, data analysis and data dissemination. Presently this experience is gained through graduate assistant experiences, specific course assignments, and work completed during the research sequence coursework requirements.

The pre-dissertation research experience must be completed before the student can begin working on the doctoral dissertation, and satisfactory completion of the research course sequence is required. Pre-dissertation research experiences are typically obtained throughout the research course sequence, and your course plan must be endorsed by appropriate research faculty to indicate satisfactory experience.

Below are the research interest areas of the Graduate Psychology & Counseling faculty:

- Dr. Karla Basurto Gutiérrez – Developing a curriculum program aimed at equipping graduate professors with the skills to guide and instruct graduate students in producing publishable articles.
- Dr. Ronald Coffen – Children’s and parenting issues; child and family therapeutic interventions; self-management and internalized importance via experiential techniques.
- Dr. Bradley Hinman – Family dynamics, communication, and behavior disorders within families; sexuality and Christianity, including sexual orientation, pornography, sex addiction, and hypoactive sexual desire; supervision of minority supervisees by majority supervisors.
- Dr. Nadine Isaac-Dennis – Traumatic stress in children, social emotional education in diverse settings.
- Dr. Rebecca Katovsich – The intersection of faith and mental health, healing properties of the therapeutic relationship, forgiveness and its role in facilitating improved mental health, the impact of parental discord on the psychological health & personality development of children & adolescents.
- Dr. Michael Milmine – Student success and engagement, learning and memory, the impact of media use on everyday life, and the use of virtual reality in education and psychology.
- Dr. Nadia Nosworthy – Numeracy development in children, math anxiety, individual differences in math achievement.
- Prof. Renette Portecop-Prentice – Self-efficacy for teaching students with autism spectrum disorder (ASD).
- Dr. Carole Woolford-Hunt – Cross-cultural communications, international psychology, bias research, multicultural education, supervision & counseling, the intersect between spirituality, psychology & philosophy.

The doctoral dissertation is the culmination of your research experiences during the doctoral program. You are advised to select a broad area of research interest early in the program, in consultation with your advisor and the School Chair, who is aware of the research interests of the entire faculty (see above). As you move through the program, your research interest can be refined through term papers prepared for selected classes, the pre-dissertation research experience, and the first draft of the proposal developed during EDRM710 *Seminar in Research Methodology* and/or EDRM880 *Dissertation Proposal Development*. Prior to enrolling in EDRM710 you must have a committee chair and a dissertation topic you have chosen in consultation with your selected chair. Keep in mind that your dissertation topic must be related to educational psychology.

The selection of the chair for your dissertation committee (which must be a faculty member in the GPC school) is a very important decision. You should consult with your advisor, other faculty, and the Chair of the School about this selection. Several important factors are considered in the selection process.

- Research expertise in your area of interest
- Availability of the faculty member for chairing your dissertation committee
- Interpersonal relationship between the prospective chair and yourself

Once you, the prospective dissertation chair, and the School Chair are agreed on who will chair your dissertation committee, the faculty member designated as your dissertation chair will help you with the selection of the rest of the members of the committee. The steps to follow in the process of writing and defending a dissertation is detailed in the *College of Education & International Services Doctoral Candidates Handbook* available in [electronic form](#).

Other Professional Learning Experiences

As a student in the Educational Psychology program, you are expected to take advantage of other professional learning experiences during your program. These include professional workshops, lectures, case conferences, seminars, and professional meetings (i.e., Midwestern Psychological Association Annual Meeting, American Psychological Association Annual Convention, Association of Psychological Science Annual Convention, etc.).

The School provides a professional seminar or conference each semester. All Educational Psychology students are expected to attend.

Doctoral Comprehensive Examination

All Educational Psychology students are required to successfully pass all sections of the comprehensive exam as a prerequisite to graduation. The purpose of the comprehensive examination is to appraise your overall grasp and expertise of the foundations of education plus your total program. It is also the student's opportunity to synthesize information learned throughout their studies and present faculty with a representation of their knowledge level.

