



School of Graduate Psychology & Counseling

Andrews University
*College of Education & International
Services*

PROGRAM HANDBOOK

MA Educational Psychology

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Educational Psychology Program Overview

Educational psychology is a broad field of study, which will open a wide range of employment choices. An MA in Educational Psychology can enhance your preparation to work in family life education, training programs in business and industry, early childhood education programs, special education centers, research related to schools and to human growth and development, the construction, administration, and evaluation of tests, student residence-hall directors, and classroom teaching at elementary, secondary, and higher education levels. The MA in Educational Psychology can be the first stage en route to obtaining an EdS in School Psychology or a PhD in Educational Psychology.

The Educational Psychology program does not prepare students for counseling positions or for counselor or psychologist licensure. The focus of these programs is developmental psychology, instructional psychology and research. 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 psychological 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 the 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, students with learning disability, students with intellectual disability, students with emotional disability, students with physical disability, and gifted students.
15. Conduct evaluations and research in the area of educational psychology and disseminate findings.
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 nonrefundable application fee, and applications must be submitted by the deadline posted on the [School of Graduate Studies website](#).

Minimum Admission Requirements

- Official transcripts: From institutions where all post-secondary coursework was taken.
- Recommendations: Two recommendations are required from professionals—such as advisors, major professors, and employers—excluding relatives. At least one recommendation should be academic.
- Resume or professional history: Information about employment, research, or special projects.
- Minimum GPA of 2.60 on undergraduate degrees.
- Statement of Purpose: A 500-word essay explaining objectives in seeking a graduate degree at Andrews University. Include a description of personal, professional, and academic goals; philosophical perspective; and what the applicant hopes to accomplish professionally in ten years following the completion of degree.

Please note that there is a **50% tuition reduction scholarship** for the MA program whether attending in person or online!

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 Credit Policy

Andrews University may grant credit for previously completed relevant graduate level coursework achieved 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.

Transferred courses will be accepted for up to 20% of the program-required credits, 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; 10) Each course proposed for transfer must be taken no earlier than six calendar years prior to graduation.

Completing Your Program

Advising

All master's students are assigned to a permanent academic advisor in their area when they are accepted into a program of study in the School of Graduate Psychology & Counseling. This individual is expected to guide the student in making up a course plan that will ensure that he/she completes the course requirements and in guiding decision making about choices that will best suit the student's interests. It is the responsibility of the student to maintain contact with the advisor concerning his/her program.

School Psychology

Students planning to continue with the EdS in School Psychology should consult with their advisor when planning their sequence of courses. It is recommended that they pursue the Instructional Psychology Concentration (see description of the [EdS in School Psychology](#) for Michigan Certification requirements).

Course Plan

Normally, before the first semester 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 3.0 or higher. Any changes in the course plan of the ATC must be approved in advance by the advisor.

Minimal Levels of Achievement & 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 3.0 and receiving a B- or above and Satisfactory in all classes, passing comprehensive exams, and successfully defending Master's Thesis if applicable.

Program Descriptions

MA Educational Psychology – Research Concentration

Foundations/Research/Statistics – 9 credits

EDFN500 Philosophical Foundations for Professionals	3
EDRM505 Research Methods	3
EDRM611 Applied Statistical Methods I	3

Educational Psychology Core – 9 credits

GDPC514 Psychology of Learning	3
GDPC614 Human Development	3
GDPC644 Psychological Testing	3

Concentration (Research) – 15 credits

EDRM604 Design and Analysis of Educational and Psychological Surveys	3
EDRM605 Qualitative Research Methods in Education and Psychology	3
EDRM712 Applied Statistical Methods II	3
EDRM713 Applied Statistical Methods III	3
GDPC699 Thesis	3

Total Credits for Research Concentration **33**

MA Educational Psychology – Developmental Psychology Concentration (available online)

Foundations/Research/Statistics – 9 credits

EDFN500 Philosophical Foundations for Professionals	3
EDRM505 Research Methods	3
EDRM611 Applied Statistical Methods I	3

Concentration (Developmental Psychology) – 21 credits

GDPC514 Psychology of Learning	3
GDPC525 Psychology and Education of Exceptional Children	3
GDPC614 Human Development	3
GDPC634 Cognitive and Biological Psychology	3
GDPC642 Behavior and Emotional Problems of Children	3
GDPC643 Career Development	3
GDPC676 Theories of Personality	3

Total Credits for Developmental Psychology Concentration **30**

MA Educational Psychology – Instructional Psychology Concentration

This concentration is specifically designed for teachers who wish to broaden their understanding of the teaching and learning process. The courses are designed to assist the teacher in a deeper understanding of the learner and learning environments. This concentration is of interest to teachers who wish to renew their certification or move up on the salary scale, and at the same time improve their understanding of children and how they learn. This concentration is also of interest to those students who wish to continue in the EdS School Psychology program.

Foundations/Research – 5 credits

EDFN500 Philosophical Foundations for Professionals	2
EDRM505 Research Methods	3

Concentration (Instructional Psychology) – 22 credits

GDPC525 Psychology and Education of Exceptional Children	3
GDPC614 Human Development	3
GDPC617 Seminar in Professional School Psychology: Ethical, Professional and Legal Issues	3
GDPC634 Cognitive and Biological Psychology	3
GDPC635 Theories and Techniques of Counseling	3
GDPC642 Behavioral and Emotional Problems of Children	3
GDPC644 Psychological Testing	3
GDPC649 Crisis Intervention	1

Electives – 3 credits

3 credits to be chosen in consultation with an advisor. It is presumed that these courses will assist in the understanding of the learner and/or the learning environment.