The comprehensive examination is normally taken after you have completed all course work. However, there are three options you may choose from to take your exam:

- after completing all your course work

- during the semester you are concluding your course work as long as no unfinished class is part of the exam
- no later than two semesters after completing the course work specified on your course plan

All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work. Courses covered in the comprehensive examination must have all I (incomplete) and DG (deferred grades) grades cleared before administration of the comprehensive examination.

The exams are held three times each year in March, June, and October. Specific dates can be obtained from the Graduate Services Coordinator, or the school's Administrative Assistant. Please note that all sections of the comprehensive examination must be successfully completed before a student is eligible to complete the defense of their dissertation proposal.

Please request a copy of the Comprehensive Exam Guide from your advisor to learn more about the exam format, question objectives, and grading policies.

Student Evaluations and Feedback Loop

All students in the Educational Psychology program are evaluated by the faculty in the School of Graduate Psychology & Counseling for their goodness of fit in their program of study. Students are evaluated any time after acceptance into the program, but no less than once a year to ensure that adequate progress is made toward meeting program requirements (see Appendices A & B). A combination of course grades, fieldwork experiences, comprehensive exams, and research and dissertation progress will be used to evaluate the professional growth of the student and their progression through the program. Students are also evaluated in the areas of interpersonal and professional competence, self-awareness, self-reflection and self-evaluation, openness to processes of supervision, and resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner.

Evaluation Criteria – Academic/Professional Competencies

Students are evaluated on the following criteria:

- Courses Completed: including grades, number of incompletes, learning experiences or personal products.
- Practice: including application of work in courses, progress towards competencies, and experience with multicultural populations.
- Research & Writing: including research team involvement, progress towards dissertation, or other extracurricular writing experiences.
- Conferences & Workshops: including all professional conferences or meetings attended (local, state, and national).
- Presentations Given: including topics, dates, and occasions of presentations made at professional meetings, conferences.
- Professional Service/Other Professional Activities: including significant educational activities,

such as committee work, manuscript reviewing, or professional memberships not covered in other areas.

- Multicultural Competence: Awareness, knowledge, and skills in working with diverse groups in practice and research.

Criteria for Maintaining Satisfactory Status in Academic and Professional Competencies

Students are evaluated in each of these categories, and their progress is judged as exceptional, proficient, satisfactory, emerging, unsatisfactory, or not observed (see Appendix A). Educational Psychology core faculty may seek information from other professors who have instructed or supervised the student, including fieldwork supervisors. The following criteria are offered as guidelines for judging student progress. While students are not expected to excel in every area, faculty look for excellence in scholarship, research potential, and professionalism.

Exceptional:

- Student has completed coursework in a timely manner with high grades (A or A-). Student has submitted articles for publication or proposals for presentations.
- Student has been actively involved with research projects in addition to his/her own dissertation project.
- Student has published (either jointly or has been sole author) a manuscript, position paper, or other scholarly publication.
- Student is an active member of a professional organization.
- Student has attended a national conference/meeting and has participated with either a joint or sole presentation.

Proficient and Satisfactory:

- Student has completed coursework in a timely manner with at least a B+ average.
- Student has participated on a research team.
- Student has made adequate and timely progress on dissertation or exams (comprehensive exams or oral dissertation defense).
- Student has attended a local, state, or national conference/meeting.
- Student is a member of a professional organization.

Emerging and Unsatisfactory Progress:

- Student has not maintained a B average (less than 3.0 on a 4.0 scale).
- Student has minimal or no attendance or active participation on a research team.
- Student has not submitted any proposal for presentations.
- Student is not a student affiliate of a professional organization.
- Student has not made adequate progress on dissertation or exams (failed comprehensive exams or oral dissertation defense).
- Student has not been enrolled in her/his program of studies during the past semester.

Grade Point Average

Students must maintain an overall GPA of 3.3 (4.0 point scale) while in the program. Classes which receive a grade below B- must be repeated. If the overall GPA drops below 3.3, the student will be

placed on Probationary Status.

Plan of Action when Unsatisfactory Ratings are Given

If a student receives unsatisfactory ratings on their annual evaluation or other evidence of unsatisfactory levels of competence emerges during the student's academic program, the Educational Psychology core faculty will meet and develop a plan to assist the student to remedy the deficiency.

One of the following two steps will be taken:

1. If the unsatisfactory performance is a minor departure from acceptable levels or represents a single deviation from a record of satisfactory or excellent level of competence, the faculty's concern will be noted either on the yearly evaluation form or through a *Notice of Concern* (Appendix C). The nature of the deficiency and any recommendations for improvement will be presented. A meeting will be scheduled with the student and the Advisor to discuss the deficiency and the recommendations for improvement. If a *Notice of Concern* is written, it will be kept in the student's file. Progress on the deficiency will be reviewed by the student's Academic Advisor as stipulated in the *Notice of Concern* and a notation of satisfactory progress will be noted when the deficiency is remedied.
2. If the unsatisfactory performance represents a serious deficiency in performance or occurs subsequent to the issuance of a *Notice of Concern* for a prior deficiency, the Educational Psychology core faculty will meet to develop a draft *Remediation Plan* for the student. The Advisor will then schedule a meeting with the student to discuss the deficiency and the draft Remediation Plan. In concert with the student, a final Remediation Plan will be written. The Plan will include specific actions to be taken by the student and a timeline for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student's academic file. The Advisor will be responsible for monitoring student progress at least once per semester. A second meeting with the student and Advisor will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a *Notice of Concern Follow-up* (Appendix D) will be placed in the student's file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to explain the reasons for the incomplete results. The faculty will then meet to discuss the next steps. Depending on the situation the faculty may vote any of the following options: extend the deadline, revise the remediation activities, or act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties. The student may also be dropped from the program if the Notice of Concern had those stipulations.

Ongoing Evaluation of Student Progress

For the purposes of ongoing evaluation, the decisions and actions outlined above may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

Student Retention Policy

All students pursuing degrees in the School of Graduate Psychology & Counseling (GPC) at Andrews University will be reviewed yearly as to their goodness of fit in the program in which they are enrolled.

Apart from these times, if for any reason a professor should have significant concerns regarding a student's academic progress, interpersonal skills, or goodness of fit for the relevant profession/program, and/or a student's ethical behavior, the following steps will be followed:

1. **Concerns are presented to the full faculty** (which typically occurs at the next GPC faculty meeting). The full faculty are involved so that multiple perspectives can be offered to avoid situations in which one faculty member has a concern with a student but other faculty do not. Additionally, discussion with the full faculty has historically led to actions more beneficial to the student given the more objective and more creative ideas that come from a group process.

The goal of the discussion is that faculty recommend actions to remediate the problem, rather than actions that are solely punitive in nature. However, there may be instances at the discretion of the faculty where they may choose to forego remediation and move forward with termination.

Faculty:

- a. **recommend actions** to be taken by faculty and the student
- b. identify immediate and/or future **consequences**
- c. identify the **timeline** related to when the concern needs to be resolved and/or reevaluated.

Potential actions may range from minor (e.g., require the student to increase organization and timeliness in attending classes) to major (e.g., program termination). The nature of actions are commensurate with the nature of the concern.

During the GPC meeting, the Notice of Concern form is completed based on the faculty's voted actions, consequences and timeline.