Total Credits for Instructional Psychology Concentration 30

MA Educational Psychology – General Concentration

Foundations/Research/Statistics – 9 credits

EDFN500 Philosophical Foundations for Professionals	3
EDRM505 Research Methods	3
EDRM611 Applied Statistical Methods I	3

Concentration (General) – 9 credits

GDPC514 Psychology of Learning	3
GDPC614 Human Development	3
GDPC644 Psychological Testing	3

Electives – 12 credits

By advisement, limited to courses from the above concentrations, GDPC courses, or courses in instruction from the College of Education & International Services.

Total Credits for General Concentration 30

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 CEIS.

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 departments 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.

Application forms and further information about graduate grants and named scholarships are available at the office of the Dean in the College of Education & International Services.

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, professional meetings (i.e., American Psychological Association Convention).

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

Master's Comprehensive Examination

Comprehensive examinations are to be taken after all major course work has been completed. Before the student is able to take comprehensive examinations, an Advancement to Candidacy form should be completed. The appropriate time for filing this form is before the completion of one-half of the

maximum number of required credits of course work and no later than the semester prior to the scheduled date of the comprehensive examinations. The forms are available [online](#).

The purpose of comprehensive examinations is to appraise, in an integrated fashion, your overall grasp of the course work that has been covered during the program of study. Comprehensive examinations are given every semester to those students who qualify during that semester. All MA candidates in the College of Education & International Services take their comprehensive examinations on the same day. The exam lasts five hours and is divided into two sessions, a three-hour morning session and a two-hour afternoon session.

Objectives to guide in study preparation and some suggestions for writing the examinations are provided by the School of Graduate Psychology & Counseling. In order to pass the comprehensive examination, the student must pass all questions with a satisfactory or higher rating. Further details are provided in the MA Educational Psychology Comprehensive Exam Guide. Please ask your academic advisor for a copy.

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 anytime after acceptance into the program, but no less than once a year to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, comprehensive exams, and research and thesis progress (as applicable) are used to evaluate the professional growth of the student and their progression through the program. Students are 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.

Students are evaluated in each of these categories, and their progress is judged as exceptional, proficient, satisfactory, emerging, unsatisfactory, or not observed. Educational Psychology core faculty may seek information from other professors who have instructed or supervised the student. While students are not expected to excel in every area, faculty look for excellence in scholarship, research potential, and professionalism.

An evaluation form (see Appendices A & B) is used by the faculty as a whole to give a consensus rating for each student on their interpersonal, personal and professional development. In addition, specific strengths and weaknesses are identified and articulated. Students may then receive feedback from their academic advisor concerning their progress in the program. If the faculty have serious concerns regarding a student, they will recommend one of the following alternatives:

1. Advise the student of their concerns through the student's advisor and continue to carefully monitor the student's performance.

2. Inform the student of their concerns in a conference with the School Chair and the student's academic advisor and develop a plan to rectify the problem. The student will be placed on probation and will remain on probation until the plan has been successfully completed.
3. Drop the student from the program and advise the student toward a more appropriate area of study.

Grade Point Average

Students must maintain an overall GPA of 3.0 (4.0 point scale) while in the program. Classes which receive a grade below B- must be repeated. If the overall GPA drops below 3.0, 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 Academic 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 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. **Notice of Concern form** (see Appendix C) **is presented to student.**

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.

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 department/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 on campus. 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 school 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 school 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 a 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 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.

Professional Affiliations and Licensing Opportunities

For those students doing the MA Educational Psychology Instructional Psychology concentration, it is possible (with appropriate application and acceptance) to continue on to the Education Specialist degree in School Psychology (EdS), which leads to state certification. For more information about School Psychology certification, see the [School Psychology Program Handbook](#).

Student affiliations with the American Psychological Association (APA) are available to all graduate students in Educational Psychology. Interested students may contact the School of Graduate Psychology & Counseling office for further information. Students who graduate from our programs are also qualified for full membership in APA.

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 [Handbook of Master's of Arts and Sciences Candidates](#)
- 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, 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>
- Andreasen 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 Graduate Assistants	Aisha Allsop Mika Kamvazaana	3473
Accreditation & Assessment Coordinator	Fortune Zaglago	3113

Program Coordinators

MA/PhD Educational Psychology	Nadia Nosworthy	6175
MA Clinical Mental Health Counseling	Nadine Isaac-Dennis	3472
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-Gutiérrez	6240

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 – MA 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 Exhibits interpersonal skills in professional settings Ability to maintain appropriate boundaries and conduct with students, staff and faculty Maintains a professional online presence (i.e., social media) 	Comments:					

Student feedback and recommendations for program improvement:

Signature of Advisor: _____ Date: _____

Signature of Student: _____ Date: _____

Andrews University
Graduate Psychology & Counseling – MA Educational Psychology Program
CEIS Post-Coursework Student Progress Evaluation
For students completing a thesis

Student's Name: _____

Date: _____

Student progress through the MA 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 (Morning/Afternoon)	Pass		Fail	
- Day 2 (Research concentration only)	Pass		Fail	
Comments:				

	YES	NO
Completed Thesis (If no, complete section below)		
Thesis Process		
- Formed Thesis Committee		
CHAIR:		
METHODOLOGIST:		
MEMBER:		
- Continuous Registration of GDPC699 Master's Thesis		
- Thesis Title:		
- Chapter 1		
- Chapter 2		
- Chapter 3		
- Proposal Defense		
- IRB Approval		
- Chapter 4		
- Chapter 5		
- Thesis Defense		
Comments:		

Anecdotal Comments from Faculty:

Student feedback and recommendations for program improvement:

Signature of Advisor: _____ Date: _____

Signature of Student: _____ Date: _____



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



MA 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