2. The student is presented with the **Notice of Concern form** (see Appendix C)

The Notice identifies:

- a. what the **concern** is
- b. what the voted **actions** are
- c. the **timeline** related to when the concern needs to be resolved and/or reevaluated
- d. any immediate and/or future **consequences**

A copy of the Notice of Concern will be placed in the student's official file. The student will also receive the **Notice of Concern by both email and by certified mail with return receipt**. The receipt will be kept in the students' file as verification that the student has received the Notice. Within 7 days of receipt of the Notice of Concern the student must either (A) **arrange to meet** with the faculty named in the "Voted actions the student must take" section of the Notice of Concern form **or** (B) notify those faculty of the student's decision to **appeal** the Notice of Concern. Failure of the student to arrange a meeting **within 7 days** or failure to communicate his/her decision to appeal will be interpreted to mean that the student does not intend to meet the requirements of the program and will thus be treated as the student choosing to withdraw from the program. The withdrawal will be acknowledged by an official letter (also sent certified mail with return receipt) noting the student's choice to withdraw and notifying the student that they

are dropped from the official list of program participants. After such a withdrawal, the student would have to complete a new application to a program if they wished to return to a program.

When the student meets with the faculty named in the “Voted actions the student must take” section of the Notice of Concern, the faculty discuss the concern with the student and work toward remediating the situation.

Attached to the Notice of Concern (or to a termination letter) is information about the Appeal Process. Anytime a student is placed on probation or terminated, they have the option to request a student hearing at the next GPC full faculty meeting. Subsequent to the hearing, if the student disagrees with any aspect of the Notice he/she may pursue the appeal process. During the appeal process the student will continue to engage in all academic activities unless the concern is such that continuation in those activities jeopardizes compliance with ethical or legal mandates (e.g., if there is a concern about the nature of a students’ interaction during fieldwork, the student would not be allowed to continue on their fieldwork site during the appeal process).

3. **Case review.** If indicated, the concern will be reevaluated according to the timeline presented in the Notice of Concern. This review process follows the same procedures outlined in steps 1 and 2 above. **Further actions may be voted, or the case may be considered closed.** If the case is closed, the program coordinator will provide a student with a **letter** indicating this and a copy of the letter will be placed in the student’s official file. If **additional actions** are voted, step 2 above will be followed.

Ongoing Evaluation of Student Progress

For the purposes of ongoing evaluation, the decisions and actions outlined above may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

Grievance Procedure

If a student believes that he or she has been treated unfairly or finds him/herself in conflict with school policy or practice, they have a right to state their grievance and initiate a student appeal process.

Following are protocols students should follow in dealing with complaints:

- If applicable, first consult with instructor or advisor.
- If complaint remains unresolved, discuss it with the School Chair.
- If the issue is still unresolved, student may submit a written complaint to the CEIS Dean.
- If the issue remains unresolved, student may discuss the matter with the Chief Academic Officer who will provide a written decision that will be considered final.

At any point in the complaint process the student may consult with either of two university Ombudspersons whose role is to facilitate understanding, communication, and resolution of conflicts. They may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudspersons will also help to explore options or help identify university programs and resources that might be of benefit. The Ombudspersons do not get involved in:

- Legal advice or legal representation.
- Non-university related disagreements or problems.
- Filing grievances or making formal complaints.
- Representation of students in formal university procedures.

Determination of Grades

Authority of Faculty Member

The authority to determine grades rests with the faculty member(s) teaching the course or substitute instructor(s) assigned by the relevant school chair in consultation with the dean where the regular instructor is unavailable.

Authority of the School Chair and Dean

The school chair and dean of the school have general oversight responsibility through counsel with each faculty member to ensure that a carefully crafted grading policy is used and that students are fully informed of the policy and its application. Only when a grade complaint is lodged, or a grading grievance petition is filed by a student will the school chair and dean become involved with decisions on grading.

Changes of Correction of Errors in Grades

To protect the integrity of the grading system, alterations to the official grade record occur only where instructor error is discovered. Grades are not changed because additional work has been completed since the grade was assigned. Errors are reported on the official grade change form provided by the Registrar's Office and must be signed by the instructor and the dean. On this form, which becomes the basis for a corresponding correction in the record, a written statement of explanation must be provided.

Other Grade Changes

Grade changes require authorization in writing by the faculty member who is the instructor of record.

Only in the case of the faculty member's departure from the university or the death of a faculty member may grade changes be affected without the specific signature of the faculty member on the official grade form or appropriate official change of grade form. In such an event, the dean of the relevant school signs for the instructor.

Timing of Grade Changes

Any change of grade must normally be made within the semester following the term for which the grade was assigned for any class taken. In no case should grades be revised after two semesters.

Graduate grade changes may not be made after one semester without the permission of the dean/program coordinator following the term in which the course was offered except as allowed by a specific policy. In the case of classes offered on an extension campus, the grade change must occur within two semesters following the term in which the course was taken. Resulting changes in the grade point average subsequent to the issuing of the diploma shall not result in withdrawal of the diploma.

Resolution of Grade Disputes

Students who dispute the grade received for a course are to be encouraged, by any faculty member or

administrator who is approached, to seek a resolution through the following procedural steps. Succeeding steps should be taken only as failure is experienced in the previous step.

1) Informal Resolution in Person

A student reporting dissatisfaction over a grade received in a course should be counseled to *first* seek a resolution in person with the instructor. Should such a meeting not succeed, the student may seek a resolution through the instructor's immediate supervisor, the school chair or, in the absence of the chair, the dean of the school. The supervisor may arrange a joint discussion between the student and the instructor. When such attempts at resolution of the grade problem fail, the student may file a written grade complaint with the relevant instructor's immediate supervisor.

2) Grade Complaint

A student may request an investigation of a grade through a written grade complaint to the supervisor of the instructor which explains the reasons for the student's belief that the grade was assigned as a result of carelessness, arbitrariness, or capriciousness. If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given and/or a grade report card had been issued. Complaints filed after a full semester has elapsed since a grade was given and/or a report card issued, or a written grade complaint that does not detail the evidence called for above, shall not be investigated. A department chair or the instructor's immediate supervisor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the instructor's immediate supervisor is to render a written report on his/her findings within a week (if school is in session; if not, within the first week after school reconvenes). If the student does not receive a report or remains dissatisfied, he/she may file a written grade grievance with the dean of the relevant school.

3) Grade Grievance

A student may file a written grade grievance with the dean of a relevant school to resolve a grade problem. The grade grievance must be filed within three weeks of receiving a response to the original filing of the written grade complaint. The written grade grievance shall provide evidence for the claim that the grade was assigned as a result of arbitrariness, capriciousness, or carelessness. Should the dean be the instructor in question, the dean shall direct the grade grievance to the Chief Academic Officer. A written grade grievance that does not detail the evidence called for above, or that is filed more than three weeks after the response to the original filing of the complaint, will not be investigated. Providing the student has met the conditions for filing a grade grievance, the relevant dean or his/her immediate supervisor as noted shall appoint a Grade Review Committee of three (3) faculty members with authority to investigate the matter further and to recommend a resolution. The dean or his/her supervisor shall issue a written verdict in response to a specific Grade Review Committee within one week after having received the written recommendations of the Committee that shall be final and binding on both student and faculty member. The verdict may necessitate a grade change.

Consequences of Failing Grades

Academic Program Failure

Grades considered to represent an unsatisfactory level of achievement by a student in a given class are defined as failing grades. A student may be dismissed from a particular program during a given semester because of failing grades. Where a student fails to meet the published professional and lifestyle requirements for some programs he/she may be refused a degree even when all the other academic requirements have been satisfactorily completed.

Failure in Non-Academic Areas

Where the requirements for a particular professional degree as published in the Academic Bulletin include personality, lifestyle, clinical aptitude and other special traits, a student may be deemed fail in that program if he/she does not measure up to those requirements. Such a student may be denied a degree and may be dismissed from the program if the dismissal decision is well-documented by the academic advisor and reviewed by the departmental faculty in session noting the process and criteria used. The decision to dismiss must be filed with the minutes of the meeting.

Rights of Students to Due Process

Students who are dismissed on the basis of failing performance have a right to appeal and to due process through consultation with the Chief Academic Officer.

Student Social Life

Social activities are provided on campus for graduate students to help enhance and balance the academic programs. The campus student activities department provides social activities for all students throughout the school year, particularly on or around major holidays. These activities are advertised by email, social media, on campus bulletin boards and through the Andrews Agenda. The Graduate Students Association also sponsors a number of social events particularly for the graduate student body.

Campus Communications

The campus communication system includes the following informational items:

- Student Movement (student newspaper)
- Andrews Agenda (the campus announcement email sent out weekly)
- College of Education & International Services [Doctoral Candidate Handbook](#)
- School of Graduate Psychology & Counseling bulletin boards (located near the entrance to the school offices)
- Bulletin boards near the Dean's office
- Andrews University email – please check your account regularly
- Social Media – Facebook and Instagram

These resources contain important announcements for students. Please make sure to check them often.

Discrimination and Harassment Including Sexual Harassment

Andrews University is committed to maintaining a respectful learning and living environment that is free from sexual misconduct, relationship violence, stalking, and discrimination based on sex (collectively, “Misconduct”). Misconduct in any form, regardless of the length of the relationship or gender of the individuals, is inconsistent with this commitment, strictly prohibited and intolerable in the Andrews community. Any student who is found responsible for committing Misconduct is in violation of the Code of Student Conduct. Any faculty or staff who is found responsible for committing Misconduct is in violation of the University’s *Working Policy* and *Employee Handbook*, as applicable.

All members of the Andrews University community share a responsibility for knowing and upholding the Sexual Misconduct Policy, which can be accessed at <https://www.andrews.edu/life/health-safety/title-ix/index.html>. The policy includes descriptions of misconduct, key definitions, reminders and resources, and the University’s processes and response.

Inquiries and complaints regarding sexual misconduct, relationship violence, stalking, or discrimination based on sex should be referred to the designated university officials listed below:

Designated University Officials

Frances Faehner, Vice President for Campus & Student Life, is the Title IX Coordinator for Andrews University. You can file complaints of sexual misconduct with her office (269-471-2679).

Alleged misconduct by a student toward another student, faculty or staff:

- Report to Senior Title IX Coordinator, Alyssa Palmer, Assistant Vice President for Campus & Student Life, 269-471-6684, alyssap@andrews.edu, Campus Center, Main floor.

Alleged misconduct by a faculty/staff toward a student or other faculty/staff:

- Report to Title IX Deputy Coordinator/Investigator, Patricia Fitting, 269-471-6628, fittingp@andrews.edu, Campus Center, Main floor.

Student Safety and Services

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Student Support Services

Students needing assistance in either their academic or personal lives may make use of the free university services listed below:

- Counseling & Testing Center <http://www.andrews.edu/services/ctcenter/>
- Student Success Center – Career Counseling/Career Services & Disability Accommodations <http://www.andrews.edu/services/sscenter/>
- Center for Reading, Learning and Assessment <http://www.educ.andrews.edu/ucrla/>
- Financial Aid <http://www.andrews.edu/future/>
- Writing Center http://www.andrews.edu/cas/english/resources/writing_center.html
- ITS (Information Technology Services) <http://www.andrews.edu/services/its/>
- International Student Services <https://www.andrews.edu/services/international/index.html>
- Institute for Prevention of Addiction <http://www.andrews.edu/services/ipa/>
- James White Library <http://www.andrews.edu/library/index.cgi>
- Andraesen Center for Wellness <https://www.andrews.edu/wellnesscenter/index.html>
- Graduate Student Association http://www.andrews.edu/life/living/housing/lamson/health_club/index.xml
- Student Health Services http://www.andrews.edu/health/student_health.html

Academic Misconduct

The university policy on Academic Misconduct exists to resolve problems such as plagiarism, cheating on examinations, papers completed by someone other than the registered students, theft, mutilation of library materials, etc. The policy details procedures for resolution of matters of conflict, channels of appeal, and penalties imposed, and can be found in the Andrews University Student Handbook which is available in the Student Planner available to each student and on the university's website at (www.andrews.edu/services/studentlife/handbook).

Who's Who in the School of Graduate Psychology & Counseling

College of Education & International Services (CEIS)	800-471-6210
Graduate Psychology & Counseling Main Office	269-471-3473

Dean of CEIS	Alayne Thorpe	
Assistant Dean for Graduate Education	Amanda McGuire-Moushon	3109
Executive Assistant to Dean	Rose Warner	6281
School Chair	Carole Woolford-Hunt	6074
Administrative Assistant	N/A	3473
Accreditation Coordinator	N/A	3113

Program Coordinators

MA/PhD Educational Psychology	Nadia Nosworthy	6175
MA Clinical Mental Health Counseling	Nadine Isaac-Dennis	3466
MA School Counseling	Nadine Isaac-Dennis	3472
EdS School Psychology	Renette Portecop-Prentice	3567
PhD Counseling Psychology	Carole Woolford-Hunt	6074
Research/Statistics Consultant	Karla Basurto Gutierrez	6240
Educational Psychology Field Work	Nadia Nosworthy	6175

Whom to See for What

Academic Issues

Scheduling/questions about classes	Your academic advisor.
Course Plan/Candidacy Forms/Petitions	Forms are available online from the CEIS website. https://www.andrews.edu/ceis/resources/student/grad-forms-index.html
Comprehensive Exam	See your academic advisor.
Grades	Your class professor or academic advisor.
Issues related to classes	See the class professor. If you cannot resolve the issue, see your advisor.
Issues your advisor cannot resolve	See Dr. Woolford-Hunt (School Chair).

Employment of Graduate Assistants

Job performance/scheduling	Your supervisor.
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Andrews University
Graduate Psychology & Counseling – PhD Educational Psychology
CEIS Candidate Disposition Evaluation

Candidate's Name: _____

Date: _____

Rating Scale: 5. Exceptional 4. Proficient 3. Satisfactory 2. Emerging 1. Unsatisfactory n/o. Not Observed

The Educational/Counseling Professional . . .

	5	4	3	2	1	n/o
1. Believes that all individuals can learn and grow						
<ul style="list-style-type: none"> Shows respect to those they work with Shows patience and seeking support for even the most difficult student/client Instills hope for change and growth in their students/clients 	Comments:					
2. Values fairness						
<ul style="list-style-type: none"> Demonstrates equitable treatment of others Seeks to understand others' needs Supports diversity Applies processes and policies to ensure fair treatment of others 	Comments:					
3. Values respectful communication						
<ul style="list-style-type: none"> Listens thoughtfully to others' views, including opposing ones Uses appropriate tone and affect in communication Demonstrates appropriate levels of self-disclosure Interacts positively with others, with corresponding body language Demonstrates skills in public speaking 	Comments:					
4. Values diversity						
<ul style="list-style-type: none"> Interacts in ways that recognize the worth of all individuals Validates the uniqueness and strengths of each individual Listens to the voice of those who share views different from their own Welcomes and works to understand diverse views to gain a more comprehensive understanding 	Comments:					
5. Recognizes personal leadership responsibility						
<ul style="list-style-type: none"> Shows awareness of one's positional and personal influence on others Takes initiative Follows through on responsibilities Develops one's own voice and opinion Plans, prioritizes tasks, and manages time effectively Demonstrates flexibility Is punctual, meets appointments and deadlines 	Comments:					

6. Values personal and professional growth						
<ul style="list-style-type: none"> • Seeks opportunities to learn new skills and knowledge • Seeks and uses feedback to improve personally and professionally • Demonstrates spiritual, physical, mental, and emotional balance • Demonstrates awareness and understanding of self and others • Has a positive self-image and is self-reliant 	Comments:					
7. Is committed to inquiry						
<ul style="list-style-type: none"> • Manifests inquisitiveness and academic curiosity • Initiates participation in class discussion and experiential learning activities • Demonstrates ability to engage in research and track down information 	Comments:					
8. Is committed to service						
<ul style="list-style-type: none"> • Engages in activities that support and benefit others • Seeks to understand and respond to the needs of others • Is involved in professional organizations 	Comments:					
9. Values ethical behavior						
<ul style="list-style-type: none"> • Adheres to the professional ethical standards of their chosen field • Displays integrity in all they do, personally and professionally • Exhibits truthfulness and fairness in all areas 	Comments:					
10. Is committed to team/group relations						
<ul style="list-style-type: none"> • Engages effectively in group situations and works well with others • Works collaboratively on group projects 	Comments:					
11. Written Communication						
<ul style="list-style-type: none"> • Is able to integrate assessment information and other knowledge bases and present a clear, concise and grammatically correct reports; research papers 	Comments:					
12. Professional Demeanor and Appearance						
<ul style="list-style-type: none"> • Dresses appropriately and is neatly groomed • Manages stress well and displays appropriate emotional control and stability • Maintains a professional online presence (i.e., social media) 	Comments:					
13. Research Performance						
<ul style="list-style-type: none"> • Demonstrates performance in research courses • Manifests critical thinking • Exhibits research sophistication • Shows active participation/leadership in mentor's research projects • Has ability to use and interpret quantitative and qualitative strategies and methodologies • Displays independence and competence of ideas • Is involved in presenting and publishing research 	Comments:					

14. Graduate Student Role					
<ul style="list-style-type: none"> • Evidence of substantive theoretical, academic, and research interest in educational psychology • Attendance at area seminars and department talks • Exhibits motivation • Class attendance • Turns in timely work and shows class progression • Has collegiality and shows good citizenship with faculty and students • Attendance at conferences • Is involved in leadership and/or service to department and/or school [volunteering time, mentoring role, participating in school-wide extracurricular activities, support of other students] 	Comments:				

Student feedback and recommendations for program improvement:

Signature of Advisor: _____ Date: _____

Signature of Student: _____ Date: _____

Appendix B – Post-Coursework Student Progress Evaluation

Andrews University
Graduate Psychology & Counseling – PhD Educational Psychology Program
CEIS Post-Coursework Student Progress Evaluation

Student's Name: _____

Date: _____

Student progress through the Educational Psychology Program is tracked by the following checkpoints:

	YES	NO
Completed all Coursework		
Comments:		

	YES		NO	
Completed Comprehensive Exams (If no, complete section below)				
– Day 1	Pass		Fail	
– Day 2	Pass		Fail	
– Day 3	Pass		Fail	
– Research & Statistics (Take-Home Exam)	Pass		Fail	
– Oral Exam	Pass		Fail	
Comments:				

	YES	NO
Completed Dissertation (If no, complete section below)		
Dissertation Process		
- Formed Dissertation Committee		
CHAIR:		
METHODOLOGIST:		
MEMBER:		
- Continuous Registration of GDPC899 Doctoral Dissertation		
- Dissertation Title:		
- Chapter 1		
- Chapter 2		
- Chapter 3		
- Proposal Defense		
- IRB Approval		
- Chapter 4		
- Chapter 5		
- Dissertation Defense		
Comments:		

Anecdotal Comments from Faculty:

Student feedback and recommendations for program improvement:

Signature of Advisor: _____ Date: _____

Signature of Student: _____ Date: _____



PhD Educational Psychology Program
Notice of Concern

Student	Date
---------	------

Program Coordinator

Professor Concerned	Class
---------------------	-------

What is the concern?

Voted actions the student must take:

Voted timeline for resolution of the concern and date when the concern will be reevaluated:

Voted immediate and/or future consequences:

Please see attached information about the Appeal Process should you choose to appeal.

Within 7 days of a receipt of this Notice of Concern, the student must contact his/her faculty advisor and arrange an appointment to discuss the recommended actions.



PhD Educational Psychology Program
Notice of Concern Follow-up

Student: _____

Date: _____

Date of Original Notice: _____

Summary of Notice of Concern

Voted Actions and Timeline Given

Student Outcomes to Voted Actions

Result of Notice of Concern:

Program Coordinator Signature

Date

Student Signature

Date